

## APPLICATION

### Study field "History and Philosophy" for assessment

Study field	<i>History and Philosophy</i>
Title of the higher education institution	<i>Daugavpils Universitāte</i>
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# **Self-evaluation report**

Study field "History and Philosophy"

University of Daugavpils

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## **I - Information on the Higher Education Institution/College**

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

#### **Brief characteristics of Daugavpils University**

Daugavpils University (henceforth – DU) is a significant centre of science and education in Daugavpils and East Latvia. DU is a modern science based university that offers high quality education, prepares highly qualified specialists and professionals, greatly contributes to science innovation and transfer of scientific ideas to broader public and national economy. DU is the only university in Latgale that performs the functions of the driving force for the development of the region of East Latvia and its adjacent territories, it concentrates major intellectual and technical resources in the region.

In the period of time from 1921 to 2001, DU has developed by harmonizing its functions of institutional status with the needs of the region and state: in 1921 Daugavpils Pedagogical School was founded that in 1923 was reorganized into Teacher Training Institute, in 1952 – Daugavpils Pedagogical Institute, in 1993 – Daugavpils Pedagogical University. In 2001 pedagogical higher education establishment – Daugavpils Pedagogical University – after international accreditation qualified for the status of full university becoming Daugavpils University – the largest regional university in Latvia that prepares highly qualified specialists for the needs of the region as well as unique branches of national economy of Latvia. DU was registered in the Register of Scientific Institutions on 23 January 2006 (registration No. 172040). DU has gained international recognition by joining the European University Association, European International Studies Association, European Union Universities of Small States Association, and European Science Events Association.

The necessity for founding DU in the region at the turn of the 20th and 21st centuries was conditioned by changes in recruiting young professionals to work places. The previous system of delegating professionals after graduation from a higher education establishment to work places having placed demands to the higher education establishment had been cancelled. There was acute shortage of young professionals with up-to-date knowledge and practical skills in Latgale due to the fact that alumni from the capital city or abroad very seldom applied for jobs in Latgale. However, owing to its rapid and well-rounded development, DU adjusted to providing for the needs of the region in line with the prognoses of labour market development and offer of new innovations, and grew into the largest regional university of Latvia and a significant and competitive research and academic centre on the border of the European Union.

DU offers the opportunity to acquire higher education in the fields of natural sciences, humanities, engineering, education and social sciences, which are implemented in 5 faculties: Faculty of Natural Sciences and Mathematics (henceforth FNSM), Faculty of Humanities (henceforth FH), Faculty of Education and Management (henceforth FEM), Faculty of Music and Arts (FMA), Faculty of Social Sciences (henceforth FSS), and 2 scientific institutes: Institute of Life Sciences and Technologies (henceforth ILST) and Institute of Humanities and Social Sciences (henceforth IHSS). The research and academic work at DU proceeds in 5 buildings.

#### **Daugavpils University mission and vision**

**DU mission:** to contribute to the development of sustainable future society by implementing scientific research on an international level and ensuring high quality education in the fields of

natural, engineering, education, health, humanities and social sciences, thus promoting the sustainable development of Latgale region and the whole country.

**DU vision:** In 2030 DU is a modern scientific university that offers high quality education and conducts important scientific work. The quality of the University work and its reputation in Latvia and all over the world has provided the basis for its growth and stability. DU has become a driving force of the educational, scientific, innovation and business development in Eastern Latvia. DU functions as an excellence centre in the fields of mathematics, physics, nano-materials, material engineering, biology, regional studies, literature, art, and education science. DU accumulates, preserves, and maintains regional knowledge and contributes greatly to the regional development.

**Main objectives of DU activity:**

1. to act as a regional university in the spheres of natural sciences, humanities, education and social sciences creating opportunities for diversified high quality studies and research;
2. to provide high quality study programmes and conduct research in compliance with the dynamics of labour market demands and needs of the community;
3. to create opportunities for enhancing the professional mobility of the population by developing further education;
4. to develop personality capable of analytical thinking, critical perception, and creative processing of information, who can, due to the acquired education, contribute to the development of the state and region of Latvia and the welfare of the population;
5. to preserve and develop Latvian national identity and culture legacy, simultaneously entering international integration;
6. to implement interior quality provision systems that build policy and procedures for the provision of the higher education quality, elaborate mechanisms for study programme development, interior approving, monitoring, and periodical control, form and release such criteria, conditions, and procedures of students' academic progress assessment that make it possible to verify reaching the envisaged study outcomes, establish inner regulations and mechanisms for the provision of the academic staff qualification and work quality, provide for collecting and analyzing the information on students' academic performance, employment of alumni, students' satisfaction with their study programme, the efficiency of the work of the academic staff, available study aids and their costs, major indicators of the work of Daugavpils University.

**Implemented study directions and the number of study programmes within them**

**Study process at DU is implemented in 16 study directions:** "Education, pedagogy, and sports" (6 study programmes), "Art" (5 study programmes), "History and philosophy " (3 study programmes), "Language and culture studies, native language studies and language programmes " (6 study programmes), "Translation" (1 study programme), "Psychology" (3 study programmes), "Economics" (3 study programmes), "Management, administration, and real estate management" (2 study programmes), "Law" (3 study programmes), "Life sciences" (4 study programmes), "Chemistry, Chemical Technologies and Biotechnologies" (2 study programmes), "Physics, material science, mathematics, and statistics" (6 study programmes), "Information technologies, computer technology, electronics, telecommunications, computer management, and computer science" (3 study programmes), "Health care" (1 study programme), "Environment protection" (2 study programmes); " Internal Security and Civil Protection " (2 study programmes).

**General information on Daugavpils University branches**

DU has branches in Balvi, Jelgava, Limbaži, and Riga, where at present the study process is not implemented. In case of demand, DU has sufficient capacity for implementing part-time study

programmes in branches.

### **The dynamics of student number at Daugavpils University in the period of assessment**

In accordance with the Ministry of Education and Science "Survey of higher education in Latvia in 2020"[1], DU occupies 7th place among Latvian higher education institutions as to the number of students. DU provides higher education not only to East Latvia region represented by the majority of DU students but to other regions of Latvia and labour market of foreign countries.

Assessment of the dynamics of the student number in the time period from 2013 to 2019 leads to a conclusion that the number of students at DU has remained steady and even increased in 2021, despite the long-term decline and emigration of the population in Latvia and Latvia (see the dynamics of student number in "Other Annexes", Annex Nr. 3, the appendix is available in English). [2] According to the informative material "Demographical projections for Latvia: 1998 – 2025", in the following years the number of the population of Latvia will keep diminishing.[3] The main reasons of this process include aging of the society, durably low birth rate and emigration of the population.[4] Due to economic reasons, more and more secondary school leavers choose to study or get employed outside Latvia, therefore state funded budget places are not filled and the fall of the number of students concerns almost all higher education institutions.[5]

In order to attract students in the current conditions, Daugavpils University is developing new competitive study programmes, for example, in 2021, one of such study programmes was the professional Bachelor's study programme "Nursing".

Enlarging of the number of foreign students is one of the priority goals of DU. For the purpose of internationalization of studies, 26 study programmes are offered in English. In the time period from 2016 to 2021, there were 519 students from abroad at DU. Most of foreign students at DU are citizens of Russia, Uzbekistan, Kazakhstan, Tajikistan, Belarus, China, USA, Israel, Finland, Italy, Ukraine, Philippines and Indonesia. 3 – 4 times a year DU representative participate in higher education exhibitions in Belarus, Uzbekistan, Kazakhstan, as well as cooperate with higher education institutions and education institutions in foreign countries to inform of the current offer of study programmes, establish contacts with foreign universities for elaboration of joint programmes, to facilitate the attracting of foreign students and the academic staff.

[1] <https://www.izm.gov.lv/lv/media/12842/download> [viewed 05.11.2021.]

[2] *EM Darba tirgus vidēja un ilgtermiņa prognozes. EM Darba tirgus vidēja un ilgtermiņa prognozes.* <https://www.em.gov.lv/lv/media/598/download> [viewed 05.11.2021.]

[3] <https://www.vestnesis.lv/ta/id/14411> [viewed 10.01.2020.]

[4] *EM Darba tirgus vidēja un ilgtermiņa prognozes. EM Darba tirgus vidēja un ilgtermiņa prognozes.* <https://www.em.gov.lv/lv/media/598/download> [viewed 05.11.2021.]

[5] Vasiļevska, Daina. *Sociāli ekonomiskie faktori augstākās izglītības pieejamības nodrošinājumam Latvijā. Promocijas darbs, Latvijas Universitāte, 2014.* [https://dspace.lu.lv/dspace/bitstream/handle/7/5241/42418-Daina\\_Vasilevska\\_2014.pdf?sequence=1](https://dspace.lu.lv/dspace/bitstream/handle/7/5241/42418-Daina_Vasilevska_2014.pdf?sequence=1) [viewed 05.11.2021.]

### **Daugavpils University development strategy major goals and activity directions**

**DU development goals are envisaged by "Daugavpils University development strategy for 2015-2020" (henceforth - Strategy).** *Strategy summary in English see in "Other Annexes", Annex Nr. 2.*

Based on letter No. 4-10e/21/99 "On Development Strategies of Institutions" issued by the Ministry

of Education and Science on 11.01.2021, for the implementation of nationally mutually harmonised education and science policy and successful implementation of the ongoing reforms, by the decision of the DU Senate (Protocol No.1 of the DU Senate meeting of January 25, 2021) the period of “Daugavpils University Development Strategy 2015-2020” [6] has been extended until the start of a new approved strategy (indicative 2023).

**Stratēģijas general goal is** developing Daugavpils University as academic traditions based, modern, and competitive study, scientific, and innovation centre.

**Strategy determines the medium-term goals:**

1. To provide high quality education that corresponds with future challenges and is based on theoretical knowledge and acquiring of research skills, preparing internationally competitive specialists, developing their abilities and encouraging life-long learning.
2. To develop scientific and creative work on an international level, deepening integration of scientific research in the study process, facilitating technology transfer and development of innovations and contributing to public understanding of the science.
3. To increase the role of Daugavpils University as a consolidator of scientific educational institutions in Eastern Latvia and a driving force of the development, as well as to promote the reputation of the University in Latvia and all over the world.
4. To ensure united and efficient work of organisational structure and to introduce a quality management system.
5. To develop a modern, environmental friendly infrastructure, safe and supporting working environment.

[6]

[https://du.lv/par-mums/par-mums/svarigakie-dokumenti/du\\_attistibas\\_strategija\\_25-01-2021-conver ted/](https://du.lv/par-mums/par-mums/svarigakie-dokumenti/du_attistibas_strategija_25-01-2021-conver ted/)

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

DU is a derived public person. DU is state founded and acts as an autonomous self-governing institution. Decision about reorganization or liquidation of DU is made by the Cabinet of Ministers on the proposal of the Minister of education and science.

DU self-governing is based on the rights and opportunities of the staff to engage in academic and scientific, administrative, and economic decision-making. DU acts on the basis of the Constitution of the Republic of Latvia, Law on Education, Law on Scientific Activity, Law on Higher Education Institutions, DU Constitution, and other laws and regulations.

**DU major decision-making institutions are: Constitutional Assembly, Senate, rector, Academic Court of Arbitration.**

DU staff top representation and administration institution and decision-making institution in academic and scientific issues is the **Constitutional Assembly** – an authorized top collegiate representation, administration, and decision-making institution that is elected for three years by secret ballot: from professors and other academic staff – 70 representatives (70%), from students –



20 representatives (20%), and from general staff – 10 representatives (10%). Constitutional Assembly decides on passing, amending, or repealing the Constitution; Constitutional Assembly passes and makes amendments in Senate Regulation, elects Senate, revokes Senate members; elects and dismisses rector, hears rector's report; approves the Regulation on the Academic Court of Arbitration, elects the Academic Court of Arbitration; passes the Regulation on DU Constitutional Assembly. Constitutional Assembly is entitled to accept for consideration and deciding other conceptual issues concerning the activity and development of Daugavpils University.

**Senate** is a collegiate administrative and decision-making institution of DU staff. Senate approves the order and rules for all the spheres of academic activity, participates in the implementation of strategic goals of DU activity approved by the Constitutional Assembly and performs other functions. Senate is elected by the Constitutional Assembly for three years: 21 representatives from DU academic staff (including 5 representatives from deans, heads of departments and scientific institutes), 6 representatives from students, and 1 representative from the administrative staff upon the rector's recommendation. Representatives of the academic staff are delegated to Senate by meetings of the representatives of the academic staff. Representatives of students are delegated to Senate by Student Council. Students represented at DU Senate have veto rights in issues concerning students' interests. Senate activity is governed by Regulation approved by the Constitutional Assembly.

The highest official of DU is **rector**. Rector bears responsibility for the general administrative management of DU and without special authorization represents DU. Rector is elected by the Constitutional Assembly and approved by the Cabinet of Ministers. Rector facilitates the development of DU, bears responsibility for the implementation of DU strategy, secures the observance of the academic liberty of the academic staff and students, bears responsibility for the compliance of the activity of DU with the legislation of the Republic of Latvia, other laws and regulations and DU Constitution, bears responsibility for the quality of education, scientific research, and artistic creative activity executed at DU, secures lawful, economical, and purposeful use of state budget funds allotted to DU and DU property.

**Academic Court of Arbitration** maintains disputes between DU officials, structural unit administrative institutions that are in relations of subordination as well as applications of students and academic staff concerning the limitations and violations of their academic liberties and rights stated in the Constitution. Constitutional Assembly elects four representatives of the academic staff to the Academic Court of Arbitration by secret ballot for three years. No representatives of the administrative staff may be among them. Three representatives of students are elected by Student Council.

**Council of Studies** is a management authority that supervises issues of study planning, organizing, and coordinating, provides the necessary conditions for the academic work at faculties and departments. Council of Studies includes vice rector for studies, faculty deans, and the head of the Department of Studies. Main duties of the Council of Studies are coordinating the elaboration and execution of bachelor, master, and professional study programmes, elaboration of the scheme of studies, its analysis and determining the main directions of its improvement and development, organizing the investigation and implementation of foreign countries' experience.

**Council of Science** is an institution of representation of branches and sub-branches of science that coordinates the scientific work at the university. Main functions of DU Council of Science are supervising the elaboration and implementation of DU strategy, science development process, allocation of funds for science, execution of promotion, and the work of professor councils. DU Council of Science consists of vice rector for science, head of the Department of Science, representatives delegated from each scientific institute council, a representative from professors

delegated by faculty in case the faculty has no institute or no institute council, DU Young Scientist Association representative.

**Faculty council** supervises the study, scientific and/or artistic work and economic activity of the faculty. The configuration of council corresponds to the requirements of the promotion council in the respective branch or sub-branch of science and no less than a half of its members must be professors, associate professors, senior researchers, and experts approved by Latvian Council of Science. The council is formed of the chairperson of the council, deputy chairperson of the council, and council members. The council includes the dean; deputy dean/s and/or education methodologist; heads of departments, institutes, centres and other faculty structural units; it may include study programme directors, representatives of the academic staff from the structural units; student representatives that are delegated by the faculty student self-governance (20% of the council members).

**Study direction council** is formed upon the recommendation of DU Council of Studies and approved by DU Senate. The members of the Study direction council are approved by DU Council of Studies. Study direction council includes study direction programme directors, the academic staff, students (at least one representative from 1st level professional education programme, bachelor, master, and doctoral study programmes) and representatives of employers. Functions of the council are: to elaborate the study programme/s of the study direction; execute the direction study programme self-assessment and implementation analysis; analyze students' academic performance; analyze the academic work of the academic staff involved in the study direction; facilitate the integration of scientific work in the study programme.

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

Study quality provision is a continuous cycle of improvement. Quality is the result of interacting among the academic staff, students, and the study environment. For the ensuring of high quality of studies, DU offers the study environment where the study programme content, study opportunities, material and technical base and infrastructure correspond with the goal of providing competitive higher education. Quality ensuring basis comprises related measures of control and improvement, thus creating trust for DU activity and higher education in general. Quality ensuring policy is part of Daugavpils University development strategy for 2015-2020. Study quality is a characteristic indicator of the excellence of the system of studies that reflects the correspondence of the procedure of students' academic activity to the goals of education.

DU study quality management system observes the compliance with ISO 9001:2017 quality standard. Compliance with this standard testifies to the fact that DU tends for the quality of its education services by maintaining the quality management system (QMS), periodically passing accreditation and verifying the efficiency of the system. QMS testifies that DU makes an effort to make out the preferences of the potential students, tends to maintain constantly good quality of studies and governance and ensure systematic and transparent processes as well as incessantly improve cooperation with cooperation partners and community.

The envisaged outcomes of DU implemented ESF project "Daugavpils University governance and management competence improvement" (No. 8.2.3.0/18/A/010) are - adjust DU study and

governance quality systems and receive ISO 9001 certificate that is an internationally recognized organization quality mark.

DU Council of Studies and DU Centre of Study Quality Assessment (henceforth – CSQA) introduces quality provision systems on the basis of “DU study internal quality assurance policy”<sup>[1]</sup>. The policy have been elaborated in accordance with *The Standards and guidelines for quality assurance in the European Higher Education Area* (ESG) and observing legal acts of the Republic of Latvia (Law on Higher Education Institutions, Higher education standards, etc.), DU normative acts and “Daugavpils University development strategy for 2015 – 2020”.

To ensure the improvement of the existing normative documents and procedures at DU and compliance with the student centered and sustainable higher education, especially assessing and updating quality policy implementation mechanisms, the study quality system is being updated within ESF project “Daugavpils University governance and management competence improvement” (No. 8.2.3.0/18/A/010). Within the framework of the project, in 2021, the draft normative acts for the internal study quality assurance were drawn up, for example, the draft of “DU Study Internal Quality Assurance Policy”, “DU Study Quality Policy and Study Quality Monitoring Strategies, “Procedures for Ensuring the Effectiveness of DU Study Internal Quality Assurance System”, etc., which are aligned with the content of the newly developed drafts for “DU Quality Policy” and “Quality Management System Manual”.

### **Mechanisms of the study process quality provision**

Study quality maintaining aims at monitoring and improving the study programme implementation and facilitating prerequisites for reaching study programme outcomes. Quality monitoring is constant: during enrolment, recruiting the academic staff, improving the study programmes, reviewing the activity of structural units and their heads according to the academic and research work outcomes.

Higher education internal and external quality provision proceeds in cooperation between DU and the Ministry of Education and Science (in distribution of State budget funded places, execution of conceptual decisions), Higher Education Council (dealing with strategic issues, drawing statements), and Academic Information Centre (study programme licensing, study direction assessment, recognition of students’ prior education).

### **The main forms of quality assessment are as follows:**

**External assessment** – licencing, accreditation, and assessment of independent experts. It is ensured by the quality ensuring agency listed in the European higher education quality ensuring register (in Latvia – Higher Education Quality Agency). It is coordinated by heads of study directions along with CSQA and vice-rector for studies.

**Internal assessment** – constantly performed by DU study direction councils elaborating self-assessment reports. Internal assessment is implemented and coordinated by DU CSQA approved by the Senate. In accordance with DU study internal quality ensuring policy there is systematic assessment of study directions and programmes in order to make sure how the programme objectives and study outcomes are reached, the compliance of the programme with the current developments of national economy and labour market demands. Study internal quality ensuring is constantly performed by the study direction councils, involved departments and structural units, decisions compulsive to the study process are taken by the Council of Studies and the Senate.

### **The internal quality of studies is ensured by the following measures:**

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Quality ensuring instrument	Implementation procedure
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<b>Strategic planning of the process of studies</b>	<p>Implemented by the study programme director in cooperation with the academic staff and members of the study direction council;</p> <p>Analyzing the shortcomings, risks, development opportunities of the study direction and study programmes wherein.</p>
<b>Examining the issues related to the process of studies</b>	<p>Study direction councils assess the process of studies within a programme, its outcomes, and proposes to the head of the study direction and study programme directors measures for the programme improvement and integration of recent ideas in the study content and process. The respective structural units discuss the submitted proposals and initiate changes in the study course amount, their content and calendar arrangements in semesters. Each semester, departments, taking into consideration the results of student surveys, formal indicators of students' academic performance as well as the professional indicators of the academic staff members in respective spheres (participation in conferences, research and other projects, applied projects, publications, etc.), analyze in detail the content of each course and the quality of its delivery. After that proposals as to changes in the study courses or study programme are discussed in faculty councils and after their support are addressed to DU Council of Studies that examines the justification of changes proposed. In case of a positive decision taken by the Council of Studies, the changes are implemented.</p>
<b>Surveys</b>	<p>At the end of each academic year surveys of students, employers[2], and alumni[3] are carried out. Based on the survey results, the study programme content is reviewed and improved within study direction councils executed by study programme directors. All justified opinions, proposals, and reprimands are examined by the study programme director, in case of necessity discussing the issues in study direction councils. CSQA upon necessity carry out express surveys in order to clarify students' opinion on current issues concerning the process of studies.</p>

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**Self-assessment of the study direction and preparation of the self-assessment report**

The head of the study direction organizes meetings of the study direction council in order to discuss the main trends of programme development and management. For examining debatable issues (assessment of examinations, ignoring the regulations of DU by students and/or academic staff members, etc.) student representatives are invited.

Once a year the head of the study direction along with programme directors prepare the self-assessment report of the study direction on the previous academic year that is examined by CSQA and approved by the Council of Studies and the Senate.

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**E-study environment improvement**

DU e-study environment *Moodle* is used to provide information on the courses acquired during the semester. For each course students have access to the following information: study course description, criteria of assessment, materials for student independent work, etc.

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**Characteristics of the parties involved in the elaboration and improvement of quality ensuring system and their role.**

Efficient results are reached by means of understanding and support of the administration, purposeful DU strategy and policy implemented by successful participation of the academic staff as well as full partnership, resource saving approach, and process governance.

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**Party involved****Characteristics of the role**

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**DU administration**

- elaborates DU development strategy and implements its objectives;
  - facilitates the development and professional growth of the staff, elaborates and implements various motivation and support mechanisms (e.g. research activity facilitation, involvement in ERASMUS+ programmes for experience exchange and good practice);
  - cooperates with deans, heads of study directions, provides support for the solution of governance and financial issues.
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**Academic and research staff**

- ensures high quality studies;
  - performs scientific research and integrates it into the study content;
  - participates in professional updating events, international mobility and experience exchange activities;
  - cooperates with external experts, employers, alumni, facilitates their involvement in the study direction improvement.
-

<b>Administrative staff</b>	<ul style="list-style-type: none"> <li>- ensures high quality study programme governance;</li> <li>- provides support for students and the academic staff involved in study programmes;</li> <li>- tends to the updating of the material and technical base for studies.</li> </ul>
<b>Employers, social partners, and external experts</b>	<ul style="list-style-type: none"> <li>- provide the expertise for the study programme content and proposals for the improvement of the study content and methods;</li> <li>- provide opportunities for practical placement and internship, facilitating working environment based study principles in professional study programmes.</li> </ul>
<b>Alumni</b>	<ul style="list-style-type: none"> <li>- use the acquired knowledge, skills, and competences in their professional activity;</li> <li>- provide proposals for the improvement of the study content.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>- Provide feedback for the study quality improvement.</li> </ul>

[1] <https://du.lv/wp-content/uploads/2019/06/Kvalit%C4%81tes-politika.pdf> [accessible in Latvian, viewed 17.06.2019.]

[2] [https://docs.google.com/forms/d/1rkrIKtz4BfOmJS9Kccqz\\_PoCdDO5LCj\\_V2MRU5N-LyI/edit](https://docs.google.com/forms/d/1rkrIKtz4BfOmJS9Kccqz_PoCdDO5LCj_V2MRU5N-LyI/edit) [accessible in Latvian, viewed 10.07.2021.]

[3] <https://docs.google.com/forms/d/e/1FAIpQLSfqCwHx3peZ8dE-ff1exziYSZu13T-Sh33UN9kyB-XQ1PRrIA/viewform> [accessible in Latvian, viewed 10.07.2021.]

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>Complies</p> <p>DU is being implemented "DU study internal quality ensuring policy" (accessible in Latvian, : <a href="https://du.lv/wp-content/uploads/2019/06/Kvalit%C4%81tes-politika.pdf">https://du.lv/wp-content/uploads/2019/06/Kvalit%C4%81tes-politika.pdf</a>) that facilitate and ensure the quality of higher education.</p> <p>To ensure the improvement of the existing normative documents and procedures at DU and compliance with the student centered and sustainable higher education, especially assessing and updating quality policy implementation mechanisms, the study quality system is being updated within ESF project "Daugavpils University governance and management competence improvement" (No. 8.2.3.0/18/A/010). Within the framework of the project, the draft normative acts "DU Study Internal Quality Assurance Policy", "DU Study Quality Policy and Study Quality Monitoring Strategies", "Procedures for Ensuring the Effectiveness of DU Study Internal Quality Assurance System", as well as other draft normative acts have been developed; they are aligned with the content of the newly developed drafts for "DU Quality Policy" and "Quality Management System Manual".</p>
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof has been developed.	<p>Complies</p> <p>In accordance with the "Regulation on Studies at Daugavpils University" and "Daugavpils Universitātes studiju virzienu un studiju programmu atvēršanas un pārvaldības nolikums" there are established mechanisms for the development, internal approving of study programmes, their monitoring and periodic examination.</p>
3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	<p>Complies</p> <p>"Regulation on Studies at Daugavpils University" and study course descriptions of each study programme state the criteria, conditions, and procedures of the assessment of students' academic performance that attests to reaching the envisaged outcomes of studies. The Regulation and study course descriptions are freely available to students. Students have an opportunity of giving proposals for the criteria, conditions, and procedures of the assessment of students' academic performance in surveys.</p>

4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Complies
		DU has elaborated internal normative acts and mechanisms that regulate the ensuring of the qualification and work quality of the academic staff: "Regulation on elections to academic positions in Daugavpils University" and "Procedure of assessing the scientific activity of Daugavpils University academic staff". Self-assessment reports include the results of surveys and measures of implementing students' proposals and averting criticism.
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	Complies
		Surveys of students, alumni, and employers are organized every year. CSQA carries out express surveys to learn students' opinion on current issues related to the process of studies. There is regular cooperation with the Student Council, exchange of opinions, examination of proposals.
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems.	Complies
		DU study quality management system observes the compliance with ISO 9001:2017 quality standard. Compliance with this standard testifies to the fact that DU tends for the quality of its education services by maintaining the quality management system (QMS), periodically passing accreditation and verifying the efficiency of the system. QMS testifies that DU makes an effort to make out the preferences of the potential students, tends to maintain constantly good quality of studies and governance and ensure systematic and transparent processes as well as incessantly improve cooperation with cooperation partners and community.

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

### 1.1. Economic and/or social grounds for the creation of the study direction and the relevant study programmes, the assessment of the interrelation among the study



**programmes, as well as the analysis of the significance (singularity) of the study programmes in comparison with other similar study programmes in Latvia and abroad.**

### **Social and economic substantiation of the elaboration of the study direction “History and Philosophy” and study programmes included in it**

Historians play an essential role in the cultivation of historical awareness intrinsic for the nationals in their sense of civic belonging, that is a major prerequisite of sustainability of the Latvian state and nation. The social function of historians is solidifying national identity and civic awareness revealing and explaining values and activities of Latvian population at various stages of history. For this reason, preparing historians is an objective of national importance. Research produced within DU study direction “History and philosophy” concerns problems of history related to the existence of Latvian state and nation, national identity, as well as integration of Latvia in the European Union and integration of immigrants in the society of Latvia. The study programmes implemented within the study direction “History and Philosophy” of DU are closely related to research, and the research carried out touches upon the problems of history. The topicality of all level study programmes of the study direction is determined by the need for studying, scientific research, preserving, and promoting the historical legacy of Latgale and Selonja in the context of Latvia and Europe, that requires preparing highly qualified professionals in the branch of history.

History studies and history research as its part constitute factors that facilitate solidifying of social and state security, the national significance whereof, especially in Eastern Latvian region, can hardly be overestimated. State security reasons condition the necessity for local history research, because the awareness of local/regional/national history facilitates consolidation of national identity as contrasted to the Soviet and pseudo-Russian (in fact, post-Soviet) identity of a part of the population in the region that manifests direct threat not only to regional but also state integrity. Local and regional history is systemically studied on academic level only at DU. Hence, implementing history studies here comply not only with the vision of Latvia as *knowledge society* in future,[1] but also with one of the priorities set by the European Commission – consolidation of democracy, as scientifically based historical information is one of the pillars of critical thinking and a major argument against disinformation that floods and thereby threatens democracy in Europe.[2] For this reason, preparing historians is an objective of national importance and it conditions the topicality of all level study programmes of study direction “History and philosophy” from the standpoint of society and state.

Demand for competent professionals in the sphere of studying and preserving historical legacy will grow in next decade facilitating the need to learn and promote the inherited values so that everyone may feel secure and belonging to Latvia.[3] Need for all level study programmes in history at DU is conditioned by the topical necessity for preparing a young generation of historians, demand of educational institutions for highly qualified teachers as well as the demand from research centres, institutions and culture establishments involved in preserving the historico-cultural legacy (archives, museums, culture centres, national culture societies, etc.), mass media (press periodicals, news portals, etc.), state and local government institutions for well educated employees. Study programmes implemented within DU study direction “History and philosophy” train professionals in compliance with the current positions of regional development. Hence, the sustainable development strategy of the town of Daugavpils for 2014–2030 states that Daugavpils is a leader of East Baltic region in education, science, and innovations.[4] Therefore it is important for DU to offer high quality education meeting international standards and competitive in the branch of history that is the foundation for future development.

## **Interconnection of study programmes included in the study direction “History and Philosophy”**

In Latvia, academic historians are trained outside Riga only in Daugavpils. DU study direction “History and philosophy” bachelor, master, and doctoral study programmes provide continuity in training professionals in the sphere of history research. Bachelor students of history acquire systemic courses of the world, Latvian, and Latgalian/Selonian history as well as build practical skills and competences in history research. Master study programme on the basis of the knowledge acquired during the Bachelor’s programme, promotes the theoretical acquisition of both the problems of history and methodology and historiography, as well as the application of the acquired knowledge and skills in independent scientific research. In turn, the acquisition of the Doctoral study programme ensures in-depth specialization in accordance with the chosen research topic, facilitates the acquisition of theoretical problems of philosophy and methodology of history as well as historiography and application of the acquired knowledge and skills in independent research work. It should be noted that in Latvia training of academic historians outside Riga takes place only in Daugavpils.

## **Uniqueness of the study direction “History and Philosophy” and the study programmes included in it in comparison with other similar study programmes in Latvia and abroad**

The uniqueness of the study direction “History and Philosophy” and the study programmes included in it is determined by the already mentioned fact that in Latvia local and regional history at the scientific level is systematically studied only at DU. Studying the history of Eastern Latvia is necessary for the development of history science both in Latvia and Europe, as it can specify and supplement by previously unknown data the existing narrative of history. Research would be aggravated and inefficient without academic studies, as there is a need for specially prepared professionals possessing knowledge and competence in the history of Latgale/Selonia and regional studies methodology to produce it; this knowledge and competence is acquired only in DU ABSP “History” and AMSP “History”. Work with history sources of various periods requires command of several languages (Latgalian, Russian, Polish, Belarusian) and knowledge of the local specificity of the area; DU academic staff and students possess this knowledge, whereas elsewhere there would be a need for their acquisition, thus causing inefficient expense of time and funding.

In order to develop and consolidate all level study programmes of DU study direction “History and philosophy” as well as to establish Promotion council in the branch of history and archaeology, it was necessary to prepare respectively qualified professionals that demanded several decades, starting from the 1990s. In fact it was one of the achievements of the renewed Republic of Latvia, as never before in Daugavpils had there existed (and due to political conditions of the Soviet period it had been impossible) such an academic environment of historians that would base their research in local history. The scientific findings of DU historians that are respected in Latvia and beyond grow out of investigation of the history of Daugavpils, Latgale, and Selonia, applying modern methods in processing the unique local material and treating it in national, regional, and global context.

Contribution of DU historians by introducing into the circulation of history science previously unused history sources and approbating innovative research approaches and methods resulting in producing new, exclusive knowledge arouses interest of international historians and opens opportunities for manifold cooperation. In turn, by developing closer cooperation with universities and other establishments in the Baltic states and EU countries as well as partners outside EU, facilitating exchange mobilities of the academic staff and students within the study process and various cooperation projects enriches both the academic and research work.

The above proves the important role of DU study direction “History and philosophy” ABSP “History”, AMSP “History” as well as joint DU and UL doctoral study programme “History and archaeology”

(licenced in 2021, April 7) in further proceedings of Latvia, Baltic states, and Europe.

[1] National development plan for 2021-2027: [https://www.pkc.gov.lv/sites/default/files/inline-files/NAP2027galaredakcija\\_0.pdf](https://www.pkc.gov.lv/sites/default/files/inline-files/NAP2027galaredakcija_0.pdf) [retrieved 27.04.2021.]

[2] The European Commission's priorities 2019-2024. [https://ec.europa.eu/info/strategy/priorities-2019-2024\\_en](https://ec.europa.eu/info/strategy/priorities-2019-2024_en) [retrieved 27.04.2021.]

[3] National development plan for 2021-2027: [https://www.pkc.gov.lv/sites/default/files/inline-files/NAP2027galaredakcija\\_0.pdf](https://www.pkc.gov.lv/sites/default/files/inline-files/NAP2027galaredakcija_0.pdf) [retrieved 27.04.2021.]

[4] Daugavpils sustainable development strategy for 2014-2030 [retrieved 27.04.2021.] [https://www.daugavpils.lv/assets/upload/attistiba/2018/Strategija2014-2030\\_.pdf](https://www.daugavpils.lv/assets/upload/attistiba/2018/Strategija2014-2030_.pdf)

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

DU study direction “History and philosophy” study programme implementation is determined by Daugavpils University development strategy 2015–2020 [1] (based on the Ministry of Education and Science letter of 11.01.2021. No. 4-10e/21/99 “On strategies of institution development”, for nationally coordinated education and science policy implementation and current reform execution, upon DU Senate decision (DU Senate meeting of 25 January 2021, minutes No. 1) “Daugavpils University development strategy 2015–2020” term being extended till launching the new confirmed strategy action (supposedly the year 2023)). The document holds that training historians is an objective of national importance and its execution fully complies with DU mission and values.

The **common aim** of DU study direction “History and philosophy” is implemented throughout all level study programmes (DU ABSP “History”, DU AMSP “History”, joint DU and UL DSP “History and archeology”), wherein students consequentially acquire and improve theoretical knowledge and research skills in history, gradually cultivating professional competences in history for further application in independent scientific research, academic/study work or activities of preserving and promoting the historico-cultural legacy for Latgale region, Latvia, and European Union.

Study programmes implemented within DU study direction “History and philosophy” are goalfully tended towards providing competent professionals in the sphere of history and studying and preserving culture legacy for the needs of social and national economy development. According to the employers’ reviews, graduates demonstrate good practice examples securing highly qualified professional services in institutions of studying and preserving the historico-cultural legacy (archives, museums, monument protection inspections, etc.); the sphere of education; mass media; state and local government bodies, etc.

DU study direction “History and philosophy” graduates are mostly employed in Eastern Latvia, thus strengthening the competitiveness of the region and its potential in the national and European context. Taking into consideration that graduates of the capital city HEI cannot flexibly enter the labour market en mass, it is predictable that DU study direction “History and philosophy” graduates will be demanded in Latgale and Selonia regions:

- to meet the demand for professionals with competences of historians for investigation,

scientific research, preservation, and promoting of Latgalian and Selonian history and culture legacy in museums, culture societies, information centres, mass media (press periodicals, news portals, etc.) in Latgale region; for instance, in future there will be a need for professionals for the plans of extending tourism at Daugavpils/Dinaburg fortress; there is stable interest of tourists in Mark Rothko Art Centre and other museum and gallery activities in Daugavpils and historico-cultural objects in smaller towns (Krāslava, Ilūkste, Preiļi) in the region that advance the prospects of graduates for entering the labour market;

- to provide well trained professionals for Latvian National Archive Daugavpils zone national archives, archives of enterprises and organizations; the issue will become even more acute in the process of consolidating zone archives in Latgale region planned in nearest future;
- to meet the demand of educational institutions for qualified teachers of history (after the education reform – in social and civic sphere); lack of teachers is currently observed in the sphere of education and the problem will be aggravated in nearest future, as the majority of teachers (including teachers of history) are of the age of retirement or nearing close to it; bachelor as well as master programme graduates will be able to fill in the void after acquiring the qualification at 2<sup>nd</sup> level professional study programme “Teacher”; they would be on high demand at educational institutions, especially secondary schools where the syllabus envisages in-depth understanding of the learning material;
- several graduates perform scientific and academic work at DU and Rezekne Academy of Technologies providing qualified delivery of study courses that comply with the scientific and academic standards, by producing scientific research in history; DU study direction “History and philosophy” programmes face the challenge claimed in Latvian National Development Plan for 2021-2027 in section “Science for social development, growth of national economy and security” to prepare human resources for the generation shift of research staff and raise scientific excellency, the number of researchers, cooperation between higher education, science, and private sector, transfer of research and innovation.[2]

Study process includes the updating of study programmes in compliance with major trends of development and changes on the labour market. For the improvement of study quality, efficient functioning of study programmes, and facilitation of further development, contacts are sustained with graduates and employers. The analysis of the obtained data testifies to the fact that the graduates’ competences built in the course of study programme acquisition complies with the contemporary requirements of the labour market

[1] Daugavpils University development strategy for 2015-2020  
[https://du.lv/wp-content/uploads/2021/03/DU\\_attistibas\\_strategija\\_25.01.2021.-converted.pdf](https://du.lv/wp-content/uploads/2021/03/DU_attistibas_strategija_25.01.2021.-converted.pdf)  
[retrieved 27.04.2021.]

[2] National development plan for 2021-2027:  
[https://www.pkc.gov.lv/sites/default/files/inline-files/NAP2027galaredakcija\\_0.pdf](https://www.pkc.gov.lv/sites/default/files/inline-files/NAP2027galaredakcija_0.pdf) [retrieved 27.04.2021.]

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

**elaboration of the plan for the development of the study direction for the next assessment period shall be provided.**

To facilitate the achievement of the aims of DU study direction “History and philosophy”, study direction council provides for the compliance of the study direction functioning to the challenge of contemporary changing conditions. Guided by the prior experience, based on thorough analysis of the procedure and outcomes of the academic and research work, study direction council assesses the content, provision, and organization of studies as well as the research work. SWOT analysis is produced by the study direction governance on the basis of the analysis of each aspect of academic and research work as well as survey data of students, graduates, and employers.

#### **DU study direction “History and philosophy” SWOT analysis**

<b>Strengths</b>	<b>Weaknesses</b>
Opportunity to obtain the academic education in history in Southeastern region of Latvia.	
The small number of students makes it possible to apply an individual approach to each student.	Decrease of the population in Southeastern region of Latvia and respective decrease of the number of students.
Integration of the academic and research work.	Weak initiative of students in gaining research grants.
The high level of the produced scientific research (the international significance of DU research programme “Regional studies, literature, and art”, where the academic staff of the study direction are engaged, is recognized by the international assessment of research institution functioning in 2021)	Lack of proportioned participation of the academic staff of the study direction in scientific activities.
Active international cooperation in the sphere of scientific research that engages also students.	Insufficient presenting of student research work at international forums, especially outside Latvia.
Free access to the Oral History Centre collection and HSSI Regional Studies Centre “Latgale Research Institute” database.	Insufficient funding for developing the Oral History Centre collection and HSSI Regional Studies Centre “Latgale Research Institute” database.

Rich academic and teaching experience of the academic staff of DU.	Ageing of the academic staff and difficulties in recruiting young academic staff members due to uncompetitive remuneration.
Regular preparation of students for independent work in the branch of history.	Insufficient provision with scientific literature and methodical materials in Latvian.
Opportunities for students to affect the content of studies within the study courses delivered.	Limited offer of choice study courses.
<b>Opportunities</b>	<b>Threats</b>
	Ill organized higher education reforms with excessive centralization attempts that may lead to the destruction of higher education and science in regions of Latvia.
EU support programme application for the academic staff and student mobility.	Insufficient command of foreign languages for all academic staff members and students to get involved in mobility programmes.
Higher level study programme adaptation for students from foreign countries.	Inadequate for contemporary forms way of informing potential students from foreign countries about the opportunities of studying history at DU.
Regular use of academic literature in English.	Insufficient funding for DU library provision with latest scientific literature published outside Latvia.
Broader use of e-study MOODLE platform in the study process.	Low interest of the academic staff members to publish their own elaborated teaching materials.

Upon producing SWOT analysis, solutions are sought for overcoming the weaknesses and potential threats of the study direction as well as setting objectives for further development of the strengths and opportunities for its improvement. On this basis, the study direction development plan is specified and supplemented.

The weaknesses of the study direction are not always possible to eradicate at DU, for instance, as concerns the demographical situation or problems related to political decisions. However, there

exist very concrete options of eradicating several drawbacks.

Firstly, the insufficiencies concerning the academic staff – unproportioned involvement of the academic staff members in scientific activities and ageing of the academic staff; these may be overcome not only on individual basis working with each academic staff member but also by more active use of the opportunities supplied by the European Union funds and programmes. Hence, in 2020/2021 within ESF project “[Daugavpils Universitātes stratēģiskās specializācijas jomu akadēmiskā personāla profesionālās kompetences stiprināšana](#)” (Consolidation of the professional competence of Daugavpils University academic staff involved in DU strategic specialization spheres) DU doctoral study programme “History” graduate Maija Grizāne started teaching study courses in ABSP “History” on the basis of enterprise agreement who, in compliance with the project plan, in 2022 will defend her doctoral thesis and join the staff of the Department of History as a regular academic staff member. Also, a participant of EU funded action programme “Growth and employment” activity “Postdoctoral research support” project “Holocaust discourses and memory infrastructure in Latvia”, Didzis Bērziņš is involved for working with students. Thus, by using EU project offers, there appear good perspectives for attracting the academic staff for the study direction implementation.

Secondly, as concerns supplementing the funding for science and material/methodical provision as well as searching for appropriate project options. To maintain and develop the Oral History Centre collection, cooperation with the University of Luxembourg Centre for Contemporary and Digital History is of great importance as this is a senior partner for participation in European cooperation programme COST and in future – HORIZON project.

Thirdly, weaknesses related to slow activity of students (small initiative in gaining research grants, insufficient presentation of student research at international forums) may be overcome by regular individual work by the academic staff members involving students into research work, explaining and helping prepare applications for Daugavpils University research project calls, thus bringing up independent researchers of history already during the study process.

The development plan for the study direction “History and philosophy” drawn based on the SWOT analysis was initially included in DU strategy elaborated in 2015, yet in the course of time it required corrections. Overcoming the weaknesses of all level study programmes in the study direction and its further development is planned in the context of the development of DU and the Faculty of Humanities. Major trends of action are constant improvement of all study aspect quality, strengthening and expanding the existing international contacts as well as the improvement of the material and technical base according to the available funding.

Some points are fulfilled during the accreditation period; hence, the decision was taken at the meeting of the Cabinet of Ministers of the RL on 5 June 2018 as to delegating the right of promotion for doctoral scientific degree in history and archaeology to DU. Accordingly, Promotion (doctoral) Council in history and archaeology was founded. The previously set activities within the study direction are continued, e.g. facilitating the rejuvenation of the academic staff, promotion of e-study opportunities that became especially urgent under the conditions of COVID-19 pandemic, etc.

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

Study direction governance structure (APPENDIX 4) fits within the common DU and the Faculty of Humanities governance framework. Study process is organized in accordance with DU Constitution, HEI Act [1], regulations of the Cabinet of Ministers No. 240 "Regulations of state academic education standard" (13.05.2014.) [2] and other official documents.

The overall governance of the study direction is performed by DU Council for Studies, concrete matters are dealt with by the Faculty of Humanities Council, Department of History, as well as study direction "History and philosophy" council. The study direction council assesses the proceeding of the study process and its outcomes and makes suggestions for the improvement of the study programmes and integration of latest ideas into the study process and the content of studies. The council confirms suggestions by the Department of History and programme directors concerning the changes in the study course volume, content, and scheduling across semesters, taking into consideration the student survey results, student academic performance and research work indicators, as well as the indicators of the professional action of the academic staff. Suggestions for changes in the study courses or study programmes are discussed at the Faculty of Humanities Council meetings and are forwarded to DU Council for Studies.

Department of History is the leading structural unit for the study direction "History and philosophy" and it implements the study programmes of the direction in cooperation with other departments of the Faculty of Humanities – Department of Latvian Literature and Culture, Department of English Philology and Translatology, Department of Foreign Languages, as well as DU Institute of Humanities and Social Sciences Regional Studies Centre "Latgale Research Institute" and other DU structural units. Dept of History coordinates study related work, provides feedback between the academic staff members and students, provides for the integration of studies and research work.

The director of the study direction in cooperation with the programme directors organizes and coordinates the study process within the study direction programmes, constantly monitoring the quality of studies. The director of the study direction is responsible for conceptual changes in the study direction, in case of necessity calls study direction council meetings, in cooperation with study programme directors prepares the annual study direction self-assessment report, summarizes and analyses the information to be included in it.

The programme director cooperates with other study programme directors and the academic staff in order to provide the continuity of the study process. Programme directors at the end of each academic year plan the workloads for the next academic year and place requests to respective structural units. Heads of departments are responsible for appointing the academic staff members for teaching the respective study course. Study programme directors communicate with students, take measures to improve the study programmes in agreement with the director of the study direction. If necessary, current matters are regarded by the study direction council or the faculty council.

The Faculty of Humanities employ office secretaries who perform the processing and circulating of the documents binding on the study programme, take minutes of the final examination procedure. The administrative staff of departments and the faculty provide the information in DUIS about students, academic performance, study programmes, academic staff, prepare diplomas and diploma supplements. Office secretaries provide informational support for students, academic staff, and study programme directors. Information and communication technology centre computer net administrators and technical assistants provide support for academic staff members with the use of IT in the process of studies and during conferences and science communication events. In close cooperation with DU academic publishing house "Saule", research editions of the Department of



History and the Oral History Centre are published and bachelor, master, and doctoral theses are issued. The administrative and technical staff carry out also other duties within their competence.

The support provided by DU administrative and technical staff within the study direction is assessed as positive. Efficient communication and regular information circulation are provided at the faculty. Students are informed where to apply in case of questions or required assistance.

[1] Augstskolu likums. <https://likumi.lv/ta/id/37967-augstskolu-likums>. [Pieejams: 29.08.2021]

[2] Noteikumi par valsts akadēmiskās izglītības standartu.  
<https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitibas-standartu> [Pārlūkots: 29.08.2021.]

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

**Characteristics and assessment of the requirements and system of student enrolment**

The process of enrolment at DU is ensured in accordance with the “Terms of enrolment to full time and part time studies” that are annually approved by DU Senate in accordance with the study programme licences and accreditation sheets in the Study direction register [1]. Terms of enrolment are actualized each academic year in accordance with the Law of Higher Education Institutions, Cabinet of Ministers regulations of 10 October 2006 No. 846 “Regulations on the requirements, criteria, and procedure of enrolment to study programmes”, and DU Constitution. Terms of enrolment at DU are elaborated for various levels of studies, there are special terms of enrolment to full time studies for foreign citizens.

Detailed information concerning the admission is available on the DU website: [2]

The process of enrolment are additionally regulated by “Full time and part time study opportunities”, “DU enrolment procedure”, registration fee, programme tuition fee, number of study places for enrolment that are approved by DU Senate decision before enactment. The Senate approves the dates of the competition and announces enrolment.

“DU terms of enrolment” and “Study opportunities” set requirements for persons who wish to study at DU, bilateral rights and duties of this person and the university in the process of enrolment, contain information on the study programmes and forms of studies in the particular academic year, on additional requirements for the prior education, preparedness, or special suitability for particular studies of candidates, on the criteria of the competition assessment. Enrolment to DU study programmes entails the candidate registration for studies, the procedure of the competition for study places, announcing the competition results, signing study agreement, and matriculation.

Enrolment to DU study programmes is ensured by DU Enrolment Board secretariat. The Enrolment Board sets and approves of the competition results. The Enrolment Board may also approve the enrolment places and execute their redistribution.

The obligations of the Enrolment Board and Enrolment Board secretariat are stated in the document

“Bilateral rights and duties of person and DU in the process of enrolment.

DU Enrolment Board decision on the competition results may be appealed according to the procedure of DU “Procedure whereby person may dispute and appeal decisions related to enrolment to the study programme at Daugavpils University”. DU enrolment procedure and information about it are efficient and transparent. During the enrolment there are informative stands placed in DU entrance hall, consultations are provided in person, on the phone, and by e-mail. It must be noted that the majority of the potential students communicate on issues concerning enrolment by using DU accounts in social networks.

### **Previously acquired formal and non-formal education recognition opportunities within the study direction**

In accordance with paragraph 5 of section 59<sup>2</sup> of the Law of Higher Education Institutions, paragraph 2 of section 59<sup>3</sup> and “Terms of recognition of competences acquired beyond formal education or gained in professional experience and study results achieved in previous education”, DU has elaborated and enforces “Regulation on recognition of competences acquired beyond formal education or gained in professional experience and study results achieved in previous education at Daugavpils University”. Most often there are cases of recognition of experience gained beyond formal education (participation in seminars, instruction, professional updating courses, etc.). The procedure stated in the regulation is implemented stage by stage in cooperation with the person responsible in the faculty. Decision on recognition is made by the assessment and examination board.

The procedures for the recognition of competences acquired outside formal education or through professional experience and learning outcomes achieved in previous education were not carried out in the study programmes, but it is planned to implement them similarly as in other DU study programmes in compliance with the regulation “On the Recognition of Competences Acquired outside Formal Education and through Professional Experience and the Learning Outcomes Achieved in Prior Learning”.

During the last six years, two students who had previously studied in the ABSP “History” of the University of Latvia chose to study in the ABSP “History” of Daugavpils University. For example, one of the applicants submitted documents for studies at Daugavpils University in 2021. The director of the study programme, having received the academic transcript issued by the University of Latvia on the acquired study courses, in accordance with the DU Procedure for starting studies at later stages of studies at Daugavpils University, started to align the study plan of the DU history Bachelor’s study programme. Some of the courses acquired at the University of Latvia completely or basically coincided with the DU ABSP study courses and were aligned, but not all. The applicant was offered to start to study in the ABSP “History” with the 2<sup>nd</sup> year determining the individual study plan, developed on the basis of the conducted comparison. For example, the applicant had to pass exams/complete tests in such 1st-year courses of DU ABSP “History” as *Systems of Notions in Ancient Civilizations* (2 CP), *Study of Local History* (2 CP), *Practice in Oral History* (1 CP), *Practical English* (improvement of language skills, 2 CP) – a total of 4 courses, 7CP; 2<sup>nd</sup>-year study courses *History of Latgale in the XVI - XVIII centuries* (2 CP), *Practical English* (improvement of the functional use of the language, 2 CP), *History of Latgale in the XIX - XX centuries* (2 CP) etc. The comparison was prepared in three copies and approved by the Department of Studies. After receiving the approved comparison, the director of the programme presented it to the applicant. The applicant confirmed its consent by signing the comparison and the Study Agreement.

[1] <https://eplatforma.aika.lv/>

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

Depending on the form of learning, the academic staff members select the forms and criteria of assessment. The academic staff encourages to analyze and assess the criteria of assessment of the work. A large part of the outcomes require of students not only to demonstrate knowledge but also put the acquired material to practical analysis relating it to the existing experience and daily life. Therefore a significant role is attributed to seminars and practical assignment classes. In practical assignment classes, during individual or group work presentations, students, expressing their opinion, improve their analytical skills. Acting in this way, a constant dialogue is sustained with other partners and students are aware of the diversity of the opinions exchanged and thus enrich one another's experience. In the study courses dedicated to practical skill and competence acquisition, special attention is paid to the development of integrative reflection. Reflection facilitates the stabilization of students' professional skill acquisition as well as self-cognition and self-actualization. Therefore in these cases formative assessment of the outcomes of studies has an especially motivating significance in the process of studies. In the framework of formative assessment, students become aware of their errors and improve the acquired competence, because formative assessment provides a feedback to students on their state of knowledge acquisition.

Along with formative assessment, academic staff members use summing assessment. Summing assessment is practiced in the case of grading the mid-term examinations. Upon the completion of the study course there is a graded test or examination. The final course examination proceeds orally, in writing, by way of test of accomplishment.

Students can get acquainted with the criteria, conditions and binding procedures for evaluating the learning outcomes in the course descriptions of the study programme.

The assessment principles and criteria are described in the description of each study course that are available in the DU e-environment. When starting to work with students in classroom, the teaching staff acquaint students with the requirements of the study course, as well as with the system of assessment of their knowledge and skills.

In order to analyse the compliance of the assessment methods and procedures with the goals of the study programme and the students' needs, the results of students' surveys, formal indicators of students' progress are described, the content of each study course and the quality of teaching are thoroughly examined. In case discrepancies in the assessment methods are established, the decision is taken on the changes to be introduced in the content of the study courses or in the organization of the study process; if necessary, the issues are considered in the Study Direction Council. After that, the proposals for changes to be introduced in the study courses or the study programme are discussed in the Council of the Faculty of Humanitārās fakultātes, and after the Council's acceptance they are forwarded to the DU Council for Studies, where the appropriateness and necessity of the changes are considered. In case of a positive decision of the Council for Studies, the changes are approved.

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

“Daugavpils University Code of Ethics for employees and students” sets the guidelines of ethical conduct for DU employees and students. It is stated in the Code that students support and maintain academic and professional integrity, do not allow plagiarism, cheating, other fraudulent utilization of intellectual property, fraud, whereas the academic staff duly, honestly, and fairly assess students’ accomplishment, support and maintain academic and professional integrity without causing conditions for expressions of academic fraud, follow the process of students’ work, do not allow plagiarism, cheating, other fraudulent utilization of the intellectual property or other fraud.

For the implementation of the academic integrity, DU refers to “GeneralGuidelinesfor Academic Integrity”<sup>[1]</sup> that help develop a uniform understanding of integrity matters in science and business. The study programmes of the study direction follow the principles of academic integrity in compliance with the Regulation on Studies at Daugavpils University. For instance, if students use unauthorized aids during a test or an examination or their final written work is plagiarized, they are suspended from the examination as the ones not having taken it and an appropriate entry is made in the examination report.

On 28 October 2019, within ESF SAM 8.2.3.0/18/A/010 project “Daugavpils University governance and management competence improvement”, DU employees were involved in the course of instruction “Academic integrity” of 6 hrs.

DU has elaborated and observes “Procedures of submitting graduation papers/theses for plagiarism control at Daugavpils University”, that envisages compulsory submitting of the electronic versions of graduation papers/theses and their storing in Daugavpils University Informational system and provides an opportunity to compare students’ papers to the set of papers defended in previous years. Before the defence, all final papers developed by DU students, including Bachelor’s and Master’s and Doctoral theses of the students of the study direction “History and philosophy” are checked by using the plagiarism control system <sup>[2]</sup>. If signs of plagiarism are detected in the process of comparing the final theses, the Expert Commission established by the Dean of the faculty and approved by the respective order evaluates the paper and decides on the detection of plagiarism. Within three working days, the expert commission examines the report and submits proposals concerning the student’s responsibility to the Dean of the faculty

Within the framework of several study courses of the study programmes implemented within the study direction “History and philosophy” the basic principles of academic integrity are raised and students are informed about the possible consequences of violating them.

<sup>[1]</sup>[http://www.academicintegrity.eu/wp/wp-content/uploads/2019/10/RED\\_Guidelines\\_RTU\\_VS\\_amended\\_v2.pdf](http://www.academicintegrity.eu/wp/wp-content/uploads/2019/10/RED_Guidelines_RTU_VS_amended_v2.pdf) [viewed 07.08.2021., accessible in Latvian]

<sup>[2]</sup> <http://www.plagiarism.org/> [pārlūkots 07.08.2021.]

**1.8. Specify the websites (e.g. the homepage) on which the information on the study direction and the relevant study programmes is published (in all languages in which the**

**study programmes are implemented) by indicating the persons responsible for the compliance of the information available on the website with the information published in the official registers.**

Information on the study programmes of the study direction “History and Philosophy” is available here: <https://du.lv/en/studies-admission/study-programmes/>

The self-evaluation reports of the study field “History and Philosophy” are annually compiled in the Study Quality Assessment Center.

The relevance of the information available on the website to the information in official registers is the responsibility of DU International and Public Relations Department.

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

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

### **Evaluation of effectiveness of inner quality assurance system within study direction**

One of the essential aspects of the study functioning is the development of the direction management and its quality assurance system, which is coordinated by the DU Study Council and the DU Study Quality Assessment Centre. The aim of ensuring the quality and management system of the study process is to guarantee the compliance of the content of the programme with the requirements of higher education and economics, as well as the requirements of the labour market of Latvia and the European Union.

Study quality assessment is performed with the aim to control the implementation of the study programme and to plan its development in order to fully achieve the goals set in the programme and fulfil the set tasks. Quality control takes place continuously: when admitting students, hiring academic staff, assessing and improving study programmes, evaluating the activities of structural units and their heads according to the results of research and study work. The main forms of quality assessment are:

- external assessment – licensing, accreditation and assessment by independent experts;
- self-assessment – internal quality assurance system. The internal control of the quality of study work is constantly performed by the department and the faculty, the study direction council, this work is coordinated and managed by the Study Quality Assurance Centre of Daugavpils University (hereinafter – SQAC) approved by the DU Senate.

Opinion surveys of internship supervisors are regularly conducted, the opinion of bachelor's, master's, doctoral thesis reviewers and other experts is analysed. Opinion surveys of employers are organized at the end of the internship, asking to assess the intern's/employee's readiness for work, competence, communication skills, acquired theoretical knowledge, practical skills.

Inner quality assurance system of the study direction “History and philosophy” is implemented in line with DU practice. The system can be considered as effective, transparent, and coherent with the goals of the study direction “History and philosophy” and the process of its implementation. The scheme of DU study quality implementation see in "Other Annexes".

**To implement inner quality assurance system of studies effectively within the study direction “History and philosophy” the following activities are performed:**

- Inner quality control of the study direction “History and philosophy” is carried out by the Council of study directions and academic staff of the department of History. Improvement actions for direction development plan and study quality are discussed and assessed at the end of each academic year at the council meeting of the study direction “History and philosophy”.
- In collaboration with the head and academic staff of the Department of History and members of study direction board, study programme directors carry out strategic planning and implementation of study process. In the Department of History changes within the study courses, their content and calendar layout per semesters are discussed and submitted to the Council of the Faculty of Humanities.
- Once during an academic year the head of the study direction “History and philosophy” in cooperation with the programme directors prepare a study direction self-evaluation report on the previous academic year.
- At the meetings of the council of study direction the more recent methodological literature and publications are discussed.
- During the implementation of the study programmes of the field, the opinions of the lecturers involved in the programmes – industry professionals, as well as employers and graduates of the programme are regularly surveyed (surveys, analysis of some separate components of the programme, involvement of employers and university graduates in the study council), which allows closer coordination of the programme content with the labour market needs. The quality of study work is promoted by the intensive participation of the graduates in the study process of the university, both by conducting guest lectures and by providing internships and jobs. The exchange of views between the academic environment and employers also takes place regularly within the framework of scientific and practical conferences and professional seminars.
- Some of the teaching staff and doctoral students involved in the study direction “History and philosophy” perform not only academic activities, but also professional activities, which ensure compliance of the study programmes with the current trends in the labour market.
- In order to improve the skills of remote work, the academic staff of the study field “History and philosophy” regularly participates in training courses, e.g., to ensure an effective use of the possibilities of the e-learning environment *Moodle*. Within the framework of the ESF project “Reduction of Fragmentation of Study Programmes of Strengthening of Shared Use of Resources at Daugavpils University”, Nr. 8.2.1.0/18/A/019, for lecturers there were organized seminars for the development and integration of the study course materials necessary to support a study process.
- In order to improve the skills of remote work, the academic staff of the study field “History and philosophy” regularly participates in training courses, e.g., to ensure an effective use of the possibilities of the e-learning environment *Moodle*. Within the framework of the ESF project “Reduction of Fragmentation of Study Programmes of Strengthening of Shared Use of Resources at Daugavpils University”, Nr. 8.2.1.0/18/A/019, for lecturers there were organized seminars for the development and integration of the study course materials necessary to support a study process.

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

The development of a new study programme is started at least one study year before the beginning of the study programme implementation in accordance with the **“Daugavpils University Study Programme Development and Consolidation Plan”** and in accordance with other documents regulating the study process: in accordance with Cabinet Regulation No. 795 **“Regulations Regarding Licensing of Study Programmes”** [1] of 11 December 2018, Cabinet of Ministers Regulations No 512 “Noteikumi valsts akadēmiskās izglītības standartu” of 13 maija, 2014, and “Daugavpils University Regulations on Study Directions and Study Programmes Opening and Management” [2].

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**Process of elaborating new study programmes**

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<b>Parties involved</b>	<b>Activity</b>
Structural units of faculties, Faculty council, the person responsible for the study programme development	Structural units of faculties submit a proposal to the faculty council about the formation of a study programme. The proposal is supplemented by an extract from the minutes of the structural unit meeting indicating the information on the programme (title of the study programme, the person responsible for the study programme development, justification of the need for the study programme, amount, duration of the study programme, type and form of studies, language of instruction, requirements for enrolment, degree to acquire, professional qualification or degree and professional qualification to acquire).
Study direction council, the person responsible for the study programme development	Study direction council monitors the proceeding of the new study programme elaboration, upon necessity announcing meetings of the study direction council to discuss the content, provision of the study programme, and other issues. The person responsible for the study programme development elaborates the characteristics of the study programme and all its appendices.



<p>The person responsible for the study programme development, CSQA, Faculty council, Council of Studies, Senate, Vice rector for studies, Academic Information Centre.</p>	<p>The person responsible for the study programme development submits the completed characteristics of the study programme along with all appendices to examination at CSQA. CSQA estimates the quality of the study programme and its compliance with the legal documentation. After that the programme is examined by the faculty council and DU Council of Studies. Decision on submitting the study programme for licencing is made by the Senate.</p> <p>After the approval of the study programme within 1 month it is submitted for licencing at the Academic Information Centre. The person responsible for the study programme development in cooperation with the CSQA and vice rector for studies organize the visit of licencing expert commission to DU.</p>
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In order to ensure the compliance of the study programmes with the national economy needs, current legal documentation, or to improve them, procedures of study programme improvement and reviewing are organized on regular basis. Their regularity depends on the necessity for the changes and the degree of their significance.

### Study programme reviewing process

Parties involved	Activity
<p>Programme director, Profile department, Faculty council, Council of Studies.</p>	<p>Study programme director proposes changes in a study programme (provision of courses, changes in CP, introduction of new study courses, and other changes that do not exceed 20% of the total amount of the programme in accordance with regulation of the Cabinet of Ministers No. 793 "Terms of opening and accreditation of study directions", paragraph 2.3.4<sup>[3]</sup> . Changes are examined at the department meeting, faculty council, and the decision is made by the Council of Studies.</p> <p>Regularity – upon necessity or at least once in an academic year.</p>



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Programme director,  
CSQA,  
Profile department,  
Faculty council,  
Council of Studies,  
Senate,  
Vice rector for studies,  
Academic Information Centre.

The necessary changes in the study programme are to be made in accordance with Cabinet Regulations No. 793 "Regulations Regarding Opening and Accreditation of Study Directions".

Changes need to be made in a study programme in accordance with regulations of the Cabinet of Ministers No. 793 "Terms of opening and accreditation of study directions".

Study programme director in cooperation with the CSQA elaborate the proposal for the changes necessary. The proposal is examined at the department meeting, faculty council, Council of Studies, it is approved by the Senate. After approving, the proposal of changes is submitted to the Academic Information Centre. Study programme director in cooperation with the CSQA and vice rector for studies organize the visit of expert to DU Regularity – upon necessity.

### **Mechanism of receiving and providing feedback (working with students, alumni, employers)**

For the study programme elaboration to be compatible with the labour market demands, special significance is attributed to the feedback received from students and alumni. Students and alumni assess the proceeding of the study programme as well as the applicability of the acquired knowledge, skills, and competences in professional activity, thus the feedback becomes a valuable element of the study process improvement.

The CSQA at the end of each academic year organizes a student survey the results whereof provide information on the assessment of the study quality and related aspects. Student survey is available in e-environment. Alumni and employer survey questionnaires are elaborated as well. The results of student surveys are taken into account when planning the next academic year, assessing the pedagogical and professional competences of the lecturers, the availability of the study materials and sources, the involvement of foreign teaching staff, and other related issues.

Graduate student and employer surveys are conducted by representative sampling. Employers are surveyed after internships, the survey of employers not involved in internship provision takes place every two years on average. Questionnaires or interviews of graduates are organized both immediately after graduation and several times after graduation (after six months, a year, three years). After processing the obtained data and reviewing the results, changes are introduced into the content of the study programme. The director of the study programme informs all involved parties (students, teaching staff, employers, graduates) about the changes introduced, thus providing feedback. The recommendations or reprimands mentioned in the surveys and the prevention mechanisms are discussed in meetings with both the teaching staff and the students of the study direction, as well as in consultations with the representatives of the sector. Student representatives participate in the direction councils and in the development of solutions to the comments provided in the surveys.

Student, alumni, and employer survey results are used to review and improve the study programme content. The study programme director reacts to all justified opinions, proposals, and reprimands expressed in the survey questionnaires, and upon necessity they are discussed by the

study direction council. After introducing the changes in the study programme content, the study programme director informs all the parties involved (students, academic staff members, employers, alumni), thus providing a feedback.

[1] Studiju programmu licencēšanas noteikumi. <https://likumi.lv/ta/id/303957-studiju-programmu-licencesanas-noteikumi> [Pārlūkots 15.08.2021.]

[2] Daugavpils Universitātes studiju virzienu un studiju programmu atvēršanas un pārvaldības nolikums. [21.08.2021.] [https://du.lv/wp-content/uploads/2020/09/3\\_DU\\_Studiju-virzienu-un-studiju-programmu-atversanas-un-parv-nolikums.pdf](https://du.lv/wp-content/uploads/2020/09/3_DU_Studiju-virzienu-un-studiju-programmu-atversanas-un-parv-nolikums.pdf)

[3] Ministru kabineta noteikumi Nr. 793 "Studiju virzienu atvēršanas un akreditācijas noteikumi". <https://likumi.lv/ta/id/303956-studiju-virzienu-atversanas-un-akreditacijas-noteikumi> [viewed on 15.01.2020.]

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

Submitting and considering the complaints and proposals from students is an essential component of the study quality system. To ensure the improvement of the quality of studies, it is necessary to analyze the processes, collect clear survey of the causes for the complaints submitted and provide feedback to the person who submitted the complaint or proposal.

#### **The procedures and systems of submitting complaints and proposals from students**

Students have the right to submit complaints and proposals to the study programme director, the head of the major department, dean, vice-rectors, and rector. Complaints and proposals, depending on their degree of significance, are accepted orally, in writing, and electronically.

Complaints and proposals are accepted from individuals or collectively, openly (with identified submitter) and anonymously. Drafting the submissions and their acceptance at DU is executed in accordance with the procedures set in "The Law on Submissions". Submissions concerning possible violations of the norms of "DU Code of Ethics", including action or conduct outside DU, if that affected the prestige of DU, may be made by DU academic, administrative, and general staff, students. On behalf of students submission may be made by the Student Council that may represent the student in the course of examining the complaint.

Submissions from students and the academic staff concerning the infringements and violations of the academic freedom and rights that are stated in the Constitution are examined by DU Academic Court or Arbitration.

#### **Submitting open complaints and proposals**

DU students may submit open complaints and proposals in a free form or in accordance with the procedures stated in DU interior normative acts.

### **Submitting anonymous complaints and proposals**

The following tools for submitting complaints are available at DU:

In CSQA website section: <http://sknc.mozello.lv/sniegt-ieteikumu/>

[accessible in Latvian];

Questionnaire of trust designed by the Student Council – <https://ej.uz/1jgg>. [accessible in Latvian].

Anonymous complaints are received electronically, after examination and content analysis of the complaint CSQA leads negotiations with the involved parties and in case of necessity conducts the monitoring of the study quality. In the prior practice, in examination of anonymous complaints CSQA closely cooperated with the Student Council, examining the situation and taking steps for the improvement of the study quality, because, in accordance with “The Regulation of Daugavpils University Student Council”, the Student Council has the right to request and receive information from any structural unit of DU concerning all matters in its competence that concern students’ interests.

In order to examine complaints related to enrolment, “Order whereby a person may dispute and appeal decisions related to enrolment to a study programme at Daugavpils University” is in force at DU, in accordance with which a person may dispute the decision of the Enrolment commission on the results of the competition by submitting an application to DU rector in seven working days’ time after the publication of the competition results.

In accordance with “The Regulation on Studies at Daugavpils University”, students have the right to submit to the faculty dean a motivated appellations about the results of examination within one working day after their announcement. Appellations are examined in three working days’ time by a commission formed on the dean’s decision by the participation of the examiner and the head of the respective department.

### **Information accessibility**

All interior administrative acts, in accordance with which students may submit complaints and proposals are publicly available from DU website. Students may receive information by addressing the study programme director, dean, CSQA, and the Student Council.

### **Feedback in examining complaints and proposals**

CSQA coordinates the examination of students’ complaints and proposals and, if needed, organizes express surveys (e.g. on the preferable working hours of DU Library at the beginning of the academic year 2018/2019, on free choice study courses, etc.), executes study quality monitoring by attending classes and talking with students and the academic staff in order to ensure full bodied analysis of the conflict or problem. During the implementation of the remote study process in 2019/2020 spring semester, there was organized a survey of DU students on the quality of the implementation of the remote learning process, as a result of which the offer of the library services was improved, as well as the methods and tools for organizing remote learning were diversified for all the university students including the students of the study direction “Vēsture un filozofija”. During the implementation of the remote study process in the academic years 2019/2020 and 2020/2021, the head of the study direction and the directors of the study programmes regularly communicate with the students of all levels, monitoring the study process of the study programmes of the direction.

Since 2013, CSQA has received oral and written complaints about the study quality (e.g. discrepancy between the requirements for crediting indicated in the study course description and the forms of examination of students' knowledge and skills in the study process, proposals for the timetable, changes of the library opening hours, communication problems, etc.).

All complaints and proposals are always discussed with the involved parties. In the examination of complaints and proposals there participates study programme director and, if needed, also the head of the study direction and vice-rector for studies. After the situation analysis, possible solutions are found, students are always informed about the implementation of the complaints and/or proposals, CSQA provides consultations in the matters of study quality.

### **Preceding practice in examining complaints and improvement implementation**

In the period of time from 2013 to 2019, students of the study direction "Vēsture un filozofija" submitted various proposals and complaints in oral and written form. The table below provides the summary of some significant examples.

<b>Proposal or complaint</b>	<b>Improvements made</b>
Changes of working time of DU library, short opening time on working days and inaccessibility on Saturdays.	Since the autumn semester of 2018 the opening time of DU library has been changed: Working days: 9.00 – 20.00. Saturdays: 10.00 – 16.00. Students provided positive feedback about the changes made.
In the situation of the COVID-19 pandemic, students raised the issue of paying for accommodation in dormitories because the classes took place remotely and the students did not live in dormitories.	The head of the department addressed the DU management with a question and received a recommendation to encourage students to give up dormitories for the distance study period, thus getting rid of the obligation to pay for the unused service. DU management confirmed that upon resumption of the full-time study process, students will be provided with a place in dormitories.

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

When collecting physical person data, DU collects and processes person data for concrete, clear, and lawful reasons and exclusively according to the procedure and amount stated in the normative acts.

DU operates **informative system DUIS**, that holds statistical data and information on study programmes, students, and academic staff members. The system is accessible from DU inner network. Data are entered into DUIS by study programme directors, faculty records managers; they are summarized and verified by the Department of Studies. At the end of each month the data from DUIS system are exported to **State Education Information System (SEIS)**. Data export is executed in accordance with the regulations of the Cabinet of Ministers No. 276 of 25 June 2019 "Terms of State Education Information System" (<https://likumi.lv/ta/id/307796>) [Accessible in Latvian]. SEIS data export entails person data of DU students, information of students' status (matriculated and ex-matriculated student number, their status changes, e.g. semester of studies, students being in an academic withdraw, etc.) and other binding information.

One of the main instruments contributing to the improvement of the study directions is **student survey** that is announced by the Centre of Study Quality Assessment 3 times a year – for the first year students 2 months after beginning the studies, after the winter graduation, and after summer graduation. In particular study programmes student surveys are organized at the end of each semester. Based on the data and information provided in the surveys, in case of need CSQA carries out lecture auditing and individual student group surveys as well as organizes interviews with the academic staff concerning the measures of the study quality improvement.

The data gained in surveys are collected in DU survey system (*Open Source Project LimeSurvey*, accessible here – <https://du.lv/daugavpils-universitates-2020-2021-studiju-gada-studejoso-aptauja/>), data are analyzed and their results are reflected in the study direction self-assessment reports.

DU organizes also **alumni** and **employer surveys**. Alumni survey data contain the information on the trends of alumni's employment, assessment of the acquired study programmes and proposals for their improvement. The survey is elaborated on the platform *Google forms*

(accessible in Latvian <https://docs.google.com/forms/d/e/1FAIpQLSfqCwHx3peZ8dE-ff1exziYSZu13T-Sh33UN9kyB-XQ1PRrIA/viewform?vc=0&c=0&w=1>).

Employer surveys (accessible in Latvian: <https://docs.google.com/forms/d/e/1FAIpQLScpJlzuFLYAKK4Al6gyD-UOHS7lbF3z6Qy98k5RHQJil7W6Rg/viewform>) are executed and their data are summarized by the study programme directors. Their aim is obtaining proposals for the improvement and development of DU study content.

The analysis and interpretation of the data systematically obtained are used for the improvement of the study direction. The data of students and employers' surveys ensure the compliance of the aims and tasks of the study direction programmes with the requirements of the market and society, allowing for tracking and evaluating the quality of each study course, its compliance with the aims and tasks of the programme.

Great attention is paid to students' satisfaction with the quality of delivery of the study programmes and study courses. The results of the surveys are discussed at the meetings of the council of the study direction. The information obtained is passed on to the director and the teaching staff implementing the study programme. Evaluating the quality of the programmes of the study direction and certain study courses provides for taking a decision regarding necessary changes in the content of the study courses or in the organisation of the study process.

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

Elaborating and implementing the study programmes of the study direction “History and philosophy”, DU constantly strives to integrate the standards and guidelines for the quality provision in European higher education space at all stages of the study programme elaboration and implementation.

DU quality management is based on the ESG Part 1 standards. The quality assurance system of study directions and programmes is based on the “DU Study Internal Quality Assurance Policy”.

In order to ensure the improvement of current regulatory documents and procedures of DU and their compliance with student-centered and sustainable higher education, particularly by evaluating and modernizing the mechanisms of quality policy implementation, within the ESF project “Improving Daugavpils University management and leadership competencies” (No. 8.2.3.0/18/A/010) the study quality system has been improved.

Within the project, several regulatory documents based on ESG Part 1 standard criteria have been developed, for instance, “DU Study Internal Quality Assurance Policy”, “DU Study Quality Policy and Study Quality Monitoring Strategies”, “Procedures for Ensuring the Effectiveness of DU Study Internal Quality Assurance System”, the guidelines “Implementation of Daugavpils University Internal Quality Management Procedures” and other draft regulatory enactments, which are aligned with the content of the newly developed projects “DU Quality Policy” and “Quality Management System Manual”.

The “Daugavpils University study internal quality assurance policy” determines that all interested parties (students, academic staff, graduates, employers) are aware of the DU internal study quality system and regularly participate in its improvement. Surveys, interviews and focus group discussions are used to involve students, graduates and employers in quality improvement. The results of the measurements are used to introduce the necessary improvements in the study programmes and to modernize the study content of the study directions.

**Quality assurance policy.** Study direction programmes of all levels are elaborated in accordance with the legal framework in force and are improved along with the changes of legislation and labour market demands, latest findings in science and practice. Each student of the study direction receives the necessary support and guidance at every step of academic activity, DU takes a firm stand in issues of academic integrity. All the submitted scientific works are checked for plagiarism. DU academic staff members and students are ensured an equal attitude and access to the resources necessary for studies.

**Elaboration and approval of the study programmes of the study direction “History and philosophy”.** All the study programmes of the direction have been elaborated and improved in accordance with the legal framework binding for the direction, labour market demands, trends of the development of the sphere, thus ensuring the compliance of the programme to contemporary requirements. All the study programmes in the study direction are subject to certain procedures of approval and revision.

**Student centred learning, teaching, and assessment.** Taking into account the students'

abilities, needs, diversity of personal and professional experience, as well as being aware of the significance of the feedback, various study methods are used in contact classes, e.g., lectures, practical assignment classes, creative seminars, role plays, discussions, master classes, study projects, trainings, case studies and problem solving, individual and group work, excursions, analysis of audio-visual materials, practical workshops, simulations, etc. that were purposefully integrated in the direction study courses of all levels.

**Student matriculation, course of studies, recognition of qualification, and certification.** In the process of student matriculation, course of studies, recognition of qualification and certification, previously approved and publicly accessible laws and regulations are used (terms, procedures, regulations, e.g., Regulations on studies at DU, Regulations on opening and managing study directions and study programmes of Daugavpils University, Regulations on Doctoral Studies at Daugavpils University, etc.), which provide precise description and explanation of the above-mentioned processes.

**Academic staff members.** The academic staff necessary for the implementation of the study direction is recruited in accordance with clear, publicly available requirements to the position. Professional development activities (support seminars on distance learning opportunities and the use of e-tools (Zoom, Webex, Moodle), the English language proficiency development courses, etc.) are provided to each member of the teaching staff involved in the implementation of the study direction. Scientific activities are promoted thus strengthening the link between education and science; innovation teaching methods and the use of new technologies are also promoted by providing the necessary technical equipment and encouraging the use of different teaching methods (e.g., Zoom licenses purchased, classrooms equipped for distance learning, Moodle possibilities have been improved).

**Learning resources and student support.** DU provides appropriate and easily accessible teaching aids and the availability of various kinds of support. In accordance with the principles of student-cantered education, the work of Student Service Centre, Dean's Office, Department, Library is ensured, and the study resources placed in the Moodle environment are regularly updated and supplemented.

**Information management.** DU collects, analyses, and later utilizes respective information for efficient study programme management, such as the facilities provided by the DUIS, as part of the annual self-assessment procedure, or the regular exchange of information during department and direction meetings.

**Informing the society.** DU provides for informing the society by regularly publishing clear, precise, objective, current, and easily accessible information on its activity, including the information on the study programmes offered and the criteria for enrolment, as well as the expected learning outcomes and qualification conferred in the study programmes. The information about the programmes of the study field is regularly disseminated by means of the platform of annual events "Researchers' Night", "Science Festival", open days. Daugavpils University regularly participates in various educational exhibitions both in Latvia and abroad, and disseminates there the information about its study programmes.

**Survey and regular monitoring of the study programmes.** DU carries out systematic and regular survey and monitoring of study programmes in order to ensure that all the aims set and learning outcomes envisaged are reached. Every year, the study plans are updated, the provision of study courses is supplemented as necessary, the course descriptions are improved, supplementing both with the sources of literature used and in accordance with the latest scientific findings and innovations introduced in the labour market. Monitoring and regular inspection of study programmes take place in accordance with the DU regulations.

In the academic year 2020/2021, particular attention is paid to the provision of professional development activities to DU teaching staff, including lecturers of the study field “History and philosophy”.

1) To support the improvement of foreign language proficiency (especially that of English) of the academic staff and to promote the participation of the academic staff in the international cooperation and mobility activities, DU academic staff have an opportunity to improve their **English language proficiency level (B2 and C1 levels)** by participating in language study programmes implemented within the framework of the ESF project “Strengthening the capacity of the academic staff of Daugavpils University in the areas of strategic specialization” (No. 8.2.2.0/18/A/022) and within the project No. 8.2.2.0/18/I/005 “Strengthening the capacity of Daugavpils University academic staff in the education field “Education, Pedagogy, and Sports” in the areas of strategic specialisation”.

2) In February and March 2021, within the framework of the ESF project “Strengthening the capacity of the academic staff of Daugavpils University in the areas of strategic specialization” (No. 8.2.2.0/18/A/022) and within the project No. 8.2.2.0/18/I/005 “Strengthening the capacity of Daugavpils University academic staff in the education field “Education, Pedagogy, and Sports” in the areas of strategic specialisation”, the professional development courses “Fundamentals of the development of e-learning materials and virtual study platforms” and “Trends in the use of educational technologies” are organized to develop the lecturers’ competence of the use of the e-learning environment and technological solutions in the study process.

3) To improve the professional competence of the lecturers, DU offers several professional development programmes implemented within the framework of the ESF project “Strengthening the capacity of the academic staff of Daugavpils University in the areas of strategic specialization” (No. 8.2.2.0/18/A/022), for example, “Communication skills”, “ABC of leadership”, “Coaching leadership style”, “Communication”, “Emotional intelligence in education”, “Fundamentals of the development of e-learning materials and virtual study platforms”. Within the framework of the above-mentioned project, in relation to the topicality of the study fields, for the academic staff there will be organized personal development lectures on commercialisation of inventions, nutrition, body health, personality charism and prevention of burnout risks, anti-stress days, professional efficiency promotion day camps, experience-based trainings and visits to companies in Latvia in accordance with the thematics of the study fields in Latvia.

The activation of the use of the e-learning environment MOODLE for the acquisition of the content of the study programmes, evaluation of the achieved learning outcomes and provision of the feedback is the greatest.

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

**3.1. Provide information on the system developed by the higher education institution/ college for determining the financial resources required for the implementation of the study direction and the relevant study programmes. Provide data on the available funding for the relevant study programmes, as well as the sources of the funding for the scientific**



**research and/or artistic creation activities and their use for the development of the study direction. Provide information on the costs per one student (for each relevant study programme of the study direction) by specifying the headings indicated in the calculation of costs and the percentage of the funding among the indicated headings.**

The source of funding for the study direction "History and Philosophy" is the state budget funding for studies (grant) and tuition fees. The calculation of costs per one student in the programmes of the study direction is performed in the DU Department of Finance and Accounting, including the salary fund and the employer's SSIMC, costs related to business trips, materials, energy and inventory, purchase of books, equipment and investment costs, as well as social security costs. The calculation of costs per student in each of the programmes of the direction is attached in the appendices section "Other appendices".

The cost per student in the ABSP "History" (43228) is 4822.11 EUR, about 1600 EUR per year.

The cost per student in the AMSP "History" (45228) is 3066.41 EUR (1533 EUR per year).

JDSP "History and Archaeology" (51228): the cost per student per year is 10166.61 EUR (3388 EUR per year).

The cost calculation of the JDSP "History and Archaeology" was also performed at the University of Latvia, using the methodology developed by the Department of Studies and the Department of Finance and Accounting of the University of Latvia for cost calculation, 3498 euros per year per conditional student, where pedagogical, scientific and organizational work costs 1895 euros per student per year. Other costs include the remuneration of general staff, infrastructure maintenance costs, the purchase of goods and services necessary for the provision of studies, as well as indirect costs of the University of Latvia. The calculation has been made on the condition that a total of 15-18 students study in the JDSP in both universities, who are mainly state-funded students. Tuition fee would be an additional support, and forecasts should be linked to the prestigious status of certain groups in society, such as civil servants, diplomats, non-doctoral researchers working in research institutions for career development purposes.

For the development of science in DU study direction "History and Philosophy" the science funding from the Ministry of Education and Science is allocated. The study direction obtains the funds intended for the development of science on the basis of the scientific achievements and indicators of the lecturers for the previous year, which are evaluated by the DU Department of Science. Lecturers of the study direction can apply for payment for publications indexed in Web of Science or SCOPUS databases, as well as receive a fee for the Hirsch index. In addition, for several years now it has been possible to participate in the Daugavpils University research project competition and receive funding, which has been successfully used by the lecturers involved in the direction, e.g. M. Grizāne, I. Saleniece, E. Vasiljeva, M. Burima, etc.

Lecturers of the study direction "History and Philosophy" are actively involved in the development and management of municipal development projects, as well as in international research and applied projects (see 4.3., 4.4.), thus improving their skills and sharing their experience with project partners.

Students can apply for the student research project competition [1] or participate in the research project competition [2] together with the lecturers and receive funding for the implementation of research activities.

More about tuition fees and discounts - <https://du.lv/studijas/studiju-maksa-un-atlats/>.

In general, it can be noted that the financial base of both UL and DU structural units, which is necessary for the implementation of study programmes, is provided by income from student fees and state budget funds (grant). The study financial base of UL and DU structural units is sufficient to ensure the study process in the study programmes implemented so far. The financial situation is regularly monitored by reviewing the costs of the study programmes, the compliance of the planned workload of the teaching staff with the actual workload of students and work. UL and DU already have the necessary equipment to start the implementation of the joint study programme, which means that the newly established JDSP “History and Archaeology” can be implemented without immediate additional expenses for the purchase of equipment and facilities.

[1] Regulations of the competition "Daugavpils University student research projects", <https://du.lv/daugavpils-universitate-izsludinats-studejoso-petniecibas-projektu-konkurss/>

[2] Procedure of the competition “Daugavpils University research projects”. <https://du.lv/daugavpils-universitate-izsludinats-ieksejo-petniecibas-projektu-konkurss-2020-gadam/>

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

### Material and technical support

The study process mainly takes place in the study building of Daugavpils University at Vienibas Street 13, where **the Department of History of DU Faculty of Humanities** is located and the lecturers involved in the implementation of the study programmes in the study direction “History and Philosophy” work on a daily basis. Material and technical provision meets the needs of the study programmes of the study direction and the possibilities of modern technologies. The academic staff, researchers and students have access to a modern scientific environment - technical equipment, computers, audio and video equipment, office equipment, room equipment and databases. Modern technologies available in several suitably equipped classrooms, including **prof. Joel Weinberg auditorium** (room 312), where prof. Weinberg library is situated, are used in the study process and research work, as well as in the approbation and presentation of research and study work results.

	Quantity	Classrooms in Vienības str. 13
<b>Desktop computers with monitors</b>	26	111., 303., 305., 309., 310., 312., 315., 322., 404., 405., 406., 408. aud.

<b>Laptops</b>	6	301., 308., 310. aud.
<b>Audio equipment</b>	12	111., 303., 305., 301., 308., 309., 310., 315., 322., 408., 404., 405., 110. aud.
<b>Copying machines</b>	1	301. aud.
<b>Projectors</b>	13	111., 110., 315., 309., 308., 301., 305., 303., 310., 312., 404., 405., 408., 322. aud.
<b>TVs</b>	10	101., 106., 109., 324., 301., 308., 310. aud.
<b>Interactive boards</b>	4	101., 301., 307., 313. aud.
<b>Language laboratory</b>	1	305. aud.
<b>Simultaneous interpretation equipment (60 people) and a conference room for 75 people</b>	1	308. aud.
<b>Video conferencing room with simultaneous translation booth and Life Size video conferencing software</b>	1	301. aud.
<b>Dictaphones</b>	15	310. aud.
<b>Document camera</b>	1	301. aud.
<b>Microphones</b>	4	301., 308. aud.

All classrooms have an internet connection.

The **Centre of Oral History** is located in Classroom 310. Within the framework of several projects, computer equipment, video and audio equipment, digital sound recording equipment and a computer projector with a screen have been purchased, which are used in research work, approbation of its results and acquisition of study courses. Students also have the premises of the research center “**Latgale Research Institute**” of the DU Institute of Social Sciences and Humanities, computer equipment, library, etc. resources at their disposal.

In the study process and implementation of independent research projects, students can use: DU *CISCO System Networking Local Academy* computer class with a new access technology; technical resources of DU Multimedia Center; technical resources of DU Information Technology Centre; copying machines; visual presentation equipment; video recording, video editing equipment, audio equipment.

DU has implemented the project “Improving the quality of Daugavpils University study programmes and ensuring the accessibility of the environment”, co-financed by the European Regional Development Fund (ERDF) and modernized and adapted the DU infrastructure for people with special needs, thus improving the accessibility of the environment for people with disabilities, visual, hearing, mental impairments:

the academic buildings at Vienības Street 13, Parādes Street 1, DU Training Base “Ilgas”, the premises for persons with special needs have been introduced. Classrooms are accessible to people in wheelchairs - elevators and lifts have been installed, thresholds have been removed, and the width of the door has been adjusted.

a children's room has been created for students' who have become parents - for changing and feeding the baby, and a playroom - for entertaining and looking after students' children during lectures.

The premises at the disposal of the **Faculty of History and Philosophy of the University of Latvia** correspond to the number of students of the faculty. The faculty uses the premises of the University of Latvia in Riga, Aspazijas boulevard 5, it is located on the 2 floors of the building, using a total area of 587.10 m<sup>2</sup>. On the 5th floor there are 5 classrooms with a total area of 312.30 m<sup>2</sup>. The classrooms may seat 260 students, they are occupied almost full time - by 67% on working days (in the spring semester by 95%), by 74% on Saturdays. All classrooms are equipped with multimedia projectors and computers, all rooms have internet (wireless) connection. On the 2nd floor of the building there are offices of the faculty, the office of the Dean and the Executive director of the faculty, a science room (which is being developed as an archeological laboratory), as well as common areas, including the staff lounge and auxiliary rooms. All lecturers are provided with work space. Lecturers' work space is equipped with a work desk, stationary computer and printer. In the future, 2023, it is planned to locate all programmes in history in the LU Writers' House in Torņakalns.

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

**Information on the system and procedures applied for the development and purchase of methodological and information resources.**

The study councils discuss the acquisition of the required literature and draft a list which is forwarded to the Vice Rector for Studies and the Vice Rector for Science for approval. The list is further submitted to DU Budgetary Commission. After approval of the list, the literature is purchased and included in the course descriptions. If the renewal of the infrastructure is required within a certain study direction, the director of the study direction or program may submit an application for consideration to DU Budgetary Commission.

### General description of Daugavpils University (DU) library.

DU library is included in the Library Register of the Ministry of Culture (BLB0524), received the accreditation certificate on 16 May, 2017 and was granted the status of a local library for five years. In its activity, the library uses the integrated information system ALISE (Advanced Library Information Service).

### Opening hours, access to information resources and services.

The library provides students with access to high-quality information relevant to the field of study, offering information resources in the library collection for study and research purposes, as well as ordering information resources from other libraries. Library facilities are also accessible for people with reduced mobility. The library reading room has 60 work places available for visitors (including 20 computerized ones). The opening hours of the library are adapted for the convenience of the students. The library is open to visitors on weekdays from 9:00 to 20:00, Saturdays from 10:00 to 16:00. Books can also be transferred outside the library's working hours, using book transfer equipment at the study buildings at Vienības Street 13 and Parādes Street 1.

The variety of services offered, the layout of the premises and the working hours are closely linked to meeting the needs of the users. The total area of the library premises is 1000 m<sup>2</sup>, students have at their disposal 2 reading rooms with free access to the collection, 2 subscriptions, Bibliography and information sector, 20 computers, 3 multifunctional devices, 2 copiers, 2 printers, Internet, incl. wireless Internet access. The library provides all services that promote independent study. The services are provided in accordance with the DU Library Terms of Use, approved on October 20, 2014 by DU Rector's Order No. 5-4 / 205. The library provides free basic services and paid services.

#### Free basic services:

- electronic ordering, reservation, extension of the loan period of books and other editions;
- receiving books and other editions for on-site use in the reading room or for the use outside the library;
- delivery of books and other editions from the National Library of Latvia and other state libraries, in case of the absence of the edition in DU library;
- self-service; the library has a self-service system for issuing and returning books; book return boxes are available in both DU buildings;
- use of computers and Internet, including WI-FI; use of electronic catalogues and databases;
- use of EBSCO, ScienceDirect and Scopus databases outside DU;
- consultations regarding the search of information and compiling a bibliography; teaching users to work with electronic catalogues and databases.

#### Fee-based services:

A list of fee-based services of DU library was approved in Senate session on 16 June 2014, Protocol no. 5:

- copying from the editions available in the library subject to copyright law;
- printouts;
- canning;

- international interlibrary loan services in the delivery of books, copies of articles, incl. e-copies.

## Library collection

The library compiles the collection in accordance with the directions of study and scientific work of the university, requirements of the study programmes, thus providing information to all DU study levels – Bachelor's, Master's, Doctoral, as well as directions of scientific research. The library ensures the purchase of books, journals, databases, and other editions upon applications from DU faculties, which have been reviewed and approved by DU Budgetary Commission.

The library collection is 271,221 copies, including 224,833 books, 32,720 periodicals (368 titles). The number of books in the section of history – 14,506 units.

The Department of History of the DU Faculty of Humanities has prof. J. Weinberg's Library (offering mostly books in ancient history) at its disposal and other private donations, as well as collections of scientific monographs and articles purchased within the framework of projects. The funds of Latgale Research Institute (LRI) (2,600 titles), database "Latgale data", electronic publications on LRI website (<http://lpi.du.lv>) are used in the study and research process. The library of DU Centre of Oral History has been established - one of the best libraries in Latvia in oral history, which is used in the acquirement of study courses and the elaboration of research papers. In line with the DU Development Strategy for 2015-2020, the library is systematically increasing the share of e-resources and developing the opportunities of remote access to e-resources to promote user's remote use of the library resources. Within the framework of the funding granted to the library, the number of databases is systematically evaluated. Each year, the use of subscribed databases is analysed.

## Subscribed e-resources:

*Aktuālās normatīvo aktu izmaiņas izglītības jomā* – a monthly e-edition on current legislative changes in education;

*Cambridge University Press* – a full-text database of e-journals in the humanities and social sciences;

*EBSCO* – a multidisciplinary database of over 12,500 full texts, including 7,300 peer-reviewed journals. The database also offers the opportunity to view abstracts from journals, books, scientific reports and conference proceedings;

*Letonika* – a reference and translation database containing encyclopedias, dictionaries, collections of images, audio and video, library of full texts of Latvian literature;

*LETA – ziņas un arhīvs* – a resource enabling the search for published news, photos, videos, press releases, articles from the Latvian press, statistics and other information;

*Lursoft* – a library of newspapers;

*NOZARE.LV* – current information in the most important sectors of Latvia;

*ScienceDirect* – a database in the humanities, social sciences, natural and technical sciences, life sciences and medicine. The database contains information on thousands of journals and books published by *Elsevier*;

*Scopus* – a bibliographic and citation database for *Elsevier* multidisciplinary scientific publications;

*Web of Science* – a bibliographic information and citation database of multidisciplinary scientific publications.

## Statistics on database usage in 2020:

EBSCO:

Database Sessions – 13,230

Total Searches – 67,501

Total Full-Text Requests – 3,792

Letonika:

Database Sessions – 1,968

Total Full-Text Requests – 7,104

ScienceDirect:

Total Full-Text Requests – 5,885

Scopus:

Database Sessions – 4,461

Total Searches – 5,440

## Journals

Latvijas Vēstures Institūta žurnāls Latvijas vēsture: jaunie un jaunākie laiki Latvijas Arhīvi

Journal of Baltic Studies

The Journal of Modern History

Вопросы истории

Вестник древней истории

## Free access resources:

Cogent OA (Cogent Social Sciences) <https://www.cogentoa.com/journal/social-sciences> Core (The world's largest collection of open access research papers) <https://core.ac.uk/>

De Gruyter Publishers. Law (brīva pieeja vairākiem dokumentiem) [https://www.degruyter.com/browse?authorCount=5&pageSize=10&searchTitles=true&sort=datedescending&t1=LA&type\\_0=journals](https://www.degruyter.com/browse?authorCount=5&pageSize=10&searchTitles=true&sort=datedescending&t1=LA&type_0=journals)

DOAB (Directory of Open Access Books) <https://www.doabooks.org/> DOAJ (Directory of Open Access Journals) <https://doaj.org/>

E-grāmatas latviski. Bezmaksas. Grāmatu grāmatnīca <https://egramatas.com/> Eiropas Savienības Informācijas centrs <http://www.eiroinfo.lv>

Eiropas Savienības portāls <http://europa.eu/> Eiropas Komisija <http://ec.europa.eu/>

Eiropas Parlaments <http://www.europarl.europa.eu/> ES Padome <http://ue.eu.int/>

The European Investment Bank <http://www.eib.org/>

The European Central Bank <http://www.ecb.int/home/html/index.en.html> The European Union Information Agency <http://epp.eurostat.ec.europa.eu>

European e-Justice Portal <https://e-justice.europa.eu/home.do?action=home&plang=lv> Website of the Financial and Capital Market Commission <https://www.fktk.lv>

INGENTA Connect <https://www.ingentaconnect.com/content?type=subjects> JSTOR ((Journals in JSTOR). Registration required <https://www.jstor.org/subjects>

JURN (search millions of free academic articles, chapters and theses) <http://www.jurn.org/#gsc.tab=0>

Economic analysis site <https://www.makroekonomika.lv>

Website of the Bank of Latvia Latvijas bankas mājas lapa <https://www.bank.lv>

Research and reviews of the Analytical Service of the Saeima of the Republic of Latvia <https://www.saeima.lv/lv/par-saeimu/publikacijas-un-petijumi>

Website of the Ministry of Environmental Protection and Regional Development <https://www.varam.gov.lv/lv/petijumi>

Website of the State Audit Office of the Republic of Latvia Latvijas Nacionālā Digitālā Bibliotēka <http://gramatas.lndb.lv/#allThemes>

Website of the Ministry of Economics of the Republic of Latvia <https://www.em.gov.lv> Website of the Ministry of Finance of the Republic of Latvia <https://www.fm.gov.lv> Website of the Latvian Investment and Development Agency <https://www.liaa.gov.lv/> Database of regulatory enactments of the Republic of Latvia <https://www.likumi.lv>

MDPI (MDPI is a pioneer in scholarly open access publishing and has supported academic communities since 1996) <https://www.mdpi.com/>

OAPEN (Open Access Publishing in European Networks). Law <http://www.oapen.org/search?expand=subject&f1-subject=Law>

OER Commons (Open Educational Resources) <https://www.oercommons.org> Open Book Publishers <https://www.openbookpublishers.com/section/70/1> Project Gutenberg. Free eBooks [http://www.gutenberg.org/wiki/Main\\_Page](http://www.gutenberg.org/wiki/Main_Page) The World Bank <https://www.worldbank.org/>

The WWW Virtual Library <http://www.vlib.org/>

Website of the State Revenue Service <https://www.gov.lv>

WorldLII (a large collection of legislation, cases and related materials from all over the world) <http://www.worldlii.org/countries.html>

Replenishment of the library stock and subscription of databases takes place at the request of the lecturers of the faculties. Applications for the purchase of books are regularly reviewed and approved by DU Budget Commission, thus implementing a mechanism for purchasing the latest publications for DU library. The library does not digitize the stock, but the final papers of DU students are uploaded in the library's information system. The library regularly informs the faculties about the latest literature, database trials and subscription options, so that the lecturers and students of the faculties can get acquainted with new offers. Interdisciplinary scientific publications topical for the implementation of the programme are available in the library.

### **General description of the Library of the University of Latvia**

The Library of the University of Latvia is included in the Library Register of the Ministry of Culture (BLB1000), received the Library Accreditation Certificate on June 22, 2017 and has been re-granted the status of a library of national significance for five years.

### **Literature available in the library for the implementation of the study direction**



**For UL and DU Doctoral study programme “History and Archaeology” in total  
(total in the collection of the UL Library)**

Printed editions (units)			Distribution of editions by languages (units)				
Books	Series editions <i>Periodicals</i>	Other types of editions	Latvian	English	Russian	German	Other languages
32,635	10,001	564	13,568	6,489	10,794	8,538	3,811
In total: <b>43,200</b> units							

**For UL and DU Doctoral study programme “History and Archaeology” in the field of  
history  
(total in the collection of the UL Library)**

Printed editions (units)			Distribution of editions by languages (units)				
Books	Series editions <i>Periodicals</i>	Other types of editions	Latvian	English	Russian	German	Other languages
25,563	5,835	441	9,835	3,965	8,200	6,860	2,979
In total: <b>31,839</b> units							

**For UL and DU Doctoral study programme “History and Archaeology” in the field of  
archaeology  
(total in the collection of the UL Library)**

Printed editions (units)			Distribution of editions by languages (units)				
Books	Series editions <i>Periodicals</i>	Other types of editions	Latvian	English	Russian	German	Other languages
791	771	22	612	292	396	182	102
In total: <b>1,584</b> units							

**For UL and DU Doctoral study programme “History and Archaeology” in the field of  
historiography  
(total in the collection of the UL Library)**

Printed editions (units)			Distribution of editions by languages (units)				
Books	Series editions <i>Periodicals</i>	Other types of editions	Latvian	English	Russian	German	Other languages

2,536	807	26	1,123	675	930	494	147
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In total: **3,369** units

### Level of digitization of the collection

The UL Library in cooperation with the clients of the UL Information Technology Department ensures the use of the repository of UL e-resources.

In order to ensure free and constant online access to UL scientific achievements, authors of publications, UL structural units or representatives of UL publications regularly place electronic versions of their publications, digitized information resources with cultural and historical value, Doctoral theses of UL lecturers and their summaries in the repository of UL e-resources (<http://dspace.lu.lv>).

Digitized editions subject to copyright protection are offered for use in on-site reading rooms.

At present, the Library offers more than 223 different types of information resources in the field of history and archaeology.

### Databases

According to the UL strategic plan for 2010-2020, the Library of the University of Latvia is increasing the share of e-resources and developing remote access to e-resources to ensure that users can use resources remotely.

In 2020, UL is subscribed to 34 e-resource platforms (which include e-books, e-journals, reference resources, tools, multimedia, statistics, and mixed-format databases). They contain 17,592 full-text e-journals (including separate subscriptions), 2.5 million full-text world PhD theses and Master's theses, 4 statistical databases, 2 research tools, 9 reference databases and 2 research platforms. The UL has 122 tested open-access databases with multi-format materials. Every year, the Library offers its users an average of 110 new electronic resources. In total as of 01.01.2020, 1,328 e-books have been purchased by the UL Library, ~ 180,000 e-books are available in the subscribed *ProQuest Ebook Academic Complete* collection.

At the same time, the UL Library regularly provides users with trial access to various databases. Within the framework of the funding allocated to the Library, the number of databases is purposefully evaluated and the usability of the subscribed databases is analyzed.

The list of e-resources available in the Library section of the UL portal facilitates the browsing of databases. More information about e-resources is available on the UL Library website, section E-resources from A to Z[1].

The UL offers the possibility to use the subscribed electronic information resources (databases, e-book platforms) outside the UL computer network by connecting to them with the LUIS username and password.

### The UL subscribed multidisciplinary e-resources that include materials for the UL Doctoral programme "History and Archaeology"

**Cambridge Journals Online** - *Cambridge University Press* is a full-text database of multidisciplinary e-journals that offers an opportunity to search for information in over 300 scientific journals, as well as related online resources. The database contains full texts in fields such as history, culture, art, philology, philosophy, mathematics, computer science, economics, finance,

politics, law, psychology, physics, chemistry, biology, ecology, geology, medicine and many others.

**EBSCO Academic Search Complete** – one of the most valuable resources of scientific information containing information from over 12,500 full texts, including 7,300 peer-reviewed journals. The database also offers the ability to view annotations from 12,500 journals and 13,200 books, reports, and conference proceedings.

**Emerald eJournals Premier** – a full-text database of e-journals in fields such as history and archaeology, linguistics, cultural and literary studies, education, library science and information science. The *eJournals Premier* collection is available at the University of Latvia, with full texts of more than 1 million e-journal articles in such fields as cultural studies, etc.

**JSTOR** – a database of journals, books and primary sources. JSTOR offers journals from leading publishers: *Sage Publications*, *Springer*, *Taylor & Francis*, *Blackwell Publishing*, *Cambridge University Press*, *Oxford University Press*, *John Wiley & Sons*, etc. The chronological coverage of magazines goes back to the beginning of their publication.

**Oxford Journals Online** – the collection provides access to 288 authoritative and leading journals published in collaboration with the world's leading scientific organizations. The database includes full-text journals with high citation index rates in various fields of science - humanities and social sciences, applied sciences, environment and its preservation, agriculture, neurosciences and biomedicine, history, interdisciplinary studies, language and linguistics, political science, international relations, etc.

**ProQuest Dissertations & Theses Global** – the world's largest database of PhD theses and Master's theses, containing more than 2.3 million works in a variety of fields, including history and archaeology.

**SAGE Journals Online** – a full-text journal database of SAGE publishing house providing articles from more than 1,000 journals. Various sciences are represented in the database - humanities and social sciences, etc.

**SAGE Research Methods** – a library of research methods containing more than 1,000 books, reference books, journal articles, and other resources from the world's leading scientists in the humanities and social sciences. *SAGE Research Methods* is an important online tool for researchers. Two of them are available at the University of Latvia - *SAGE Research Methods - Books and Reference* and *SAGE Research Methods Cases*.

**ScienceDirect** – *Elsevier* database in humanities and social sciences, as well as natural and technical sciences, life sciences and medicine. The database contains information on several thousand magazines and books published by *Elsevier*. The full texts of about 2,650 journals are available at the University of Latvia, mostly from 2002 to the latest issue of the journal, as well as more than 350 e-books.

**SpringerLink Contemporary Journals** – a full-text database of *Springer Nature* magazines. It offers the scientific, academic staff and students of the UL an access to over 6 million articles from more than 3,400 journals, covering the humanities, sciences and social sciences.

**Taylor & Francis Social Science & Humanities Library** provides access to full texts from more than 1,400 scientific journals. The broad thematic coverage includes the following fields: history, archaeology, linguistics, education, anthropology, art, religion, business, media, politics, regional studies, health and social care, sociology and others.

**Thesaurus Linguae Graecae (TLG)** database contains digitized full texts in Greek from Homer's time to the fall of Constantinople (1453). In total, more than 12,000 works written by more than

4,000 authors are available.

**Scopus** – a bibliographic and citation information database of *Elsevier* multidisciplinary scientific publications.

**Web of Science** – *Clarivate Analytics* database of key scientific information on more than 12,000 journals in the natural sciences, social sciences, humanities and the arts, including bibliographic and citation information, abstracts, and other information. The database offers extensive options for search, selection and analysis of results, including information from 1990 onwards.

### **E-book platforms available in the UL Library that include materials for the UL Doctoral programme “History and Archaeology”**

**Dawsonera** – an e-book platform, where 68 e-books purchased by the UL Library are available including materials for the UL Doctoral programme “History and Archaeology” from the world’s leading publishers (e.g. *Routledge, CRC Press, Cambridge Scholars Publishing*, etc.).

**ProQuest Ebook Central Academic Complete Collection** – an e-book platform, where 21,157 publications are available from e-books purchased and / or subscribed by the University of Latvia Library in accordance with the University of Latvia Doctoral programme “History and Archaeology” from the world’s leading publishing houses (e.g. *Routledge, John Wiley & Sons, Stanford University Press, Cambridge University Press, Taylor&Francis Group, BRILL, Yale University Press, MIT Press*, etc.).

### **Open access resources that include materials for the Doctoral programme of the University of Latvia “History and Archaeology”**

*Cogent OA, Directory of Open Access Books, Directory of Open Access Journals (DOAJ), IPI E-Books, Journals for Free, Palgrave Open, Europeana Bookyards, Bookboon, Directory of Open Access Books, Language Science Press, Project Gutenberg, Runivers, Cambridge Dictionaries Online, De Gruyter Open, Google Scholar, OAPEN, Online College Classes, Periodika.lv, Virtual Library Eastern Europe, Zenodo, Лань*

### **Primo Discovery services**

In order to modernize the availability of electronic resources, in the autumn of 2016, the UL Library started the introduction of the latest technology web service *Primo Discovery* and *SFX*.

*Primo Discovery* is a search engine that offers the opportunity to simultaneously search the information resources of the UL Library - in the UL iMākonī (subscribed and open access online databases, digital libraries, bibliographic databases created by the UL Library), access full texts, order and extend existing UL Libraries resources. The programme sorts the list of results by relevance, provides customization of search results by 10 criteria, access to user account information, and other services available to users of the Joint Catalogue.

The collection of the library in general corresponds to the implementation of studies and development of scientific research, as it is supplemented with the most up-to-date information resources every year in accordance with the information needs of the academic staff and students.

**Primary sources stored in archives** play an important role in the elaboration of Doctoral theses in history. The Latvian archive system is united in the Latvian National Archives, to which 15 archives are subjected. These include the Latvian State Historical Archives (LVVA), the Latvian State Archives (LVA), the Latvian State Archive of Audiovisual Documents (LKFFDA) and 11 zonal archives. The most important archives that students will use are LVVA and LVA. LVVA stores more than 6 million archive files dated from 1220 to 1991. Archive reading rooms are available to students and other researchers every working day. A significant progress has been made in recent

years with the digitization of archive collection and funds, as well as the possibility to re-photograph archival documents free of charge. The Latvian State Archives store documents created since 1940. LKFFDA stores film and video documents (100 units), photo documents (1.7 million units) and audio documents (6 thousand units). The Daugavpils Zonal State Archives plays an important role in the research of Latgale regional history. Students will conduct research in foreign archives, with the most popular being the archives of the United Kingdom, Russia, Poland and Germany.

Students can use the collections of more than 100 accredited state and municipal museums. Repositories of archaeological artefacts are of particular importance. The collections of the National History Museum of Latvia are significant in this respect. Students have access to the artefacts of the Repository of Archaeological Materials of the Institute of Latvian History of the University of Latvia. It contains the largest collection of plans drawn in archeological excavations in Latvia (28,553 items), a collection of excavation reports (about 1,342 items), a collection of preliminary documentation (2,038 items), and a collection of photonegatives (more than 130,000 film frames) [2].

At DU Centre of Oral History, researchers have access to an archive of oral history sources with an electronic catalogue (approximately 1,200 audio recordings, partly - transcripts of life stories, additional materials: scans of photographs, documents, etc.); MYPLACE project archive (recordings, transcripts of audio and video interviews) is also available.

[1] <https://www.biblioteka.lu.lv/resursi/e-resursi-no-a-lidz-z/>

[2] Repository of archaeological materials <https://www.lvi.lu.lv/lv/arhkratuve.htm>

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

Electing to academic positions proceeds according to the requirements of the “Regulation on electing to academic positions at Daugavpils University”.

Information on the vacancies to academic positions and competition announcements are published in DU website or the official edition of the Republic of Latvia “Latvijas Vēstnesis”, thus providing an opportunity for any interested person to apply to the position at DU within a month’s time after announcing the competition.

Persons that can be elected to academic positions at DU are citizens of the Republic of Latvia and foreign citizens whose academic education and professional qualification corresponds to the requirements of the field of science or art, study and research work at DU and who have a command of the state language and professional English.

After the announcement of the competition and the receipt of the documents of the applicants to the academic positions, the Faculty Council (Senate) or the Scientific Council of a scientific institute shall display the list of applicants for the relevant academic position, indicating the position and the number of vacancies, as well as the applicant’s name and surname, their scientific degree and current position, total length of scientific and pedagogical work;

At the meeting of the Faculty Council (Senate) or Scientific Council of a scientific institute, the

participants of the meeting are familiarized with the applicants' documents and motivated opinions of the structural units on each applicant to the academic position. After interviews with all the applicants to the respective position, the Council (Senate) or Scientific Council makes a decision on electing or not electing them to the respective position by open voting.

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[https://du.lv/par-mums/par-mums/svarigakie-dokumenti/nolikums-par-velesanam-akademiskajos-amatos-du\\_apstiprinatais](https://du.lv/par-mums/par-mums/svarigakie-dokumenti/nolikums-par-velesanam-akademiskajos-amatos-du_apstiprinatais)[available in Latvian]

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

DU has elaborated interior normative acts and mechanisms that regulate the ensuring of the academic staff qualification and quality of work:

- *Regulation on elections to academic positions at Daugavpils University* (available here – [https://du.lv/par-mums/par-mums/svarigakie-dokumenti/nolikums-par-velesanam-akademiskajos-amatos-du\\_apstiprinatais/](https://du.lv/par-mums/par-mums/svarigakie-dokumenti/nolikums-par-velesanam-akademiskajos-amatos-du_apstiprinatais/)). The link leads to a page in Latvian;
- *Procedure of the assessment of the scientific activity of Daugavpils University academic*

staff (available here  
- [https://du.lv/wp-content/uploads/2016/01/zinatniskas-\\_aktivitates\\_vertesanas\\_kartiba.pdf](https://du.lv/wp-content/uploads/2016/01/zinatniskas-_aktivitates_vertesanas_kartiba.pdf) ).

The link leads to a page in Latvian;

- *Student surveys.* (available here  
- <https://du.lv/daugavpils-universitates-2020-2021-studiju-gada-studejoso-aptauja/>).

DU Senate has approved the work content and duties of the academic staff determining the requirements in the academic work, research, academic, and scientific qualification updating and administrative work.

In accordance with the regulations of the Cabinet of Ministers of the Republic of Latvia No. 569 *Regulations on the education and professional qualification required for pedagogues and the procedure of professional competence improvement of pedagogues*, professional updating may involve international mobility, participation in projects, conferences and seminars corresponding with the professional updating objectives, attested by issued documents.

DU promotes the development of the academic staff by moving towards a competent staff. Most lecturers have practical experience in the field, which confirms their suitability for work in a professional programme. The scientific capacity of the teaching staff is confirmed by the publications indexed in the *Web of Science* and *SCOPUS* databases, by the number of final theses (including doctoral theses) supervised and by research in the implementation of which the lecturers of the study programme participate.

In co-operation with the Centre for Life Long Education (MC), lecturers have the opportunity to participate in further education courses, improving, deepening and perfecting their knowledge. The academic staff involved in the programme regularly participates in various professional development courses (further education teacher training B courses, "Development of study courses in the e-learning environment *MOODLE*", "Data analysis and preparation of reports", etc.).

The competence of DU academic staff is improved by participating in mobilities within the framework of the European Union support programme. Since 2014, DU has been participating in the first core activity of the Erasmus + programme, the mobility of students and staff. Co-operation agreements have been concluded with more than 90 higher education institutions in 22 countries.

A significant part of the lecturers are graduates of the study programmes of the field "History and philosophy", thus ensuring successive transfer of knowledge in the study process, as well as flexible integrity of study work and research in doctoral studies.

"ERASMUS +" programme supports the development of the staff – DU lecturers visit one of the foreign co-operation universities or participate in staff training, improving their professional competencies, ensuring participation in training, observing work at a foreign co-operation university or branch organization. International mobility gives the DU lecturers and staff the opportunity to gain knowledge and specific skills by learning from the experience and good practice of foreign partners, as well as to improve the practical skills needed for DU and professional development; it encourages the academic staff to expand and improve the range and content of courses offered, and enables students, who do not have the opportunity to participate in a mobility programme, to benefit from the knowledge and experience provided by the academic staff coming back from foreign European universities and foreign guest lecturers. International mobility promotes the exchange of knowledge and teaching experience between European higher education institutions. Lecturers of the study direction increase their qualification by having practice abroad and giving lectures in foreign education institutions. Thus, in 2018, I. Saleniece conducted a lecture course "Re-educating Teachers and Students: Latvian Oral History Sources and School Policy (1944 / 45-1985)" in the Czech Republic, Mendel University (Brno)



Co-operation successfully influences the achievement of study results, as the teaching staff involved in it shares their knowledge and the acquired international scientific experience and thus promotes the further development of the scientific potential of master and doctoral students.

Daugavpils University is involved in projects aimed at improving the professional competence of the academic staff and attracting foreign lecturers within the framework of various projects. Within the framework of the European Social Fund project *Nr.8.2.2.0/18/A/022 "Strengthening the Professional Competency of Daugavpils University Academic Staff in the Areas of Strategic. Specialization"* [1], Within the framework of the project, DU academic staff is offered a wide range of opportunities to improve their professional competence: to improve their professional and communicative English language skills by attending professional English language courses; to develop skills in using bilingual and multilingual approaches to work in a multilingual environment; to develop leadership skills by inviting coaching specialists and supervisors; to improve competences of cooperating with industry. By organising trainings and seminars, the skills of applying the integrated approach to the implementation of interdisciplinary and transdisciplinary study process, as well as the skills of developing e-learning materials and using the virtual study platform have been promoted. Lecturers of the direction "History and Philosophy" also took an active part in training, as they also teach study courses in the study programmes defined in the project.

For example, the lecturers of the direction (I. Šenberga, I. Saleniece, I. Kupšāne, E. Vasiljeva, etc.) had the opportunity to acquire the study course "Acquisition of Professional English" (132 hours). Faculty members who have successfully passed the examination have obtained certificates for the acquisition of professional English at B2 or C1 level. Interesting experience was gained in the courses on the fundamentals of developing e-learning materials and virtual study platforms (16 hours), on the trends in the use of educational technologies in the 21st century (4 hours), as well as the courses "Academic staff leadership", "Increasing professional efficiency by reducing stress factors and burnout", etc.

The lecturer of the study direction "History and Philosophy", Mg. hist. Maija Grizāne participates in the activity of the mentioned project "Involvement of Doctoral students in academic work at Daugavpils University".

The research work of the academic staff involved in the programme is in most cases related to the study courses taught and specialization: history methodology, source research, regional studies, historical informatics, etc.

The lecturers involved in the direction increase their qualification by doing internships abroad, continue post-doctoral studies, as well as conduct lectures in foreign educational institutions.

Lecturers prepare scientific articles to be published (including in internationally peer-reviewed journals), participate in conferences and practical seminars, publish textbooks and develop methodological materials. Lecturers have the opportunity to conduct research together with other Latvian and foreign HEI academic staff and students.

Academic staff members receive financing for their scientific contribution of the preceding period for next period scientific activities. At the end of each calendar year DU academic staff members submit a report to the Department of Science on their achievements in scientific and creative work, work in projects, participation in scientific seminars and conferences, publications, in accordance with the Procedure of the assessment of scientific activity of the academic staff of Daugavpils University. Academic staff members receive refunding for expenses related to preparing the publication (proofreading in English and fee for publishing) as well as remuneration for H-Index in SCOPUS and / or Web of Science data bases.. DU research project competition provides opportunity of receiving financing



for topical and well-planned projects in order to facilitate the growth of DU academic, scientific staff and doctoral students in research work.

Lecturers of the study direction "History and philosophy" are actively involved in the creation and management of municipal development projects, as well as in international research and applied projects, thus improving their skills and sharing their experience with project partners.

Students are also stimulated to participate in scientific and practical conferences and seminars as listeners.

### **The added value of the opportunities used for the implementation of the study process and quality of studies**

DU annually assesses the scientific activity of the teaching staff: the results of research work, activity in projects, as well as pedagogical and organizational work. Within the study process, the latest current events in the field are constantly followed – the academic staff participates in projects, the results are used to update the content of the study courses. The lecturers actively participate in the approbation and dissemination of the research results by making reports at scientific and practical conferences and seminars. The information obtained in scientific events is used conducting the study courses and supervising the papers, as well as preparing teaching aids. The research and creative activity of the academic staff is closely related to the study process, promoting students' understanding of the innovations. The staff of the programme consists of lecturers who regularly co-operate to improve the study processes, thus achieving interdisciplinarity in the development of students' knowledge and skills. A description of the lecturers' scientific activity during the last 6 years is available in the Appendix.

The opportunities offered for the updating of the qualification of the academic staff make an essential impact on the quality of studies. By utilizing the tools of professional updating and scientific activity support, the newly acquired knowledge and experience are transferred to the study course content, students are offered topical scientific research themes. For instance, within the research projects the academic staff members work with students in research groups for producing innovative research and preparing scientific publications. Students of all the study levels of the study direction are regularly involved in the implementation of research grants, as well as in scientific conferences (working together with their research supervisors).

Feedback on the topicality of the study course content is obtained from student surveys. In the free replies students express their opinion on the competence of the academic staff members and the topicality of the themes discussed in the study courses. Students are also involved in organizing the science transfer activities (Scientist Night, Science Festival, School of Science, Humanitarian Academy for Youth, etc.).

Example: One of the criteria in cases of announcing a competition for vacancies to academic positions at DU is the quality of research publications and their conformity with the branch. As a result of the competition, the elected academic staff member is the one who holds higher scientific qualification indicators that, in turn, is a prerequisite of the growth of the study direction.

[1]Nr.8.2.2.0/18/A/022 "*Daugavpils Universitātes stratēģiskās specializācijas jomu akadēmiskā personāla profesionālās kompetences stiprināšana*" <https://du.lv/projekti/projekti/es-fondu-projekti/esf-lidzfinansetie-projekti/daugavpils-universitates-strategiskas-specializācijas-jomu-akademiska-personala-profesionalas-kompetences-stiprināšana> [pārūkots 5.08.2021.]

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

**Information on the number of the academic staff members involved in the implementation of the study programmes in the study direction**

**Academic staff members involved in study direction “History and Philosophy”.**

<b>Position</b>	<b>Number</b>	<b>Percentage rate</b>
Professors	8	22
Associate professors	8	22
Docents	8	22
Visiting Docents	1	3
Researchers	1	3
Lecturers	8	22
Assistants	1	3
Visiting assistants	1	3
	36	

**The analysis and assessment of the academic and research load of the academic staff**

The work load of the academic staff is calculated taking into consideration the academic staff member’s amount of the study work in the academic year applying the load coefficient (N):

$$\text{Work load} = \frac{S \times N}{40}$$

S – the academic staff member’s amount of the study work (work spent for the study process and its provision)

N – the load coefficient

For professor N = 0.0444 to 0.04

For associate professor N = 0.0434 to 0.04

For docent  $N = 0.0412$  to  $0.04$

For lecturer, assistant  $N = 0.04$

For senior researcher, researcher  $N = 0.08$

40 – number of hours of five-day working week in accordance with paragraph 1 of the procedure of the accounting of the amount of work of the academic staff at DU

For the academic staff working full time at DU the following study work (work spent for the study process and its provision) amount is set for the academic year on condition that this is provided by DU budget opportunities and a special DU rector's order is issued:

position	Study work
professor	900 – 1000
associate professor	920 – 1000
docent	970 – 1000
lecturer	1000
assistant	1000
Senior researcher, researcher	500

lectures, seminars, practical assignment classes and laboratory works (study work in class):

position	Minimum work in class (hours)	
	Per year	Average per week
professor	256	8
associate professor	320	10
docent	384	12
lecturer	448	14
assistant	448	14

The academic staff member workload is determined in accordance with the "Procedure of the accounting of the amount of work of the academic staff at Daugavpils University". If the workload exceeds 1000 hours per academic year, overload is calculated for the study work according to the procedure stated in legislation and work-performance contract is signed for the performance of the academic work.

Factors observed in recruiting the academic staff are stability of the academic position number and persons, equal load distribution, facilitation of the involvement of employers in the study process to

ensure good quality of the professional programme implementation. Persons having a doctoral scientific degree and associate professors and professors are intensively attracted in order to implement high quality study programmes compliant with the laws and regulations.

**Inbound and outbound academic staff mobility assessment in the reporting period, mobility dynamics, difficulties encountered by DU in the academic staff mobility.**

Using *ERASMUS* + mobility opportunities, the development of the academic staff is promoted, the content of the study programmes is supplemented with innovative methods, foreign visiting professors are attracted, the internationalization of the study field is promoted. During the reporting period, the teaching staff of the study direction “History and philosophy”, actively used the opportunities of *ERASMUS* + mobility. The number of lecturers, who conduct classes and go on experience exchange trips to foreign partner universities, is increasing, thus broadening their horizons and deepening their knowledge both in languages and in the field of the research topic. The lecturers of the field will regularly continue to be actively involved in *ERASMUS* + mobilities, choosing partner countries where they could gain experience in providing the courses to be implemented in the programme, as well as enrich their experience in the management of study programmes. During the implementation of *ERASMUS* + projects, the academic staff of the direction regularly participate in consultative discussions with professors/colleagues from different countries, work in libraries and co-operate with industry profiling departments to obtain empirical data for research, preparation of joint publications, participation in organized scientific seminars and conferences.

By implementing such academic activities, the achievement of the study results is promoted, because the teaching staff involved in it share their knowledge with the acquired international scientific experience and promote the improvement of the scientific potential of master and doctoral students.

Major difficulties encountered in the process of academic staff mobility are difficulties of shifting classes from the mobility period due to the busy schedule, specificity of the foreign host institution administrative processes that at times slow down the circulation of the academic staff mobility documents.

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

**Support available to students in the study process**

In solving issues related to the organization of the study process, students are assisted by the staff of the Faculty Dean’s Office and the respective departments (Dean, Vice-Dean, Heads of Departments, study programme directors, and recording secretaries).

Prior to each examination envisaged in the study plan, student support is ensured with a consultation (2 hours for each study subject) scheduled in the timetable. Practice conference is

organized for the students of professional study programmes before the professional qualification practice, but during the practice, the practice supervisors provide consultations upon request.

For students participating in the *ERASMUS +* programme and studying in higher education establishments abroad, an individual work plan is developed, and for the study courses that are not recognized as corresponding ones, lecturers provide students with the opportunity of distance learning by providing study course support materials and consultations on how to achieve the learning outcomes. During the study process, students can use support materials (lecture presentations, seminar materials, descriptions of practical assignments, etc.) that are uploaded in the *MOODLE* e-learning environment and sent to shared group e-mails.

When developing term paper, bachelor paper, master thesis and doctoral thesis, each student has the opportunity to receive individual consultations provided by members of the academic staff. DU has developed "Methodological guidance for the study programmes of the Department of History for the development and defence of Term, Bachelor and Master papers" (The documents are available in Latvian)<sup>[1]</sup>.

If a student is not able to attend classes (due to health, family reasons, etc. – which is especially relevant for full-time correspondent students), university lecturers provide on-site and on-line counselling upon request.

During the remote studies, students have the opportunity to communicate electronically and by telephone with lecturers, as well as to obtain technical and consultative assistance both from the director of the study programme and the staff of the Faculty, as well as from the Study Quality Centre. In this way, information about the various e-resources requested by the student is collected, Moodle, Zoom, etc. training is provided.

Support for foreign students is mainly provided by the *ERASMUS +* Project Coordinator and the Chief Specialist in International and Public Relations Department, as well as the staff of the Faculty Dean's Offices. At the beginning of each semester foreign students are offered free Latvian language courses, after which DU issues an academic certificate stating the level of knowledge acquired and the additional credits obtained. In addition, the director of the study programme provides consultations for foreign students, thus ensuring a more successful implementation of the individual plan.

In accordance with Daugavpils University Scholarship Grant Regulations (The documents are available in Latvian)<sup>[2]</sup>, students studying for state budget financing are eligible for scholarships for the acquisition of the study programme and single-payment scholarships.

DU students can apply for municipal scholarships based on their success indicators. Municipal scholarships are awarded on the basis of a cooperation agreement between DU and the municipality concerned.

Once a year, DU students and graduates (DU faculty) have the opportunity to participate in the competition of Else Marie Tschermak's Foundation. E. Tschermak studied at Daugavpils State Teachers' Institute from 1933 to 1939, emigrated to Denmark during World War II, and in her will wanted to set up this foundation to financially support DU students and graduates in funding for studies and further training in Western European countries. For more information see (The documents are available in Latvian) <sup>[3]</sup>.

DU students studying for tuition fee may qualify for a tuition fee discount (The documents are available in Latvian) <sup>[4]</sup>. Discounts are awarded to students who, after obtaining their bachelor's diplomas, continue their postgraduate studies in master's study programme with

outstanding and excellent results, have great achievements in Olympic sports as evidenced by Coach Board recommendations, and other criteria.

At DU there is Social Support Programme of the Student Council (SC). Within the framework of the programme, successful students of DU full-time bachelor's and master's programmes, who live in DU hotels and need social support, have the opportunity to receive a 50% discount on the hotel room rental. More information available at [\[5\]](#) [accessible in Latvian]

DU students have sports training in basketball, volleyball, aesthetic gymnastics, table tennis, and other sports available free of charge, as well as enjoy the opportunity to use the DU pool. For more information see [\[6\]](#) . [accessible in Latvian]

Research and methodological support for master and doctoral students is provided during the period of the development of their papers by organizing seminars and pre-defence, in which students together with their research supervisors analyse their achievements and listen to recommendations for further development of the paper, gaining more popularity, as students actively attend seminars, where the research of their course mates are presented, participate in the discussions that provide professional advice. Regular individual consultations of students are planned for all study courses, in accordance with the approved consultation schedule. If necessary, lecturers offer additional consultations for in-depth study of the course. Students regularly use communication opportunities with the programme management to consult on issues of interest to them or to solve their problems.

### **Career and psychological support available to students**

DU has Centre for Mūžizglītības, where it is possible to receive consultations from career counsellors, psychologists, youth affairs specialists and entrepreneurs on the issues of interest to them. One of the aims of Centre for Life Long Learning is to promote career development for the academic staff, as well as to provide training for the region's residents, especially educators, on current issues in a specific field (e.g., economics, accounting, business), thus facilitating knowledge transfer and co-operation between partners in the region.

Career Initiative and Support Centre provides career development services, promotes volunteer work and supports those initiatives that endorse the well-being of the residents of the Latgale region by improving the professional capacity, competitiveness, co-operation and participation of individuals.

### **Support for students with special needs and students with children**

In 2015, DU completed the project "Improvement of the Study Programmes Quality at Daugavpils University and Environment Accessibility", which was co-financed by the European Regional Development Fund (ERDF). Within the framework of the project, the DU infrastructure was modernized and adapted for persons with special needs, thus improving the accessibility of the environment for persons with functional disorders (movement, visual, hearing impairments). University classrooms are accessible to people in wheelchairs – lifts and stair lifts are installed, thresholds are removed, door width is appropriate. Information is made accessible to visually impaired and hearing impaired people by installing projection equipment and sound amplifiers; in both study buildings nurseries are set up for young studying parents to change their babies' nappies and feed their babies and a playroom for keeping kids busy while their parents attend classes.

In 2016, in the nomination *Education for All*, DU received the "Apeiron" Award, which testifies to the effective accessibility of the university environment. Among the DU students, there is a number of students with special needs who positively evaluate the customized infrastructure

of DU. In oral surveys and TV interviews the students have admitted that after completing their secondary education (most often in the form of distance learning or home-based education) they were concerned about the access to higher education, but after more in-depth inquiry on study and environmental access opportunities in higher education, they started their studies at DU. All of the above-mentioned supportive measures contribute to the growth of every student by motivating them to continue and complete the study programme selected.

[1] <https://du.lv/ieskaties-augstskola/metodiskie-noradijumi-studiju-bakalaura-un-magistra-darbu-izstradei/> [accessed on 15.07.2021.]

[2] <https://du.lv/studijas/stipendijas-un-kreditu/du-stipendija/> [accessed 15.07.2021.]

[3] <https://du.lv/par-mums/par-mums/starptautiska-sadarbiba/elses-marijas-cermakas-fonds>

[4] <https://du.lv/studijas/studiju-maksa-un-atlaides/> [accessed 15.07.2021.]

[5] <https://du.lv/studentiem-ir-iespeja-pieteikties-sp-sociala-atbalsta-programmai-3/>

[6] <https://du.lv/sporta-treninu-saraksts-2018-2019-m-g/>

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

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

DU is the largest regional university in Latvia that is located in Latgale region having a historically established multilingual, multiethnic society with diverse religious denomination composition. Research in the humanities at DU has been produced for 70 years and during this time stable research traditions and schools have been established. At present research in history at DU along with other humanities is a part of the research programme “Regional studies, literature, and art” founded in 2015. The mission of the programme is facilitating the development of Latgale/Selonia region and Latvia as well as enhance the potential of global development by producing academic research of international scope. The programme is aimed at creating and circulating in broader public high quality international scope research in regional studies and art. Major trends of research are identity component research, comparative studies, history, population group and subculture research, culture studies. Being located in a region with multilingual, multiethnic, and multid denominational society determines the emphasis on the comparative and contrastive aspects of the research in regional studies, history and culture. Regional studies have several territorial perspectives: 1) region as an administrative unit or particular geocultural segment in Latvia, 2) Baltic Sea region, 3) East Europe and Europe as a region. Hence, regional studies are not limited to

the empirical level (collecting and systematizing the corpus of texts, field research, expeditions) and include research of local phenomena in a broader context. By means of typologization, detecting similarities and differences (otherness, uniqueness, national specificity, minorities, diaspora), regional specificity is compared to the culture and social phenomena, education in other regions of Latvia and wider geoterritorial context. Such an approach envisages studying certain problems in a comparative perspective, regarding the history and culture of the region in the global context.

## MAJOR RESEARCH DIRECTIONS

- History studies

DU scholars of history focus on sources of history theory and source studies methodology as well as implementing digital research of history in Latvia; this is DU priority sphere of history studies in Latvia and a stable foundation for further work and involvement in international scientific circulation, science and technology transfer activities. History studies contribute to the consolidation of national and European identity revealing and promoting the national and European dimension of the regional historico-cultural legacy. Introducing the history of Latgale and Selonja in the national and European/world history narrative, special attention is paid to aspects of the content and methodology of the research: investigating the past by means of modern technologies. Centre of Oral History maintains oral history archives that functions as a research base for historians from Latvia, UK, Germany, USA, Russia, Japan, Lithuania, etc. Technology transfer takes place by paying attention not only to the content of the sources and their research methodology but also principles of source designing, documenting, and archiving.

- Identity research aspects

Within international projects and state research programmes, DU scholars perform research on ethnic, local, national, and regional identity, diaspora, border zone culture, intercultural communication, and history events in a phenomenological and comparative perspective, focusing on the local – Latgalian/Selonian – history and culture concepts in the synchronic and diachronic aspects, regional and global context, as well as reflections on national identity in culture texts.

- Youth and subculture studies

Within the EC Framework Program and Horizon 2020, DU scholars in cooperation with researchers from several European countries implement youth studies applying qualitative and quantitative research methods. Youth subculture manifestations are studied by means of an interdisciplinary approach using methods of sociology, politology, anthropology, culturology, and religion studies. DU scholars build audio/video archives of subculture ethnographic material that function as the empirical base for scientific research on subculture phenomenon.

- Culture studies

Since Latvia joined the EU, the problem of integration has become topical with the growth of the refugee flow. History shows that integration is mainly based on culture processes, not just economic or social ones. EU is marked by culture pluralism and unity is possible only in diversity, thus EU does not attempt at forming unified ideology, philosophy, and culture. However, the present-day Europe cannot exist without a common system of values that is manifested in the cultures of individual nations, therefore there is a need for enhancing the acknowledgement of the role of the culture factor both in integration processes in Europe and Latvian historico-cultural legacy. East Latvian multicultural environment continues to encourage the investigation of interaction of various cultures along with the specificity of particular cultures. Hence, Jewish studies under the guidance of professor E. Vasiljeva develop as a separate sphere regarding Jewish texts in



the semiotic aspect.

Doctoral studies in history at DU are provided by highly qualified historians who work at the Faculty of Humanities, Department of History, Centre of Oral History, and Regional Studies Centre "Latgale Research Institute" with the support of the Institute of Social Sciences and Humanities who are engaged in research of Latgalian history as well as elaborate regional history research theory and methodology, historiography of Latgalian and Latvian history as well as special subdisciplines of history including such spheres of history studies as oral history sources, their investigation and use in reconstructing regional history, application of digital technologies in editing sources of history and maintaining the data bases of regional history of Latgale. These trends of research comply with the modern paradigm of world history studies and determine the specificity of the research work of DU historians and its recognition in Latvia and abroad.

As to its structure and core, DU doctoral study programme "History" did not differ from the University of Latvia DSP in history, therefore since 2018 a common UL and DU DSP "History and archaeology" had been elaborated within Central Financial and Agreement Agency 8.2.1. support goal "Reducing the fragmentation of research programmes and consolidation of common resource use" second project, that was licenced in 2021 and implemented since 2021/2022 academic year.

Postdoctoral project by D. Bērziņš "Holocaust discourses and memory infrastructure in Latvia" (agreement No. 1.1.1.2/16/I/001; project No. 1.1.1.2/VIAA/4/20/744) is implemented at DU. It is EU funded action programme "Growth and employment" 1.1.1. specific support goal "Enhancing the research and innovative capacity and ability to attract external financing by investing in human resources and infrastructure of scientific institutions in Latvia" 1.1.1.2. activity "Postdoctoral research support" project with the implementation period from 1 January 2021 to 30 June 2023. This continues the experience of postdoctoral research initiated at DU Centre of Oral History by

Michal Šimáně (Mendel University in Brno) who implemented European Strategic Investment Foundation project ESIF OP Research, development and Education "MENDELU international development" (CZ.02.2.69/0.0/0.0/16\_027/0007953).

Generally the research priority is placing the history and culture of Latvia (Latgale/Selonia) in the context of global history and culture processes, emphasizing regional and international aspects, interaction between centre and periphery, global and local, ethnic/local – national – European identity. The high level of the research produced by the academic staff involved in DU study direction "History and philosophy" is approved by the results of the international assessment of scientific institution activity for 2013-2018: DU research programme "Regional studies, literature and art" scored 4 – very good internationally significant research level.

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

The Act of Scientific Activity of the Republic of Latvia (The documents are available in Latvian) [1] (2005) defines the unity of science and higher education (2.2) and envisages the obligation of HEI to engage in scientific activity. The Act states that every scientist is obliged to take part in preparing young scientists (6.4); in turn, Act on HEI (The documents are available in Latvian) [2] (1995) states that HEI within their autonomy provide for the unity of studies and research work (5.1) as well as take care of preparing young scientists and give them an opportunity to enter

global academic circulation (5.5). Thus in the course of obtaining higher education, including studies of history (not only in the doctoral but also bachelor and Master programmes), the academic staff introduce students in research work.

The research work of the academic staff involved in the study direction make it possible to update the content of their delivered study courses and offer new study courses during the acquisition whereof students not only gain new knowledge but also develop skills, practices, and competences. For instance, assoc. professor H. Soms' long-term research on the album *Terra Mariana* presented by the 19<sup>th</sup> century Baltic gentry to Pope Leo XIII and his coordinated project that resulted in producing the facsimile of the album with scientific commentary in 2 volumes have greatly contributed to the study courses delivered by H. Soms in the history of Latgale in ABSP "History" (*History of Latgale of the 14-18th cent.; History of Latgale of the 19-20th cent.*). Institute of the Humanities and Social Sciences researcher M. Grizāne has the experience of museum work and DU Centre of Oral History collection, from her own experience as a student and communicating with students, observed that students at an early stage of their studies lack knowledge and understanding about the functioning of those institutions where manifold sources of history are available. She suggested and elaborated a study course that she teaches to students of ABSP "History" – *Fundamentals of memory institution functioning*.

On the level of bachelor and Master studies, students acquire theoretical knowledge and the fundamentals of methodology in history as well as make their first steps in independent research work (see 4.5.). This results in producing bachelor and Master theses, the quality whereof is approved by the achievements of students. There is a longstanding cooperation with Latvian Academic Organization in Sweden that organizes annual competitions of young historians for the best research work on Latvian history, awarding Ārijs Vaško memorial prize to the winners of this competition. Since 2015, DU have been winners of this prize:

2015	Bachelor thesis „Ilūkstes apriņķa skolotāju sociālais portrets 1948./1949. mācību gadā”	Sc.adviser prof. I. Saleniece
2017	Bachelor thesis „Valkas ielas vēsture Daugavpilī (1944-1954)”	Sc.adviser asoc. prof. H. Soms
	maģistra darbs “Brīvā laika pavadīšanas iespējas Latvijā (1944/1945-1953)”	Sc.adviser prof. I. Saleniece
2018	Bachelor thesis “Daugavpils 1. vidusskola Latvijas Nacionālā arhīva Daugavpils zonālā valsts arhīva materiālos (1944-1947)”	Sc.adviser prof. I. Saleniece

[1] Zinātniskās darbības likums. Pieejams: <https://likumi.lv/doc.php?id=107337> (skatīts 02. 07. 2021.).

[2] Augstskolu likums Pieejams: <https://likumi.lv/doc.php?id=37967> (skatīts 02. 07.2021.).

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

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

Integration of the scientists engaged in the study direction in the global academic circles is facilitated by the global interest in regional research that has become widespread. This internationalization is manifested by their participation in two FP7 (“Measuring Youth Well-Being” – MYWEB; “Memory, Youth, Political Legacy And Civic Engagement” – MYPLACE) and two H2020 (“Cultural Heritage and Identities of Europe’s Future” – CHIEF; “European Cohort Development Project” – ECDP) projects functioning in international consortiums.

Main ways of cooperating with the global community of scientists in 2015–2020 are as follows:

- Involvement in 83 international projects,
- Publications in high standard journals and publishing houses (69 SCOPUS and WoS indexed publications),
- Papers published in scientific peer reviewed journals and conference paper collections not indexed in SCOPUS and WoS databases (149),
- monographs (6),
- defended doctoral theses (1),
- conference participation and organization.

Professors and senior fellows have gained international recognition joining international research networks:

#### BALTIC AND REGIONAL STUDIES

- Association for the Advancement of Baltic Studies
- International Council for Central and East European Studies
- Association for Slavic, East European, and Eurasian Studies
- Baltic and Black Sea Circle Consortium

#### HISTORY AND RELIGION

- Association for History and Computing
- Baltic Association for Historians of Pedagogy
- Oral History Society

#### Finnish Oral History Network

- International Association for the History of Religions
- International Study of Religion in Eastern and Central Europe Association
- International Association for Buddhism Studies
- European Sociological Association/Sociology of Religions
- European Society for the Study of Western Esoterism
- European Association for the Study of Religions

#### OTHER

- Women Scholars Network

There is a longstanding cooperation with embassies of many countries in Latvia (German, Polish, Swedish, France, Israel, USA, etc.) implementing common projects in intercultural sphere. International cooperation is sustainable and efficient in organizing mobilities, trips,. Congresses,

seminars, and network building for project implementation with many academic and research institutions in these countries.

The would-be historians – Master and doctoral students – must be ready to participate in the international academic circles, operating with recognized methods and presenting their research results also in English. The best way to prepare students for this is letting them test their capabilities in the international environment. The academic staff members are searching for the opportunities of engaging students in international projects. Hence, in 2011-2015, EC 7<sup>th</sup> FP project “MYPLACE: Memory, Youth, Political Legacy and Civic Engagement” (manager in Latvia professor Anita Stašulāne) from DU participated four Master students and two doctoral students. It was a project with total funding of 7.9 million Euros with 16 universities as participants from 14 European countries. DU students who participated in the project were involved in diverse activities, from individual research to making presentations at international conferences and preparing scientific publications, developing very interesting contacts. Within the project, current methods in the field of social sciences and humanities were acquired, thus preparing students for further research work.

Development of student research skills in the international context and broad cooperation opportunities open when students participate in international expeditions:

2016	Archaeological expedition	Vievininkai, Lithuania	7 ABSP students 1 AMSP student
	Oral history expedition	Medininkai, Lithuania	7 ABSP students 1 AMSP student
2017	Latvia – Lithuania oral history expedition	Rokiškis – Subate	5 AMSP and DSP graduates
2018	Archaeological expedition	Bilioniai, Lithuania	2 ABSP students, 1 AMSP graduate
2020	Latvia – Belarus oral history expedition	Latvia – Belarus border	3 ABSP students, 1 AMSP student 4 AMSP graduates

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

The high qualification of the academic staff involved in DU study direction “History and philosophy” study programmes is approved by their successful scientific research in accordance with the directions of each scholar's research work that comply with DU Faculty of Humanities development strategies.

## Research work directions of the academic staff members

prof. Aleksandrs Ivanovs	20th century Latvian historiography Regional history methodology and problems of Latgalian history Source studies and history subdisciplines (methodology, theory, and practice) Archaeography and Medieval history source edition Digital technologies in history studies and history source edition
prof. Irēna Saleniece	School policies in the 20th century Latvia Ethnic minorities in Latvia Sovietization of Latvia Oral history in the context of source studies
doc. Ilze Šenberga	Organizing history studies, content and methods in Latvian schools in the 1920-30s and nowadays Formation of historical awareness
lect. Andris Kupšāns	Social science learning theory and methods Latvian agrarian history of the 2nd half of the 18th century and 1st half of the 19th century Latvian history from 1985 till nowadays State and society in the Ancient Orient and Antiquity
lect. Dmitrijs Oļehnovičs	Latvian history of the 20th century Mass media analysis methods Innovative research methods in the humanities and social sciences
assoc. prof. Henrihs Soms	Regional (Latgale) history Modern technologies and databases in history research History of Daugavpils and Dinaburg fortress Daugavpils during WWI
prof. Anita Stašulāne	Historical memory and its transformations in various youth subculture groups New religious movements
doc. Ingrīda Kupšāne	Science of literature Investigation of Latvian exile literature and culture
doc. Gatis Ozoliņš	Folkloristics, folklore of areas Culture and social anthropology Neopagan subculture, postcolonial culture studies
assoc. prof. Sandra Meškova	Gender and culture Women's writing

prof. Elīna Vasiljeva	Daugavpils historico-cultural environment Jewish text in European culture Intercultural communication Theatre history Postmodernism as a culture phenomenon Culture tourism
lect. Ainārs Felcis	Dialectical and historical materialism History of philosophy and culture theory Fundamentals of ethic and aesthetic
prof. Irēna Kokina	Personality development Public and institution governance Psychology of management Innovation management Knowledge governance Organization culture Education management Development of giftedness
researcher Maija Grizāne	History of religious communities in Latvia History of Eastern Latvia in 19th and 20th centuries Phenomenon of non-territorial autonomy in Europe Oral history sources in the studies of the Soviet period

The scientific work of the academic staff members in the sphere of source studies, historiography, and history methodologies deserves special attention. Prof. A. Ivanovs' publications have gained wide response in the academia in Latvia and abroad. First and foremost it concerns his research on the sources of the history of medieval Russia and Livonia relations as well as research produced within Latvian historians commission.

In 2003 at DU, by the Department of History was founded the Centre of Oral History headed by professor I. Saleniece. The main direction of the Centre activities are: recording oral testimonies of the population of East Latvia and archive building; using oral history sources in history research; preparing young researchers in the sphere of oral history; international cooperation and oral history promotion. The collection of the Centre of Oral History holds about 1200 life story recordings that are used in scientific research.

The involvement of the academic staff members in regional studies, research on the history and historico-cultural legacy of Latgale are related to the activities by Latgale Research Institute (director assoc. professor H. Soms). Based on the specificity of the scientific approach of regionalism, the Institute is involved in interdisciplinary research where history takes an important place.

In the sphere of modern technology development, DU historians (prof. A. Ivanovs, assoc. prof. H. Soms) have facilitated the development of a new special discipline of history in Latvia - history informatics, as is shown by the historians' publications since 2000. In the development of history informatics, an important role is attributed to cooperation with the international scientist association "History and Computing" the members whereof are also historians from DU. Upon the initiative of H. Soms, the calendar of Latgale history and culture dates and database "Latgales Dati"

were designed (<http://latgalesdati.du.lv>).

## Publications

The results of the research by the academic staff members involved in the study direction are reflected in research editions and monographs, e.g.:

- Ivanovs, A. **Latvijas arheogrāfija**: [Monograph] / Reviewers: M. Jakovļeva, Ē. Jēkabsons. V. Pētersone, I. Saleniece. Rīga: Latvijas Nacionālais arhīvs, 2019. 443 lpp. ISBN 978-9934-8854-1-9. ASV Kongresa bibliotēka (Library of Congress catalogue: <https://catalog.loc.gov/vwebv/holdingsInfo?bibId=21649194>)
- Saleniece, I. (coauthored with Šķiņķe). Echoes of the Prague Spring in the Soviet Baltic Republics. In: Kevin McDermot and Matthew Stibbe, eds. **Eastern Europe in 1968: Responses to the Prague Spring and Warsaw Pact Invasion**. [London]: Palgrave Macmillan, 2018. P. 257-277. ISBN 978-3-319-77068-0; ISBN 978-3-319-77069-7 (eBook)

<https://www.palgrave.com/gp/book/9783319770680>

- Stašulāne, A. (coauthored with Gary Pollock, Jessica Ozan, Haridhan Goswami, Gwyther Rees) **Measuring Youth Well-being: How a Pan-European Longitudinal Survey Can Improve Policy**. Springer, 2018, 178 p. <https://rd.springer.com/book/10.1007/978-3-319-76063-6#about>
- Kupšāne I. **"Ar savu suni vienmēr esmu runājis latviski." Gunara Janovska prozas cilvēks vēstures likteņgriežos**. Daugavpils: Daugavpils Universitātes Akadēmiskais apgāds „Saule”, grāmata izdota sadarbībā ar apgādu „Mansards”. 2018. 224 lpp.
- Vasiļjeva, E. **Ebreju teksts latviešu literatūrā**. Daugavpils: Daugavpils Universitātes akadēmiskais apgāds "Saule". 2018. 279 lpp.
- Saleniece, I. "Latvian Deportees of the 1940s: Their Release and Rehabilitation". In: Kevin McDermott and Matthew Stibbe, eds. **De-Stalinising Eastern Europe: The Rehabilitation of Stalin's Victims after 1953**. [Houndmills, Basingstoke, Hampshire]: Palgrave Macmillan, 2015. Pp. 204-220. ISBN: 978-1-137-36891-1. Book DOI: 10.1057/9781137368928. <https://link.springer.com/book/10.1057/9781137368928>

ASV Kongresa bibliotēka (*The Library of Congress*, LC classification (full) DJK50.D4 2015; LC classification (partial) [DJK50](#)), Britu Nacionālā bibliotēka (*The British Library*, BNB (British National Bibliography) GBB580225; System number 017408581)

In 2014-2020, the academic staff members' research papers were published in scientific journals including internationally cited ones ("Paedagogica Historica. International Journal of the History of Education", "Journal of Baltic Studies", "Religions", "Gender and Education", etc.), included in SCOPUS, Web of Science and other databases, as well as journals „Latvijas Vēsture. Jaunie un jaunākie laiki”, „Latvijas Arhīvi”, „Latvijas vēstures institūta žurnāls”, edition „Latvijas Vēsturnieku komisijas raksti”; serial editions (series): „Ethnicity. Politics of Recognition”, „Acta Humanitarica Universitatis Saulensis”, „ISTORIJA. EUROPA ORIENTALIS: Studia z dziejów Europy Wschodniej i Państw Bałtyckich, Partnerstwo i Współpraca a kryzys gospodarczo-społeczny w Europie Środkowej i Wschodniej”, „Древняя Русь. Вопросы медиевистики”, „On the Boundary of Two Worlds: Identity, Freedom, and Moral Imagination in the Baltics” (RODOPI), „Das Baltikum in Geschichte und Gegenwart” (BOHLAU VERLAG) etc.

The academic staff members of the Department of History in close and fruitful cooperation with other structural units of the Faculty of Humanities and DU academic publishing house “Saule” since 1997 perform great organizational and editing work compiling, reviewing, editing, and publishing annually the peer reviewed scientific paper collection **Vēsture: avoti un cilvēki (History: sources and people)** (published since 1997; since 2013 included in EBSCO database), the core of

which comprises the papers prepared by DU Faculty of Humanities Scientific Readings (annual international conference) work group in history participants:

- Saleniece, I., ed. *Vēsture: avoti un cilvēki. XXIV zinātniskie lasījumi. Vēsture XVIII*. Daugavpils: Daugavpils Universitātes Akadēmiskais apgāds „Saule”, 2015. 347 lpp. ISSN 1691-9297 (EBSCO database)

[https://du.lv/wp-content/uploads/2016/01/Vesture\\_Avoti\\_un\\_cilveki\\_XVIII\\_2015.pdf](https://du.lv/wp-content/uploads/2016/01/Vesture_Avoti_un_cilveki_XVIII_2015.pdf)

- Saleniece, I., ed. *Vēsture: avoti un cilvēki. XXV zinātniskie lasījumi. Vēsture XIX*. Daugavpils: Daugavpils Universitātes Akadēmiskais apgāds „Saule”, 2016. 427 lpp. ISSN 1691-9297 (in EBSCO database)

[https://du.lv/wp-content/uploads/2016/01/Vesture\\_XIX\\_2016\\_DRUKA.pdf](https://du.lv/wp-content/uploads/2016/01/Vesture_XIX_2016_DRUKA.pdf)

- Saleniece, I., ed. *Vēsture: avoti un cilvēki. XXVI zinātniskie lasījumi. Vēsture XX*. Daugavpils: Daugavpils Universitātes Akadēmiskais apgāds „Saule”, 2017. 442 lpp. ISSN 1691-9297 (in EBSCO database)

[https://du.lv/wp-content/uploads/2016/01/Vesture\\_XX\\_2017\\_tirraksts-1.pdf](https://du.lv/wp-content/uploads/2016/01/Vesture_XX_2017_tirraksts-1.pdf)

- Saleniece, I., ed. *Vēsture: avoti un cilvēki. XXVII zinātniskie lasījumi. Vēsture XXI*. Daugavpils: Daugavpils Universitātes Akadēmiskais apgāds „Saule”, 2018. 430 lpp. ISSN 1691-9297 (in EBSCO database)

[https://du.lv/wp-content/uploads/2018/01/Vesture\\_XXI\\_2018\\_internets.pdf](https://du.lv/wp-content/uploads/2018/01/Vesture_XXI_2018_internets.pdf)

- Saleniece, I., ed. *Vēsture: avoti un cilvēki. XXII*. Daugavpils: Daugavpils Universitātes Akadēmiskais apgāds „Saule”, 2019. 336 lpp. ISSN 1691-9297 (in EBSCO database)

[https://du.lv/wp-content/uploads/2019/01/Vesture\\_XXII\\_2019\\_DRUKA.pdf](https://du.lv/wp-content/uploads/2019/01/Vesture_XXII_2019_DRUKA.pdf)

- Saleniece, I., ed. *Vēsture: avoti un cilvēki. XXIII*. Daugavpils: Daugavpils Universitātes Akadēmiskais apgāds „Saule”, 2020. 328 lpp. ISSN 1691-9297 (in EBSCO database)

[https://du.lv/wp-content/uploads/2020/01/Vesture\\_XXIII\\_2020\\_DRUKA.pdf](https://du.lv/wp-content/uploads/2020/01/Vesture_XXIII_2020_DRUKA.pdf)

Papers prepared by DU Faculty of Humanities Scientific Readings work group in history of culture participants are published in peer reviewed scientific paper collection **Kultūras studijas (Culture Studies)** (published since 2008; included in EBSCO database since 2013).

- Stašulāne, A., ed. *Kultūras studijas. Vēsturiskā atmiņa*. Daugavpils: Daugavpils Universitātes Akadēmiskais apgāds „Saule”, 2015. 244 lpp.
- Stašulāne, A., ed. *Kultūras studijas. Paaudzes kultūrā*. Daugavpils: Daugavpils Universitātes Akadēmiskais apgāds „Saule”, 2016. 213 lpp.
- Stašulāne, A., ed. *Kultūras studijas: Hibriditāte literatūrā un kultūrā*. Zinātnisko rakstu krājums. IX. Daugavpils: Daugavpils Universitātes Akadēmiskais apgāds „Saule”, 2017. 164. lpp.
- Stašulāne, A., ed. *Kultūras studijas: Sadzīve kultūrā*. Zinātnisko rakstu krājums. X. Daugavpils: Daugavpils Universitātes Akadēmiskais apgāds „Saule”, 2017. 170. lpp. ISSN 1691-6026

### Scientific conferences

In 2014–2020, the academic staff involved in the study direction presented their research in scientific conferences organized by:

- Association for the Advancement of Baltic Studies (AABS), International Council for Central



and East European Studies (ICCEES), European Social Science History Conference (ESSHC), International Study of Religion in Central and Eastern Europe Association (ISORECEA ), The Alliance of Digital Humanities Organizations, The Association for Computers and Humanities, etc.)

- universities in Latvia and abroad: UK, Germany, Sweden, Greece, Canada, Italy, USA, the Netherlands, Spain, Finland, Slovenia, Poland, Bulgaria, Belarus, Russia, Estonia, Lithuania ?????

Each year **Scientific Readings of the Faculty of Humanities** are organized in January that during the 30 years of existence have grown into a broadly attended international conference with its own traditions. Within the Readings, there is a constant work group "History: from source to human" and a work group on the history of culture that each year is dedicated to some particular topic. Conference participants traditionally are from the UK, Belarus, Estonia, Russian Federation, Lithuania, Poland, Ukraine, Germany and other countries.

## Projects

The active involvement of the academic staff of the study programmes in research is approved by the received individual grants and Latvia Culture Capital Foundation projects, participation in state research programme on national identity "Letonika", state research programme "Latvijas mantojums un nākotnes izaicinājumi valsts izaugsmei" (Latvia's legacy and future challenges for the growth of the state) project "Indivīda, sabiedrības un valsts mijiedarbība kopējā Latvijas vēstures procesā: vērtību konflikti un kopīgu vērtību veidošanās vēsturiskos lūzuma punktus" (Interaction of individual, society and state in the common process of Latvian history: value conflicts and shared value formation at historical junctures), EC FP7 COST actions, EU FP7 research and technology development project „Vienota Eiropas Valodas resursu un tehnoloģijas infrastruktūra” (Unified European language resource and technology infrastructure) (CLARIN) and many other national and international scientific research projects.

Hence, the academic staff members involved in the study direction "History and philosophy" have been managers of international projects or directed DU participation in them as full or associate partner:

- EC FP7 project **"MYPLACE: Memory, Youth, Political Legacy And Civic Engagement"** (<http://www.fp7-myplace.eu/>) 2011.-2015.
- EC FP7 project **"MYWEB: Measuring Youth Well-Being"** (<http://fp7-myweb.eu/>) -2016.
- EU SF 3rd goal "European Territorial cooperation" Latvia, Lithuania, and Belarus cross border cooperation programme project **"Popularization of the centres of oral history in the LV-BY cross-border area"**, No. LLB-2-143. 2013.-2014.
- EU Latvia, Lithuania, and Belarus cross border cooperation programme project No. ENI-LLB-1-073 **"A living History: cultural and scientific synergy in the border region Zarasai (LT) - Daugavpils (LV) - Vitebsk (BY) for sustainable development"**. -2021.
- HORIZON 2020. EU research and innovation support programme Horizon 2020 **"European Cohort Development Project"** (ECDP), No 777449, 2018.-2019.
- HORIZON 2020. EU research and innovation support programme Horizon 2020 **"Cultural Heritage and Identities of Europe's Future"** (CHIEF), No 770464, 2018.-2021.

The scientific research competence of the academic staff involved in the study direction and their recognition among Latvian academia are approved by being granted the right of expert of Latvian Council of Science in the humanities or social science. Prof. I. Saleniece since 2011 has been expert of Czech Scientific Grant Agency as well as an expert for the Estonian Council of Science since 2021. International recognition is manifested in the participation of the academic staff members in scientific committees of conferences, scientific edition editorial committees in foreign countries.

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

Development of student research skills is one of the major tasks in all study programmes as the common goal of the study direction envisages building of research skills in the sphere of history in the course of implementation of all level study programmes (ABSP "History", AMSP "History", and JDSP "History and archaeology"), gradually cultivating the competences of a professional of history to apply them in independent work for Latgale region, Latvia, and EU.

The ratio of the research work is constantly growing from 15% in bachelor study programme, to 55% in the Master SP and 87% in DSP.

Bachelor study programme provides for initial practical skill development in the sphere of research in history. Firstly, during the acquisition of certain study courses, students acquire knowledge on sources and methods of history research. These are courses aimed at the theoretical acknowledgement of history science as a system - *Introduction to the science of history, Historical area studies, Source studies, Introduction to historiography, Fundamentals of research work, Modern technologies in the science of history*. Secondly, in their first and second years of studies, students elaborate term papers producing small research. These research topics usually are related to the research work of the scientific advisers and are often concerned either with the place or environment the student comes from and may be based on their experience. The bond with the individual experience of a student usually motivates true and solid interest in research and enthusiasm about it.

Student independent research work skill acquisition is facilitated by practical placements in the programme - *Oral history* and *Local history* placements. The placements logically continue the respective theoretical courses and are envisaged to improve theoretical knowledge in the scientific research work enhancing the development of student skills in applying the methodology of oral history and local area studies.

Bachelor and Master theses elaboration starts with investigating local (Latgalian/Selonian, Daugavpils) history sequentially adding data in the context of Latvian, Baltic region, European, and world history. Thus students not only form the opinion of the universal dimension of local history but also acquire solid research skills.

Master study programme provides for the improvement of knowledge and skills and their application in independent scientific research work. Within the doctoral study programme, doctoral students perform original research.

In their independent studies and research students are guided by the suggestions provided by the academic staff members of DU Department of History: Ivanovs A., Saleniece I., Soms H., comp. *Metodiskie ieteikumi studiju, bakalaura un maģistra darbu noformēšanai studiju virzienā „Vēsture”*. Daugavpils: Daugavpils Universitātes Akadēmiskais apgāds „Saulē”, 2014. 32 lpp. (Methodic aid for drafting term, bachelor, and master papers in the study direction “History”, the documents are available in Latvian: [https://du.lv/wp-content/uploads/2016/01/Metodiskie\\_ieteikumi\\_vesture\\_2014\\_A5.pdf](https://du.lv/wp-content/uploads/2016/01/Metodiskie_ieteikumi_vesture_2014_A5.pdf), also - by DU FH elaborated "Metodiskiem ieteikumiem studiju/bakalaura/maģistra darba izstrādei" (Methodic

suggestions for elaborating term, bachelor, master papers, the documents are available in Latvian: <https://du.lv/valoda/>).

Academic staff members involve students in scientific research offering them participation in research projects, preparing publications, etc. Students are also offered, within their capacity, cooperation in various science activities. Hence, students engage as volunteers in the organization of the annual scientific conference “Scientific Readings of the Faculty of Humanities” but, as they join doctoral studies, they participate in the conference with presentations and get their papers published in the conference paper collection “History: sources and humans”.

Participating in international, national and DU projects, students train in using their research skills and abilities. Hence, within state research programme “Latvijas mantojums un nākotnes izaicinājumi valsts izaugsmei” (Latvia's legacy and future challenges for the growth of the state) project “Indivīda, sabiedrības un valsts mijiedarbība kopējā Latvijas vēstures procesā: vērtību konflikti un kopīgu vērtību veidošanās vēsturiskos lūzuma punktos” (Interaction of individual, society and state in the common process of Latvian history: value conflicts and shared value formation at historical junctures) No. VPP-IZM-2018/1-0018 there is a funded load of scientific assistant position shared by 3 students. In 2018/2019 year of studies this position was taken by ABSP “History” 2 students, AMSP “History” 1 student. Their duties comprised not only performing the tasks of senior researchers but also elaboration of bachelor and Master theses within the project topic that was successfully completed. Project duration is 3 years and within this term the position of scientific assistant was taken by other students: in 2019/2020 year of studies 3 students, in 2020./2021. – 1 student. Hence, within the project implementation period 7 students became closer familiarized with the work of a historian, approbated their research skills and involved in science communication that may prove a useful experience in their future career.

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

*Smart specialization strategy (SSS)* is aimed at expanding innovation capability and building a system of innovations to facilitate and enhance technological progress in national economy. Research within DU study direction “History and philosophy” contributes to reaching SSS goals by contributing to digitalization of knowledge (priority 4) and developing competence, entrepreneurship and creativity (priority 5).

Major actions for reaching the goals are as follows:

- developing skills that are vital for contemporary society (analytical and critical thinking, communication (including intercultural), decision making combining particular and broader context, creativity, ability to act individually and in a team). Intercultural communication and creativity research is developing most successfully. The above mentioned competences are developed in cooperation with schools among the educatees - many science transfer events are aimed at developing these competences.
- Research has a close connection with employers and their organizations, regularly investigating the labour market demand in the sphere of the humanities. Research topics are oriented at the public demand and needs. The main task is elaborating directions of the humanities striving for international recognition and regional development. One of the

strategic objectives is including research into a broader scientific space, starting from border zone culture research and overcoming the Soviet impact on the public.

- One of the major development priorities is digitalization of the historico-cultural legacy, language corpuses, collections that would enhance a closer bond with the society. Most significant culture and history resource digitalization models are database “Latgales dati”, e-museum “Vita Memoriae”, oral history source collection, online versions of research journals.

The existing field research is an experimental model of the unique multicultural environment where various culture phenomena are concentrated in a small space. Research results make it possible to follow main developments in the sphere of the humanities in general. Field research (oral history expeditions) that record memories of older generation people is of major importance. The interdisciplinary character of the research and orientation towards the significance of intercultural relations enhance defining social, political, and ethnic problems and elaborating conflict-solving strategies. Research results facilitate preservation of history and cultural memory.

Involving young researchers facilitates the use of human capital to improve the economic situation and recognition of the region on national and European scope. Research results contribute to the innovation development and use of resources (culture legacy, tourism, culture and art) in the region.

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

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

Within the study direction ““History and philosophy”, broad cooperation with Latvian and foreign country institutions is implemented in various directions and spheres applying the interdisciplinary approach and multi-dimensional competence support. The following cooperation directions can be distinguished: 1) international cooperation with education and research institutions; 2) cooperation with state and local government institutions including the academic staff and researchers of Latvian HEI; 3) cooperation with Latvian and foreign country NGOs; 4) cooperation with secondary school learners and HEI students in Latvia; 5) cooperation with public media in Latvia and other countries.

Taking into consideration the importance of the cooperation among universities, state and local government institutions, and NGOs, students, doctoral students, and graduates of the study direction represent all of these three parties and can form contacts and cooperation that leaves a positive impact on the innovative system development in the region.

Cooperation partners are selected according to the following criteria:

- implementing similar study programme within the direction (bachelor, Master, and doctoral

study programmes in history);

- academic staff share the scientific interests and research projects (elaboration of research publications);
- opportunity to organize student participation in common activities (e.g. doctoral students' visits to partner HEI, summer schools, archives, museum, and archaeological practices, etc.).

**1) International cooperation** partners are education and research institutions and memory institutions. Cooperation happens both on the institution level and personal cooperation of academic staff members and researchers within common research projects and elaboration of scientific publications. International cooperation major results are as follows:

1. elaboration and implementation of scientific research projects;
2. elaboration of cooperation projects;
3. provision of scientific consultations;
4. organization of training seminars;
5. supporting researchers' research activities;
6. inviting visiting lecturers and organizing lectures.

International cooperation partners are from many countries:

Germany (Herder Institute for Historical Research on East Central Europe, University of Vechta Regional Research Center, Coblenz municipal archives and library, German Philatelic Association);

United Kingdom (Glasgow University; Sheffield University);

Estonia (Tartu University; Tallinn University; Estonian Research Council);

Poland (Warsaw University, Torun University, Jagiellonian University in Krakow);

Belarus (The Institute of History of the National Academy of Sciences of Belarus, Polock State University, Vitebsk Regional Museum of Local History, Vitebsk University);

Russia (Russian Academy of Science Institute of World History, Petrozavodsk University, Association for History and Computing, Federal University of the Urals);

Lithuania (Vilnius University Institute of International Relations and Political Science, Vilnius Educological University, Kaunas University, Klaipeda University, Siauliai University, Zarasai museum, Institute of Lithuanian History, Union of Lithuanian Political Prisoners and Deportees, Rokiski museum);

Czech Republic (The Czech Science Foundation, University of Mendel in Brno, Masaryk University in Brno);

Luxembourg (Luxembourg Centre for Contemporary and Digital History, University of Luxembourg (C<sup>2</sup>DH)).

International cooperation examples:

- Project "Siberian Europeans" elaboration in the EU programme *Europe for Citizens* (see "Projects"). (01.-02.2017.).
- MEMORANDUM FOR AGREEMENT between the Centre of Oral History and Herder-Institut für historische Ostmitteleuropaforschung, Institut der Leibniz-Gemeinschaft, (Herder Institute for Historical Research on East Central Europe), Marburg (23.10.2017.); Herder Institute fellow Vera Folkmann started research at DU COH (26.-27.10.2017.); panel discussion "Political Participation at the Regional Level in the Baltic States since Early Modern Times" at 13th Baltic Study conference in Europe (BSCE), grant for Saleniece's trip to BSCE, V. Volkman's work with DU COH collection materials. (26.06.2019.).

- Project “A living history: cultural and scientific synergy in the border region Zarasai (LT) - Daugavpils (LV) - Vitebsk (BY)” (2017.)
- College of Social Sciences, School of Social and Political Sciences, University of Glasgow doctoral student and fellow Paula Christie's visit, Saleniece's scientific consultation on the history of ethnic minorities in Latvia. (27.04.2017.)
- Lithuanian Educology University professor Sandra Grigaravičiute's lectures “Lietuvos diplomatiškās attiecības ar Padomju Krieviju 20. gs. 20.-30. gadi”. (10.2017)
- Meeting the The Wroblewski Library of the Lithuanian Academy of Sciences director Sigitas Narbutas (Vilnius, Lietuva). (27.03.2018.)
- Visit to Vilnius Educology University (Vilņa, Lietuva), meeting the academic staff and doctoral students. (28.03.2018.)
- University of Mendel (Brno, Čehija) Institute of Lifelong Learning fellow PhD Michal Šimáně worked at COH and delivered lectures. (02.-03.05.18.)  
<https://du.lv/erasmus-programmas-ietvaros-notika-lekcijas-vestures-studentiem>
- Seminar “Introduction to ethnography and field research” by Oxford University Area studies fellow PhD Marija Norkunaite. (10.12.2019.)
- Jagiellonian University (Krakow, Poland): cooperation in elaborating international projects, science communication in oral history. (09.-12.2019.)
- Luxembourg University: project COST and HORIZON elaboration in cooperation with Luxembourg Centre for Contemporary and Digital History – C2DH). (since2019.)
- Vilnius University Institute of International Relations and Political Sciences (Vilnius, Lithuania): cooperation in elaborating international projects, science communication in oral history. (2019.)
- Polock and Vitebsk University (Belarus): cooperation and agreement for Latvian-Belarusian cross-border oral history expedition organizing (since2019.)
- USA Air Force Academy cadet Sequoia Sky Chun's presentation „The Cold War in Memories from the USA”. Discussion of the Cold War memory interpretation. (18.12.2019.)
- Cooperation with Ernestas Vasiliauskas (Klaipeda University Institute of Baltic Region History and Archaeology), delivering lectures. (12.-13.11.2019.)
- Meeting The Institute of History of the National Academy of Sciences of Belarus administration and signing a cooperation agreement. (Minsk, Belarus) (20.11.2019.)
- Seminar National Life Stories at The British Library, Oral History Society (UK) “Designing and Planning your Oral History Project”. (28.-29.10.2020.)

## **2) Cooperation with state and local government institutions**

Major cooperation directions with state and local government institutions comprise:

1. reviewing and editing teaching materials, programmes, standards, academic expertise;
2. participation in promotion councils;
3. consulting on organizing commemoration events;
4. scientific support for history related projects;
5. organizing seminars for training professionals in history.

Cooperation partners:

Latvian Ministry of Foreign Affairs

Latvian Ministry of Education and Science

University of Latvia

Latvia Culture Academy

Liepājas University  
 Rēzekne Technologies Academy  
 Daugavpils City Council  
 Daugavpils Regional Council  
 Latvian National Archives Daugavpils Zonal History Archives  
 Daugavpils Regional and Art Museum  
 Preiļi History and Applied Arts Museum  
 Naujene Local History Museum  
 The Skrinda Family Museum in Vabole  
 Krāslava History and Art Museum  
 Daugavpils Mark Rothko Art Centre  
 Daugavpils Fortress

### **Cooperation examples with state and local government institutions:**

- Centre of Oral History informative seminar on cooperation options in the sphere of research with technology transfer methods with participation of Daugavpils Regional and Art Museum, Preiļi History and Applied Arts Museum, Krāslava History and Art Museum, Naujene Local History Museum, The Skrinda Family Museum and Rainis memorial house in Berķenele. (21.04.2016.)
- Daugavpils region Culture Board project „Latgales pirmās atmodas darbinieku devums Latgales virzībā uz Latvijas valstiskumu” (2017.–2018.)
- Daugavpils Regional and Art Museum staff counselling, 37 interview transcript copies provided from the COH collection on national guerilla movement. (2018)
- Cooperation with The Skrinda Family Museum in designing an exhibition “Munys pusis ļaudis”. (2018)  
<https://www.daugavpilsnovads.lv/video/prezentets-projekts-munys-pusis-laudis/>
- Cooperation with Krāslava History and Art Museum in designing an exhibition “Pi vīna golda”. (2018)  
<https://www.lsm.lv/raksts/dzive--stils/vesture/renovetajos-kraslavas-pils-stallos-muzeja-ekspozicija-pi-vina-golda-un-degustacijas.a296765/>
- Workshop “Daugavpils history (1944-1991) in archival documents” with Latvian National archives Daugavpils Zonal history archives. (03.05.2018.)
- Participation in Summer Academy within the programme "Skola 2030". (25.05.– 26.05.2018.)
- Cooperation with AIC concerning the recognition of the professional qualification of teacher of history acquired outside Latvia. (03.-04.2019.)
- Meeting with the representatives of the MES and employers concerning the presentation of the conception of the social and civic sphere of programme “Teacher”. (03.2019.)
- Ministry of Foreign Affairs exhibition “Latvijas diplomātijai un ārlietu dienestam 100” opening event with secondary school learners from Daugavpils. (24.09.2020.)

### **3) Cooperation with NGOs in Latvia and other countries**

Major cooperation directions with NGOs in Latvia and other countries are:

1. elaborating scientific research projects;
2. organizing visiting lectures and training seminars;

3. consulting.

Major cooperation partners:

Baltic Association of Educational Historians

Finnish Oral History Society (Finland)

Oral History Society (UK)

Polish Oral History Association (Poland)

Association of the politically repressed „Likteņa ceļš” (Latvia)

Association DIVRUNA (Latvia)

Religion Research Association of Latvia (Latvia)

Latvian History Teacher Association (Latvia)

Society of the Eastern Latvian history researchers “Laterna” (Latvia)

Cooperation examples with Latvian and other country NGOs:

- Cooperation with association DIVRUNA for book edition: Silva Linarte: Latgalē dzimušu mākslinieku dzīvesstāsti. Sast. Z. Melāne. [Daugavpils]: Biedrība DIVRUNA, 2018.
- University of Latvia Faculty of Social Sciences hist., professor Vita Zelče's and UL Institute of Social and Political Research fellow Oskars Gruziņš' seminar-discussion on problems of oral history methodology and use of life stories in studying the history of WWII. (08.03.2018.)
- Class delivered by the head of Latvian Occupation Museum audio-visual material collection Lelde Neimane on the functioning of the museum funds. (12.04.2018.)
- Organizing the commemorative event dedicated to communist genocide victims in cooperation with association „Likteņa ceļš” (Represēto biedrība, Preiļi, priekšsēdētāja Natālijas Rubīne), foundation “Sibīrijas bērni” and Latvian Occupation Museum. (13.06.2019.)
- Polish Oral History Association (Wroclaw, Poland): science communication in the sphere of oral history. (09.-12.2019.)
- Informative seminar “Mutvārdu un ģimenes vēsture: ģimenes audio arhīva veidošana” at religious school of Riga Grebenščikov old-believer parish. (30.11.2019.)
- Participation in H2020 programme CHIEF project and international youth project “New East” video podcast “Староверцы Латгалии” (old believers of Latgale). Published 10.2020. “New East” project *Facebook* site.

#### **4) Cooperation with secondary school learners and HEI students in Latvia**

Major cooperation directions with secondary school learners and HEI students are:

1. assessing state school learners' scientific research works for the annual competition;
2. consulting the elaboration of scientific research works;
3. student support in preparing and presenting scientific research papers;
4. “Ēnu dienas” event organization;
5. organizing school learner scientific research and creative work competitions;
6. organizing Daugavpils University School for Science classes;
7. organizing excursions informing about study opportunities at Daugavpils University.

#### **Cooperation examples with secondary school learners and HEI students in Latvia:**

- lectures of senior research fellow of the Institute of World History, Russian Academy of Science Jevgenija Nazarova “Latvijas bēgļi Krievijā Pirmā Pasaules kara laikā” at Daugavpils



Gymnasia No.1 (30.01.2017.).

- DU COH and Daugavpils Regional and Art Museum audio podcast competition „Ordeņlaiku stāsti”; closing event (31.03.2017.). <https://du.lv/mvc-audio-podkastu-konkursa-ordenlaiku-stasti-nosleguma-pasakums/>
- DU School for Science class „Vēstures avotu triki: Dinaburga-Dvinska-Daugavpils”, delivered by Grizāne (01.04.2017.). <https://du.lv/aicinam-du-zinatnes-skolas-dalibniekus-uz-si-studiju-gada-pedejo-nodarbibu-2/>
- United States Naval Academy cadet Miles Oakley's presentation „The Cold War in Memories from the USA”. Discussion on the interpretation of memories of the Cold War with participation of DU students of history (17.05.2017.). <https://du.lv/17-maija-notiks-prezentacija-the-cold-war-in-memories-from-the-usa/>
- Within DU 12th Festival of Science, COH class “Mūsdienu vēsturnieku izaicinājumi: avoti, cilvēki, procesi” (27.09.2017.) <https://du.lv/12-daugavpils-zinatnes-festivals/>
- DU study direction “History and philosophy” students participated with presentations and discussions at the conference “Latgales pirmās atmodas darbinieku devums Latgales virzībā uz Latvijas valstiskumu”, (Vabole, Daugavpils region) (09.-10.11.2017.)
- European Scientist Night quiz “Ceļojums vēsturē: pārbaudi sevi” (28.09.2018.)
- Event “Digitalized history” within Daugavpils University Scientist Night. (27.09.2019.)
- Centre of Oral History scientific seminar DISCUSSION LUNCH “Mutvārdu vēsture mūsdienu reliģisko kopienu pētniecībā: problēmas un izaicinājumi”. (29.09.2020.)

## 5) Cooperation with public media in Latvia and other countries

Major cooperation direction with the public media in Latvia and other countries:

1. Providing professional statements on the issues of history.
2. Participation in discussions on topical issues in the sphere of contemporary humanities and social sciences.
3. Support and counselling for public media culture and educational broadcasting programmes.

Cooperation examples with public media in Latvia and other countries:

- Saleniece's interview to Latvijas Radio 1 on the Prague Spring of 1968. (20.08.2018.) <https://lr1.lsm.lv/lv/raksts/labriit/cehija-un-slovakija-piemin-50-gadadienu-kops-pragas-pavasa-ra-kus.a107568/?highlight=Pragas>
- Cooperation with Latvian TV programme „Vēstures skolotājs. Ekspedīcija laikā” author Edgars Bērziņš. (07.2018.)
- Participation in Lithuanian State TV programme “Kultūra” cycle Stop Juosta raidījumā “Maršrutas 95. – Daugpilis II dalis”. (11.2019.) <https://du.lv/daugavpils-starpkaru-perioda-vesture-lietuviesu-skatijuma/>
- Irēna Saleniece's interview to LV on education acts of the Republic of Latvia of 1919 (18.12.2019.) [https://rus.lsm.lv/statja/kultura/istorija/besplatno-i-na-rodnom-jazike-kak-latvija-sozdala-unikalnuyu-shkolnuyu-sistemu.a342080/?fbclid=IwAR0bIQe7jS-V4Iy\\_3vff4CFpUrYYUoUkznf7VdmBM7xZQ2iaFyVxuCWht5l](https://rus.lsm.lv/statja/kultura/istorija/besplatno-i-na-rodnom-jazike-kak-latvija-sozdala-unikalnuyu-shkolnuyu-sistemu.a342080/?fbclid=IwAR0bIQe7jS-V4Iy_3vff4CFpUrYYUoUkznf7VdmBM7xZQ2iaFyVxuCWht5l)
- Stašulāne's interview to newspaper “Latvijas Vēstnesis” (20.10.2020.).
- Stašulāne's participation in discussion programme on Latvijas Radio 1. (22.10.2020. LR1 pl. 18.00)

Latvian schools and HEI, state and local government bodies are major employers of the study direction “History and philosophy” graduates, therefore cooperation with representatives of these institutions is especially welcome. Due to Covid-19 pandemic, for recent months cooperation events have been organized mostly in the virtual environment by using digital opportunities of information

exchange, to facilitate further cooperation under the dire circumstances. Despite the limited opportunities of meeting, cooperation with devoted partners is continued and new partners are being sought.

The bond with employers for reaching the goals and objectives of study direction “History and philosophy” is implemented by involvement of the programme academic staff members in projects related to dealing with diverse interdisciplinary issues, development of the science of history as well as with regional specificity of history. Cooperation with employers and professional organizations is organized and developed at several levels, with special significance attributed to professional updating and project implementation.

Potential employers regularly address the study direction management and academic staff members to offer the options of work and practice to the study direction graduates as well as make offers of projects and cooperation for students. The manifold cooperation opportunities as well as intense employment of the programme graduates testify to the need for specializing in the study direction and justify the necessity for the qualification of bachelor and Master study programmes.

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

### **Mechanisms of attracting foreign students and academic staff members**

In order to attract foreign students and academic staff members, the following mechanisms are used: DU Erasmus+ coordinator at the beginning of the year send all partners an informative letter Erasmus+ concerning the way foreign students and academic staff members can apply for studies, practice, teaching, or professional updating. DU Erasmus+ coordinator several times a year visits international *Staff Week*, where there is an opportunity to establish new contacts and sign contracts between universities on student and academic staff exchange within Erasmus+ programme.

Daugavpils University marketing specialists have started activities to attract international students and other interested people to study at Daugavpils University. DU marketing is mainly focused on online activities: current content addressed to foreign interested parties is updated on the website; search engines are being optimized - currently using the internationally recognized platform DreamApply, social media content is being strategically created, etc. Internationally, DU is represented at educational and career exhibitions, and foreign students are attracted through agents. DU also participates in various external competitions, where it is possible to implement both short-term mobility and full-time studies on the basis of bilateral cooperation agreements. Overall, DU offer and the cooperation invitations received by the partners are administered centrally through the International and Public Relations Office, however, each structural unit implementing the study process is responsible for the study programme offer.

Foreign students are also attracted through cooperation with a private partner – “Latinsoft” Ltd. The teaching staff of DU study direction “History and Philosophy” actively participates in the joint DU and LatInSoft Ltd project “Learning Russian in the European Union”. Within the project, foreign student learning is developed, organized, and implemented in Daugavpils. The studies are oriented at learning the Russian language and culture, yet one of the project programmes is targeted towards foreign (mostly American) students of higher education and involves matriculation of

foreign students at DU for studies within DU study programmes. Study model “a term in a foreign country” or “an academic year in a foreign country” that is practised at USA universities and other HEI not only offers the acquisition of the Russian language but also allows foreign students select other courses they are interested in. Most popular among USA students are courses in political science and history delivered by the academic staff involved in DU study direction “History and philosophy”. Several courses are delivered in English but the command of the Russian language is also required from the academic staff.

Among foreign students enrolling at DU are students who have completed 2-4 years of studies and are best among their fellow students. They always demonstrate very high abilities and a very high level of motivation for studies that makes working with them especially interesting and responsible. During the reporting period, co-operation took place with the cadets of the USA military higher education institutions:

US Military Academy West Point,

US Air Force Academy,

US Naval Academy.

Study courses were also taught to students from several US universities:

Yale,

Emory,

University of South Carolina,

University of North Georgia,

University of Chicago,

University of Washington,

University of Texas at Austin,

University of Houston,

Arizona State University,

University of Georgia,

Georgia Institute of Technology,

University of Puerto Rico,

University of Alabama.

Students select the study period (a term or an academic year) as well as particular study courses. The standard scope is 30 ECTS (20 CP) per term. In 2016/2017 academic year US Marine Academy 1 cadet acquired the study course “History of modern and recent times” (6 CP). In 2017/2018 US students (Yale University, University of Arizona) were matriculated for an academic year and acquired several study courses in history. In 2019/2020, five US Air Force Academy cadets acquired several study courses (see a list of US cadets and students matriculated at DU and the study courses acquired in APPENDIX). Working with US HEI students gives new professional growth opportunities for the academic staff involved and is a source of additional income, enriches the scope of vision and teaching experience. During the studies new opportunities appear to develop broader cooperation with US HEI including student exchange and academic staff professional updating opportunities.

In turn, the invitation of foreign professors Geoffrey Swain (University of Glasgow, UK) and Olaf Mertelsmann (University of Tartu, Estonia) to teach in the Doctoral programme (APPENDIX) resulted from the long-term scientific cooperation involving lecturers of the Department of History, as well as students. Joint projects, research, expeditions, workshops, conferences, panel chairing at international congresses, etc. stimulated students' interest in continuing communication also in the format of Doctoral studies.

Foreign academic staff is recruited within ESF project "Professional Competence strengthening of the academic staff of Daugavpils University strategic specialization spheres" No. 8.2.2.0/18/A/022. For example, Professor Alvydas Butkus, head of the Letonics Centre at the University of Vitautas Magnus (Kaunas, Lithuania), recruited to the Faculty of Humanities of DU, successfully communicated with students and faculty of the DU history programmes during formal and informal discussions, lectures and consultations discussing the topics of the history and culture of Latvia/Lithuania.

### **Characteristics of the dynamic of the number of the attracted foreign students and academic staff members**

During the reporting period, foreign students quite rarely went to DU within the framework of *Erasmus +* programme mobilities. DU students better use such an opportunity to go to practice abroad. In the reporting period, outbound mobility of the academic staff of DU study direction "History and philosophy" has grown. During outbound mobility, the academic staff members conduct classes in foreign higher education institutions stimulating the interest of students and academic staff members in the study direction "History and philosophy" programmes and cooperation with DU in research. There is a clear need to intensify the outreach of foreign students through existing contacts in several European universities.

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

BSP "History" curriculum includes two practical placements: Practice in oral history (term 2, 1 CP) and Practice in local history (term 4, 1 CP). The description of practice provision and organization see in ABSP "History" self-assessment report (III. 2.4.).

Since 2014/2015 academic year new experience is approbated - ERASMUS+ practice (volunteer and graduate) in a foreign country. It is available not only for ABSP but also AMSP students and graduates. Students of the joint DSP also need to be encouraged to consider and use this opportunity. Students may select various kinds of practice for ERASMUS+ placement, thus expanding the content of their studies. For instance, archaeological practice is popular among students that is not envisaged in DU study direction "History and philosophy" study programmes.

Year	Programme	Student number	Kind and location of practice
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2015	ABSP, ABSP grad., AMSP	4	Museum practice in Vilnius Toy Museum (Lithuania)
2016	ABSP, ABSP grad., AMSP grad.	8	archaeological practice in Veiveninkai (Lietuva); oral history practice Medininkos (Medininkai, Lithuania)
2018	ABSP, AMSP, AMSP grad.	6	Museum practice in Zarasai ethnography museum (Zarasai, Lithuania); archaeological practice in Klaipeda region (Lithuania)

By now DU student of history ERASMUS+ practice has been executed only in Lithuania and was disturbed due to COVID-19 pandemic, yet in the future it has good options to be on high demand among students of all levels.

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

University of Latvia Faculty of History and Philosophy department of History and archaeology in cooperation with DU Faculty of Humanities department of History has elaborated Joint DSP “History and archaeology”. The prerequisites of its elaboration are the long term UL and DU experience in teaching study programmes in history and developing science of history. In Latvia since the early 1990s, no other HEI provides this level study programme in history. Joint DSP “History and archaeology” unites professor resources in Latvia in the branch of history, thus providing high quality and manifold education in history on the level of doctoral study programme based on the University of Latvia and DU high level historian research. The joint DSP complies with the structure of the branch “History and archaeology” specified in Latvian science classifier facilitating the growth of the role of archaeology. This brings synergy with several STEM branches of science, e.g. geology, geophysics, chemistry, physics, biology.

The elaboration of the joint DSP was initiated in May of 2019 within action programme “Growth and employment” 8.2.1. specific support goal “Reducing study programme fragmentation and consolidating common use of resources”. The outcome is eradicating the doctoral study programme in history fragmentation, enhancing the quality of doctoral studies in history, facilitating cooperation among universities. One of the objectives set in Latvian national Development Plan for 2014-2020 action direction “Developed research, innovations and higher education” envisages competitiveness and consolidation of higher education. In turn, Latvian national Development Plan for 2021-2027 action direction “Education quality for acquisition of knowledge and skills applicable

in business and life for each resident of the state” sets an objective of supporting internationalization and resource/programme uniting for common goals and projects facilitating research in higher education institutions improving HEI governance. The formation of the joint DSP facilitates competitive study offer that complies with the demands of the changing labour market and the need for innovative approaches, simultaneously continuing the implementation of history studies at UL and DU as a tradition of classical academic higher education institutions.

The elaboration and implementation of the Joint DSP “History and archaeology” contributes to the strategy of the UL Development strategy and DU Strategy for reaching the set positions:

- Preparing highly qualified professionals complying with the demands of Latvian and EU labour market;
- Internationalization of education;
- UL and DU research capacity and competitiveness development.

The Joint DSP “History and archaeology” is a part of the UL Faculty of History and Philosophy and DU Faculty of Humanities study direction “History and philosophy”. Its action complies with the goals for this study direction. The goal of the UL study direction “History and philosophy” is integrating recent scientific achievements in the study process, build a modern study and research environment, develop cooperation with centres of excellency abroad. DU study direction “History and philosophy” is aimed at providing opportunities for students to acquire and improve their theoretical knowledge and research skills in the sphere of history in order to apply them in independent work for the region of Latgale, Latvia, and EU.

The aim of the Joint DSP “History and archaeology” is providing the continuity of the science of history, preparation professionals for work in scientific, higher education, and culture institutions who have competence of setting and dealing with the major problems of modern science of history developing and consolidating the scientific potential of Latvia; in a broader sense this means participation in the intellectual elite as well as ability to affect the development trends of national science of history and setting priorities.

The Joint DSP “History and archaeology” was elaborated by a work group that was formed in May, 2019. It consisted of the academic staff of the UL Faculty of History and Philosophy department of history and archaeology and DU Faculty of Humanities department of history who are involved in the implementation of the respective UL and DU doctoral study programmes in history. Work group participants regularly met for discussions of the programme elaboration, e.g. curriculum, new innovative study courses, admission requirements, planned cooperation mechanism and quality provision. Support for the programme logistic was provided by the representatives of the UL Department of Studies and DU Study Quality Assessment Centre. The new programme was elaborated in the framework of ESF funded project “Elaboration of internationally competitive study programmes that contribute to the Latvian national economy development at the University of Latvia”. The conception of the DSP was discussed and confirmed at the UL Council for study programmes in history on 14 January 2020. The conception of the programme was discussed and accepted at the meeting of the UL Quality Assessment Commission on 7 February 2020. The programme licencing report was accepted at the UL Faculty of History and Philosophy council on 13 May 2020, UL Quality Assessment Commission meeting on 9 October 2020, and UL Senate meeting on 26 October 2020. DU Senate approved the licensing report of the program on November 30, 2020 (decision No. 11).

DU and UL Joint DSP “History and archaeology” was discussed by involving representatives of employers. The opinion on the programme was expressed by the Ministry of Foreign Affairs, Latvian National Archives, UL Institute of Philosophy and Sociology. State secretary of the Ministry of Foreign Affairs gave positive assessment of the prior study programmes in history noting that, in

the opinion of the ministry, doctoral study programmes are important for national education system and its successful functioning in the sphere of the EU higher education and science. UL IPS emphasized that the institute as an employer is very satisfied with the young professionals in history noting that students have developed their scientific, organizational management and other competences for setting and solving current problems of the contemporary science of history.

Elaborating the conception of the programme, regular surveys of the doctoral students in history were taken into consideration. Several discussions of the students of the UL DSP in history under the guidance of professor E. Jēkabsons and assoc.professor A. Levāns took place along with the director of DU DSP "History" professor A. Ivanov's consultations with students.

Students' reviews provided within surveys organized by the UL and DU were also taken into consideration.

The surveyed DSP graduates gave positive assessment of the programme internationalization tendencies, gains from the new programme development and uniting the resources of Latvian historians. They emphasized the necessity for a joint DSP "History and archaeology and its unique character.

In the elaboration of the joint DSP "History and archaeology" there participated the academic staff members of the UL Faculty of History and Philosophy department of history and archaeology and DU Faculty of Humanities department of history, professors and associate professors most of whom are involved in the doctoral study programmes. The analysis of the positive aspects and shortcomings of the UL doctoral study programme in history and DU DSP "History" noting the prior achievements of the programmes in preparing young scientists. Upon the initiative of the academic staff members, new practical and theoretical courses are elaborated that are tended towards student centered learning and developing skills and competence.

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

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

The previous accreditation of the DU study direction "History and Philosophy" took place in academic year 2014/2015, when a comprehensive examination took place<sup>[1]</sup> in order to determine the quality of DU resources and the ability to implement study programmes at the Bachelor's, Master's and Doctoral level in accordance with the requirements of regulatory enactments of the study direction "History and Philosophy". During the accreditation no significant shortcomings were identified for the qualitative implementation of the study programmes of the DU study direction "History and Philosophy" and it was decided to accredit the study direction for six years, thus granting DU the right to issue a state-recognized higher education diploma for the successful acquisition of an academic Bachelor's study programme and an academic Master's study programme, as well as a document (academic transcript) of the successful completion of the

Doctoral study programme.

The expert commission accrediting DU study direction "History and Philosophy" in 2015, which consisted of both Latvian and foreign specialists, according to the regulations of the Cabinet of Ministers [2], evaluated the compliance of DU study and science bases, information bases (including libraries), as well as technical and financial base with the conditions for the implementation of the study programmes of the study direction and ensuring the achievement of the learning outcomes and confirmed the compliance with the requirements of the law and regulations. The compliance of the qualification of the academic staff with the conditions for the implementation of study programmes of all levels and the requirements of regulatory enactments in the study direction "History and Philosophy" was positively assessed.

At the same time, some proposals were made to improve the quality of studies implementing study programmes within the study direction "History and Philosophy" of DU. A report on the implementation of the recommendations provided by the experts in the previous accreditation of the study direction is attached in the appendix "Report on the Implementation of Recommendations".

The implementation of the recommendations provided by the experts helped to avoid unnecessary waste of study direction resources, first of all, at the DU Master's study level, concentrating efforts on the implementation of the Master's study programme without specialization and raising the quality of studies within it. The same impact (prevention of unnecessary waste of resources) can be also expected at the national level with the implementation of the recommendation on the establishment of a joint DU and UL Doctoral study programme "History and Archaeology". In the future, improvement of study processes in DU and UL study direction "History and Archaeology" and comprehensive improvement of study quality in study programmes of all levels is expected.

[1] *Law on Higher Education Institutions* <https://likumi.lv/ta/id/37967-augstskolu-likums> (12.11.2021)

[2] Regulations of the Cabinet of Ministers of 2018 No 793 *Regulations regarding opening and accreditation of study directions*.

<https://likumi.lv/ta/id/303956-studiju-virzieni-un-atversanas-un-akreditacijas-noteikumi> (12.11.2021)

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

During the licensing of DU and UL JDSP "History and Archaeology" in the spring of 2021, three long-term recommendations were received:

1. To find the possibility of raising funds from other sources for the development of the programme.
2. It is desirable to consider the possibility of establishing a joint Admission committee.



3. To identify and incorporate into the content of the study programme the possibility to specialize and elaborate Doctoral theses in a wider range of auxiliary branches of history.

The implementation of the programme started in September 2021. In close cooperation with the representatives and administration of the study direction "History and Philosophy" of both universities, work has been started on the implementation of the recommendations and a plan for the implementation of the recommendations is being prepared. The developed plan will be implemented during the approbation of the programme.

In the autumn of 2021, the joint council of DU and UL of the JDSP "History and Archaeology" was established, the work plan of which includes issues related to the improvement of the quality of studies, incl. improvement of the study plan of the programme proposed by experts (expansion of specialization opportunities) and development of a plan for attracting financial resources. Working on the recommendation to establish a joint Admission committee, in September 2021, a representative of DU was included in the Admission committee of the JDSP "History and Archaeology" at the University of Latvia.

# Annexes

I. Information on the Higher Education Institution/ College		
List of the governing regulatory enactments and regulations of the higher education institution/ college	List_EN.docx	Saraksts_LV.docx
Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable)		
Management structure of the higher education institution/ college	Structure_eng.pdf	parvaldibas_struktura.pdf
II. Description of the Study Direction - 1. Management of the Study Direction		
Plan for the development of the study direction (if applicable)	Studiju_virziena_attistibas_plans_ENG.docx	Studiju_virziena_attistibas_plans.docx
Management structure of the study direction	Structure of study direction_ENG .png	Studiju_virziena_parvaldibas_struktura_Vesture_un_filozofija_LV.png
II. Description of the Study Direction - 3. Resources and Provision of the Study Direction		
Basic information on the teaching staff involved in the implementation of the study direction	(ENG) Pamatinformācija par studiju virziena īstenošanā iesaistītajiem mācībspēkiem.xlsx	(LV) Pamatinformācija par studiju virziena īstenošanā iesaistītajiem mācībspēkiem.xlsx
Biographies of the teaching staff members (in Europass Curriculum Vitae format)	Mācībspēku biogrāfijas (CV ENG).docx	Mācībspēku biogrāfijas (CV LV).docx
Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period	ENG_Academic Staff Mobility.zip	LV_Statistika par pasniedzēju mobilitāti.zip
II. Description of the Study Direction - 4. Scientific Research and Artistic Creation		
List of the publications, patents, and artistic creations of the teaching staff over the reporting period	(ENG) Staff publications, conferences and projects.zip	(LV) Macībspēku publikāciju konferencu projektu saraksts.zip
II. Description of the Study Direction - 5. Cooperation and Internationalisation		
List of cooperation agreements	Sadarbības līgumi ENG.zip	Sadarbības līgumi LV.zip
Statistical data on the teaching staff and the students from abroad	ENG_Students and academic staff from abroad.zip	LV_Ārvalstu studējošie un mācībspēks.zip
Statistical data on the mobility of students (by specifying the study programmes)	Vesture_OUTGOING_STUDENTS.xlsx	Vesture_IZEJOSIE_STUDENTI.xlsx
Description of the organisation of the traineeship of the students	Prakses_ENG.zip	Studejoso_prakses_organizācijas_apraksts.zip
Information on the agreements and other documents confirming the traineeship of the students in companies	Novadpētniecības_prakse_nodomu_līgums ENG.docx	Informācija par līgumiem u.c. apliecinājumi par studējošo prakses nodrošinājumu uzņēmumos.pdf
II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Overview of the implementation of the provided recommendations	Rekomendāciju_izpildes_plans_ENG.zip	Rekomendāciju_izpildes_plans_LV.zip
Description of the Study Programme - Other mandatory attachments		
Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.	Acknowledgement_native language_ENG.docx	APLIECINĀJUMS_Par_studiju_virziena_vesture_un_arheologija_iesaitito_docetaju_valsts_valodas_prasmi.edoc
III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period		
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		AMSP 'Vēture' kursu kartējums studiju programmas studiju rezultātu sasniegšanai LV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.		
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued		
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme		
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education		
Sample (or samples) of the study agreement		
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.		
Description of the Study Direction - Other mandatory attachments		
Electronically signed application form for assessment of a study direction	IESNIEGUMS_studiju_virziena_Vesture_un_filozofija_novērtēšanai_ENG.docx	IESNIEGUMS_studiju_virziena_Vesture_un_filozofija_novērtēšanai_EDOCdocx.edoc

## Other annexes

Name of document	Document
Annex Nr. 2 Strategy_summary.pdf	Annex Nr. 2 Strategy_summary.pdf
Annex Nr.1_Quality_ENG.png	Annex Nr.1_Quality_ENG .png
Annex_Nr_3_Studentu dinamika 2016-2021_DU_ENG.xlsx	Annex_Nr_3_Studentu dinamika 2016-2021_DU_ENG.xlsx
4. pielikums Izmaksu apreiķins LV.docx	4. pielikums Izmaksu apreiķins LV.docx
Annex 4 - cost management ENG.docx	Annex 4 - cost management ENG.docx

# History (43228)

Study field	<i>History and Philosophy</i>
ProcedureStudyProgram.Name	<i>History</i>
Education classification code	<i>43228</i>
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Ilze</i>
Surname of the study programme director	<i>Šenberga</i>
E-mail of the study programme director	<i>ilze.senberga@du.lv</i>
Title of the study programme director	<i>Dr.soc.sc.</i>
Phone of the study programme director	<i>+371 27199242</i>
Goal of the study programme	<i>Provide students with an opportunity to acquire competitive high quality academic education that meets contemporary requirements, is demanded on international and local labour market, and opens opportunities for further professional and academic education.</i>
Tasks of the study programme	<ul style="list-style-type: none"> <li><i>• Consolidate students' systemic approach to interpreting history building their understanding of the process of history and problems of studying the past, the impact of history processes on contemporary socio-economic, political, and culture sphere;</i></li> <li><i>• Develop students' understanding of the diversity of theoretical approaches and their interaction in studying history, develop ability of applying that in practice;</i></li> <li><i>• Develop skills of source study and scientific literature analysis applying diverse methods and modern technologies;</i></li> <li><i>• Develop students' research work competences facilitating the growth of their creative potential and analytical skills and critical thinking in producing independent research;</i></li> <li><i>• Develop students' abilities of independently organizing their work and executing it as well as communicating in various audiences discussing their research work outcomes and history problems;</i></li> <li><i>• Provide study environment beneficial for students' personal and professional growth selecting progressive education and governance methods and means, developing their knowledge, skills, competences in diverse social humanities and digital skills working with modern technologies.</i></li> </ul>

Results of the study programme	<p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li><i>1. Students understand and characterize the systemic and historical nature of social reality (the course of events and consequences, interrelatedness of phenomena, preconditions of changes) and explain the diversity of societies; demonstrate a critical view of changes and continuity in various spheres and levels of human life in diachronic and synchronic dimensions.</i></li> <li><i>2. Demonstrate knowledge on communication means and kinds. Understand and explain the essence and specificity of scientific literature and history sources, have a notion of the opportunities of their analysis and informative potential.</i></li> <li><i>3. Demonstrate knowledge and understanding of the science of history as a system of science, its basic categories, notions, research positions. Explain the opportunities of interaction of the science of history with other branches of science and estimate its implementation in history studies.</i></li> </ol> <p><i>Skills</i></p> <ol style="list-style-type: none"> <li><i>4. Based on scientific literature and history sources, applying theoretical knowledge, interpret and reconstruct a part of social reality (events, processes, notions) in time and space; under the supervision of an academic staff member, identify and define major problems of social and cultural interaction and spheres of their investigation.</i></li> <li><i>5. Demonstrate skills of analysis and synthesis in studying history issues and social problems: in compliance with the set assignment/research select scientific literature and history sources and produce analysis with awareness of their essence and specificity. Form a logical and argumented narrative, appropriately using categories of the science of history.</i></li> <li><i>6. Students independently structure and organize their learning, thus demonstrating their digital literacy, use appropriate terminology and have a command of forms of expression in the sphere of history in a foreign language; present their work and assess perspectives; discuss issues related to history providing argumentation, demonstrate an ability to understand and accept different opinions. Are capable of self-reflection.</i></li> </ol> <p><i>Competences</i></p> <ol style="list-style-type: none"> <li><i>7. Demonstrate understanding of history processes as changes of various kinds and levels happening in diverse spheres of human lives, assessing and accepting the diversity of world views; detect the impact of historical processes on contemporary socio-economic, political, and culture spheres.</i></li> <li><i>8. Demonstrate analytical research skills: working with different kinds of information sources investigate historical and social problems and processes, revealing their specificity and level, applying appropriate theories and concepts. Make use of the acquired theoretical ideas in solving problems and making decisions.</i></li> <li><i>9. Are able to efficiently plan, organize their work and present the outcomes of their research; reflecting on their vision, abilities and skills, independently improve their professional competence. Demonstrate the ability to cooperate, assume responsibility, understand and accept diversity of opinions, are tolerant.</i></li> </ol>
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Final examination upon the completion of the study programme	<i>Bachelor thesis</i>
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## Study programme forms

### Full time studies - 3 years - latvian

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

### Places of implementation

Place name	City	Address
University of Daugavpils	DAUGAVPILS	VIENĪBAS IELA 13, DAUGAVPILS, LV-5401

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

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

After the previous accreditation, there were changes in the parameters of The Bachelor's study program: specialization in history and cultural history was removed. Optimization of the program and, accordingly, the change of some courses took place with reference to modern challenges, as well as taking into account the proposals made in the surveys of students and graduates. For example, the course "Arab Caliphate" was replaced by "Christians and Muslims: History of Relations". To promote students' professional skills, the course "Slavic Peoples in the Middle Ages" was replaced by "Foundations of Operation of Memory Institutions". In addition, courses for improving English at different levels were introduced.

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

The number of students in the academic bachelor study programme "History" in recent 6 years (from 2015 to 2020) was greatly affected by external factors that caused the reduction of the number of students, namely:

Demographical situation in the state (the great fall in birth rate resulting in the small number of schoolleavers in recent 6 years);

Financial problems caused by the comparatively low level of the economic situation in Eastern Latvia and migration of families to settle for life in other European countries;

The small number of budget funded places in the study programme (7 places). Due to the complicated economic situation in the region, the majority of schoolleavers cannot afford paying tuition fees, whereas taking a study loan is considered by families as a risk.

The reasons for interrupting the study process are basically of personal nature. The major part of dropouts is constituted by students who face financial difficulties, family conditions, health issues, inability to connect studies and work as well as lack of motivation for continuing studies.

Analysis of the number of students in the study programme from 2015/2016 to 2020/2021 reveals that it remained on the same level (about 30 students in average), with the exception of the academic year 2019/2020 when the number of students decreased to 24 that was greatly affected by the general situation in the country related to the pandemic. The drop-out number in spring term of 2019/2020 and 2020/2021 was related to the form of distanced studies and the limited opportunities of students to involve in the study process. This also influenced the number of

students enrolled in the following academic year (27). The small number of graduates in 2019/2020 and 2020/2021 is accounted for by the same fact, as due to the limited access to various institutions during the first wave of the pandemic, students did not have an opportunity to access archives, museum funds, and libraries to complete their bachelor papers.

At the same time, it must be noted that in recent years (2019, 2020, 2021) there has been a growing interest in the programme (testified to by the growing number of matriculated students) that was also facilitated by the increase of budget funded study places to 10. Information on the dynamics of the student number is provided in appendix.

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

ABSP “History” is scheduled for three years. The programme aim and objectives, study outcomes comply with 6th level of EKI (regulations of the Cabinet of Ministers No. 322 “Regulations on the classification of education in Latvia”), that is bachelor study level. Programme graduates, having obtained bachelor’s degree in history, can proceed with further studies in DU master study programmes “History”, “Intercultural relations”, “Public and institution management” as well as 2nd level professional study programme “Teacher”, or in other higher education institutions in Latvia and foreign countries.

ABSP “History” name, degree to acquire, aims and objectives, requirements for admission are interrelated.

Requirements for matriculation: secondary education. Enrolment to full time studies in the study programme is organized by competition order based on the centralized examination (CE) in the Latvian language and literature and first foreign language as well as additional points – for CE in history, examination grade in geography, politics and law, philosophy, history of culture or culturology, participation in DU school of interest education “Youth Academy of Humanities”, obtained certificate of DU School of Science. Information on studies is available on DU website, mass media, as well as Information days organized at DU for meeting programme administration and students.

Detailed information on terms of enrolment to ABSP “History” is available on website:

[\[1\]](#)

[\[2\]](#)

The aim of the study programme – providing competitive, high quality academic education compliant with contemporary requirements, demanded on the local and international labour market, with opportunities of professional and academic further education – is possible to achieve observing the specificity and requirements of studying history as human life process and science. Programme objectives are subjected to this aim the envisages forming students’ understanding of the process of history and its impact on contemporary socio-economic, political, and culture sphere and understanding of the diversity of theoretical approaches and their interaction in history studies, developing skills of analysing sources and scientific literature, applying diverse methods and modern technologies as well as ability to put them to practice, as they are indicators of the



competence of professional historians.

Historical cognition and history studies are based on critical thinking, research work competences, therefore the programme is aimed at facilitating the development of the creative potential, analytical skills, and critical thinking in producing independent research. Student centred education envisages student creative involvement in the process of knowledge acquisition and developing certain skills reflected in the programme objectives and determining the expected outcomes.

The expected outcomes determined for the programme are closely related to the specified aim of the programme and are achievable by fulfilling the set objectives, they comply with the professional historians education (see appendix 16) and regulations of 13 May 2014 No. 240 "Regulations on the state academic education standard" [3]. The outcomes to achieve are related to investigating and studying the process of history, theoretical issues of the science of history, and students' ability to organize their research work, plan their studies, communicate with various audiences on the level of knowledge, skills, and competences.

[1] <https://du.lv/ieskaties-augstskola/skoleniem/uznemsana/> [viewed 06.09.2021]

[2] <https://du.lv/studijas/studiju-programmas/akademiska-bakalaura-studiju-programmas/vesture/> [viewed 06.09.2021]

[3] <https://likumi.lv/doc.php?id=266187> [viewed 07.09.2021]

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

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

ABSP "History" content complies with the aim of the programme and is oriented at students' acquisition of practical skills necessary for investigating and studying history, compliant with contemporary trends of scientific development, requirements of the branch and labour market.

Programme content:

- based on the chronological and thematic principle that allows for achieving a systemic notion of the process of history in the universal (world history) and local (Latvian and Latgalian history) dimension. These two principles lie at the basis of compulsory (part A) and limited choice (part B) courses;

- courses demonstrate an interdisciplinary approach conditioned by contemporary trends of development of the science of history, e.g. "Systems of notions in ancient civilizations", "Geographical discoveries of the ancient world", "Trends of ideas in Western Europe in the 19th – early 20th century", "Archaeology";

- courses that build professional competence, e.g. "Introduction to the science of history", "Source studies", "Introduction to historiography", "Fundamentals of scientific work";
- study courses are related to present-day challenges of the global world that are investigated on the basis of scientific literature that reflects recent trends in the science development, e.g. "Christians and Muslims: history of contacts", "History of modern times", "Modern technologies in the science of history", "Religious systems in the 20th century";
- the programme is formed taking into consideration contemporary trends of development of history. Course topics are regarded also in the cultural dimension, e.g. "Reception of the past in modern and recent times".

Study courses elaborated in the study programme comply with current trends of development of the science of history and their content is constantly updated. As the research and creative activities of the academic staff are closely related to the process of studies, the outcomes of their research are reflected in the courses conducted and are oriented at a successful implementation of the study programme. Research of the academic staff members covers both the theoretical aspects of history and the current developments of the branch. It is applied in forming and updating the study course content that, in turn, forms students' understanding of the trends of development of the science of history (see more in subchapters 4.2 and 4.5). Each academic staff member conducts choice courses related to his/her research work. On the whole, it facilitates the interrelatedness of research and study process and essentially improves the study process quality. Students are familiarized with recent trends in the science of history in courses that build their practical professional competence. During studies, ideas of recent scientific research are analysed and critically evaluated in seminars within each study course as well as when elaborating term and bachelor papers.

The compliance of the study courses of the programme with the current trends of development of the science of history is discussed at the meetings of the department of history, study direction council, as well as with students both individually and in group.

Graduates of DU study programme "History" are employed in education institutions (of various level and type schools, colleges, and higher education institutions), culture institutions, museums and archives. As it is testified by surveys (see subchapter 2.6.), there is a growing number of graduates who work at state administration and local government institutions and whose work is related to mass media (newspapers, news portals, TV, etc.) and information centres. It follows from replies of graduates and their employers that the knowledge, skills, and competences gained in DU study programme allow them to successfully adapt to the labour market and work in spheres not directly related to history. In recent years there has been a growing number of museums in Latvia, museums and archives are updated and adjusted to present-day demands, a new competence-based approach is starting to be applied in school education – all that activates the demand for professionals who can work under the dynamic conditions of the present time. Based on the labour market demand, consulting with potential employers, organizing various events, involving students in activities of museums and archives, the elaborated bachelor study programme is constantly updated. For instance, reacting to graduates' suggestion, a new course *Foundations of Operation of Memory Institutions* was included in the study programme that consolidates students' practical skills and prepares them for work in the archives and museum. The suggestions by the local history practice supervisors working at museums as well as those made by employers in their survey are analysed and implemented.

Study programme "History" is oriented at preparing highly qualified, competent professionals who meet contemporary requirements and are competitive for working in state, local government, private and nongovernmental organizations. Meetings of the academic staff are regularly organized

to discuss the content and structure of the study courses, maintain the systemic arrangement of the basic principles of study course development, improve the forms of study process organization, in order to enhance the growth of the students. Innovations are discussed in history methodology.

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

The process of studies at DU is organized in compliance with the legislation of the Republic of Latvia, Act on Higher Education Institutions, Regulation on Studies at DU [1] and other normative acts. The aim of the programme implementation complies with DU vision, strategic aim and objectives, as well as 6th level of Latvian qualification framework structure.

Analysing the content of ABSP "History" reveals that the basic principle of the course design in the study programme is systemic. All study programme courses are tended towards reaching the aim of the study programme (see subchapter 1.3). The course choice is conditioned by the programme objectives and the expected outcomes defined for the study programme.

To form students' understanding of the process of history and its impact on the present-day socio-economic, political, and culture sphere marked in objectives and expected outcomes for the programme, students are offered courses that provide a chronological sequence of the world history periods: "History of ancient times" and "History of Medieval times" (1st year of studies); "History of modern times" and "History of recent times" (2nd year of studies); "History of Latvia" (2nd – 3rd years of studies) [compulsory (A) part study courses] as well as courses aimed at obtaining in-depth knowledge on particular history periods, phenomena, and events [limited choice part (B) courses].

Understanding of the diversity of theoretical approaches and their interaction in history studies is developed by courses aimed at theoretical acknowledging the science of history as a system: "Introduction to the science of history", "Source studies", "Introduction to historiography", "Modern technologies in. the science of history" [compulsory (A) part study courses] as well as part B courses with a conceptually thematic orientation:

- source studies courses (e.g. "Old Testament as a history source", "Power perception in the ancient world", "Postwar Daugavpils in history sources", etc.);
- historiographical courses (e.g. "State and society of the ancient world", "History of the Baltic states (1918-1940)", etc.);
- practical courses (e.g. "Fundamentals of memory institution functioning", "Historical local area studies", etc.).

The above-mentioned part B courses are oriented at cognizing the process of history and achieving respective outcomes.

The interdisciplinary approach is observed both in selecting particular courses (e.g. "Systems of notions in ancient civilizations", "Geographical discoveries of the ancient world", "Reception of the past in modern and recent times", "Reformation in Europe") and in the content of several courses (e.g. courses that regard the world history).

All study courses envisage lectures, seminars, and student independent work related to the development of research skills in source and scientific literature studies. Students present their elaborated research work in the courses of the study programme, thus developing their communication skills; the same concerns student term and bachelor papers. The large ratio of seminars and independent work facilitates students' abilities of planning and organizing their studies. Generally, all courses are related to performing the assignments set in the course syllabus and achieving the expected outcomes.

The study programme is logically structured, that appears also in the content of the offered study courses; selection of topics is systemic, that is the overall basic principle of the programme. Selection of the course topics corresponds with the defined outcomes of study courses – skills and attitudes, knowledge and competences; these indicators are interrelated. The outcomes set for each course comply with the specific character of the course and are oriented at achieving the common outcomes of the study programme; this is approved by the course mapping (see appendix).

All study programme courses provide for the next level of studies:

- the study programme in general and courses within it correspond with the 6th level of higher education (see appendix);
- study courses in the programme are harmonized with higher level study programmes: they form the base for in-depth studies of history that is envisaged for master's study programme, provide theoretical fundamentals in research work (e.g. ABSP courses "Source studies", "Introduction to historiography", etc. as well as the experience of elaborating bachelor paper), as well as skills that are further developed in the master's study programme.

Achieving the aim and objectives of the study programme is facilitated by systemic implementation of the content of the study programme, sequential planning of the study process, diversification and improvement of study forms and methods, provision of independent studies as well as regular assessment and improvement of the quality of studies.

Courses elaborated in the study programme comply with the current trends of development of the science of history, facilitate the broadening of students' scope of vision and offer competitive education in the sphere of history, match future challenges and are based on emphasizing students' independent work, synergy of studies and research work, preparing professionals competitive on the labour market developing their skills and motivating for lifelong learning.

[1] [https://du.lv/wp-content/uploads/2021/01/NOLIKUMS\\_PAR\\_STUDIJAM\\_DU\\_2018.pdf](https://du.lv/wp-content/uploads/2021/01/NOLIKUMS_PAR_STUDIJAM_DU_2018.pdf) (viewed 06.09.2021)

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

Classes in all study courses are tended towards creative participation of students in the process of knowledge acquisition. The task of academic staff members is encouraging students to take an active role in the study process. The implementation mechanism of the study programme is based

on student centered learning principles: students' satisfaction with the knowledge, skills, social contacts gained; respecting their individual interests and needs, level of students' self-realization and self-determination in order for them to successfully reach the study outcomes. To provide for high quality study outcomes, ABSP "History" envisages the involvement of the academic staff members and students in continuous information exchange, study assessment, and feedback provision process. Before starting each academic course, the academic staff members discuss with students and specify requirements and assessment principles and criteria for the course. The diversity of students' needs and abilities is respected applying varied kinds and forms of study programme execution.

The study programme is implemented using such study forms as lectures and seminars, practical placements/internships. In order to form a systemic notion of the process of history for students, as well as to facilitate theoretical understanding of science as a system, the study form of *lecture* is used. New technologies make it possible to use PowerPoint presentations, study materials designed in Flash, etc. The situation created by the pandemic has foregrounded the issue of the necessity to search for new opportunities in the use of technologies.

One of the major study forms is *seminars* that give space for students to present the results of their independent work, demonstrate their skills of analyzing history sources and scientific literature, improving their research work skills and abilities as well as build and consolidate theoretical knowledge acquired in lectures, gain experience in formulating their opinion in discussion, also improve their communication skills. Work in seminars is one of the mechanisms of monitoring student independent work performance and study course acquisition level.

Great attention is paid to student independent work. Programme study course descriptions include students' independent work that in history studies is based on familiarizing with history sources and scientific literature selecting, analyzing, processing the obtained information, structuring, analyzing and presenting, preparing answers to the academic staff members' questions, performing particular assignments or producing analytical narrative/ research.

In the course of studies, students' *individual work* is broadly used as individual assignments provide an opportunity for academic staff encourage higher quality of acquisition of the material on behalf of students, spotting the issues that are not well mastered by students and help reveal students' research interests. Group and pair work is practiced as well.

Requirements for completing assignments and methods are selected according to the defined study outcomes as well as the study course content. Students' independent work is organized using formal and informal education methods and methodical means, also e-studies. The aim of study methods applied is providing an opportunity of acquiring theoretical knowledge and practical skills, improving students' critical thinking skills, developing cooperation skills, ability to work both independently and in team, improving the ability to appreciate diversity (i.e. soft skills).

Forms and methods of learning are selected depending on the specificity of the topics regarded within the study course, e.g. problem situation analysis, projects within the study course, audio-visual material analysis as well as field classes, visiting professor lectures, etc.

Field classes take place in archives, museums, investigating the history of the town.

Students not only regularly work in seminars, colloquia, but also participate in discussions presenting their bachelor research in pre-defence as well as DU organized scientific and popular scientific events (research conferences, science communication events, projects, etc.). Visuality in the acquisition of theoretical and practical knowledge is provided by applying modern technical equipment.

Student centered learning is implemented by encouraging students to express their opinion on suggested forms of independent work and its presentation. Academic staff members in organizing students' independent work have a role of organizers, counsellors, experts.

Depending on the form and methods of learning, academic staff members choose forms and criteria of assessment. Assessment has an integrative character. The system of assessment within each study course is provided in the course description. Each academic staff member within the study course regularly checks students' knowledge using test kinds stated in the study course description (test papers, reports, various kinds of presentations, independent research outcomes, etc.). Requirements depend on the study course specificity and study process organization in it. Students are informed of the assessment criteria at the beginning of each study course.

Different examination forms are used for tests and examinations: in writing, formulating answers in text or by multiple choice, orally, digitally and online using computer and web, accumulating exam that considers all kinds of assessment of student's performance. Upon completing the course, assessment is issued.

Defining precise criteria of assessing the study outcomes makes it possible to detect the level of knowledge, skill, and competence acquisition. Major part of outcomes requires from students not only to demonstrate knowledge but also analyze the acquired material relating it to real life and existing experience.

The courses taught within the programme are tended at building specific competences, thus special attention is paid to developing integrative reflection. Reflection facilitates stabilizing of students' professional skills as well as facilitates self-cognition and self-actualization. In these cases of special importance in motivating students in the study process is attributed to formative assessment of study outcomes that helps students understand the mistakes made and improve skills acquired building understanding of the knowledge acquired.

Along with formative assessment, academic staff uses summing assessment. Summing assessment is practiced in case of assessing mid-term examinations. The study course is completed by a graded test or examination. Final examination may take place orally, in writing, in the form of achievement test.

Elaborating the criteria for assessment, academic staff observes the following requirements:

- The criteria must be tended to assessment of students' work (in mid-term or at the end of the study course);
- Students' work is assessed according to certain criteria or compared to a standard (sample excellent work), not with works of other students;
- Students are informed of the criteria in advance;
- Students are offered clear algorithm of the grade calculation, according to which they can independently detect their level of achievement;
- Assessment criteria are derived from the aims and outcomes of the study process.

Precise defining of study outcome assessment criteria lets detect level of knowledge, skills, and competence acquisition.

DU offers study programme students appropriate and easily accessible textbooks, scientific and popular scientific literature in several languages including in digital format (e.g. *Scopus* database is freely available in DU inner network). Students have access to study course descriptions, also in digital format. To facilitate successful academic performance and efficient reaching of study programme outcomes in due time, constant support by the academic staff is supplied for students: consultations throughout the semester, before mid-term tests, examinations, and before the final

examinations. Regular contacts are sustained in e-studies environment (Moodle, Skype, e-mails, etc.).

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

To guarantee the quality of the practical placement, the Faculty of Humanities Council has adopted Regulation on Practical Placement that formulates the aims and objectives of the placement as well as lists the skills to be acquired during the placement. The placement proceeds in accordance with the Practical Placement Agreement signed between DU and the placement provider. Agreement provides for the planning of the practical placement envisaged in the study programme and its successful procedure.

Organizing practical placements happens in the following order:

- At the beginning of the year of studies, the academic staff member responsible for the placement informs the dean's office of the Faculty of Humanities the opening and closing conference dates.
- A month before the practical placement, the academic staff member responsible for the placement submits to the dean's office of the Faculty of Humanities the list of placement locations.
- The dean's office draws an order on sending students to the practical placement.
- The academic staff member responsible for the placement prepares agreement between DU FH with the concrete placement location organizations approving the fact that students are accepted for the practice, and submits it for conforming to DU rector.

Bachelor study programme „History” B part envisages two practical placements:

- Practice in Oral History (2nd semester – 1 CP).
- Practice in Local History (4th semester – 1 CP);

Placements are organized according to Regulations on placements confirmed by the Faculty of Humanities Council in compliance with the study curriculum.

Placements continue respective study courses and are envisaged for approbating theoretical knowledge in practice encouraging student skills advancement in the sphere of oral history

(Practice in Oral History) or application of local history investigation (Practice in Local History).

Oral history placement is located in Eastern Latvian (Latgale and Selonia) towns and Daugavpils region. Two kinds of placement are envisaged: expedition (one week) or individual field research under supervision of the academic staff of DU Department of History. The duration of the placement is one week.

Practice in Local History is located at museums in Latvia selected according to the programme specialization. The duration of the placement is one week.

Placement objectives are tended to improvement of students' skills of research and organizing work in compliance with the goals set. Before the placement students are familiarized with the

Regulation on placement, requirements set to students and tasks envisaged for the placement as well as terms of assessment of the placement. During the placement students are provided with counselling by the academic staff.

Oral history placement envisages not only methodical but also material provision. Students have an opportunity to use the technical aids of DU: computer lab equipment, audio and video equipment of DU Oral History Centre, dictaphones for audiorecording and transcription.

Since 2015 students have actively used the opportunities provided by ERASMUS+ to take the practical placement in other countries. In organizing and executing such placements, partners of DU Department of History help with placement locations, also expanding the borders of history studies. In summer of 2015 ABSP "History" students Sergejs Kuzmins, Arturs Zaharkins, ABSP "History" graduate Līva Irbe, and AMSP "History" student Vitālijs Karpovičs involved within ERASMUS+ in museum practice in Vilnius Museum of Toys Lithuania.

In summer 2016, DU ABSP "History" students Laura Ozoliņa, Ludmila Rožukalna, Emīls Kancāns, Artūrs Fišers, Sergejs Kuzmins; ABSP "History" graduates Arturs Zaharkins, Edīte Kuzmiča; AMSP "History" graduate Vitālijs Karpovičs participated in archeological expedition under the guidance of Klaipeda University specialists in Vievininkai in Lithuania.

In summer of 2018, DU ABSP "History" students Laura Ozoliņa, Ludmila Rožukalna, and AMSP "History" student Sergejs Kumins involved within ERASMUS+ in museum practice in Zarasai region museum in Lithuania; ABSP "History" students Anastasija Leončuka, Aleksandrs Terentjevs, and AMSP "History" graduate Nataļija Niķitina participated in archeological expedition in Kaunas, Lithuania

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

Upon completing the studies, students elaborate and defend bachelor paper. Elaboration of bachelor paper takes place in accordance with DU research work methodical indications and suggestions for elaborating the bachelor paper by FH Department of History. Bachelor paper topics are discussed at the Department of History and recommended for confirming at the Faculty of Humanities Council meeting.

Bachelor paper in history must be based on the analysis of a history source/s and literature aimed at revealing, understanding, reconstructing a phenomenon related to real life as well as conceptualizing humans' notions of the world and their place in it (picture of the world). Various types and kinds of sources may be used: written and oral, visual, statistical, sincretic (e.g. movies).

When writing a paper students must use scientific literature that helps actualize the topic of the paper; understand the specificity of the source/s; determine the trend of investigating the topic, regard the phenomenon under study in the context of space and time. In order to justify the scientific topicality of the paper, the phenomenon under study must be regarded in a broader context being aware of the trend and level of the topic investigation. Student must specify the place of the research in the context the research relates to. The novelty of the paper may manifest in understanding of the subject under study (approach), use of new sources, methods of analysing



the selected material.

The list of literature of the paper must be no fewer than 20 bibliographical entries. The literature must include publications from internationally recognized data bases. The volume of the paper is 30-40 pages. The design and formatting of the paper must comply with the regulations worked out by the academic staff of the Department of History (Dr. hist., prof. A. Ivanovs, Dr. hist., prof. I. Saleniece, Dr. hist., assoc. prof. H. Soms) *Metodiskie ieteikumi studiju, bakalaura un maģistra darbu noformēšanai studiju programmā „Vēsture”* (Methodical regulations for the design of term, bachelor, and, Master papers in the study programme “History”), 2014 [1].

The author of the paper prepares an oral presentation of the produced research with visualization (PowerPoint presentation, etc.).

Research directions and topics are conditioned by prior research, availability of history sources, research interests of the academic staff involved in the study direction, topicality of the issues of Latvian and Latgalian/Selonian regional history.

Students are subject the Procedure of submitting final works for plagiarism control at Daugavpils University that envisages compulsory uploading of digital versions of final works and their storing in Daugavpils University Informative System that makes it possible to compare the papers to those defended in previous years.

The analysis of students' choice of their bachelor paper topics and the respective research subject reveals that:

1. Bachelor research is mostly dedicated to regional topics that also contain a universal This is manifested in drawing a broad historical context for any phenomenon under study.
2. Bachelor papers have three trends:

Source studies (e.g. Vitālijs Adamovičs's paper *Records of the Regional State Archives of Daugavpils Related to Kalkūne History (1945–1953)*, Aiva Lāce 's paper *Photographs as local history sources in Latvian repositories: Silene photographer's Ignats' Minkevics' glass plate collection*.

Historiography (e.g. Inese Guza's *Neolithic Archaeological Culture in the Works of Latvian Archaeologists (1945–2013)*) History research based on both history sources and scientific literature.

These works are oriented at:

Reconstructing various realia (e.g. Igors Kovaļovs's paper *Social Portrait of Teachers of Ilūkste District in 1948–1949 Academic Year*, Ina Kirņičanska's paper *Social Portrait of Spiritual Mentors of the Old Believers' Communities in Latvia (1918–1940)*, Haralds Bruņinieks's paper *Nacionālo partizānu pretpadomju akcijas Sēlijā (1944–1952)*, Emīls Kancāns's paper *The Departation of 1949 from South-Eastern Latvia*, Sergejs Kuzmins's paper *Daugavpils Valkas Street history (1944–1954)*, Laura Ozoliņa's paper *Daugavpils Secondary School No. 1 in the materials of Latvian National Archives Daugavpils Regional State Archive (1944–1947)* and others);

Reconstructing various notions and ideas (e.g. Arturs Zaharkins's paper *Man in World War I: His Emotional Mental World (V. Tukumietis "Karavīra dienas grāmata")*, Līva Irbe's paper *Pāvila P. Rozītis' Novel "Valmieras puikas" (1936) in Latvian Sociocultural Context*, Josifs Ročko's paper *Identity of a Provincial Jew: Daugavpils, 1945–2019*, Gvido Oskars Grava's paper *World War I in the life and works of Latvian writers*,

3. Bachelor papers have an interdisciplinary approach that envisages synthesis of various scientific positions and methods (history and culturology, history and sociology, history and social psychology, history and anthropology, history and religion/church history).

4. Bachelor papers are marked by variety of history sources: published/unpublished official documents, official statistics, ego documents, oral history sources, photo documents, press, fiction. The complex approach to the use of sources is to be noted.
5. The elaborated bachelor papers are characterized by the use of various research methods (both qualitative and quantitative) in work with history sources, taking into consideration methodological and methodical developments of present-day history science. The basic method is historical source studies but also statistical method, content analysis, linguistic (semantically contextual), structural, have been applied. Bachelor paper authors demonstrate skills of revealing and applying the potential of information from history sources.

After successful completion of the study programme and passing final examinations, students are conferred bachelor of arts degree in history and archeology. The assessment of students' final works completing the studies usually fluctuates between 6 (almost good) to 9 (excellent)/10 (outstanding).

Daugavpils University bachelor study programme "History" graduates Igors Kovaļovs in 2015 ( bachelor paper "Social Portrait of Teachers of Ilūkste District in 1948–1949 Academic Year" sc.adviser prof. I. Saleniece); in 2017 Sergejs Kuzmins (bachelor paper „Daugavpils Valkas Street history (1944–1954)" , sc.adviser assoc. prof. H. Soms); in 2018 Laura Ozoliņa (bachelor paper "Daugavpils Secondary School No. 1 in the materials of Latvian National Archives Daugavpils Regional State Archive" , sc.adviser prof. I. Saleniece); in 2021 Aiva Lāce (bachelor paper "Photographs as local history sources in Latvian repositories: Silene photographer's Ignats' Minkevics' glass plate collection", sc.adviser prof. A. Ivanovs) participated in competition organized by Latvian Academic Organization in Sweden and were awarded Ārijs Vaško memorial prize.

[1] <http://de.du.lv/vesture.html> [viewed 06.09.2021]

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

To improve the study programme content, its implementation and procedure organization as well as to follow recent trends in science, education, and labour market demand, at the end of the academic year student, graduate, and employer surveys are carried out annually.

Survey data are processed by DU Faculty of Social Sciences Institute of Social Research. Survey results are discussed by the programme council and analyzed in annual self-assessment reports.

[http://aptaujas.du.lv/index.php/admin/statistics/sa/index/surveyid/654883"\);](http://aptaujas.du.lv/index.php/admin/statistics/sa/index/surveyid/654883)

Survey results of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year students of the bachelor study programme "History" are provided. Survey results (appendix 7) for 6 years, from 2015/2016 to 2019/2020 show that students' activity in the survey has decreased in recent 3 years as well as responds tend to avoid providing comments.

According to the survey results, students are satisfied with the study programme. The quality of teaching is highly evaluated. Majority of respondents note that the content of courses and its presentation are clear, logical, understandable.

As to the requirements for the assessment of the study course acquisition, majority note that they

are clear, logical, well substantiated. As noted in comments: “requirements are very just. It is not only the material acquired but also student’s interest in the subject learned that is assessed.”

Replying to the question as to the cooperation with the research work adviser, students have chosen variants – regular, upon student’s initiative (50%) and irregular, upon necessity (50%). In comments it is noted that “teachers are knowledgeable in their sphere”, “research adviser always replies to all questions”, “teachers are very responsive”.

Requirements concerning the volume of the independent work for the majority of respondents are clear, logical and well substantiated, the outcomes to reach for each course are also clear. It is noted in comments that “there is good communication with the academic staff members, thus it is possible to improve the work in progress”.

It follows from the replies that majority of respondents are satisfied with the number of visiting lecturers, yet there is a just opinion expressed noting that the provision with visiting lecturers is only partially sufficient. In recent surveys the number of replies “only partially” was reduced from 35% to 25%; there are also replies “not sufficient”. The majority of respondents would like the visiting lectures to be informatively educating, deepening the study courses, but also visiting lectures of a generally educating character are mentioned in students’ replies.

Replies to questions on the overall structure of the study programme are mostly: “fully satisfactory” and only 4% of respondents find it “partially/generally satisfactory”.

A significant number of comments in the survey are related to the question of students’ opportunities to affect the study process. The majority of students are well aware of their opportunities of impacting. Only one reply “no” has been given to this question. Comments indicate that students impact the study process and the quality of its content by attending lectures and cooperating with the academic staff; participating in surveys and expressing their opinion on lectures, courses; talking to teachers and explaining their plans and preferences; making suggestions; actively participating in the process of learning; involving in discussions and group work. It is noted that students may express their opinion and ideas concerning what exactly would be topical and useful for students, as well as their suggestions on the improvement of the quality of studies. In the survey in 2017 a student suggested that the study programme should be organized in the form of distant learning or partial part-time studies, that was actually implemented in recent two academic years due to the pandemic. It is also a new challenge for the academic staff involved in the study programme to think of more active use of e-study environment MOODLE in the study process, that was also mentioned in student survey replies.

### Graduates

To assess the study programme efficiency as objectively as possible, graduate surveys are carried out as well (<https://forms.gle/sHZSVAzpNh7D6nEE9>). These surveys are aimed at finding out whether the study programme content is compliant with the labour market demands, whether students are demanded on labour market, whether graduates of the study programme continue studies in higher level study programmes.

40 respondents who had graduated from DU studies of history at various time periods were invited to participate in the survey; 31 of them responded to the invitation. The choice of respondents was not random, as comparison of assessments and suggestions may yield conclusions concerning the problem dynamics.

According to the replies, programme graduates successfully work in various professions and, as testified to by the employers’ replies, even working in the spheres not directly related to history prove to be good and competent professionals. The replies show that the majority of respondents

work at education institutions of various levels, museums, archives, also in the sphere of tourism. Good reviews are given by employers to graduates of the study programme of history who work in ministries of law and education, law court, police, and army. 100% of respondents noted that the acquired education helps performing work duties and contributes to their career.

It follows from the graduates' replies that the knowledge/skills/competences acquired during their studies provide an opportunity to successfully compete on labour market even irrespectively of the sphere of work.

Replies reveal very positive assessment: 72% noted high quality, 25% good quality.

Summarizing the replies of respondents to the question about strengths and weaknesses of the study programme "History" brings out special emphasis on the content of the study programme. It is noted that the study programme is well balanced, there is relatedness between the world and local history, a broad and diversified course offer (system of courses) that helps acquire broad theoretical, diverse and up-to-date solid knowledge that forms a broad outlook; interesting lectures; graduates note that critical/analytical thinking was developed (this is mentioned in each reply), they acquired excellent skills working with history sources and scientific literature. This made it possible to develop research skills and, as noted, helps throughout one's further life and inspires for lifelong education. Many replies mention as an advantage of the study programme the practical placements and opportunity to use resources of Oral History Centre and Latgale Research Institute. These ideas are provided in replies by graduates of different generations. This leads to a conclusion that history programmes retain their quality throughout their existence.

All replies emphasize the academic staff of the Department of History. It is noted that they are highly qualified authorities, very competent professionals, who are knowledgeable, understandable pedagogues, responsive and open to students, able to lead in the academic environment. It is significant that academic staff members appear to students as a team of professionals that accounts for the constantly high assessment of the study programme on behalf of its graduates.

Individual approach to students and study environment are marked as major strengths of the study programme noting that the small number of students opened broad opportunities for individual cooperation with the academic staff that made it possible to develop analytical skills and research experience. Respondents' replies make one think that student centered education in the situation in Latvia where the academic staff have an excessive workload is better implemented not in programmes with a large number of students but with small number as it allows for productive communication of the academic staff with students.

Participation of graduates of various times in the survey made it possible to observe the reaction towards the problems (weaknesses) indicated by students in previous years and what improvements have been made in this respect. Hence, respondents who had graduated before 2014 noted that little attention had been paid to learning foreign languages mentioning not only English but also languages important for studying the history of the region (German, Polish, French). In this respect it must be noted that very significant changes have happened: in bachelor and Master study programme part B courses have been included that are tended to acquisition/improvement of English (4CP and 2 CP respectively) as well as courses related to other foreign language acquisition are offered in part C.

Graduates' level of language command during the studies accounts for other weaknesses of the study programme noted for the earlier period that have been eradicated until now. Occasionally the lack of scientific literature is noted in respondents' replies. Some students faced this situation as the scientific literature on the world history in the Latvian language is rather insufficient, but students' command of foreign languages did not allow them use literature in other languages. In

recent years this problem has been solved by introducing the above-mentioned language acquisition courses as well as access to various libraries in Latvia and abroad.

Respondents stated that it is advisable to strengthen the practical side in the study programme implementation by paying more attention to practical work in classes, cooperation with museums, archives, collection owners. In this respect it must be noted that in recent years the following improvements have been made: the number of seminars have been increased as well as the number of classes outside the university: field classes in the archives, museums, etc., a course with practical orientation “Foundations of Operation of Memory Institutions” has been introduced in the study programme. Graduates also state that there is a need for practical placement in archaeology. However, this practical placement is not supported as it would demand large financial investment. Yet, for the students to use the opportunities for studies and gain new experience in the practical application of knowledge, cooperation partners are searched that help students to participate in archaeological expeditions within Erasmus+ programme.

Graduates’ suggestion for implementing IT tools has been realized actively in recent 2 years.

Summarizing the respondents’ surveys it may be concluded that DU ABSP “History” provides high quality theoretical knowledge, facilitates the development of practical competences that makes it possible to respond to present-day challenges and labour market demands. Question concerning the study programme quality testify to this.

### Employers

Dialogue with employers greatly matters in the implementation of the study programme “History”. Actual employers are education institutions, state administration institutions, mass media, archives, culture institutions including museums. Employers are involved in the study programme implementation in various ways: formulating the knowledge and skills necessary for their employees, assessing the study programme quality and planning strategy of education.

Contacts with the potential employers and cooperation partners with the study programme are diverse. To find out the employers’ assessment of DU study programme “History” graduates, they are invited to participate in surveys. 30 employers were asked to participate in the latest survey. 17 of them responded, 7 whereof represent education institutions (3 secondary schools, gymnasias, and technical college), 5 represent state administration (Ministry of Law, Latvian State Archives and Latvian National Archives, National Culture Legacy Board, Daugavpils Education Board), 2 represent local government institutions (Jēkabpils local government), security (Jēkabpils municipal police), 1 represents international project management, 2 – culture and tourism and journalism (Krāslava History and Art Museum, Latvian Radio). (<https://forms.gle/j89B2CN2hxhvQbm8>).

According to the survey results, 88.2% of employers are satisfied with the graduates of the study programme of history as their employees, but 11.8% - partially satisfied.

Employers were offered to characterize DU graduate/s indicating their competence level. Suggested assessment criteria comply with the outcomes envisaged by the ABSP “History”.

Employers’ replies lead to the conclusion that graduates’ competence level is on the whole assessed as high, but communication skill and striving for constant updating of their knowledge and skills were appreciated by half of the respondents as very high. Many respondents highly evaluated graduates’ analytical skills.

The surveyed employers represent various spheres, even those not related to history, yet the major goal of the study programme has been reached – programme graduates acquire education that meets the demands of labour market and provides an opportunity for graduates to work in many spheres. Under contemporary circumstances when the list of top professions changes rapidly, it is a

very valuable indicator.

On behalf of employers, it was noted that it would be useful to offer practical placement in the system of archives and use more technologies.

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

DU has elaborated a procedure of recognition of study courses acquired within international mobility. According to DU regulations (<https://du.lv/wp-content/uploads/2015/12/E-studiju-nolikums-2015-11-11.pdf>) submit documents approving of reaching study outcomes and respective assessment. Study programme director together with the academic staff members delivering respective study courses review the documents submitted and according to the requirements set by the study course either agrees with the assessment of the receiving university or offers student an assignment to reach the acquisition of the required knowledge, skills, attitudes, and competences of the study course. The final assessment and recognition of the study outcomes are confirmed at DU Council of Studies.

Programme students are regularly informed of mobility opportunities. Programme director in cooperation with teachers of the study courses provide maximal opportunities of integrating courses acquired at foreign higher education institutions in the study programmes within the study direction by means of study course alignment. To facilitate the development of students' professional competences that would make it possible for them to successfully integrate in labour market, programme Erasmus + offer of practice outside Latvia has been actively used in recent years.

Analysis of bachelor study programme "History" student incoming and outgoing mobility dynamics leads to a conclusion that, since the previous accreditation period the activity of outgoing mobility has grown. From 2015 to 2020, 16 ABSP students participated in ERASMUS+ exchange programme: 3 students (Sergejs Kuzmins, Arturs Zaharkins, ABSP graduate Līva Irbe) in museum practice at Vilnius Toy Museum in Lithuania; 2 - Laura Ozoliņa, Ludmila Rožukalna in museum practice at Zarasai region museum in Lithuania; 7 students (Laura Ozoliņa, Ludmila Rožukalna, Emīls Kancāns, Artūrs Fišers, Sergejs Kuzmins; ABSP graduates: Arturs Zaharkins, Edīte Kuzmiča) participated in archeological expedition in Vievininkai in Lithuania and 2 (Anastasija Leončuka, Aleksandrs Terentjevs) – in archaeological expedition in Kaunas, Lithuania. Unfortunately, due to the limitations caused by the pandemic the archaeological expedition in Kaunas, Lithuania was not carried out in summer of 2020.

In cooperation with Lithuanian University of Educational Sciences Faculty of History, oral history expedition "Medininki 2016" (Lithuania) was organized with participation of DU ABSP students Laura Ozoliņa, Ludmila Rožukalna, Emīls Kancāns, Artūrs Fišers, Sergejs Kuzmins; ABSP graduates Arturs Zaharkins, Edīte Kuzmiča.

It must be noted that the outgoing mobility could be more active but many of the programme students work or actively search for a job in parallel with studies. Mobility periods abroad may cause a threat of losing a job and/or aggravate finding one, that reduces students' motivation to use the existing opportunities for mobility. Incoming mobility opportunities in the bachelor study programme from 2015 to 2020 were not used.

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

**3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

Information concerning the study programme resources and technical provision is provided in self-assessment report part II chapter 3 "Study direction resources and technical provision" (3.1.-3.3.).

Study programme resources and provision fully complies with the terms of the study programme implementation and reaching the study outcomes. Resources available for students including study rooms, material and technical base, tools and equipment (for preparing, combining, integrating, visualizing, and circulating the study and research materials), information tools (Internet, inner net, Moodle), databases (library network, DU research centre databases, free access to databases (book resource database), materials (research materials, scientific publications including Web of Science and Scopus publications, archives), services (administrative, financial, IT and network support services, access to official statistical data), computerized softwares (Standard Office, SPSS, GIS, data visualization online tools and software, online media) provide for the acquisition of all study programme courses as well as for producing research at various stages, securing a flexible and student centered environment. The technical equipment necessary for the study programme implementation is used (computers with licenced softwares, projectors, interactive boards, etc.) as well as varied methods of learning (group work, role plays, simulations, seminars, discussions, etc.).

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

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

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



DU study programme “History” involves 23 academic staff members, including 12 academic staff members (52,2% from those involved in the study programme implementation) who deliver courses other than in the sphere of history: two academic staff members from the Faculty of Natural Science and Mathematics and representatives of Faculty of Social Sciences who deliver courses *Civil security* (1CP) and *Environment protection* (1CP), also 11 academic staff members of the Faculty of Humanities who teach courses *Practical English (language skill improvement)* [I-basic level] and *Practical English (advancing the functional use of the language)* [II-advanced level]. 11 academic staff members (47,8% from the overall number) teach courses in history.

Henceforth the information provided in section 4 concerns only those academic staff members who implement studies in ABSP “History”.

In the reporting period the study programme has been implemented by four professors, one associate professor, two docents, three lecturers, and one researcher. For all of them, DU is the primary institution of being elected. Programme academic staff are tended towards professional updating and constant improvement and development of their delivered academic course quality. The majority of the academic staff involved in the study programme “History” have a command of English at least for level B2 but at the same time of other foreign languages for various levels – German, Russian, Polish, Lithuanian, Belarusian, that is important taking into account the specificity of the regional history.

In 2020/2021 study year, a young professional Mg.hist. Maija Grizāne, a researcher, got involved in the study programme implementation and elaborated a new, practically tended course *Fundamentals of memory institution functioning*; M. Grizāne’s personal experience of having worked as DU Oral History Centre fund keeper has greatly affected the content of the study course; she is also at the final stage before defending her doctoral thesis in history.

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

The academic staff involved in the implementation of the study programme are highly qualified professionals, as required by regulations of the Cabinet of Ministers No. 662 of 28 October 2014 concerning the education and professional qualification needed for pedagogues and pedagogue professional competence improvement procedures and as reflected in their CVs. All academic staff members hold a doctoral or master’s degree.

**Lecturers implementing the studies of history**

Qualification	number	%
Doctoral scientific degree	7	64
Master’s research degree	4	36
<b>Total:</b>	<b>11</b>	<b>100%</b>



The qualification of the academic staff complies with the requirements of the Republic of Latvia Act on Higher Education Institutions. **64%** of the academic staff involved in the sphere of history hold doctoral scientific degree.

**Lecturers involved in conducting classes for all the students of the same acad. year and do not represent the field of history**

<b>Qualification</b>	<b>number</b>	<b>%</b>
Doctoral scientific degree	6	50
Master's research degree	6	50
Kopā:	12	100%

Academic qualification of the academic staff involved in the study programme

**Lecturers implementing the studies of history**

<b>Qualification</b>	<b>number</b>	<b>%</b>
<b>Professors</b>	4	36,5
<b>Associate professors</b>	1	9
<b>Docents</b>	2	18,2
<b>Lecturers</b>	3	27,3
<b>Researchers</b>	1	9
<b>Total:</b>	<b>11</b>	<b>100%</b>

The ratio of professors and associate professors in the study programme is 45.4%.

**Lecturers involved in conducting classes for all the students of the same acad. year and do not represent the field of history**

<b>Qualification</b>	<b>number</b>	<b>%</b>
Associate professors	1	8,3
Docents	3	24,9
Visiting docents	1	8,3
Lektori	5	41,7
Pētnieki	1	8,3
Assistants	1	8,3
Kopā:	12	100%

Several academic staff members are Latvian Council of Science experts: I. Saleniece in social sciences (education science); A. Stašulāne in humanities and art science (philosophy, ethics, and religion), as well as social sciences (sociology and social work); E. Vasiljeva in humanities and art science (language and literary science).

No problems related to the academic staff involved in the study programme “History” that would affect the quality of the programme have been located.

The research and creative activity of the academic staff members is closely related to the study process, research work directions are oriented towards successful implementation of the study programme and in most cases are related to the specialization of the academic staff members within the study programme. Each academic staff member delivers choice courses connected to his/her research activity. For instance, professor I. Saleniece’s research work and delivered courses are *Sovietization of Latvia*, *Oral history in the context of source studies* as well as training young researchers in the sphere of oral history; professor A. Ivanovs’s research is in historiography and source studies, H. Soms specializes in regional studies, research of Latgale history and culture legacy that is reflected in his delivered courses (see appendix 5). In delivering study courses, students’ research work, preparing learning materials, the information obtained in research events is used as well.

The academic staff have an opportunity to participate in various professional updating courses, e.g. *Trends in using education technologies in the 21st century*; *Innovations of the content of education*; *Study course development in e-study environment MOODLE*. Students are constantly encouraged to participate in research and practical conferences, seminars as listeners.

On the whole it is concluded that in the reporting period the academic staff involved in the study programme implementation have been constantly striving for expanding their research interests, professional updating, constant improvement of the quality and development of their delivered study courses.

The qualification of the academic staff members involved in the study programme implementation complies with reaching the outcomes of the study programme as well as achieving the goals and objectives of DU. The academic staff members are professionals in their respective branch of science, they have approved of their research work competence in the respective branch and the use of e-environment in the study process.

Major criteria for selecting the academic staff members for the study programme: compliant education, academic or scientific degree, research and creative activity (publications in the respective branch of science, research produced, participation in projects), communication skills.

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

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

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

The 11 academic staff members involved in the implementation of history studies actively participate in scientific research both on national and international level, publish their papers both in Latvian and world recognized scientific journals and scientific paper collections (the number of publications within the reporting period exceeds 200).

- The research capacity of the academic staff members is testified to by the research produced within recent 6 years, publications indexed in *Web of Science* and *SCOPUS* data bases, as well as participation in international projects. It must be noted that their publications demonstrate interdisciplinary approach in research as well as diversity of topics. For instance, professor Elīna Vasiljeva's paper (co-authors - V. Geļfonde, J. Semeneca, A. Stankeviča) *The Holocaust by eye - witness: anthropological aspects of ego-literature*, professor Anita Stašulāne's paper *Latvia: An Example of Christian Diversity*, researcher Maija Grizāne's paper *Orthodox missionary activity among old-believers in Vitebsk province Rēzekne, Daugavpils and Ludza districts (1894-1901)*, professor Irēna Saleniece's *Teachers' religious behaviour in the Latvian SSR (1945-1985)*, and docent Ilze Šenberga's *The issue of social functions of history in the periodicals of Latvia in the 1920s and 1930s*,
- Great significance is attributed to the cooperation of the academic staff members involved in the study programme implementation with scholars in Latvia (outside DU) and in foreign countries. For instance, professor I. Saleniece's research *Echoes of the Prague Spring in the Soviet Baltic Republics* was co-authored with I. Šķiņķe and *Education policy in the Republic of Latvia: lessons from experience* was co-authored with T. Koķe, as well as *Re-educating teachers: ways and consequences of Sovietization in Estonia and Latvia (1940-1960) from the biographical perspective* co-authored with Estonian scholar A. Rahi-Tamm; professor A. Ivanovs and A. Varfolomeyev's (Petrozavodsk University, Russia) paper *Service-Oriented Architecture of Intelligent Environment for Historical Records Studies*, etc.
- Papers by the academic staff members are published in various languages – Latvian, English, French, Russian, Polish. For instance, A. Ivanovs' paper *Les sources russes médiévales aux Archives historiques d'État de Lettonie: histoire des collections, publications et perspectives d'études*.
- Research covers both theoretical aspects and current developments and novelties in respective branches that are used by the academic staff members in their delivered study courses, thus facilitating interrelatedness of the research and study processes and considerably improving the quality of the study process. Results of the research of the academic staff members are available for students of the ABSP "History" students in their

studies within various courses, also when elaborating their own research works when students analyze and critically assess recent scientific ideas. For instance, the book published by Latvian National Archives in 2018 *Vēstures lūzumpunkti un robežšķirtnes arhīvu dokumentos* (History turning points and borderlines in archival documents) contains a chapter by professor A. Ivanovs *Dokumentārā mantojuma arheogrāfija Latvijas vēstures kontekstā, 18. gadsimta otrā puse – 20. gadsimts: lūzumpunkti, skolas, prioritātes un attīstības perspektīvas* (Documentary archeography in the context of history of Latvia, 2nd half of the 18th century – 20th century: turning points, schools, priorities and development perspectives) that is used in courses of source studies. Students of the course *Introduction to historiography* work with professor A. Ivanovs's chapter *Latvijas historiogrāfija un Latvijas vēsture 16.–18. gadsimtā: jautājums par „reālas” pagātnes aizvietošanu ar metavēsturi* (Latvian historiography and history of Latvia in the 16th-18th centuries: issue of replacing the “real” past by metahistory) in the book *Latvijas teritorija agrīni modernā laikmeta politiskajā dimensijā 16.–18. gadsimts* (Territory of Latvia in the political dimension of the early modern age of the 16th-18th centuries). Professor A. Ivanovs's paper *Arhīva avotu krājums par Latvijas delegācijas darbību Parīzes miera konferencē 1919. gadā* (Archival source collection on the activity of Latvian delegation in Paris Peace conference in 1919) is used in the course on recent history.

Professor I. Saleniece's papers *Impact of the Deportation of 25 March, 1949, on the Population of Eastern Latvia: Archival Documents and Oral History Sources*; *Oral History Sources and Archival Documents about Mass Deportations from Latvia during Stalinist Rule*; *The experience of Latvian deportees reflected in their life stories*, etc. reflect the research interests of the professor and are actively used in the study process in various courses as additional sources of information functioning as a methodical material for students to produce their research works.

The academic staff members involved in the study programme take an active part in various projects. The active involvement of the academic staff members of the study programme is approved by the received individual grants and membership in various projects funded by institutions in Latvia and EU.

- Projects in Latvia, e.g.:
- State research programme project No. VPP-IZM-2018/1-0018 *Interaction of individual, society, and state in the common process of Latvian history: values conflicts and common value formation at historical junctures*;
- Latvia Council of Science fundamental and applied research project *Baltic Germans of Latgale in the context of socially ethnic relations from the 17th c. to early 20th c.* (2020–2021);
- State Culture Capital Foundation Latgalian culture programme 2018, project *Munys pusis ļaudis* (People of my neighbourhood) (Daugavpils region Culture Board, Skrindu family museum in Vabole), etc.
- The academic staff members of the study programme “History” have managed international projects or represented DU as full or associate partners, e.g.:
- COST Action CA17114 *Transdisciplinary solutions to cross sectoral disadvantage in youth* (2018-2022)
- EU Commission programme Horizon 2020 international research project *Cultural Heritage and Identities of Europe's Future* (CHIEF) (2018-2021).
- EU Commission programme Horizon 2020 international research project *Cultural Heritage and Identities of Europe's Future* (CHIEF) (2018-2021).
- EU Commission programme Horizon 2020 international research project 777449 *European Cohort Development Project* (2018-2019)
- EU Commission programme Horizon 2020 international research project CHIEF (Cultural

Heritage and Identities of Europe's Future), project ID: 770464, 2018–2021, etc.

The academic staff members of the study programme have been/are not only project participant but leaders of researcher groups, e.g. professor A. Stašulāne in EU Commission VII Framework programme international project *Measuring Youth Well-Being* (MYWEB) (2013–2016).

- Study programme academic staff actively participate in local government development project elaboration and management, e.g. EU project ENI-LLB-1-073 *A living History: cultural and scientific synergy in the border region Zarasai (LT) - Daugavpils (LV) - Vitebsk (BY) for sustainable development*, where DU Department of History represents Latvia as a project partner (2020 – 2022).

The academic staff involved students of the study programme in the project realization, e.g.:

- 2011–2015 EC 7th framework research project MYPLACE (Memory, Youth, Political Legacy And Civic Engagement). [Project manager: Hilary Pilkington, University of Warwick (United Kingdom)] involved ABSP “History” students Sisojevs, A. Cvetkovs, etc.
- ABSP students I. Krņičānska, J. Ročko, G. Grava, I. Rusiņa, K. Jumis, Ž. Gabranova are involved in state research programme project No. VPP-IZM-2018/1-0018 *Interaction of individual, society, and state in the common process of Latvian history: values conflicts and common value formation at historical junctures* [2018 – 2021, Project manager Guntis Zemītis, University of Latvia Institute of History]

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

Programme existence and possibility to reach in the course of its execution the set goal and the expected outcomes depends on the presence of a team of professionals united by the understanding of the idea of history studies, structure of learning and organization forms.

Programme academic staff cooperation is versatile deciding on actions related to the learning process organization and management, regarding the issues of the study content, planning and discussing scientific. Events, cooperating in the sphere of research (producing common research within projects, publishing papers, preparing the scientific paper collection).

During regular meetings, the academic staff involved in the study programme implementation discuss the study course content and structure, the mode of sustaining the systemic character of the study course design, ways of improving the study process organization forms, in order to facilitate students’ growth. They discuss the current developments of the science of history and innovations in methods of teaching history. These discussions take place both individually and collectively.

The academic staff members cooperate in the sphere of science by way of common projects, e.g. in 2017 Latgale region development agency and State Culture Capital Foundation financed project *Electronic edition “Latgale congress of 1917 in sources, research, and reflections”* implemented by H. Soms and A. Ivanovs, whereas in Ministry of Education and Science project *Pedagogue*

*professional competence updating* in 2014 – 2016, 6 academic staff members of the study programme successfully cooperated. Cooperation takes place also in producing publications, e.g. H. Soms and A. Ivanovs published *Latgale Congress of 1917 in sources, research and reflections* [chrestomathy], as well as preparing methodical materials, e.g. A. Ivanovs, I. Saleniece, H. Soms compiled *Methodical aid for drafting term, bachelor, and Master papers in the study direction "History"*.

At the end of each study year, workloads of the academic staff members are planned for next academic year. Taking into consideration the results of the assessment of the respective study courses by students of the study programme and self-analysis by the academic staff involved in the study programme, the compliance of the academic staff with the improvement and delivering of the study courses is estimated. The workloads are confirmed in compliance with the procedure of accounting the workload of the academic staff at DU

In 2019/2020 study year, 23 academic staff members were involved in ABSP "History", from which only 11 were involved in history studies. At the moment of submitting the self-assessment report, 30 students are involved in the study programme.

# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	[ENG] Statistika par studējošajiem pārskata periodā studiju programmā "Vesture".xlsx	[LV] Statistika par studējošajiem pārskata periodā studiju programmā "Vesture".xlsx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	ABSP Vesture Compliance of the study programme with the state standard of higher education.docx	"ABSP Vesture" atbilstība valsts izglītības standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	ABSP "Vēture" kursu kartējums studiju programmas studiju rezultātu sasniegšanai ENG.xlsx	ABSP "Vēture" kursu kartējums studiju programmas studiju rezultātu sasniegšanai LV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	[ENG] ABSP_PL_Studiju_Plāns.xlsx	[LV] ABSP_PL_Studiju_Plāns.xlsx
Descriptions of the study courses/ modules	ABSP "Vēture" studiju kursu apraksti_ENG.zip	ABSP "Vēture" studiju kursu apraksti_LV.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	[ENG] ABSP_Diploma_paraugs.zip	[LV] ABSP_Diploma_paraugs.zip
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Vienošanās-starp-LU-un-DU-par-vēstures-studiju-programmām_ENG.docx	Vienošanās starp LU un DU par vēstures studiju programmām.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Guarantee_ENG_FINAL.doc	APLIECINĀJUMS_kompensacijai_studejošajiem_studiju_virziens_Vesture_un_arheologija_programmas.edoc
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.		
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	Apliecinājums_atbilstībai_MK_noteikumiem_ENG.docx	APLIECINĀJUMS_ABSP_Vesture_atbilstība_55_panta_1_d_3_p.edoc
Sample (or samples) of the study agreement	AGREEMENT_STUDIES_ENG.docx	Līgums_par_studijām_DU_LV.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	Nr_24_DU_bak_Vesture_250_stud.docx	Nr_24_DU_bak_Vesture_250_stud.docx

# History (45228)

Study field	<i>History and Philosophy</i>
ProcedureStudyProgram.Name	<i>History</i>
Education classification code	<i>45228</i>
Type of the study programme	<i>Academic master study programme</i>
Name of the study programme director	<i>Irēna</i>
Surname of the study programme director	<i>Saleniece</i>
E-mail of the study programme director	<i>irena.saleniece@du.lv</i>
Title of the study programme director	<i>Dr.hist.</i>
Phone of the study programme director	<i>+371 28277752</i>
Goal of the study programme	<i>To provide students with the acquisition of theoretical knowledge and research skills to achieve the learning outcomes specified in the programme, in order to prepare specialists of the academic level, capable of performing scientific research work in history.</i>
Tasks of the study programme	<p><i>1. To deepen the knowledge of Master's students in historiography, philosophy of history and methodology, as well as to promote understanding of the diversity and interaction of theoretical approaches and research methodologies;</i></p> <p><i>2. To develop the following skills:</i></p> <ul style="list-style-type: none"> <li><i>- critically evaluate existing concepts in history,</i></li> <li><i>- substantiate the research methodology and conduct the research within the chosen methodology,</i></li> <li><i>- perform source research and historiographical analysis and synthesis,</i></li> <li><i>- plan and organise the research work and reflect on its results;</i></li> </ul> <p><i>3. To improve the following competences:</i></p> <ul style="list-style-type: none"> <li><i>- identify and process data using a variety of source research and historiographical methods and modern technologies;</i></li> <li><i>- present the research by participating in a scholarly discussion and using modern technologies;</i></li> <li><i>- pursue high standards of research based on critical thinking and respect for intellectual integrity, emotional intelligence and ethical standards.</i></li> </ul>



Results of the study programme	<p><i>Knowledge</i></p> <p>1. Students demonstrate knowledge and understanding of heredity and changes in human life, ideas (including historical thought) and values in a diachronic and synchronous perspective;</p> <p>2. Demonstrate knowledge and critical understanding of the sources corresponding to the study of history, as well as the compliance of its conceptual framework to the traditions of Latvian historiography;</p> <p>3. Accumulate knowledge and critical understanding of historical research methods and methodologies, their interaction.</p> <p><i>Skills</i></p> <p>4. Students independently identify and formulate problems (also in the interdisciplinary aspect); plan and organise their own activities; evaluate the research results and set the research perspective;</p> <p>5. Independently find historical sources for research, manage historical information from various sources, aligning it with the relevant political, social and cultural context;</p> <p>6. Critically evaluating theoretical opinions and current research results, students substantiate the understanding of history and research topic and methodology, come to scientifically based conclusions.</p> <p><i>Competences</i></p> <p>7. Students manage a variety of sources of information, formulating problems and studying them using appropriate modern methodologies in a broad historical context;</p> <p>8. Provide the results of their own research in presentations, reports and publications, engaging in scientific communication with tolerance and respect for individuals and societies of different cultures, as well as respecting reasoned opinions;</p> <p>9. Maintain high standards of research by cultivating critical thinking, intellectual integrity, reflecting on their own strengths and weaknesses and being aware of the need for lifelong learning.</p>
Final examination upon the completion of the study programme	<i>Master's thesis</i>

## Study programme forms

### Full time studies - 2 years - latvian

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

Admission requirements (in English)	- <i>Bachelor's degree in history, philosophy, theology; Bachelor's degree in sociology, political science, anthropology, gender studies and other history-related disciplines or equivalent professional higher education of level 2.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Arts in History and Archeology</i>
Qualification to be obtained (in english)	-

### Places of implementation

Place name	City	Address
University of Daugavpils	DAUGAVPILS	VIEŅĪBAS IELA 13, DAUGAVPILS, LV-5401

### Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	- <i>Bachelor's degree in history, philosophy, theology; Bachelor's degree in sociology, political science, anthropology, gender studies and other history-related disciplines or equivalent professional higher education of level 2. At least B2 level Proficiency in English.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master of Arts in History and Archeology</i>
Qualification to be obtained (in english)	-

### Places of implementation

Place name	City	Address
University of Daugavpils	DAUGAVPILS	VIEŅĪBAS IELA 13, DAUGAVPILS, LV-5401

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

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

Since the issuance of the previous accreditation results of the study direction "History and Philosophy", the master's program was restructured and consolidated, leaving only history studies (AMSP "History", code 45228), the sub-program "History and Theory of Culture" is no longer implemented. Cultural history specialists supplemented the AMSP "History" with interdisciplinary courses, such as: "Identity Concept in History Studies", "Religion History Research", "Socio-anthropological Approach in History Research", etc.

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

The total number of students in the academic Master's study programme (AMSP) "History" during the last 6 years ranged from 23 to 10 students. The matriculation of foreign students into the AMSP "History" can be noted as a positive trend. During academic year 2018/2019, two students were matriculated (from Kazakhstan and from Pakistan). A separate study group with English as the language of instruction was formed for their studies, providing with all the necessary conditions by the HF Dean's Office and other DU structures. One student successfully obtained a Master's degree, defended his Master's thesis with the mark "excellent" and chose to continue his Doctoral studies and research at DU. This example shows that attracting foreign students can be quite effective and DU management shall continue active work in this area to ensure this.

The fact that the number of students in the Master's programme is not large and has decreased in six years is due to complex reasons, which are mainly related to the socio-economic situation in the country:

- the demographic situation in Latvia (a few years ago, young people born during the demographic decline reached the age of beginning studies; thus, the number of potential AMSP students has significantly decreased);
- the reduction of the number of state-funded places in Latvian higher education institutions (DU humanitarian study programmes have been particularly affected; no more than 10 places were allocated to the ABSP "History", which subsequently led to the limitation of the number of Master's students);
- difficult economic conditions (especially in Eastern Latvia), which limit the opportunities to study (even when studying for the state budget, students need means for subsistence, a computer, etc.).

These reasons also contributed to the partial transformation of the age composition of Master's students, with more mature people and in some cases even seniors (60+) entering the study programme. In this case, these are two Master's students who have been engaged in local research at the amateur level for many years and have come to realise that higher education and specialisation are needed to break the deadlock and continue their long-term work more effectively and present its results at a respective level. When talking about a controversial issue of the usefulness of using state budget funds in such cases, one can refer not only to the basic principles of democracy - freedom and equality, lifelong learning as one of the pillars of modern Europe, but also to a pragmatic calculation. The research results of mature experienced students: Master's theses, scientific publications, museum expositions, etc., will remain relevant for many years to come, providing future generations of researchers with a scientifically sound starting point and a solid basis for further research.

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

The name of AMSP "History", the degree to be obtained, the study aims, tasks and learning outcomes are closely interrelated, ensuring the internal logic and integrity of the programme. Graduates of the academic Master's study programme "History" are awarded a Master's degree in history and archaeology in the humanities. In the classification of the science in Latvia (Cabinet Regulation No. 49 "Regulations on the Fields and Sub-Fields of Science in Latvia"), the field of history and archaeology of the humanities borders on the social sciences. It is not just a formal coincidence, because in historical research the themes and problems of social sciences related to the past are discovered mainly by the methods used in the humanities (based on word/narrative research). Given the potential interdisciplinarity of history, the AMSP "History" admission requirements provide applicants with the opportunity to enter the programme not only with a Bachelor's degree in history (including philosophy and theology), but also a Bachelor's degree in sociology, political science, anthropology, gender studies and in other history-related disciplines or equivalent professional higher education of level 2. Detailed information about the admission rules in the AMSP "History" is available on the DU website: [\[1\]](#); [\[2\]](#). However, in cases when a representative of another field enters the Master's programme "History", it is necessary to balance their starting position with the graduates of the Bachelor's programme in history. The academic staff of the AMSP "History", working individually with students, recommending literature and counselling, helps to bridge this "gap" so that they study history using the knowledge, skills and competence acquired in a related field.

During the acquisition of the study programme, students improve the existing and acquire new knowledge, skills and competence in the field of history in accordance with the Cabinet of Ministers Regulations No. 240 "Regulations on the State Academic Education Standard". Master's students are purposefully oriented towards the achievement of the results set: at the beginning of the study programme, they are introduced to the plan and organisation of the study process and the learning outcomes to be achieved; at the beginning of each study course, lecturers discuss with students the planned learning outcomes, regularly follow the progress in their achievement, discuss students' independent work and evaluate what has been achieved; in the course of independent research, Master's students receive individual consultations and support.

As a result of studies, Master's students achieve knowledge, skills and competence that correspond to EQF level 7 (Cabinet Regulation No. 322 "Regulations on the Classification of Education in Latvia"). Upon successful completion of the programme, it is possible to continue studies in the Doctoral study programme or enter the labour market, offer your knowledge and skills in secondary and higher education institutions, historical and cultural heritage preservation and research institutions (archives, museums, etc.), mass media, government and local government institutions, etc.

[1] <https://du.lv/ieskaties-augstskola/skoleniem/uznemsana/> (viewed 05.09.2021)

[2] <https://du.lv/studijas/studiju-programmas/akademiska-magistra-studiju-programmas/vesture/> (viewed 05.09.2021)

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

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

The study courses developed within the AMSP "History" correspond to the current development trends in the study of history, promote the expansion of students' horizons and offer competitive education in the field of history; meet the challenges of the future and are based on the emphasis on students' independent work, synergy of studies and research work, preparing specialists competitive in the labour market by developing their abilities and motivating for lifelong learning.

For example, the study courses "Problems of the History of Latvia in Historiography", "Issues of Regionalism in History" and "Methodologies of History" provide an insight into the most important trends in the development of contemporary historiography and auxiliary sciences, helping Master students to consciously choose the theoretical and methodological approaches on which to base the research of a specific topic. Study courses "Oral history" "History Informatics", "Fundamentals of Archive Science", etc. provide Master students with the opportunity to acquire and improve research skills according to the theoretical and methodological level of modern history.

Judging by the data of AMSP "History" graduates and employers' surveys, graduates have a good level of competence and in their workplaces, they not only successfully perform their job responsibilities, but also demonstrate good erudition, analytical skills in working with information, valuable psychological qualities. Employers tend to reproach graduates for the lack of practical work skills, but at the same time they also note that graduates know how to learn and acquire the necessary skills and abilities.

Masters in history are necessary for the development of the study of history in the country and for strengthening Latvia as a part of the European Union. By studying the historical problems related to

the existence of the Latvian state and nation and the interaction of local/national/European identity in different periods of history, opportunities for Latvia's true integration into the European Union are being revealed. Such opportunities are opened only by the identification of the common values and the "awakening" of the Latvian population's sense of belonging to Europe. The competence of AMSP "History" graduates and the conscious work experience of the management of DU study direction "History and Philosophy" clearly show that in their workplaces they really contribute to the development of the historical consciousness of the population.

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

The content of the AMSP "History" follows from its aim and is focused on the learning outcomes to be achieved, therefore the programme includes study courses that help Master's students to understand more deeply the idea of history and historicity, its place in the historically changing world scene; methodological approaches and diversity of methods in the study of history; the development of historiography, as well as the organisation of historical studies and the current situation in Latvia. The content of the Master's study programme ensures the achievement of such learning outcomes, which include the acquisition of in-depth theoretical knowledge and the development of research skills in the field of history. All study courses are aimed at achieving the aim of the programme and ensuring the results. The choice of course topics corresponds to the learning outcomes defined by the study courses - skills and attitudes, knowledge and competence. All these indicators are interrelated. This is confirmed by the course mapping. The programme is focused on preparing competent, qualification-compliant and competitive specialists for work in state, municipal, private, non-governmental and international organisations. Delivering the courses in English along with the Latvian language promotes the strengthening of trends of internationalisation.

The structure of the AMSP "History" is designed to provide the highest level of theoretical knowledge, research skills and competences, which is based on the fundamental knowledge, skills and competence acquired during Bachelor's studies. The structure of the programme complies with the Regulations of the Cabinet of Ministers:

Part A- Mandatory courses including THEORETICAL FINDINGS IN THE FIELD OF SCIENCE (24 CP), which ensures scientific understanding of historical processes. With the emphasis of theoretical knowledge in historical issues, this part of the study programme includes a methodological section that ensures the study of modern theories. TESTING THEORETICAL FINDINGS (15 CP) strengthens skills of applying theoretical knowledge in scientific work. The programme implies the accomplishment of seminars and research tasks, as well as approbation of theoretical findings in the form of public presentations. In order to emphasise the importance of scientific work, in the course of studies, Master's students are required to present at two scientific conferences and make one scientific publication.

MASTER'S THESES (20 CP) includes the elaboration of a Master's thesis, with the emphasis placed on students' independent research work related to a deeper study and understanding of certain

issues of history.

Part B-Limited elective courses.

Part C-Free elective courses.

The achievement of the aim and tasks set by the study programme is facilitated by the systematic implementation of the study programme content, targeted planning of the study process, diversification and improvement of forms of studies and methods, provision of independent learning, as well as regular study quality assessment and improvement.

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

In the study process of the AMSP “History” a student-centred approach<sup>[1]</sup> is observed in the elaboration and implementation of the programme content. Its main principles include: involvement of students in the study process and improvement of the content, clarity of learning outcomes and their compliance with students’ interests, ensuring student mobility, development of academic staff competence, etc.

Students are provided with an opportunity to influence the course of the study process and promote the improvement of the study programmes. Student surveys are conducted annually, the results of which - and especially students’ critical remarks and suggestions - are reflected in self-evaluation reports and are used both in the improvement of the content and forms of studies. The organisation of the study process is also focused on the integration of the principles of student-centred learning, providing an opportunity for students to take an active role in the study process and achieving its results. DU has a strong tradition of involving students in national and international research projects implemented by lecturers, within which young people improve the skills acquired during their studies and acquire the competences of practicing researchers.

The activities of Master’s students are regularly and systematically evaluated. The final evaluation of the study courses is formed by summing up the results of mid-term tests. When evaluating the learning outcomes achieved in the study courses, the requirement to ensure clear evaluation criteria at the beginning of the course is observed. The lecturer acquaints students with certain evaluation criteria in each study course in the first lesson; the criteria are also given in the course descriptions.

In order to ensure high-quality learning outcomes, the AMSP “History” provides for the involvement of the lecturers and students of the programme in the process of continuous information exchange, evaluation of the study process and providing feedback. The diversity of students’ needs and opportunities is respected through various ways of implementing the programme (including independent and individual work, as well as consultations). The dominant form of activity in theoretical courses is a seminar, lectures are present in a relatively small number, and students’ independent work outside the classroom plays an important role. The main emphasis is put on independent work with historical sources and scientific literature both in acquiring theoretical study courses and in conducting research and elaborating a Master’s thesis. In the seminars, Master’s

students discuss the problems of history and historiography, analyse historical sources and literature (historiographical sources), check their compiled bibliographies, historiographical reviews, essays, databases and other practical tasks, as well as read and review reports, project development, etc. Theoretical courses and Master's seminars are organised in such a way as to provide support in the elaboration of the Master's thesis.

The forms of approbation of the results of Master's students' independent research work are different. At the initial stage of the research, a public discussion of the research project takes place: the choice of the topic is substantiated and specified in the discussions; then the seminar on Master's theses follows, during which the students work in-depth on the theoretical substantiation of the chosen topic and comparison of the empirical material with the theory; finally, Master's students elaborate and conceptually present their Master's thesis, which is defended during the final examination. During the research, Master's students must learn how to disseminate the results of their work. The study plan includes participation in 2 scientific conferences and preparation of 1 scientific publication.

The teaching methods and the requirements for the performance of tasks are selected in accordance with the defined learning outcomes, as well as the content of the study courses. For the organisation of students' independent work, formal and non-formal education methods and methodological techniques are being used, including e-learning and especially the MOODLE platform. The aim of the teaching methods used is to provide an opportunity to acquire theoretical knowledge and practical skills. The courses implemented in the programme are based on the development of defined competences.

[1] See Research of the Academic Information Centre "Student-centred education approach in higher education institutions / colleges in Latvia", available at: [http://www.aic.lv/portal/content/files/Informativs\\_zinojums\\_SCL\\_istenosana\\_Latvija.pdf](http://www.aic.lv/portal/content/files/Informativs_zinojums_SCL_istenosana_Latvija.pdf)

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

The study plan of the AMSP "History" does not include practice, but since academic year 2014/2015 the AMSP students use the ERASMUS+ opportunity to get involved in practice (volunteer or graduate) abroad. Students can choose different types of practice, thus expanding the content of studies (see 5.3). So far, ERASMUS+ practice has only taken place in Lithuania and was disrupted by the COVID-19 pandemic, though good prospects are being anticipated for it in the future.

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



The students of the AMSP "History" accomplish their studies with the defence of the Master's thesis. The topics of the Master's theses are considered at the meeting of the Department of History and approved by the Council of the Faculty of Humanities. The volume, structure and other requirements for the Master's thesis are specified in the materials approved by the Faculty of Humanities "Methodological Guidelines for the Elaboration of Term Papers/ Bachelor's/Master's Theses" (available electronically at: [1]). When elaborating Master's theses, students are also guided by the recommendations of the lecturers of the DU Department of History: Ivanovs A., Saleniece I., Soms H., compiled *Methodological guidelines for elaborating term papers, Bachelor's and Master's theses in the study direction "History"*. Daugavpils: Daugavpils University Academic Publishing House "Saule", 2014, 32 pp. (available electronically at: [2] ).

The Master's thesis must pass the plagiarism check procedure in accordance with the "DU Procedure for Submission of Final Papers for Plagiarism Check", which provides for mandatory submission and storage of electronic versions of final papers in the DU Information System and provides an opportunity to compare students' papers with previous years.

The defense of the master's theses is assessed on a ten-point scale by a Final Examination Commission appointed by order of the rector of the DU. Final Examination Commission composed of the head of the commission and at least two members of the Commission.

According to the Cabinet of Ministers Regulations No. 240 "On the State Standard of Academic Education", a Master's thesis is a research work in a field of history or its sub-discipline where a Master's student has carried out independent research and drawn science-based conclusions. In the initial stage of Master's thesis elaboration, the Master's student studies scientific methodological literature, which facilitates defining the research problem, as well as formulating the topic, aim and tasks of the Master's thesis. This is followed by the identification, selection, evaluation of historical literature and sources, criticism of historical sources and research of historiography. The information collected is then systematised, processed and summarised in the Master's thesis.

The analysis of the chronology and themes of the Master's theses defended in the AMSP "History" during the reporting period shows that most of the theses are dedicated to the study of 20<sup>th</sup>-century Latvian history and cultural history. Some exceptions (the Master's theses elaborated "Professional military persons of Rome Catholic rite on service in Russian Empire: the research into the biography of a noblemen and officer Mikhail Shchepanskiy", "Representation of Man in Advertisements of the Magazines "Zeltene" (1926-1940) and "Santa" (1991-2014)" only accentuate this trend. It is clear that DU Master's students in history work in the scope of the history of Latvia, focusing on the study of "white spots", creating new knowledge as a result of research, which is an undoubted indicator of scientificity.

The diversity of topics of Master's theses is determined by the difference in the individual research interests of Master's students, which led them to focus on various aspects of history - politics, economics, education, history of everyday life. Two periods of the history of Latvia were mainly studied - the interwar period ("Ethnic Relations in Daugavpils in 1920-40"; "Tourism in Cēsis District (1920-1940)"; "Daugavpils-Grīva Craftsmen Society (1937-1940)", etc.) and the Soviet period - with a pronounced prevalence of the second period, which can be explained by the beginning of the formation of the funds of the Daugavpils Zonal State Archives, started in 1944.

In terms of research methodology, the theses dedicated to the research of historical sources can be highlighted ("History of Daugavpils Enterprise "Electroinstrument" in Archival Records (1949-1959)", "Historical Sources about Pharmacies in Daugavpils Zonal State Archives of National Archives of Latvia (1960-1970)", etc.) and reconstructions of the past on the basis of analysis of historical sources and subsequent synthesis ("Leisure Time Possibilities in Latvia

(1944/1945–1953)”, “Madona Biržu Educational camaraderie 1908-1938: establishment and role in cultural education of society”, “Teachers of Southeastern Latvia (1944–1949)”, etc.).

In general, the Master’s theses of the students of the AMSP “History” in the period from 2015 to 2020 show that their authors have a good command of a wide range of information sources, formulate problems and study them with the help of appropriate modern methodologies in a broad historical context, thus confirming the competence of a historical researcher acquired during the studies.

[1] <https://du.lv/fakultates/humanitara-fakultate/macibu-materiali/> (viewed 06.09.2021)

[2] [https://du.lv/wp-content/uploads/2016/01/Metodiskie\\_ieteikumi\\_vesture\\_2014\\_A5.pdf](https://du.lv/wp-content/uploads/2016/01/Metodiskie_ieteikumi_vesture_2014_A5.pdf) (viewed 06.09.2021)

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

In order to improve the content of the study programme, its implementation and organisation of work and to follow the latest trends in science, education and market demand, at the end of each academic year students’ opinions are collected through surveys, as well as a survey of graduates and employers is carried out. The survey data are processed by the Institute of Social Research of DU Faculty of Social Sciences. The results of the surveys are discussed by the programme council and analysed in the annual self-evaluation reports.

During academic year 2014/2015, the survey of students at DU was improved, not only by changing and expanding the range of questions, but also by providing students with better opportunities to express their opinion (see the sample questionnaire on the DU website; see the survey statistics: <https://aptaujas.du.lv/index.php/695895>). DU study direction “History” has also been accredited this academic year, which resulted in the introduction of some changes, which partially coincided with the wishes expressed by the students. For example, abandoning the specialisation ‘cultural history’ let focus all courses in Part A of the programme on aspects of the study of history. The courses that had been criticised by students were reviewed, improved and started to be delivered in accordance with the aim of the programme. However, even after this change, the student survey data remains a valuable source of information for further improvement of the quality of the programme. From academic year 2015/2016 until 2018/2019 the data of student surveys conducted for the study year were analysed annually and remarks and suggestions were used to improve the implementation of the programme. The information is summarised in annual self-evaluation reports.

In academic year 2019/2020 both Latvian (LV) and foreign (FRGN) students studied in the AMSP “History”. Representatives of both groups participated in the survey. When evaluating the study process, both Latvian and foreign students fully agree that the quality of teaching is at a high level; in the first lesson, the lecturers introduced them to the content of the study course, informed them about how the learning outcomes will be evaluated. The respondents also fully agreed that the teaching staff provided all the necessary support during the study course to help achieve the defined learning outcomes. It was noted that the requirements to the students’ workload and forms of examination are completely clear, as well as the feedback received from the lecturers (evaluation of the performed tasks, recommendations, etc.) is sufficient.

While the respondents of the Latvian group believe that the content of the study courses of the programme did not overlap and that the provision of literature and methodological materials is sufficient, the foreign students pointed to the need of improvements here (the difference of opinion is partly explained by the fact that not all Latvian methodological materials have been prepared in English yet).

When answering the question about the number of visiting lecturers, both Latvian and foreign respondents pointed out the insufficient provision, which is true, because due to the pandemic the lectures of visiting lecturers planned for the spring 2020 did not take place. When evaluating the material and technical base of DU (classrooms, library, computer equipment, etc.), it was noted that "it is necessary to be supplemented, modernised in order to work more efficiently remotely" (LV) and indicated that some students sometimes experienced a lack of classrooms, in addition, there were complaints about the cold in the DU premises (FRGN: "There are not enough auditoriums as to me. Quite often we had to use department room for studies. It is also very cold in any building of university, which makes process less efficient and library study rooms become useless.").

Regarding the overall structure of the study programme, it is stated that the study courses included in it, the distribution of study courses by semesters, the amount of study courses (number of credit points) satisfy the respondents fully (LV) or partially (FRGN), without explaining exactly what could be improved. The answers about the use of the e-learning environment MOODLE in the study process are diametrically opposed: "used" (LV) and "did not use" (FRGN), which can be explained by the fact that the materials in MOODLE are mostly in Latvian. All respondents noted that during the distance learning in the spring semester of 2020, lecturers "used very systematically" (LV), "very systematically" (FRGN) online platforms for conducting classes.

When asked if there are any suggestions or comments on how to improve the quality of studies, the following answers were given: "more time should be allocated to writing a Master's thesis, especially in the last semester" (LV) and "more freedom for [History] Department to choose how and what to teach, please (FRGN)".

Thus, student surveys are a valuable source of information to promptly respond to students' needs and improve the study process of the AMSP "History". However, in the long term, when planning the changes, a view from afar is needed, therefore the management of the programme conducts surveys of AMSP "History" graduates (<https://forms.gle/srPzFTcdXykMUfRH8>).

Workplaces of most of the graduates are related to the preservation of historical and cultural heritage, many graduates work in schools and other education institutions after obtaining pedagogical education, however, not all of them work in the field of history. Due to various circumstances, graduates also work in public administration, police, probation service, army, etc. c. But they find the knowledge, skills and competences acquired during the studies in the AMSP "History" useful even there.

When outlining the possibilities of improving the AMSP "History", former students express their desire to have more teaching materials in Latvian, because sometimes, even if the book is published in Latvian, it is not available to students either in the DU library or on the Internet. It is necessary to unite all Latvian historians and teachers in order to achieve the distribution of teaching materials in Latvian in printed or electronic form. The idea of including practice in the study programme has also been expressed, as practical skills can only be developed through practical work. The same is emphasised by employers. From the experience of graduates in the workplace, the acquisition of foreign languages, involvement of IT in the study process, inviting visiting lecturers, participating in various projects, etc. have been named as the desired study components. But there is also the idea that "a drawback of the moment may turn into an advantage in ten years' time" – it is probable that shortcomings encourage the search for

extraordinary solutions and toughen one for further achievements.

Among the strengths of the study process, the graduates mention the erudition, professionalism, competence of the teaching staff, their passion for scientific activity, openness and approach to students, desire to involve students in research, individual approach.

Former students express their concern when answering the questions, the desire to improve, to apply the latest methods in their work (even without working in the field of history) - this can mean that graduates possess the best qualities of a creative person. They also feel anxious that the history of Latvia has not been studied much yet. Even decades after their studies, they acknowledge that they use the knowledge and skills acquired at the university, and that memories of their studies inspire for lifelong learning. Wide horizons, analytical thinking skills, competence base, ability to operate large amounts of information allowed them to be competitive in the labour market (this is also confirmed by employers). The acquired competences ensure creative abilities of the current employees even in areas not related to history.

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

The opportunities for students of AMSP "History" will be expanded by participating in mobilities within the framework of the European Union support programme "ERASMUS+" in the field of education, training, youth and sports. DU has cooperation agreements with over 90 higher educational institutions in 22 countries.

The students of AMSP "History" were regularly informed about mobility opportunities and were able to use the ERASMUS+ offer within Europe and beyond. But only a few of them took the opportunity. A. Fedosejev, a student of AMSP "History", studied at the University of Mindanao in the Philippines within the framework of the ERASMUS + program. Since 2014/2015 academic year new experience is approbated - ERASMUS+ practice (volunteer and graduate) in a foreign country. It is also available for AMSP students and graduates (4 students and graduates have used this opportunity in the last six years). Students may select various kinds of practice for ERASMUS+ placement, thus expanding the content of their studies. Outgoing mobility could have been more extensive, but it should be noted that the majority of students in the programme combine studies with permanent work. Periods of mobility abroad can put you at risk of losing your job and/or make it harder to find a job, which reduces students' motivation to take advantage of the mobility opportunities offered. In addition, the COVID-19 pandemic also made impact by temporarily suspending the mobility. Hopefully, the situation will change and in the future the students of the AMSP "History" will make more extensive use of ERASMUS + opportunities.

After the completion of ERASMUS+ mobility, the director of the study programme in cooperation with the lecturers of the study courses provides maximum opportunities to integrate the courses acquired at a foreign university into the DU study programme through the alignment of the study courses. DU has developed a procedure for the recognition of study courses acquired during the international mobility. Students submit supporting documents on the achievement and evaluation of learning outcomes in accordance with the DU procedure rules (<https://du.lv/wp-content/uploads/2015/12/E-studiju-nolikums-2015-11-11.pdf>). The director of the study programme together with the lecturers of the respective study courses examines the submitted documents and, based on the requirements to the acquirement of the study course,

either accepts the evaluation of the foreign university or offers the student to complete the task to reach the required level of knowledge, skills and competence. The full final evaluation and recognition of learning outcomes is approved by DU Council for Studies.

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

**3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

Information on the resources and provision of the programme is provided in the self-evaluation report, Part II, Chapter 3 "Resources and provision of the study direction" (3.1. – 3.3). The source of funding for the Mater's study programme is the state budget and tuition fees. The tuition fee for one student is calculated by the DU Department of Finance and Accounting. The financial situation is regularly monitored by reviewing the costs of study programmes, the compliance of the planned workload of the academic staff with the actual number of students and work.

The Faculty of Humanities, located in the building of Daugavpils University at Vienības Street 13 and where the study process in the AMSP "History" will take place, is provided with a sufficient number of classrooms. DU structural units are supplied with computer equipment, copying equipment, audio equipment and video equipment.

The quality of the study process is ensured by the book depository available to students:

DU **scientific library** accounts about 14 thousand units related to history and cultural history. The DU library has three book depositories, several reading rooms and provides home subscriptions.

The number of books in English is 525, which is 4% of the books in the field of history.

In other languages:

Latvian -28%

Russian. - 66%

Polish - 1%

another hour (German, French, Spanish, etc.) - 1%

In order to promote the efficacy of the study process, an electronic catalogue of DU scientific library has been created. Readers have the opportunity to use the funds and services of the 13 largest libraries of Latvia.

DU library readers have the following at their disposal:

- the Internet;
- the electronic catalogue of the library ALISE (Advanced Library Information Service);
- the opportunity of ordering, reserving and renewing books online;

- automated user service;
- databases:
- Cambridge Journals Online (CJO) – universal full-text data base;
- EBSCO Multi-branch journal data base: Academic Search Elite, Business Source Premier, MasterFILE Premier, Newspaper Source, ERIC, Business Wire News, MEDLINE, Health Source – Consumer Edition, Agrikola.
- LETA archive resources of national news agency;
- LETONIKA reference and translation system on the Internet;
- Lursoft newspaper full-text database;
- NOZARE LV topical information about 30 major business branches of Latvia;
- RUBRICON universal reference full-text database;
- Science Direct multi-branch database;
- Integrum – Database of Russian magazines and newspapers
- Scopus – Database of bibliographic and citation information of multidisciplinary scientific publications.

Students have access to prof. J. Veinberg's lecture hall and library (mostly books in ancient history) and other private gifts and books purchased within the framework of projects. Students may also use the books from lecturers' private libraries. The funds of Latgale Research Institute library (2600 titles), database "Latgale data", electronic publications on the Latgale Research Institute website [1] can be used in the study and research process. The library of the Oral History Centre is one of the best Latvian libraries in oral history, and is used in the study process and when elaborating research papers. Students also may use a collection of oral history sources of the Oral History Centre (audio recordings of about 1200 interviews (partially transcribed), documentation, photo scans, etc. DU HF Centre of the Russian Language and Culture acquaints with Russia's cultural and historical heritage, as well as current scientific and methodological information from Russia. The Centre's library offers Russian editions (about 500 units), including history, culture, and philosophy books in Russian, and a multimedia information bank (media library) that includes audio, video, and media materials, as well as audiobooks, audio collections, and audio tours related to the topics of history. Students also use the materials of DU HF Centre of Lithuanian Studies (scientific literature, encyclopaedia, reference literature, audio and video recordings, etc.).

Students can take advantage of the learning opportunities offered by the Foreign Language Centre of the Faculty of Humanities, where they can improve their English language skills and learn the basics of German, French, Spanish, Chinese and Russian.

The resources and provision of the study programme correspond to the conditions of the study programme implementation and achievement of the learning outcomes. The resources available to students, including the facilities, material and technical base and equipment (for preparation, combination, integration, visualization and distribution of study and research materials), information networks (Internet, intranet, Moodle), databases (library network, databases of DU research centres, free access to databases (databases of literature resources), materials (research materials, scientific publications, archives), services (administrative, financial, IT and network support services, access to official statistics), computer applications and software (Standard Office, SPSS, GIS, N'Vivo, data visualization online tools and software, online communication tools) provide for acquisition all study courses offered in the programme, as well as conducting research, and provide a flexible and student-centred environment.

[1] <http://lpi.du.lv> (skatīts 07.09.2021)

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

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

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

The implementation of the AMSP “History” is ensured by 12 lecturers: 4 professors (33%), 2 assoc. professors (16.5%), 3 docents (25%), 2 lecturers (16.5%) and 1 researcher (9%), among whom there are 9 doctors (75%) and 5 experts (42%) of the Latvian Academy of Sciences.

Due to the fact that the implementation of the sub-program “History and Theory of Culture” was stopped, the number of lecturers in the program has decreased. However, some lecturers (A. Stašulāne, G. Ozoliņš, E. Vasiljeva) successfully integrated their study courses and research at AMSP “History”. In the course of the change of generations, instead of Dr. hist., doc. Tatjanas Kuzņecova in the program began work HSZI researcher Mg. hist. Maija Grizāne.

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

The implementation of the AMSP “History” is ensured by 12 lecturers: 4 professors (33%), 2 assoc. professors (16.5%), 3 docents (25%), 2 lecturers (16.5%) and 1 researcher (9%), among whom there are 9 doctors (75%) and 5 experts (42%) of the Latvian Academy of Sciences.

11 lecturers ' workplace is DU.

Several criteria have been set for the selection of lecturers for the AMSP “History” to ensure that the delivery of the study courses and advising Master’s theses are implemented by qualified specialists who are actively involved in scientific research. The selection criteria for the teaching staff are as follows: 1) scientific work, which ensures the high-quality teaching of courses, 2) compliance with the requirements of regulatory enactments 3) experience in teaching courses at the Master’s level, as well as advising Master’s theses.

All lecturers involved in the implementation of the AMSP “History” have a Doctoral or Master’s degree in history or related disciplines, which confirms that lecturers with appropriate qualifications have been selected in accordance with the specifics of the academic Master’s study programme. Teaching Master’s students of study programmes in humanities and social sciences other than history promotes the implementation of an interdisciplinary approach. The teaching staff involved in the implementation of the study programme have a command of English of at least B2 level, which allows delivering study courses in English. Six out of the teaching staff are experts of the Latvian Council of Science (LCS). Prof. I. Saleniece provides scientific expertise for the Estonian Research Council and the Czech Science Foundation.

The number of lecturers and qualification of the teaching staff implementing DU AMSP “History” complies with the regulatory enactments stipulating the number of lecturers with the appropriate qualification to be involved in the implementation of Master’s programmes.

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

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

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

The DU lecturers of the AMSP “History” actively participate in scientific research both at the national and international level, publish their works in both Latvian and world-wide recognized scientific journals and article collections (see appendix). The scientific capacity of the teaching staff is confirmed by research conducted during the last 6 years, publications indexed in the *Web of Science* and *SCOPUS* databases, as well as participation in international projects. The information on the scientific research (publications, participation in scientific conferences and projects) of the DU lecturers employed in the AMSP “History” can be found in the appendix and in the self-evaluation report, section II.4.



The AMSP “History” is formed in accordance with the “Law on Scientific Activity” of the Republic of Latvia, which determines the unity of science and higher education and stipulates the obligation of higher education institutions to perform scientific activities. The law also specifies the obligation of every scientist to participate in preparing new scientists. The research activity of DU academic staff of the AMSP “History” is closely related to the study process, the directions of research work are focused on successful implementation of the study programme and in most cases are related to the specialization of lecturers employed in the programme. The scientific publications of the academic staff are related to the courses they teach. Each representative of the academic staff has elective courses related to his/her research activities. For example, the findings of prof. of I. Saleniece’s research work *Oral History in the Context of Source Research* form the basis of the study course “Oral history”; prof. A. Ivanov’s research directions *Source Studies and Auxiliary Disciplines (methodology, theory and practice)*, *Archeography and editions of medieval historical sources* - in the study course “Archaeography” and “Archival Studies”; assoc. prof. H. Soms’s research directions *Regional (Latgale) history, Modern technologies and databases in historical research* - study course “Regional research in history”, etc.

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

The existence of the study programme and the achievement of its aims, tasks and expected results is possible only if a team of professionals is engaged in its implementation, and if they are aware of the ideas, principles, goals and ways of achieving them.

Within the Master’s study programme, the need for cooperation among the teaching staff is determined first of all by joint research and scientific cooperation. However, when establishing the study programme, the needs of students come to the fore. The optimal version is seen as harmonisation of the needs, interests and opportunities of all parties involved. Students are given the opportunity to collaborate with many lecturers, including those who represent not only history, but also other fields of science: theology, philology, computer science/mathematics, etc. By regularly discussing the effectiveness of the programme, the lecturers involved in its implementation coordinated the content of the taught study courses, seminars and discussions so that the information would not be repeated and that the issues would be considered from various aspects.

The implementation of the AMSP “History” is ensured by the teaching staff, who regularly cooperate for the improvement of the study process, taking into account the interests of students. Thus, student-centred education is implemented, where special importance is given to the improvement of interdisciplinarity and internationalisation aspects, and the experience of synergy between research and studies promises a sustainable perspective of the programme.

The ratio of the number of students and teaching staff within the framework of the study program is 1:1, which provides a lot of attention to students from the side of lecturers and guarantees an individual approach. In fact, in each year this ratio is somewhat different, because depending on the research interests of students (related to the research sphere of the master's head) and the choice of the free elective courses of study, in a particular year not all lecturers are taught.



# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)		
Statistics on the students over the reporting period	[ENG] Statistika par studējošajiem pārskata periodā studiju programmā "Vesture".xlsx	[LV] Statistika par studējošajiem pārskata periodā studiju programmā "Vesture".xlsx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard	"AMSP Vesture" Compliance of the study programme with the state standard of higher education.docx	"AMSP Vesture" atbilstība valsts izglītības standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	AMSP "Vēture" kursu kartējums studiju programmas studiju rezultātu sasniegšanai ENG.xlsx	AMSP "Vēture" kursu kartējums studiju programmas studiju rezultātu sasniegšanai LV.xlsx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	AMSP_PL_Studiju_Plāns (Eng).xlsx	AMSP_PL_Studiju_Plāns.xlsx
Descriptions of the study courses/ modules	ENG_AMSP_kursu_apraksti.zip	LV_AMSP_kursu_apraksti.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	AMSP vesture diploma paraugs ENG.zip	AMSP vesture diploma paraugs LV.zip
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Vienošanās-starp-LU-un-DU-par-vēstures-studiju-programmām_ENG.docx	Vienošanās starp LU un DU par vēstures studiju programmām.pdf
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Guarantee_ENG_FINAL.doc	APLIECINĀJUMS_kompensācijai_studejosajiem_studiju_virziena_Vesture_un_arheologija_programmas.edoc
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	APLIECINĀJUMS_AMSP_Vesture_EN.docx	APLIECINĀJUMS_AMSP_Vesture_svesvaloda_B2.edoc
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.		
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	Apliecinajums_AMSP_Vesture_atbilstībai_MK_noteikumiem_ENG-1.docx	APLIECINĀJUMS_AMSP_Vesture_atbilstība_55_panta_1_d_3_p.edoc
Sample (or samples) of the study agreement	AGREEMENT_STUDIES_ENG.docx	Līgums_par_studijām_DU_LV.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	Nr_25_DU_mg_Vesture_250 stud.docx	Nr_25_DU_mg_Vesture_250 stud.docx

# History and Archeology (51228)

Study field	<i>History and Philosophy</i>
ProcedureStudyProgram.Name	<i>History and Archeology</i>
Education classification code	<i>51228</i>
Type of the study programme	<i>Doctoral study programme</i>
Name of the study programme director	<i>Irēna</i>
Surname of the study programme director	<i>Saleniece</i>
E-mail of the study programme director	<i>irena.saleniece@du.lv</i>
Title of the study programme director	<i>Dr.hist.</i>
Phone of the study programme director	<i>+371 28277752</i>
Goal of the study programme	<i>To ensure the consistency of the study of history, training of leading employees of scientific, higher education and cultural institutions, who have the competence to raise and solve the most important issues of modern history, developing and strengthening Latvia's scientific potential, which in a broader sense means participation in the formation of the intellectual elite, as well as the ability to influence the direction and priorities of the development of the national study of history.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. to select the best applicants in accordance with the jointly developed criteria for the evaluation of applicants for Doctoral programmes;</i></li> <li><i>2. to ensure the acquisition of deep and extensive knowledge of the current theoretical and methodological problems in the history of the modern world and Latvia;</i></li> <li><i>3. to develop Doctoral students' skills and competences that will enable them to carry out independent projects based on scientific findings and methods and to carry out scientific research, achieving the best results in accordance with international standards in the field of science;</i></li> <li><i>4. to provide qualified supervision for the scientific work of Doctoral students, to ensure the transfer of the scientific work experience, scientific methods and erudition of the academic staff to the next generation;</i></li> <li><i>5. to give Doctoral students an opportunity to publish the results of their scientific research and theoretical findings in international and national scientific periodicals;</i></li> <li><i>6. to provide Doctoral students with an opportunity to get acquainted with the latest theoretical and historiographical achievements;</i></li> <li><i>7. to promote Doctoral students' understanding of scientific and academic careers and to improve the pedagogical competence required for academic work;</i></li> <li><i>8. to promote the development of interdisciplinarity by cooperating with other Doctoral study programmes of the University of Latvia, DU and other universities.</i></li> </ol>

Results of the study programme	<p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Know current research methods used in the study of history and archaeology;</li> <li>2. Know and apply the latest achievements in Latvian and world historiography;</li> <li>3. Know the theoretical problems of history and their solutions;</li> <li>4. Understand the interdisciplinary relationship between history and other social and humanitarian disciplines;</li> <li>5. Have deep specialized knowledge in the chosen field of research, the corresponding history sub-branch and extensive knowledge in history;</li> </ol> <p><b>Skills</b></p> <ol style="list-style-type: none"> <li>6. Independently formulate and critically analyse research problems at various levels of education, including higher education and Doctoral studies;</li> <li>7. Make science-based decisions in solving the problems of history and related social and humanitarian disciplines and defend their opinion with arguments;</li> <li>8. Propose and implement research-based changes in their institution, branch of history and, if possible, in society as a whole;</li> <li>9. Apply the latest research methods, choosing the most suitable ones for their own scientific activity;</li> <li>10. Integrate the results of scientific research into study courses at the university and supervision of scientific works of students and Doctoral students.</li> </ol> <p><b>Competence</b></p> <ol style="list-style-type: none"> <li>11. Independently and responsibly plan, structure and manage scientific projects, including international ones;</li> <li>12. Publish the results of their research in internationally recognized editions, including internationally cited ones in Latvia and abroad;</li> <li>13. Disseminate the results of scientific research in national and international scientific conferences and seminars;</li> <li>14. Independently, responsibly and critically carry out scientific research important in the study of history, promote the introduction of innovations in research practice;</li> <li>15. Independently manage the work of scientific teams in the field of history and archaeology.</li> </ol>
Final examination upon the completion of the study programme	<p>Doctoral examination in the sub-branch of history</p> <p>Doctoral examination in the specialty</p> <p>Doctoral examination: historical concepts in a foreign language</p>

## Study programme forms

### Full time studies - 3 years - latvian

Study type and form	Full time studies
Duration in full years	3
Duration in month	0
Language	latvian
Amount (CP)	144

Admission requirements (in English)	- <i>Master's degree in humanities, social sciences, education, natural sciences or equivalent higher education, - application for the topic of the dissertation, - an interview.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor of Science (Ph.D.) in History and Archeology</i>
Qualification to be obtained (in english)	-

### Places of implementation

Place name	City	Address
University of Daugavpils	DAUGAVPILS	VIEŅĪBAS IELA 13, DAUGAVPILS, LV-5401

### Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>144</i>
Admission requirements (in English)	- <i>Master's degree in humanities, social sciences, education, natural sciences or equivalent higher education, - application for the topic of the dissertation, - an interview. At least B2 level Proficiency in English.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctor of Science (Ph.D.) in History and Archeology</i>
Qualification to be obtained (in english)	-

### Places of implementation

Place name	City	Address
University of Daugavpils	DAUGAVPILS	VIEŅĪBAS IELA 13, DAUGAVPILS, LV-5401

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

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

Doctoral study programme "History and Archaeology" jointly established by Daugavpils University and University of Latvia (JDSP, program code 51228), was developed within the project "Development of internationally competitive and economic development-promoting study programmes at the University of Latvia" (project agreement no 8.2.1.0/18/a/015), was licensed in on 7 April 2021. The program will start on 1 September 2021, and by this date will cease to exist the current DU DSP "History". The courses studied by DSP "History" students will be equated to the study plan of the new program and they will be matriculated in JDSP "History and Archaeology".

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

Statistics and dynamics of the number of students from 2015/2016 to 2020/2021 study year are indicated for the DU DSP "History", which is not continued. To the DU and UL joint DSP "History and Archaeology" was held admission 2021/202. study year. The program matriculated 6 students (three of them – DU, including one foreign student). Four PhD students will be re-registered from the previous DU DSP "History" to continue their studies in the JDSP "History and Archaeology".

The number of students in the Doctoral study programme "History" (DSP) of DU during the last years (2015–2020) was mainly influenced by external factors:

- the demographic situation in the country, as a result of which the number of graduates has decreased sharply;
- financial problems related to the fact that the socio-economic situation in the Eastern Latvian region is still at a relatively low level, which leads to the relocation of the population abroad;
- a small supply of state-funded places in the programme. Due to the difficult socio-economic situation, a large share of graduates cannot afford fee-based education; the study loan is not used for the above reasons.

The reasons for terminating the study process are mainly personal. Most of those who dropped out had livelihood issues, health problems, an inability to combine studies with work, family circumstances, and a lack of motivation to continue their studies. Due to the Covid-19 pandemic, students did not have access to archives, museum collections and library materials either in Latvia or abroad, thus students were forced to take an academic leave and stop elaborating their theses.

However, before the beginning of the pandemic, there was an increased demand for state-funded places in the DSP “History” and thanks to the support of DU administration the demand is met by regulating the number of places in DU Doctoral study programmes and allocating state-funded places to the students of the DSP “History”.

The information on the dynamics of the number of students is available in the appendix.

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

The joint Doctoral study programme “History and Archaeology”, uniting the forces of professors of history working at the University of Latvia and DU, will provide high-quality and versatile education in history at the level of the Doctoral programme. It is based on the research of high-level historians of the University of Latvia and DU. The study programme corresponds to the certain field of science “History and Archaeology” determined in the classification of science, strengthening the growth of the role of archaeology. The growing role of archaeology will mean synergies with several STEM fields, such as geology, geophysics, chemistry, physics, biology.

The name of the JDSP “History and Archaeology”, the degree to be obtained, the aims and tasks, the admission requirements for students are interrelated. JDSP “History and Archaeology”, the implementation of which is planned for three years, gives opportunities to the graduates obtaining a Doctoral degree (Ph.D.) in history and archaeology to independently elaborate and manage scientific research projects, publish the results of their research in internationally cited editions in Latvia and abroad, disseminate the results of scientific research at conferences and seminars, to promote the implementation of innovations in research practice.

The aim and tasks of the joint Doctoral study programme “History and Archaeology” of the University of Latvia and DU, as well as the learning outcomes obtained during the studies correspond to the EQF level eight (Cabinet Regulation No. 322 “Regulations on the Classification of Latvian Education”), which is a level of Doctoral studies.

To organize the admission, the Council of the JDSP “History and Archaeology”, based on the proposal of the director of the study programme of each party, establishes an Admission committee of 3 members of each party and appoints a chairman of the Admission committee of each university. Admission of students takes place in a joint competition for places financed from the state budget and natural and legal persons, the number of places at each university is determined in accordance with the funding allocated to it. Each university will enter into a Study Agreement with the student, which will determine his / her rights and obligations, and confirm the consent to the processing of the student's personal data for the purposes of organizing the study process.

The level of education required for admission is a Master's degree in the humanities, social sciences, education sciences, and natural sciences, or equivalent higher education and an entrance interview. It should be noted that researchers with a Master's degree in natural sciences (including biology, chemistry, physics, etc.) with experience in the field of history and archaeology, such as the conservation and restoration of archaeological antiquities and the study of organic artifacts, may also be interested in the JDSP. Also, demographic research, research of various documents and



subject materials and other fields envisage the involvement of approaches and methods of natural sciences alongside the methodology of history and archaeology.

The detailed application of the Doctoral thesis presented by the applicant, the applicant's motivation will be evaluated during the entrance interview. The applicant's activities are also taken into account: scientific publications, participation in international scientific conferences, relation of professional activity to the topic of the dissertation, foreign language (s) skills if required.

Admission criteria for the Doctoral study programme have been developed, which envisage evaluating Doctoral applicants 1) according to previous achievements and 2) according to the results of the entrance interviews. For the groups of criteria related to previous achievements, the average mark obtained during the Master's studies, the mark received for the Master's thesis (not less than "excellent") is taken into account. Work in the UL and DU and their research institutes is taken into account, points are awarded for work in institutions operating in the field of history. Studies abroad are evaluated positively. The scientific significance of the topic is assessed during the entrance interview, for example, scientific topicality and compliance with the priority development directions in the study of history.

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

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

The content of the JDSP "History and Archaeology" follows from the aim of the programme and is focused on the trends of the industry in the European Union countries and the world. The Europeanisation of Latvian study of history is of significant importance. The need to apply a cross-sectoral approach and the active integration of the humanities and social sciences in applied science research is being emphasised, recognising the importance of the study of history in strengthening Latvia's statehood. The implementation of the JDSP "History and Archaeology" emphasises the trends of professionalisation and internationalisation. The increased attention is paid to skills of researching historical and archaeological sources, criticism of sources, use of modern IT technologies in historical research. The classical theme of political history is supplemented with the problems of social and cultural history and regional history. In cooperation with foreign universities, visiting professors and researchers from different countries, whose history is closely connected with the history of Latvia, are being invited. The scope of research topics is focused on the history of Latvia in the context of the history of the Baltic region and Europe. The emphasis on archaeology in the programme contributes to the growth of internationalisation.

The Order of the Cabinet of Ministers Nr. 433 of 12.09.2018. on the national research programme "Latvian Heritage and Future Challenges for Country's Sustainability" indicates that the goal of

development of science sectors is “national and European, active and development-oriented civic-responsible knowledgeable society for inclusive growth”. The JDSP “History and Archaeology” promotes the development of the knowledge base on the genesis of the idea of Latvian statehood in Latvia, its cultural and historical preconditions in the process of the national history, the role of democratic values in the development and functioning of the state and society, the development of knowledge culture in the history in various periods, the formation of a civic and inclusive society and its common values in the history of Latvia and at present, the role of various ethnic and social groups[1], etc. The cited document outlines undoubtful state policy support for historical research.

The structure of the JDSP “History and Archaeology” is logical and focuses on the targeted development of independent research activities and practical skills; the study courses provide the necessary knowledge base and promote the development of skills and abilities to achieve the specified learning outcomes. The study programme is divided into A (mandatory) part and B (elective part). In part A (108 credit points, 75%), a large part of the programme content is made up of courses dedicated to the elaboration of the Doctoral thesis (88 credit points, 61%): *Elaboration of the Doctoral Thesis in History I-VI*, and exams. The elective part (B) is 46 credit points and offers specialised courses in various history disciplines in interdisciplinary aspect.

The study courses, developed within the study programme, correspond to the current development trends in the study of history. For example, the study courses "Theory of history and historiography in Latvia and Western countries: connections, interactions and influences" (Vēst7032) and "Source Studies Paradigm of the Modern Methodology of History" (Vēst7060) not only deepen Doctoral students' understanding of history theory, but also focus on current historical issues (social history, macro- / micro-historical interactions, use of qualitative and quantitative data in historical research, etc.). These courses provide an insight into the most important trends in the development of contemporary historiography and auxiliary sciences, helping Doctoral students to consciously choose the theoretical and methodological approaches on which to base the research of a specific topic. Study courses "Oral history as a means of shaping the image of national history" (Vēst7059), "Methodology of regional research in history" (Vēst7058), "Computer Technologies in Representation, Research and Editing of Historical Records" (Vēst7057) provide Doctoral students with the opportunity to acquire and improve research skills according to the theoretical and methodological level of modern history. Acquirement of the mentioned study courses, as well as participation in Doctoral seminars, Doctoral School and systematic cooperation with the scientific advisor of the Doctoral thesis promote the expansion of students' horizons and offer competitive education in the field of history; meet the challenges of the future and are based on the emphasis on students' independent work, synergy of studies and research work, preparing specialists competitive in the labour market by developing their abilities and motivating for lifelong learning.

[1] Cabinet of Ministers Order no. 433 of 12. 09.2018 on the national research programme “Latvian Heritage and Futures Challenges for Country’s Sustainability, available at: <https://likumi.lv/ta/id/301613-par-valsts-petijumu-programmu-latvijas-mantojumsun-nakotnes-izaici-najumi-valsts-ilgtspejai>

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

The study process at DU is organised in compliance with the legislation of the Republic of Latvia, the Law on Higher Education and other normative acts. The aim of the programme implementation corresponds to the vision of both universities – DU and LU, their strategic goal and tasks.

According to the study plan, students acquire 24 CP in one semester. The study subjects of Part A of the study plan (“Elaboration of the Doctoral Thesis in History” and “University pedagogic practice in history”) are taught to the students of each university by the teaching staff of this university. In turn, students can choose Part B subjects depending on their research interests. It is planned to organize the events of the doctoral school together with DU and LU.

When analysing the content of the JDSP “History and Archaeology”, it can be concluded that all study courses of the study programme are aimed at achieving the aim of the programme and ensuring the results and are coordinated with the development trends of various branches of science in Latvia. The choice of course topics corresponds to the learning outcomes defined in the study courses – skills and attitudes, knowledge and competences. All these indicators are interrelated. This is confirmed by the course mapping. The programme is focused on preparing competent, qualification-compliant and competitive specialists for work in state, municipal, private, non-governmental and international organisations. Delivering the courses in English along with the Latvian language promotes the strengthening of trends of internationalisation, stimulating the practical usage of internationally acknowledged terminology of the historical science.

The achievement of the aim and tasks set by the study programme is facilitated by the systematic implementation of the study programme content, targeted planning of the study process, diversification and improvement of forms of studies and methods, provision of independent learning, as well as regular study quality assessment and quality culture improvement.

The main research directions of the JDSP “History and Archaeology” include general history, history of Latvia, archaeology, ethnology, historiography and auxiliary disciplines. By implementing a modern interdisciplinary approach in research and cooperating with a wide range of specialists from other fields of science, it is possible to provide a wide range of research directions, ensuring in-depth qualifying of specialists.

The adaptation of doctoral students with previous education in exact or natural sciences to KDSP “History and Archeology” will be facilitated by both collegial relations with other students and a student-centered study style, but first and foremost by individual work with the supervisor.

Participation in the events on science transfer ensures aspects of interdisciplinarity, develops students’ skills to represent current problems of history to the audience of other specialists, participate in discussions and search for potential partners for further research projects.

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

The study process in the JDSP “History and Archaeology” is organised as full-time in-person learning, which will follow a student-centered approach<sup>[1]</sup> in the elaboration and implementation of the programme content. It ensures observation of the main principles of the student-centered approach: involvement of students in the study process and content improvement, clarity of learning outcomes and compliance with students’ interests, ensuring student mobility, development of academic staff competences, etc.

Following student-centered approach, the teaching staff of the University of Latvia intends to implement the KDSP “History and Archeology” in such a way that students are encouraged to actively participate in the study process and its improvement. Lecturers of study courses update the descriptions of study courses, paying special attention to the formulation of study results - so that they are understandable to students, thus promoting student participation and co-responsibility in the study process, as well as assessing students' progress in line with student-centered higher education.

Students are provided with an opportunity to influence the course of the study process and promote the improvement of the study programmes. Student surveys are conducted annually, the results of which - and especially students’ critical remarks and suggestions - are reflected in self-evaluation reports and are used both in the improvement of the content and forms of studies. The organisation of the study process is also focused on the integration of the principles of student-centered education, providing an opportunity for students to take an active role in the study process and achieving its results. DU has a strong tradition of involving students in national and international research projects implemented by lecturers, within which young specialists improve the skills acquired during their studies and implement the competences of practicing researchers.

The activities of Doctoral students are regularly evaluated and monitored. Once a year, the implementation of the annual study plan is evaluated and the study plan for the next academic year is approved. Students need to get a positive assessment of the acquisition of the mandatory and elective content of the programme. When evaluating the learning outcomes achieved in the study courses, the requirement to ensure clear evaluation criteria at the beginning of the course is observed. The lecturer acquaints students with certain evaluation criteria in each study course in the first lesson; the criteria are also given in the course descriptions. In order to ensure high-quality learning outcomes, the JDSP “History and Archaeology” provides for the involvement of the lecturers and students of the programme in the process of continuous information exchange, evaluation of the study process and providing feedback. The diversity of students’ needs and opportunities is respected through various ways of implementing the programme (including independent and individual work, as well as consultations). According to the guidelines, the dominant form of activity in theoretical courses is a seminar, lectures are present in a relatively small number, and students’ independent work outside the classroom plays an important role. Theoretical courses and Doctoral seminars are organised in such a way as to provide support in the elaboration of the Doctoral thesis.

During each semester, work with primary sources (archival materials, archaeological artifacts, etc.) and secondary sources (press, legislation, memories), critical evaluation, analysis and synthesis of these sources is planned. Particular importance is given to the publication of the achieved scientific findings and results, which is reflected in the preparation and publication of articles in cited, peer-reviewed editions in Latvia and abroad, as well as participation in international scientific conferences. The courses dedicated to the elaboration of the Doctoral thesis provide for studying of scientific literature and carrying out critical analysis, evaluating the facts and historiographical concepts mentioned therein and applying the mentioned in the elaboration of the Doctoral thesis. Doctoral students must participate in the organisation of conferences, as well as in the programmes and events organised by faculties.

Requirements for the accomplishment of tasks and the methods are selected in accordance with the defined learning outcomes, as well as the content of study courses. Formal and non-formal teaching methods and methodological approaches, including e-learning, are used in the organisation of students' independent work. The aim of the teaching methods used is to provide an opportunity to acquire theoretical knowledge and practical skills. The courses implemented in the programme are based on the development of certain competences with special attention paid to the development of integrative reflection.

[1] See Research of the Academic Information Centre "Student-centered education approach in higher education institutions / colleges in Latvia", available at: [http://www.aic.lv/portal/content/files/Informativs\\_zinojums\\_SCL\\_istenosana\\_Latvija.pdf](http://www.aic.lv/portal/content/files/Informativs_zinojums_SCL_istenosana_Latvija.pdf)

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

The majority of the students of the JDSP "History and Archaeology" are already employed in educational institutions, memory institutions, culture promotion organisations, etc., thus the only study course offered for the acquisition of skills required for the university teaching staff is *University Pedagogic Practice in History*, which includes teaching one elective course in the Bachelor's or Master's study programme in history.

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

Doctoral thesis is an independent original research of a topical scientific problem that plays an important role in the development of history as science. The thesis defence procedure is determined by the Regulations of the Cabinet of Ministers of the Republic of Latvia No. 1001 "On the Procedure of and Criteria for Awarding of Doctoral Scientific Degree". By the decision of the Council of the Doctoral programme, a specialist with a Doctoral degree in history is appointed as an advisor of the Doctoral thesis. The advisor together with the Doctoral student develop the strategy and tactics of the Doctoral research, prepare the research project, as well as the schedule of its implementation. Within two months after the enrollement, the Doctoral student together with the research advisor chooses the topic of the thesis, which is approved at the meeting of the Council of the Doctoral programme. The advisor and topic of the thesis are approved by the DU Council of the Doctoral programme. The advisor provides the Doctoral student with the necessary consultations with specialists from both DU and other universities.

The results of Doctoral students' research work are presented in the study process, as well as by publishing scientific articles, participating at scientific conferences and research projects. The results of scientific work may be published in the proceedings of the annual DU scientific conferences (<http://www.dukonference.lv/lv>, in 2021, the 63<sup>rd</sup> DU Scientific Conference took place),

as well as the annual international conference "Scientific Readings" at the Faculty of Humanities of DU

(<https://du.lv/fakultates/humanitara-fakultate/zinatniskie-lasijumi-ikgadeja-starptautiska-zinatniska-konference>). The students participate in conferences outside DU, too.

The Doctoral theses are characterised by an interdisciplinary approach, which implies a synthesis of different branches of science, methods (history and culturology, history and sociology, history and social psychology, history and anthropology, history and history of religion/church). Diversity of historical sources and their synthesis in research (unpublished/published official documents, official statistics, ego-documents, oral history sources, photo documents, press, fiction, etc.) is observed in the course of elaboration of Doctoral theses. The developed research is characterised by the use of different methods of analysis when working with historical sources, taking into account the methodological developments in the modern study of history: statistical method or content analysis; linguistic (semantically contextual), structural approach.

The features mentioned above (interdisciplinary approach, diversity of used historical sources and methods of their analysis, as well as synthesis of the source research) are also characteristic of the first Doctoral thesis elaborated in DU DSP "History" "RELATIONS BETWEEN THE SOVIET STATE AND THE ORTHODOX CHURCH: THE RIGA DIOCESE (1944 - 1964)", a thematic collection of scientific publications defended by Galina Sedova in 2020.

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

DU DSP "History" has accumulated considerable experience in organizing surveys of students in order to improve the content of the study program, its realization and organization of work. Also, surveys of graduates and employers are held to follow the latest trends in science, education and market demand. The survey data are processed by the Institute of Social Research of DU Faculty of Social Sciences. The results of the surveys are discussed by the programme council and analysed in the annual self-evaluation reports. This experience will be used in organizing surveys of students, graduates and employers of the JDSP "History and Archaeology".

Students of all three courses of DU DSP "Historiography and Auxiliary Disciplines" participated in the survey for academic year 2015/2016. The results of the survey show that students are satisfied with the study programme. Positive answers given to the questions testify to good planning, efficient organisation and high-quality implementation of the Doctoral study programme. In this regard, it should be noted that all Doctoral students (100%) evaluated the quality of teaching as "high", the content and delivery of the study courses - as "clear, logical and understandable", the requirements for evaluation of the acquired study courses - as "clear, logical and justified", the requirements for the amount of independent work - also as "clear, logical and justified". The comments should also be taken into account, in which Doctoral students even increase these positive evaluations, noting that "all lecturers are high-class professionals who conduct research in their subjects and can provide qualitative advice on the necessary issues in the elaboration of theses", [content of study courses] as "very convenient to adapt to the elaboration of the thesis, which is the major thing", etc.

Doctoral students are also satisfied with the overall structure of the Doctoral study programme: 100% of the respondents have noted that they are "fully satisfied" with the distribution

of study courses by semesters and the volume of study courses, that they clearly understand the learning outcomes to be achieved in each course. At the same time, answering the question “Are you satisfied with the overall structure of the study programme? [Study courses included in the study programme]”, one out of three Doctoral students answered “partially” (others are satisfied “fully”). Obviously, this suggests the possibility of a certain expansion of the range of elective courses offered in the future, taking into account the research topics (specialisation) of Doctoral students. Doctoral students are generally satisfied with the supply of special literature in the programme (two Doctoral students noted that the supply is “sufficient”, one - as “partially sufficient”); in this regard, one commentary also states that “the lecturers prepared all the necessary copies themselves, in case the publications were not available in DU library”.

The evaluations provided by the students show that the Doctoral study programme “Historiography and Auxiliary Disciplines” is implemented steadily well, because, compared to the previous student surveys, the positive evaluation of the study programme remains (and even has slightly increased). At the same time (as in previous surveys), two Doctoral students consider that the provision of the study programme with visiting lecturers is only “partially sufficient” (66.7%); only one Doctoral student (33.3%) noted that the provision is “sufficient”. According to Doctoral students (100%), the courses delivered by visiting lecturer should deepen the existing study courses. In the comments in this regard, it is noted that “...wider opportunities would be desirable, at least with the lecturers of the University of Latvia”. Thus, the perspectives of further development of the Doctoral study programme “Historiography and Auxiliary Disciplines” should be related to the expansion of the choice of courses taught by visiting lecturers.

Good and effective communication between lecturers (and especially advisors of Doctoral theses) and Doctoral students can also be considered a precondition for further development of the study programme. All Doctoral students (100%) have noted that they can influence the study process and quality of the content. But when answering the question “Please evaluate the cooperation with the advisor”, two Doctoral students noted that the cooperation with the advisor was “regular, at the initiative of the advisor”, but one Doctoral student said that it was “irregular, as needed”. It must be assumed that both variants of cooperation are acceptable in the process of elaborating a Doctoral thesis. Unfortunately, the questionnaire does not provide a fourth - “ideal” - answer to this question, which was noted in the comments by one Doctoral student: [cooperation takes place] “both in person and in the e-environment. The initiative is mutual.” This means that the questionnaire (and the questions included) does not provide an opportunity to fully evaluate the progress of cooperation between the Doctoral student and the advisor.

The results of the student surveys of the DSP “Historiography and Auxiliary Disciplines” for academic year 2016/2017 are available at: (<http://aptaujas.du.lv/index.php/admin/statistics/sa/index/surveyid/654883>).

The answers of the respondents to all questions are positive: the respondents are completely satisfied with the quality of teaching, noting in the comments that “the lecturers are approachable, competent and experienced”; according to the respondents, the content of the study courses and its delivery is clear, logical and understandable (the comment says: “The content of the study course is appropriate for the qualitative acquirement of the Doctoral programme”); the scope and requirements of independent work are clear, logical and justified; the provision of the study programme is sufficient, but the quality of work fully satisfies the student (in the comments); the learning outcomes to be achieved in the study courses are clear and the evaluation criteria do not raise any questions or claims, either; the supply with special literature is evaluated as sufficient, and the overall structure of the study programme is completely satisfactory. It should be noted in particular that the respondents very much appreciated the cooperation with the advisor of the thesis: the cooperation took place regularly at the initiative of the student, at the same time (in the

comment) it was “active and mutual”. Answering the question “Can a student influence the study process and quality of the content?” a positive response was given with a remark: “I had the opportunity to study in depth what I needed” and “By communicating with the lecturers and the programme director”.

Five Doctoral students of the DSP “History” participated in the student survey for academic year 2017/2018. Compared to the previous surveys, the evaluations have not changed significantly: the content and structure of the programme, the level of teaching and the competence of lecturers, the cooperation of lecturers and Doctoral students in the study process are generally evaluated positively. The quality of teaching was highly evaluated by 3 Doctoral students; one Doctoral student wrote a comment instead of the evaluation that “the lecturers are competent”, i.e. also gave a high evaluation; only one Doctoral student evaluated the quality of teaching as “average”. Only the highest grades (A1) were given without differentiation, answering the fundamentally important questions that generally describe both the content of the study programme and the specifics of its implementation: “How do you assess the content of the study courses and their delivery?”, “How do you assess the criteria for evaluating the acquirement of the study course?”, “Was the provision of the study programme with visiting lecturers sufficient?”, “Are you satisfied with the overall structure of the study programme? - volume of the study courses”, “Are the learning outcomes to be achieved in each study course clear to you?”, “Can students influence the study process and the quality of the content?”. At the same time, the answers to some questions provide a basis for reflection on the possibilities for improving the study programme and directions and priorities of its development. For example, when evaluating cooperation with advisors, only one Doctoral student noted that it took place regularly at the initiative of the student. Three other Doctoral students noted that it happened irregularly, as needed. On the one hand, this is natural in Doctoral studies, because in the elaboration of a Doctoral thesis, the initiative must be taken exactly by the Doctoral student, while cooperation with the advisor must be focused on meeting the needs that arise during the elaboration of the thesis. However, on the other hand, it is desirable that this cooperation be regular and continuous, ensuring more efficient work on the Doctoral thesis. The claim of two Doctoral students with regards to the supply of the study programme with special literature (question LIDZ2 and comments) is fully justified. However, the recommendation to purchase the necessary literature concerns not the management of the study programme and the lecturers, but rather the management of the library and DU. The Doctoral students themselves note that “lecturers give literature or indicate where it can be found”. It may be necessary to reconsider the composition of the study courses, because two Doctoral students, answering the question “Are you satisfied with the overall structure of the study programme, the study courses included in the study programme?”, noted that they are only partially satisfied. Understandably, this does not change the overall positive evaluation.

Four Doctoral students of the DSP “History” participated in the student survey for academic year 2018/2019, but one Doctoral student did not submit answers to the questionnaire at all. This must be taken into account when interpreting the answers to the questions. For example, 3 out of 4 Doctoral students (respectively, 75%) fully agree with the statement that the quality of teaching is at a high level; however, one Doctoral student did not provide the answer at all. This means that the quality of teaching is highly evaluated by virtually all Doctoral students. The situation is similar with the answers to other questions. Just like in previous years, Doctoral students approve of the implementation of the study programme (75% of respondents fully agree with the statements: “In the first lesson the lecturers introduced the content of the study course, gave the information on how the learning outcomes will be evaluated”, “The teaching staff provided all the necessary support in the study course to help achieve the defined learning outcomes”, “I clearly understand the requirements for students’ independent work and types and forms of examination”, “I established a positive cooperation with lecturers”, “The study courses do not duplicate each other



in terms of the content”, “The supply with the necessary literature and methodological materials is sufficient”), as well as planning of the study programme, distribution of courses by semesters, etc. The wish of one Doctoral student to involve more visiting lecturers in the implementation of the programme can be considered as a proposal for the improvement of the programme (at the same time two Doctoral students are completely satisfied with the number of visiting lecturers in the programme).

The evaluations provided by the students show that the DSP “History” is implemented consistently and in general the positive evaluation remains unchanged. However, this does not mean that the programme cannot be improved, especially considering its forthcoming merging with the DSP “History” of the University of Latvia.

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

The opportunities for students of DU and UL JDSP “History and Archaeology” will be expanded by participating in mobilities within the framework of the European Union support programme “ERASMUS+” in the field of education, training, youth and sports. DU has cooperation agreements with over 90 higher educational institutions in 22 countries.

The students of DU DSP “History” were regularly informed about mobility opportunities and were able to use the ERASMUS+ offer within Europe and beyond. But only a few of them took the opportunity. In 2015, two DU Doctoral students implemented ERASMUS+ mobility: M. Grizāne to Vilnius State Historical Archives (Lithuania) and V. Kanders - to the University of Warsaw (Poland).

Outgoing mobility could have been more extensive, but it should be noted that the majority of students in the programme combine studies with permanent work. Periods of mobility abroad can put you at risk of losing your job and/or make it harder to find a job, which reduces students’ motivation to take advantage of the mobility opportunities offered. In addition, the COVID-19 pandemic also made impact by temporarily suspending the mobility. Thus, A. Slobožanins failed to implement mobility to Palacký University Olomouc in the Czech Republic, everything had already been prepared for the mobility, but due to the pandemic and the respective restrictions failed to be implemented. Hopefully, the situation will change and in the future the students of the DSP “History” will make more extensive use of ERASMUS + opportunities. The same is about the incoming mobility, the only DSP “History” foreign student was received in 2015/2016 academic year: Katarina Piečul (University of Gdańsk, Poland).

After the completion of ERASMUS+ mobility, the director of the study programme in cooperation with the lecturers of the study courses provides maximum opportunities to integrate the courses acquired at a foreign university into the DU study programme through the alignment of the study courses. DU has developed a procedure for the recognition of study courses acquired during the international mobility. Students submit supporting documents on the achievement and evaluation of learning outcomes in accordance with the DU procedure rules (<https://du.lv/wp-content/uploads/2015/12/E-studiju-nolikums-2015-11-11.pdf>). The director of the study programme together with the lecturers of the respective study courses examines the submitted documents and, based on the requirements to the acquirement of the study course, either accepts the evaluation of the foreign university or offers the student to complete the task to reach the required level of knowledge, skills and competence. The full final evaluation and

recognition of learning outcomes is approved by DU Council for Studies.

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

**3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.**

Information on the resources and provision of the programme is provided in the self-evaluation report, Part II, Chapter 3 "Resources and provision of the study direction" (3.1. – 3.3). The source of funding for the Doctoral study programme is the state budget and tuition fees. The tuition fee for one student is calculated by the DU Department of Finance and Accounting. The financial situation is regularly monitored by reviewing the costs of study programmes, the compliance of the planned workload of the academic staff with the actual number of students and work.

The Faculty of Humanities, located in the building of Daugavpils University at Vienības Street 13 and where the study process in the JDSP "History and Archaeology" will take place, is provided with a sufficient number of classrooms. DU structural units are supplied with computer equipment, copying equipment, audio equipment and video equipment.

The quality of the study process is ensured by the book depository available to students:

DU **scientific library** accounts about 36 thousand units related to history and cultural history. The DU library has three book depositories, several reading rooms and provides home subscriptions. In order to promote the efficacy of the study process, an electronic catalogue of DU scientific library has been created. Readers have the opportunity to use the funds and services of the 13 largest libraries of Latvia.

DU library readers have the following at their disposal:

- the Internet;
- the electronic catalogue of the library ALISE (Advanced Library Information Service);
- the opportunity of ordering, reserving and renewing books online;
- automated user service;
- databases:
- Cambridge Journals Online (CJO) – universal full-text data base;
- EBSCO Multi-branch journal data base: Academic Search Elite, Business Source Premier, MasterFILE Premier, Newspaper Source, ERIC, Business Wire News, MEDLINE, Health Source – Consumer Edition, Agrikola.
- LETA archive resources of national news agency;
- LETONIKA reference and translation system on the Internet;
- Lursoft newspaper full-text database;

- NOZARE LV topical information about 30 major business branches of Latvia;
- RUBRICON universal reference full-text database;
- Science Direct multi-branch database;
- Integrum – Database of Russian magazines and newspapers
- Scopus – Database of bibliographic and citation information of multidisciplinary scientific publications.

Students have access to prof. J. Veinberg's lecture hall and library (mostly books in ancient history) and other private gifts and books purchased within the framework of projects. Students may also use the books from lecturers' private libraries. The funds of Latgale Research Institute library (2600 titles), database "Latgale data", electronic publications on the Latgale Research Institute website (<http://lpi.du.lv>) can be used in the study and research process. The library of the Oral History Centre is one of the best Latvian libraries in oral history, and is used in the study process and when elaborating research papers. Students also may use a collection of oral history sources of the Oral History Centre (audio recordings of about 1200 interviews (partially transcribed), documentation, photo scans, etc. DU HF Centre of the Russian Language and Culture acquaints with Russia's cultural and historical heritage, as well as current scientific and methodological information from Russia. The Centre's library offers Russian editions (about 500 units), including history, culture, and philosophy books in Russian, and a multimedia information bank (media library) that includes audio, video, and media materials, as well as audiobooks, audio collections, and audio tours related to the topics of history. Students also use the materials of DU HF Centre of Lithuanian Studies (scientific literature, encyclopaedia, reference literature, audio and video recordings, etc.).

Students can take advantage of the learning opportunities offered by the Foreign Language Centre of the Faculty of Humanities, where they can improve their English language skills and learn the basics of German, French, Spanish, Chinese and Russian.

The resources and provision of the study programme correspond to the conditions of the study programme implementation and achievement of the learning outcomes. The resources available to students, including the facilities, material and technical base and equipment (for preparation, combination, integration, visualization and distribution of study and research materials), information networks (Internet, intranet, Moodle), databases (library network, databases of DU research centres, free access to databases (databases of literature resources), materials (research materials, scientific publications, archives), services (administrative, financial, IT and network support services, access to official statistics), computer applications and software (Standard Office, SPSS, GIS, N'Vivo, data visualization online tools and software, online communication tools) provide for acquisition all study courses offered in the programme, as well as conducting research, and provide a flexible and student-centred environment.

The premises at the disposal of the **Faculty of History and Philosophy of the University of Latvia** correspond to the number of students of the faculty. The faculty uses the premises of the University of Latvia in Riga, Aspazijas boulevard 5, it is located on the 2 floors of the building, using a total area of 587.10 m<sup>2</sup>. On the 5th floor there are 5 classrooms with a total area of 312.30 m<sup>2</sup>. The classrooms may seat 260 students, they are occupied almost full time - by 67% on working days (in the spring semester by 95%), by 74% on Saturdays. All classrooms are equipped with multimedia projectors and computers, all rooms have internet (wireless) connection. On the 2nd floor of the building there are offices of the faculty, the office of the Dean and the Executive director of the faculty, a science room (which is being developed as an archeological laboratory), as well as common areas, including the staff lounge and auxiliary rooms. All lecturers are provided with work space. Lecturers' work space is equipped with a work desk, stationary computer and printer. In the future, 2023, it is planned to locate all programmes in history in the LU Writers' House in Torņakalna.

## General description of the Library of the University of Latvia

The Library of the University of Latvia is included in the Library Register of the Ministry of Culture (BLB1000), received the Library Accreditation Certificate on June 22, 2017 and has been re-granted the status of a library of national significance for five years.

## Literature available in the library for the implementation of the study direction

### For UL and DU Doctoral study programme “History and Archaeology” in total (total in the collection of the UL Library)

Printed editions (units)			Distribution of editions by languages (units)				
Books	Series editions <i>Periodicals</i>	Other types of editions	Latvian	English	Russian	German	Other languages
32,635	10,001	564	13,568	6,489	10,794	8,538	3,811
In total: <b>43,200</b> units							

### For UL and DU Doctoral study programme “History and Archaeology” in the field of history (total in the collection of the UL Library)

Printed editions (units)			Distribution of editions by languages (units)				
Books	Series editions <i>Periodicals</i>	Other types of editions	Latvian	English	Russian	German	Other languages
25,563	5,835	441	9,835	3,965	8,200	6,860	2,979
In total: <b>31,839</b> units							

### For UL and DU Doctoral study programme “History and Archaeology” in the field of archaeology (total in the collection of the UL Library)

Printed editions (units)			Distribution of editions by languages (units)				
Books	Series editions <i>Periodicals</i>	Other types of editions	Latvian	English	Russian	German	Other languages
791	771	22	612	292	396	182	102

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In total: **1,584** units

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**For UL and DU Doctoral study programme “History and Archaeology” in the field of historiography  
(total in the collection of the UL Library)**

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Printed editions (units)			Distribution of editions by languages (units)				
Books	Series editions <i>Periodicals</i>	Other types of editions	Latvian	English	Russian	German	Other languages
2,536	807	26	1,123	675	930	494	147

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In total: **3,369** units

## Level of digitization of the collection

The UL Library in cooperation with the clients of the UL Information Technology Department ensures the use of the repository of UL e-resources.

In order to ensure free and constant online access to UL scientific achievements, authors of publications, UL structural units or representatives of UL publications regularly place electronic versions of their publications, digitized information resources with cultural and historical value, Doctoral theses of UL lecturers and their summaries in the repository of UL e-resources (<http://dspace.lu.lv>).

Digitized editions subject to copyright protection are offered for use in on-site reading rooms.

At present, the Library offers more than 223 different types of information resources in the field of history and archaeology.

## Databases

According to the UL strategic plan for 2010-2020, the Library of the University of Latvia is increasing the share of e-resources and developing remote access to e-resources to ensure that users can use resources remotely.

In 2020, UL is subscribed to 34 e-resource platforms (which include e-books, e-journals, reference resources, tools, multimedia, statistics, and mixed-format databases). They contain 17,592 full-text e-journals (including separate subscriptions), 2.5 million full-text world PhD theses and Master's

theses, 4 statistical databases, 2 research tools, 9 reference databases and 2 research platforms. The UL has 122 tested open-access databases with multi-format materials. Every year, the Library offers its users an average of 110 new electronic resources. In total as of 01.01.2020, 1,328 e-books have been purchased by the UL Library, ~ 180,000 e-books are available in the subscribed *ProQuest Ebook Academic Complete* collection.

At the same time, the UL Library regularly provides users with trial access to various databases. Within the framework of the funding allocated to the Library, the number of databases is purposefully evaluated and the usability of the subscribed databases is analyzed.

The list of e-resources available in the Library section of the UL portal facilitates the browsing of databases. More information about e-resources is available on the UL Library website, section E-resources from A to Z[1].

The UL offers the possibility to use the subscribed electronic information resources (databases, e-book platforms) outside the UL computer network by connecting to them with the LUIS username and password.

### **The UL subscribed multidisciplinary e-resources that include materials for the UL Doctoral programme “History and Archaeology”**

**Cambridge Journals Online** – *Cambridge University Press* is a full-text database of multidisciplinary e-journals that offers an opportunity to search for information in over 300 scientific journals, as well as related online resources. The database contains full texts in fields such as history, culture, art, philology, philosophy, mathematics, computer science, economics, finance, politics, law, psychology, physics, chemistry, biology, ecology, geology, medicine and many others.

**EBSCO Academic Search Complete** – one of the most valuable resources of scientific information containing information from over 12,500 full texts, including 7,300 peer-reviewed journals. The database also offers the ability to view annotations from 12,500 journals and 13,200 books, reports, and conference proceedings.

**Emerald eJournals Premier** – a full-text database of e-journals in fields such as history and archaeology, linguistics, cultural and literary studies, education, library science and information science. The *eJournals Premier* collection is available at the University of Latvia, with full texts of more than 1 million e-journal articles in such fields as cultural studies, etc.

**JSTOR** – a database of journals, books and primary sources. JSTOR offers journals from leading publishers: *Sage Publications, Springer, Taylor & Francis, Blackwell Publishing, Cambridge University Press, Oxford University Press, John Wiley & Sons*, etc. The chronological coverage of magazines goes back to the beginning of their publication.

**Oxford Journals Online** – the collection provides access to 288 authoritative and leading journals published in collaboration with the world's leading scientific organizations. The database includes full-text journals with high citation index rates in various fields of science - humanities and social sciences, applied sciences, environment and its preservation, agriculture, neurosciences and biomedicine, history, interdisciplinary studies, language and linguistics, political science,

international relations, etc.

**ProQuest Dissertations & Theses Global** – the world’s largest database of PhD theses and Master’s theses, containing more than 2.3 million works in a variety of fields, including history and archaeology.

**SAGE Journals Online** – a full-text journal database of SAGE publishing house providing articles from more than 1,000 journals. Various sciences are represented in the database - humanities and social sciences, etc.

**SAGE Research Methods** – a library of research methods containing more than 1,000 books, reference books, journal articles, and other resources from the world’s leading scientists in the humanities and social sciences. *SAGE Research Methods* is an important online tool for researchers. Two of them are available at the University of Latvia - *SAGE Research Methods - Books and Reference* and *SAGE Research Methods Cases*.

**ScienceDirect** – *Elsevier* database in humanities and social sciences, as well as natural and technical sciences, life sciences and medicine. The database contains information on several thousand magazines and books published by *Elsevier*. The full texts of about 2,650 journals are available at the University of Latvia, mostly from 2002 to the latest issue of the journal, as well as more than 350 e-books.

**SpringerLink Contemporary Journals** - a full-text database of *Springer Nature* magazines. It offers the scientific, academic staff and students of the UL an access to over 6 million articles from more than 3,400 journals, covering the humanities, sciences and social sciences.

**Taylor & Francis Social Science & Humanities Library** provides access to full texts from more than 1,400 scientific journals. The broad thematic coverage includes the following fields: history, archaeology, linguistics, education, anthropology, art, religion, business, media, politics, regional studies, health and social care, sociology and others.

**Thesaurus Linguae Graecae (TLG)** database contains digitized full texts in Greek from Homer’s time to the fall of Constantinople (1453). In total, more than 12,000 works written by more than 4,000 authors are available.

**Scopus** – a bibliographic and citation information database of *Elsevier* multidisciplinary scientific publications.

**Web of Science** – *Clarivate Analytics* database of key scientific information on more than 12,000 journals in the natural sciences, social sciences, humanities and the arts, including bibliographic and citation information, abstracts, and other information. The database offers extensive options for search, selection and analysis of results, including information from 1990 onwards.

### **E-book platforms available in the UL Library that include materials for the UL Doctoral programme “History and Archaeology”**

**Dawsonera** – an e-book platform, where 68 e-books purchased by the UL Library are available including materials for the UL Doctoral programme “History and Archaeology” from the world’s leading publishers (e.g. *Routledge*, *CRC Press*, *Cambridge Scholars Publishing*, etc.).

**ProQuest Ebook Central Academic Complete Collection** – an e-book platform, where 21,157 publications are available from e-books purchased and / or subscribed by the University of Latvia Library in accordance with the University of Latvia Doctoral programme “History and Archaeology” from the world’s leading publishing houses (e.g. *Routledge, John Wiley & Sons, Stanford University Press, Cambridge University Press, Taylor&Francis Group, BRILL, Yale University Press, MIT Press, etc.*).

### **Open access resources that include materials for the Doctoral programme of the University of Latvia “History and Archaeology”**

*Cogent OA, Directory of Open Access Books, Directory of Open Access Journals (DOAJ), IPI E-Books, Journals for Free , Palgrave Open, Europeana Bookyards, Bookboon, Directory of Open Access Books, Language Science Press, Project Gutenberg , Runivers, Cambridge Dictionaries Online, De Gruyter Open, Google Scholar, OAPEN, Online College Classes, Periodika.lv, Virtual Library Eastern Europe, Zenodo, Лань*

### **Primo Discovery services**

In order to modernize the availability of electronic resources, in the autumn of 2016, the UL Library started the introduction of the latest technology web service *Primo Discovery* and *SFX*.

*Primo Discovery* is a search engine that offers the opportunity to simultaneously search the information resources of the UL Library - in the UL iMākonī (subscribed and open access online databases, digital libraries, bibliographic databases created by the UL Library), access full texts, order and extend existing UL Libraries resources. The programme sorts the list of results by relevance, provides customization of search results by 10 criteria, access to user account information, and other services available to users of the Joint Catalogue.

The collection of the library in general corresponds to the implementation of studies and development of scientific research, as it is supplemented with the most up-to-date information resources every year in accordance with the information needs of the academic staff and students.

**Primary sources stored in archives** play an important role in the elaboration of Doctoral theses in history. The Latvian archive system is united in the Latvian National Archives, to which 15 archives are subjected. These include the Latvian State Historical Archives (LVVA), the Latvian State Archives (LVA), the Latvian State Archive of Audiovisual Documents (LKFFDA) and 11 zonal archives. The most important archives that students will use are LVVA and LVA. LVVA stores more than 6 million archive files dated from 1220 to 1991. Archive reading rooms are available to students and other researchers every working day. A significant progress has been made in recent years with the digitization of archive collection and funds, as well as the possibility to re-photograph archival documents free of charge. The Latvian State Archives store documents created since 1940. LKFFDA stores film and video documents (100 units), photo documents (1.7 million units) and audio documents (6 thousand units). The Daugavpils Zonal State Archives plays an important role in the research of Latgale regional history. Students will conduct research in foreign archives, with the



most popular being the archives of the United Kingdom, Russia, Poland and Germany.

Students can use the collections of more than 100 accredited state and municipal museums. Repositories of archaeological artefacts are of particular importance. The collections of the National History Museum of Latvia are significant in this respect. Students have access to the artefacts of the Repository of Archaeological Materials of the Institute of Latvian History of the University of Latvia. It contains the largest collection of plans drawn in archeological excavations in Latvia (28,553 items), a collection of excavation reports (about 1,342 items), a collection of preliminary documentation (2,038 items), and a collection of photonegatives (more than 130,000 film frames) [2].

At DU Centre of Oral History, researchers have access to an archive of oral history sources with an electronic catalogue (approximately 1,200 audio recordings, partly - transcripts of life stories, additional materials: scans of photographs, documents, etc.); MYPLACE project archive (recordings, transcripts of audio and video interviews) is also available.

[1] <https://www.biblioteka.lu.lv/resursi/e-resursi-no-a-lidz-z/>

[2] Repository of archaeological materials <https://www.lvi.lu.lv/lv/arhkratuve.htm>

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

In UL there is a Promotion Council of History and Archaeology. Its head is Dr.hist. Gunita Zariņa. More info (in Latvian): <https://www.lu.lv/gribustudet/studiju-programmas/doktorantura/promocija/> (10.11.2021)

UL offers support for printing and binding promotional works and their summaries. The support is intended for printing and binding work and summaries of one person's promotion. The amount of support per person for printing and binding promotional works and summaries according to the supporting documents is no more than 300 EUR. To receive the support, the applicant shall submit a completed application form to the Director of the Department of Studies not later than 10 working days after the meeting of the promotion by sending an e-mail to [studiju.departaments@lu.lv](mailto:studiju.departaments@lu.lv) with the indication "Application for support for printing and binding of promotion works and summaries". In the case of approval of the support, the applicant shall submit to the Department of Studies a signed application form in paper format.

#### **PROMOTION COUNCILS**

Since 2020 in DU there is **the Promotion Council "History and Archaeology"** (approved on 17.07.2020. with the DU rector decision Nr.4-4/128), which consists from the representatives of DU and UL:

Dr.hist., prof. Irēna SALENIECE LCS expert in "History and Archaeology"

Dr.hist., prof. Aleksandrs IVANOVŠ LCS expert in "History and Archaeology"

PhD, asoc. prof. Olaf Mertelsmann (Tartu University, Estonia) LCS expert in "History and Archaeology"

PhD, prof. emeritus Geoffrey Robert Swain (University of Glasgow, UK) LCS expert in "History and Archaeology"

Dr.hist., prof. Ēriks JĒKABSONŠ (University of Latvia) LCS expert in "History and Archaeology"

Dr.hist., senior researcher Guntis GERHARDS (University of Latvia) LCS expert in "History and Archaeology"

The secretary of the Promotion Council Dr.sc.soc., doc. Ilze ŠENBERGA (e-mail [ilze.senberga@du.lv](mailto:ilze.senberga@du.lv))

At UL there is **the Promotion Council "History and Archaeology"**, in which there are representatives from the UL and DU.

#### INTERNATIONAL SCIENTIFIC CONFERENCES

Daugavpils University is organising **the International Scientific Conferences of Daugavpils University** (<https://dukonference.lv/lv>). in order to emphasize the present-day importance of higher education and the growing role of scientific and innovative solutions, as well as to promote the cooperation between higher educational establishments in Latvia, EU member states and other countries. Themes of research are related to the humanities, social and natural sciences, education, arts, law and other. The results of scientific investigations presented during the conference will be published in Proceedings of the International Scientific Conference of Daugavpils University.

The annual international conference "Scientific Readings" has been organized at the Faculty of Humanities of Daugavpils University since January 1991. The mission of the "Scientific Readings" of DU is to bring together researchers to discuss topical issues in linguistics, literacy science, history, and culture, applying both traditional, approved and modern, interdisciplinary research methodologies to characterizing the process of the humanities, sustain and establish research contacts. Special focus of the conference is on those research trends that the Faculty of the Humanities of DU specializes in – comparative literature, contrastive linguistics, translation studies, regional studies, oral history research, characteristics of the phenomena of periphery and diaspora. The papers presented at the "Scientific Reading" are published in research papers collections added to the international citation index EBSCO: "History: Sources and People", "Culture Studies", etc.

#### COLLECTIONS OF RESEARCH ARTICLES

The collection of articles **"History: Sources and People"** of History Department of the Faculty of Humanities of Daugavpils University is a double-blind peer-reviewed periodical with the international editorial board. It publishes articles aimed at presenting the research findings in the field of history, as well as historiography and auxiliary historical disciplines. It is published once a year in Latvian, English, and Russian. Included in EBSCO database.

Editorial board consists of DU and specialists from other educational institutions.

Irēna Saleniece (Daugavpils University, Latvia) – editor-in-chief

Sandra Grigaravičiūtė (Lithuanian Educational University, Lithuania)

Aleksandrs Ivanovs (Daugavpils University, Latvia)

Ēriks Jēkabsons (University of Latvia, Latvia)  
Tatjana Kuzņecova (Daugavpils University, Latvia)  
Olaf Mertelsmann (University of Tartu, Estonia)  
Ilgvars Misāns (University of Latvia, Latvia)  
Valerij Nikuļin (I. Kanta Baltijas Federālā universitāte, Krievija)  
Henrihs Soms (Daugavpils University, Latvia)  
Geoffrey Swain (University of Glasgow, UK)  
Vitālijs Šalda (Daugavpils University, Latvia)  
Juris Urtāns (Latvian Academy of Culture, Latvia)

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

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

The teaching staff of JDSP “History and Archaeology” of DU and UL is represented by professors and associate professors from the Faculty of History and Philosophy of the University of Latvia and from the Faculty of Humanities of Daugavpils University. The JDSP “History and Archaeology” is realised by 15 lecturers: 7 professors (47%), 7 associate professors (47%) and 1 docents (6%). 6 (40%) of them are experts of the Latvian Council of Science (some in several fields): *History and archaeology; Sociology and social work; Philosophy, ethics and religion; Educational sciences; Music, visual arts and architecture; Linguistics and literature; Economics and business; Psychology.*

The JDSP “History and Archaeology” of DU and the UL is a new programme licensed in the summer of 2021 and studies will start in academic year 2021/2022, therefore the analysis of changes in the composition of the teaching staff is not applicable.

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

Several criteria have been set for the selection of lecturers for the JDSP “History and Archaeology” to ensure that the delivery of the study courses and advising Doctoral theses are implemented by qualified specialists who are actively involved in scientific research. The selection criteria for the

teaching staff are as follows: 1) active scientific work, which ensures the high-quality teaching of courses, 2) compliance with the requirements of regulatory enactments 3) experience in teaching courses at the Doctoral and Master's level, as well as advising Doctoral theses, participation in international and national scientific projects.

All lecturers involved in the implementation of the JDSP "History and Archaeology" have a Doctoral degree in history or related disciplines, which confirms that lecturers with appropriate qualifications have been selected in accordance with the specifics of the academic Doctoral study programme. Teaching Doctoral students of study programmes in humanities and social sciences other than history promotes the implementation of an interdisciplinary approach. The teaching staff involved in the implementation of the study programme have a command of English of at least B2 level, which allows delivering study courses in English. Six out of the teaching staff are experts of the Latvian Council of Science (LCS). Prof. I. Saleniece provides scientific expertise for the Estonian Research Council and the Czech Science Foundation.

The number of lecturers and qualification of the teaching staff implementing DU and UL JDSP "History and Archaeology" complies with the regulatory enactments stipulating the number of lecturers with the appropriate qualification to be involved in the implementation of Doctoral programmes.

In the future, when the JDSP "History and Archaeology" starts its operation and is stabilized, after coordination with partners from the University of Latvia, a closer cooperation with a wider range of specialists in the humanities and social sciences is expected to make fuller use of interdisciplinary potential within the programme. It is also expected that the current practice of DU DSP "History" of engaging specialists from foreign partner universities in teaching elective courses will be continued. For example, Professor Geoffrey Swain of the University of Glasgow, Professor Olaf Mertelsmann of the University of Tartu and doc. Aleksey Varfolomeyev (Petrozavodsk University) have been regularly teaching since the beginning of the DU DSP "History".

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

The number of lecturers' Scopus and/or WoS publications of DU and UL JDSP "History and Archaeology" is 49, including 43 DU publications. In collaboration with the colleagues, there were produced interdisciplinary publications.

See Scopus and/or WoS publications list in the Appendix on Scopus and/or WoS publications of academic staff of DU SP "History and Philosophy", DU and UL JDSP "History and Archaeology".

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

**on the reporting period (if applicable).**

The lecturers of DU and UL JDSP “History and Archaeology” actively take part in national and international projects (see Appendix "Projects implemented by DU academic staff of the JDSP").

National level projects and project partners of DU are: State Research Programme; Latgale Region Development Agency projects, State Culture Capital Foundation Programmes; Ministry of Education projects; Latvian Science Council fundamental and applied research projects.

Significant international projects, implemented by DU academic staff, which are funded by EU institutions: 7. Framework Programme projects; European Social Fund projects; European Commission Horizon 2020 projects; projects of the cross-border cooperation programme of Latvia, Lithuania and Belarus; COST shares; EUREL (Europe – Religion); Europe for Citizens: Memories and Democracy.

Projects between Latvian (DU) and European institutions: joint project of the Institute of Folklore of the Bulgarian Academy of Sciences and the Institute of Latvian history of LU; research project of the Institute of International Relations and Political Sciences of the University of Vilnius; projects of the Czech Science Council.

UL implement the following national and international projects: Technology transfer in the processing of mineral resources in earlier times (Nr. NFI/R/2014/062; 2014-2017); Herder Institute in Riga as a Scientific Network in the European Science Constellation (HeInRi) (Izp-2020/2-0083; 2020-2021); Competing Discourses of Nature in Latvia and Ecological Solidarity as a Consensus Building Strategy (Izp-2020/1-0304, UL reg. nr. LZP2020/64; 2021-2023); State Research Program “Latvian Language” (No. VPP-IZM-2018/2-0002) sub-project “Language Ontology” (2019-2021); “Farming and hillforts: diversity and distinction of early food crops in the eastern Baltic” in cooperation with University of Tallin and University of Rostock (2021).

**4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.**

The DU lecturers of the JDSP “History and Archaeology” actively participate in scientific research both at the national and international level, publish their works in both Latvian and world-wide recognized scientific journals and article collections (see appendix). The scientific capacity of the teaching staff is confirmed by research conducted during the last 6 years, publications indexed in the *Web of Science* and *SCOPUS* databases, as well as participation in international projects. The information on the scientific research (publications, participation in scientific conferences and projects) of the DU lecturers employed in the JDSP “History and Archaeology” can be found in the appendix and in the self-evaluation report, section II.4.

For example, LU Professor Ē. Jēkabsons is the author of two monographs “Relations between Latvia and the United States in 1918-1922” (Riga, 2018) and “Stories of the War of Independence” (Riga, 2017). the collections of documents on the war of independence of Latvia, compiled and published

by him in collaboration with J. Shillins, are also scientifically valuable. The professor accordingly conducts doctoral papers on the history of the interwar period of Latvia and military conflicts of the 20. century in Latvia.

DU Professor Anita Stašulāne has outstanding achievements in scientific research. Within the EC Framework Program (project MYPLACE) and Horizon 2020 (CHIEF), DU scholars in cooperation with researchers from several European countries implement youth studies applying qualitative and quantitative research methods. Historical consciousness of young people and youth subculture manifestations are studied by means of an interdisciplinary approach using methods of sociology, politology, anthropology, culturology, and religion studies. DU scholars build audio/video archives of ethnographic and anthropologic material that function as the empirical base for scientific research. Under her guidance, PhD students not only develop doctoral studies (interdisciplinary studies in the history of religions and religious movements), but also have the opportunity to start research careers in EU-funded projects already during their doctoral studies.

The JDSP “History and Archaeology” is formed in accordance with the “Law on Scientific Activity” of the Republic of Latvia, which determines the unity of science and higher education and stipulates the obligation of higher education institutions to perform scientific activities. The law also specifies the obligation of every scientist to participate in preparing new scientists. Thus, in the course of obtaining higher education, including Doctoral studies in history, professors engage students in research work. The research activity of DU academic staff of the JDSP is closely related to the study process, the directions of research work are focused on successful implementation of the study programme and in most cases are related to the specialization of lecturers employed in the programme. The scientific publications of the academic staff are related to the courses they teach. Each representative of the academic staff has elective courses related to his/her research activities. For example, the findings of prof. of I. Saleniece’s research work *Oral History in the Context of Source Research* form the basis of the study course “Oral history as a Means of Saping the Image of National History”; prof. A. Ivanov’s research directions *Source Studies and Auxiliary Disciplines (methodology, theory and practice)*, *Archeography and editions of medieval historical sources* - in the study course “Historical Diplomacy and Archeography”; assoc. prof. H. Soms’s research directions *Regional (Latgale) history, Modern technologies and databases in historical research* - study course “Methodology of regional research in history”, etc.

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

The existence of the study programme and the achievement of its aims, tasks and expected results is possible only if a team of professionals is engaged in its implementation, and if they are aware of the ideas, principles, goals and ways of achieving them. The very fact that the historians of DU and the UL were able to find areas of common interest and established a joint Doctoral study programme “History and Archaeology”, which will be the only Doctoral programme in Latvia in the field of history, testifies to the openness to cooperation. The responsibility is based on common understanding of the role of historical studies and science in the sustainable development of the Latvian state and on long-term cooperation among historians of two universities. There are many examples of cooperation in all areas of activity from research to administration: DU and UL

historians (lecturers and students) participate in conferences, seminars, expeditions organised by colleagues, implement joint activities and publications, work in editorial boards of scientific publications, conference organising committees, promotion councils. Professors of both the University of Latvia and Daugavpils University participate in the only Council of Professors of History, which operates at the University of Latvia. The cooperation has always been consistent and effective, which gives hope that the implementation of the JDSP "History and Archaeology" will be successful and will provide good opportunities for all Doctoral students in Latvia.

Implementation of the program is started recently, so the mechanisms of cooperation have not yet been approbated. In the future, cooperation is envisaged under the leadership of the JDSP "History and Archaeology" council, coordinating activities and supporting colleagues and students to achieve common goals.

Within the Doctoral study programme, the need for cooperation among the teaching staff is determined first of all by joint research and scientific cooperation. However, when establishing the study programme, the needs of students come to the fore, with the interests of the teaching staff being secondary. The optimal version is seen as harmonisation of the needs, interests and opportunities of all parties involved, as was observed in the implementation of DU DSP "History" during the reporting period. The offer of study courses reflected the existing cooperation among the teaching staff without being separated from the interests of the students. The student-centred approach provided for arranging the programme so that along with the mandatory courses, which give all Doctoral students solid theoretical fundamentals, it would be also possible to choose courses more appropriate to the research topic. Students were given the opportunity to collaborate with many lecturers, including those who represent not only history, but also other fields of science: theology, philology, computer science/mathematics, etc. By regularly discussing the effectiveness of the programme, the lecturers involved in its implementation coordinated the content of the taught study courses, seminars and discussions so that the information would not be repeated and that the issues would be considered from various aspects.

For example, the study course "Computer Technologies in Representation, Research and Editing of Historical Records" taught by doc. A. Varfolomeyev (Petrozavodsk State University, Russia) and prof. A. Ivanovs dwells upon the conscious work with sources and their critical analysis, along with considering the possibilities of IT in source research. When choosing the study course taught by Dr. philol. prof. A. Kuznecovs "Ancient Russian Language", using the case study of Novgorod Acts the students may observe the cooperation between a historian, an IT specialist/mathematician and a philologist in the field of editing of historical sources. This prompted a complex approach to the elaboration of the thesis.

Equally motivating was the opportunity for students together with DU scholars to cooperate with foreign historians in, for example, regional studies and oral history research. Thus, 11 DU students were involved in the research project "Re-educating Latgale Youth: the Komsomol and Schooling in Soviet Latvia, 1944-59" (Great Britain Leverhulme Trust Research Project Reference F/00 179/AV) led by prof. G. Swain (Glasgow University) and prof. I. Saleniece (Daugavpils University). During three years (2009-2011) two Master's students worked as research assistants and together with other students and scientists participated in oral history expeditions, applying theoretical knowledge and developing research skills in oral history within the project and after its completion. One of the students (Zane Melāne, ex. Stapķeviķa), during further Doctoral studies in cooperation with prof. Swain and prof. Saleniece went even deeper into the problems of oral history, working on her Doctoral thesis, and wrote scientific articles, participated in scientific conferences, incl. at the University of Glasgow at the invitation of prof. Swain. Upon joining Daugavpils Mark Rothko Art Center, she initiated several projects in the field of oral history, collecting life stories of artists and creating a series of publications "Life Stories of Artists Born in Latgale". In the nearest future, she is

going to defend the thesis on the aspects of source research in oral history.

Lecturers who work in other fields of science but whose study courses are attended by Doctoral students of history, contribute to the elaboration of students' Doctoral theses as valuable consultants, as for example, Dr. philol. prof. V. Šaudiņa's study course "Linguistic Analysis of the Text of a Historical Source". DU lecturers from other fields of science are also involved in the advising of Doctoral theses, if their specialisation corresponds the topic of the Doctoral thesis. For example, Maija Grizāne's Doctoral thesis "The Orthodoxy and the Old Belief: the Inter-confessional Integration in Western Districts of Vitebsk Province in late 19<sup>th</sup> – early 20<sup>th</sup> Century", which has been elaborated within the framework of the field of history, but also touches upon the problems of research into religion, is advised by a Doctor of theology, prof. Anita Stašulāne.

The implementation of the JDSP "History and Archaeology" is ensured by the teaching staff, who regularly cooperate for the improvement of the study process, taking into account the interests of students. Thus, student-centred education is implemented, where special importance is given to the improvement of interdisciplinarity and internationalisation aspects, and the experience of synergy between research and studies promises a sustainable perspective of the programme.



# Annexes

III. Description of the Study Programme - 1. Indicators Describing the Study Programme		
Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table)	Compliance of the joint study programme with the requirements of the Law on Higher Education Institutions.docx	Studiju programmas atbilstība kopīgajai studiju programmai noteiktajām prasībām.docx
Statistics on the students over the reporting period	[ENG] Statistika par studējošajiem pārskata periodā studiju programmā "Vesture".xlsx	[LV] Statistika par studējošajiem pārskata periodā studiju programmā "Vesture".xlsx
III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof		
Compliance of the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	KDSP_KARTEJUMS_ENG.docx	KDSP_KARTEJUMS_LAT.docx
Curriculum of the study programme (for each type and form of the implementation of the study programme)	DSP_PL_Studiju_Plāns (Eng).xlsx	DSP_PL_Studiju_Plāns.xlsx
Descriptions of the study courses/ modules	[ENG] Doktorantūras_kursu_apraksti.zip	[LV] Doktorantūras_kursu_apraksti.zip
Description of the Study Direction - Other mandatory attachments		
Sample of the diploma to be issued for the acquisition of the study programme.	Diploma_paraugs_ENG.zip	Diploma_praugs_LV.zip
Description of the Study Programme - Other mandatory attachments		
Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued	Sadarbības_Līgums_DU_LU_TU.docx	LU_DU_Tartu_Universitates_vienosanas.zip
Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme	Guarantee_ENG_FINAL.docx	APLIECINĀJUMS_kompensācijai_studejošajiem_studiju_virziena_Vesture_un_arheologija_programmas.edoc
Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language.	APLIECINĀJUMS_DSP_Vesture_un_arheologija_svesvaloda_B2-1_ENG.docx	APLIECINĀJUMS_DSP_Vesture_un_arheologija_svesvaloda_B2.edoc
If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree.	APLIECINĀJUMS_par_LZP_ekspertu_skaitu_ENG.docx	APLIECINĀJUMS_par_profesoru_skaitu_edoc.edoc
If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education	APLIECINĀJUMS_DSP_Vesture_un_arheologija_atbilstiba_55_panta_1_d_3_p-1_ENG.docx	APLIECINĀJUMS_DSP_Vesture_un_arheologija_atbilstiba_55_panta_1_d_3_p.edoc
Sample (or samples) of the study agreement	AGREEMENT_STUDIES_ENG.docx	Līgums_par_studijām_DU_LV.docx
If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education.	AIP_atzinums_LU-DU-DSP_ENG.docx	AIP_atzinums_LU-DU-DSP.docx