JOINT REPORT BY THE EXPERTS ON THE INCLUSION OF A LICENSED STUDY
PROGRAMME ON THE ACCREDITATION FORM

University of Latvia

STUDY FIELD

EDUCATION, PEDAGOGY AND SPORTS

STUDY PROGRAMME

Second-level Professional Higher Education Study Programme "Teacher"

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I. Summary of the Assessment

Concise summary of the assessment of the study programme to be included on the accreditation form and its compliance with the requirements set forth, as carried out by the experts. Specify the positive and negative aspects identified.

The second level professional higher education study programme "Teacher" (study programme) applied for accreditation is being implemented until 2023 in the project "Study Development and Management Improvement Program Project" Innovative, Research-Based Study Program of the University of Latvia "Education, Pedagogy and Sports" (reference to Contract No. 8.2.2.1.0/18/I/004). Currently, this level study programme is licensed and implemented at three universities of Latvia (University of Latvia, Daugavpils University and Liepaja University).

The University of Latvia (UL) has created a system where all the departments and divisions provide the necessary support system for the implementation process of the study programme. Study and research infrastructure and support system (accessibility) provided for ensuring qualitative study and research process of the programme is highly qualitative.

Upon enrolling in the programme, all students start working at the school in parallel ensuring the work-based studies' principle.

State funding for budget places have been provided by the Ministry of Education and Science in the reference period. But there is a risk that if state funding is not provided for budget places, the programme will not be competitive as the costs of work-based learning are higher than the costs of traditional programs.

The UL has implemented a financially supported professional competence development program "Mentoring for work-based studies" for school mentors who work with students of the study programme.

The qualification of the academic staff of the study programme comply with the requirements of the laws and regulations. Lecturers are highly motivated to meet the students' individual learning needs. All study courses offered were taught by teaching staff with experience in work at a school, vocational education or interest education institution. Teaching staff members' actively take part in various research projects and conferences, and submit articles for publication in scientific journals, motivating students to be involved in the research activities. But due to Covid-19 restrictions, outgoing mobility of the teaching staff has not been performed.

Summer studies, which are an important part of this study programme, are organised in cooperation with the teaching staff of all three institutions - the UL, Daugavpils University and the University of Liepaja as well as effective cooperation system between University / Schools / NGO (Iespējamā misija) has been fruitfully developed.

II. Description of the study programme

1. Indicators describing the Study Programme

1.	Name of the higher education institution/college	University of Latvia
2.	Name of the study field corresponding to the study programme	Education, pedagogy and sports
3.	Name of the study programme	Second-level Professional Higher Education Study Programme "Teacher"
4.	Code of the study programme in accordance with the Latvian Education Classification	46141
5.	Language of study programme implementation	Latvian
6.	Amount, duration, form and type of the study programme (also distance-learning)	**Full-time studies**; 1 year
7.	Admission requirements	1. Bachelor's and/or master's degree or 2nd level professional higher education, or equivalent higher education in the relevant field of science of the chosen field of study; 2. Bachelor's and/or master's degree or 2nd level professional higher education and study courses in the amount of 12 CP acquired within the study program; 3. Bachelor's and/or master's degree or 2nd level professional higher education in a field not related to the field of study, but the grades received in the competence test or the entrance examination are "very good", "excellent" or "outstanding" (8-10 points).
8.	Address of the study programme implementation, indicating whether the study programme is implemented in the **branches** of the higher education institution / college	●UL Faculty of Education, Psychology and Art (Rīga, Imantas 7.līnija 1) ●UL Academic Center, House of Nature (Rīga, Jelgavas iela 1) ●UL Academic Center, House of Technologies (Rīga, Jelgavas iela 3)
9.	Degree, professional qualification or degree and professional qualification to be awarded	Teacher qualification
10.	Date of study programme licensing	06.05.2020.
11.	Date of starting the implementation of the study programme	19.07.2020.
12.	Accreditation term of the study field	31.12.2024

Evaluation on:

1. Compliance of the study programme with the study field.

2. Compliance between the title of the study programme, the degree to be awarded and the qualification (if applicable).

3. Compliance of the study programme indicators (study programme code, amount, implementation duration) with the learning outcomes defined for it.

Analysis

1.1.Compliance of the study programme with the study field

The aim of the study field "Education, Pedagogy and Sport" at the UL is to provide high-quality studies and research focusing on excellence, internationalisation and interdisciplinarity (see Report, page 4). Second level professional higher education study programme is delivered as a part of the study portfolio in this field. The aim of the field is specified by the eight objectives in the UL strategy for 2021-2027. The first objective (*to promote science and practice based studies, ensuring the preparation and competitiveness of students in the labour marke*t) is considered by applying a work based approach in the study programme. The second objective (*to promote the scientific excellence of students and educators by ensuring interdisciplinarity and participation in Latvian and international research in the study process*) is implemented by presenting evidences of students' participation at conferences, educational background of students from various fields and also by admitting two graduates to PhD studies in the field of Education Sciences. The third objective (*to promote the transfer of modern digital technologies, the creation and use of innovations in the study process and research*) is considered by employing University's infrastructure (Science House; Green House) into the study process of this study programme. Although implementation of the fourth objective (*to improve the development of international study programs by promoting the mobility of students and educators*) is still struggling due to focus towards the national demands of shortage for teachers, development of this study programme is based on international analysis, comparison of the same kind of programmes in the field of Education Sciences. The two objectives (*to implement the transfer of knowledge in the fields of education and sports sciences in the society; to promote professional and academic prestige in the fields of education and sports sciences*) also have been expressed by students and graduates who perceived their role as change agents in educational practice.

Second level professional higher education study programme complies with the study field of Education, Pedagogy and Sports as Pedagogy component is the key for awarding professional qualification of a teacher in a specific educational area (e.g. primary school teacher, special education) or discipline areas (languages, sciences, technologies, etc).

The report presents justification how the study programme complies with the study field on the strategic level of the UL as well as meetings with the top management and the self-assessment group indicated that this study programme directly focuses on demands in educational practice in order to qualify new teachers for schools that experience shortage of teachers.

1.2. Compliance between the title of the study programme, the degree to be awarded

The study programme description and the whole design comply with the title "Teacher" of the study program and teacher's professional qualification. The title "Teacher" and related professional qualification to be awarded correspond to the requirements for the title of the profession in the professional standard for teachers and qualification.

The report indicates the conformity of the title of the study program "Teacher", professional qualification, as well as the parameters of the study programme in achieving the specified outcomes of the study programme and meeting the two documents of the national regulation: 1) Cabinet of Ministers (CM) Regulations No. 512. (26.08.2014) on the state standard of the second level professional higher education; 2) the Teacher Profession Standard (approved by the Tripartite Cooperation Council for Vocational Education and Employment on 12.06.2020.

At the end and successful completion of the study programme, a fifth level professional qualification is awarded in accordance with the requirements of the short professional programm, which complies with the 5th level of the Latvian professional qualification and the 6th level of the Latvian Qualifications Framework (LQF) and the European Qualifications Framework (EQF).

1.3. Compliance of the study programme indicators (study programme code, amount, implementation duration) with the learning outcomes defined for it.

The report provides information on how the study programme complies with the indicators. The code (46141) of the study programme corresponds to Cabinet Regulation No. 322. (13.06.2017) on the Latvian Education Classification, which is related to the fifth qualification level of the Latvian education qualification structure for the group of teacher education programs.

The volume of the study programme, duration of implementation, parts of the study programme and their scope, compulsory content, professional qualification, basic principles and procedures of evaluation, principles of implementation of the volume of internships, etc. is regulated by Cabinet Regulation 512. "Regulations on the State Standard for Second-Level Professional Higher Education".

The study programme indicators (choice, content, volume of study courses, content of internships) comply with the Teacher Profession Standard. The study programme is described by a set of knowledge, skills and competence in accordance with the 6th level knowledge, skills and competence of the European Qualifications Framework specified in the Latvian Education Classification.

Amount of study programme is structured by study courses and comply with regulation (Cabinet Regulation No. 512). Mandatory amount of 40 credit points (CP) is divided into theoretical courses (6 CP), diploma thesis /experience work development (10 CP), internship (20 CP) and integrated study methodology courses (4 CP), which are developed in accordance with the study areas based on the project "Competence Approach to Curriculum" ("Skola2030"). The content of the study programme specifies the areas that are anticipated in "Skola2030": natural sciences; mathematics; language; technology; cultural understanding and self-expression in the arts; social sciences and history; health and physical activities (Cabinet Regulation No. 747). These content areas cover the title of teacher's qualification by awarding qualification to teach related subjects at schools. Moreover, implementation of the study programme is based on an

innovative approach – work-based studies – when students have their work experience integrated and reflected in their studies.

Conclusions, strengths and weaknesses

Conclusions:

Second level professional higher education study programme complies with the study field of Education, Pedagogy and Sports in terms of providing teacher's professional qualification related to the educational sector (primary, secondary) and/or discipline field that is taught at schools. Indicators of the study programme are described in the report and justified by implementation measures. The study programme design complies with the requirements of the national regulation and the European Qualifications Framework.

Strengths:

1.The study programme provides a consecutive way to receive a teacher's professional qualification after the bachelors or masters degree is awarded and opens opportunities to enter a teaching profession at a later stage of professional life by establishing a life long learning option.

2.The study programme is not only meeting the national and European requirement for qualification awarded but proposes an innovative implementation approach – work based studies that support integration of learning, experimenting in real settings and reflecting educational practice.

3.The content of the study programme is directly related to "Skola2030" and this interrelation establishes opportunities to test in the real settings new developments of the national curriculum.

Weaknesses

1.Experts are concerned that the challenging factor could be intensity of studies as work based studies are related to a workload proposed by schools.

2. Topicality of the study programme

Evaluation on:

1. The topicality of the study programme and the compliance of the content with the tendencies of the industry (area), the changes made since the licensing of the study programme.

2. Dynamics of the student number and prospects of employment for graduates.

Analysis

2.1.The topicality of the study programme and the compliance of the content with the tendencies of the industry (area), the changes made since the licensing of the study programme

The report indicates that the study programme applied for accreditation experiences new development as the former program was designed as 2 years duration. However, surveys of students send a clear message

that longer duration of studies did not always satisfy students who already obtained a higher education degree or even two degrees. Furthermore, the duration of studies was not the only obstacle to student satisfaction. Survey of graduates also indicated that some study courses focused more on theoretical knowledge, while there was the necessity for practical knowledge and skills, as well as links to the school context.

The Eurydice (see Platform of the European Commission (https://eacea.ec.europa.eu/national-policies/eurydice/content/bachelor) data is used to justify the study programme volume as 60 ECTS (40 CP) study programmes are offered in higher education institutions across countries of the European Union. This practice shows that not only the concurrent model is applied in teacher education and training but also the consecutive model (60 ECTS) helps to solve the country's shortage of teachers.

Demand for qualified teachers was also expressed by employers as some of them recently employ 5-6 students who will gain the teacher's qualification in this second level professional programme. Employers pointed out the advantage of work based studies and the opportunity to fill in the gap of lacking teachers at the same time bringing teaching and learning innovations to schools.

The study programme is meeting global tendencies and comply with global development trends when the educational labour market will be affected by the development of technology, thus the development in education and quality of education will depend on teachers who will need multidisciplinary skills. In order to enhance the ability of school graduates to be competitive in such a labour market teachers will also need to be able to work emphasising interdisciplinary links and delivering interdisciplinary lessons. Interviews with stakeholders provided evidence that the study programme is based on the new ways of collaboration among the stakeholders and implements innovative students' engagement activities in order to prepare students for work based studies. Triple helix (cooperation of university, labour market organisations and non governmental organisations) presents an innovative approach towards partnerships in the higher education area. In this programme a non governmental partner "Mission possible" supports students and schools in matching their profiles according to the needs that are expressed by schools. University benefits from this collaboration in terms of taking into account diverse educational contexts.

From the content point of view the study programme complies with promotion of students' development of pedagogical competence in the planning, implementation and evaluation of the learner-centred learning and supports individual reflections of the personal growth in the school environment. Meetings with all stakeholders groups (top management, self-evaluation team, students, graduates and employers) confirmed that the mentoring system, which is one of key elements in work based studies, is in place and functioning. Although there is some space for improvement concerning the competence of mentors as students pointed out in the meeting. The self-assessment group also pointed out that a mentor is the first person in internships and they need more support (even financial) from the local authorities.

The report and meetings with top management and self-assessment team provided evidences that the project contributed to development of the study programme as developers of the programme visited Oxford Brookes University and analysed teacher's qualification programme of several universities (University of Eastern Finland, School of applied Educational Science and Teacher Education; University of Bristol). The

University of Bristol became a point of reference while the reforms in Latvian pre-school and general education (nicknamed "Skola2030") are based on the findings of Latvian experts analysing the British experience in implementing the competency-based approach. Presently, Finland is a world-wide known country for quality in education and became a brand name in educational developments of many countries.

The report provides a rich analysis of tendencies in the field of education and teacher's profession. Beside that, the self-assessment team and academic staff expressed a need to train multimodal teachers. In recent developments of Educational Sciences multimodality became a phenomenon of much research integrating application of different media in teaching and learning.

Presented data indicated that since 2014 the average age of teachers in Latvia has increased (see OECD 2018 report "Results of the Teaching and Learning International Survey TALIS 2018: teachers and school principals - qualifications, employment and workload, induction and professional development"). Data shows an emergency situation in the population of teachers (51% of Latvian teachers are over 50 years old).

Changes made after the licensing procedure in 2020 are reported explicitly by providing evidences in annexes (see updated description of the course "Methodology of teaching in the field of technology") and summarising the need to update the content of the course by adding new topics, re-planning implementation according to surveys of students opinions. Despite this is an important change towards improving the quality of studies, recent students and graduates are not informed about these changes. The quality loop requires reporting to the stakeholders about improvements in the programme.

Meetings with academic staff and students indicated that the course "Educational Psychology" was updated according to the needs of work based approach when emphasis is given to development psychology as a critical issue dealing with pupils and their parents. Students expressed positive and up-to-date changes in this course.

Academic staff also reported positive impact of improvement in the course "Teacher's professional activity" as students are more engaged in what is happening in a classroom.

Improvements in the course "Pedagogical practice 1 and 2" also made a positive impact by establishing an explicit algorithm of practical activities (planning of the lesson, addressing the need of pupils by appropriate teaching and learning methods, integrating technologies in the learning process, applying types of assessment). Pedagogical practice 2 is dedicated to the research activities, however, some students during the meeting with experts expressed ambitions to participate in large scale research projects instead of limiting their research competence development to the action research in a classroom setting. This remark could be considered as students enter the programme already having a certain level of research competence from their previous educational backgrounds.

Overall, the voice of the first cohort of students (graduates) was taken into account by reducing a number of assignments and linking them to day-to-day activities and responsibilities of teachers in the school environment.

2.2. Dynamics of the student number and prospects of employment for graduates.

The report provides solid information on admission criteria that are three types and provide opportunities for applicants to enter the teaching profession. First two types criteria (see Report page 13: 1) Bachelor's

and/or master's degree or 2nd level professional higher education, or equivalent higher education in the relevant field of science of the chosen field of study; 2) Bachelor's and/or master's degree or 2nd level professional higher education and study courses in the amount of 12 CP acquired within the study programme) are directly related to educational background and subject teaching while the third type of admission criteria (see Report page 13: 3) Bachelor's and/or master's degree or 2nd level professional higher education in a field not related to the field of study, but the grades received in the competence test or the entrance examination are "very good", "excellent" or "outstanding" (8-10 points) opens diversity in teaching profession.

Based on the agreement of the UL, Liepaja University (LiepU) and Daugavpils University (DU) with the Ministry of Education and Science, every year 100 budget places are allocated for the implementation of the study programme. UL was the leading developer of the study programme - 50 study places, 25 - DU and 25 - LiepU. Despite the allocated budget, potential students take priority to the University of Latvia. The places in 2020/2021 have been relocated by the Ministry of Education and Science and resulted in high competition – 6 students for 1 study place. Distribution based on the study areas was as follows: languages - 23, mathematics - 11, science - 8, technology and design - 9, social and civic sciences- 6, health and physical activity - 2, cultural awareness and self-expression - 3.
On July 2, 2021, the first graduation of the study programme took place – 58 students successfully graduated and were awarded teachers' qualification. The dropout level is insignificant - one student is on parental leave due to childcare and three students were unable to complete the study programme due to health issues.

In 2021/2022 admission cohort of 89 applicants took priority for the UL to 50 state funded places. 59 students were admitted according to the following distribution: languages - 19, mathematics – 9, natural sciences – 7, technology and design - 5, social and civic sciences - 15, health and physical activity -1, cultural awareness and self-expression in the arts -3.

State funded places are defined by the project "Studiju attīstības un pārvaldības pilnveides programmas projekts „Latvijas Universitātes inovatīvas, pētniecībā balstītas studiju virziena „Izglītība, pedagoģija un sports" studiju programma" (Nr.8.2.1.0/18/I/004) till 2023. Therefore, the UL has to consider sustainability of funding for study places after the project end. Personal funding is under consideration, however, this option might limit accessibility of studies to relevant applicants. Another option could be increasing of state funded places according to performance indicators of the study programme. Number of graduates that remain in the education system and schools for at least three years after graduation could show a positive impact of public investment into human resources in education and provide evidences in order to increase state funded places.

Based on the data of the Department of Education, Culture and Sports of the Riga City Council stating that Riga was missing about 240 teachers in November 2021. The map of students presented by the self-assessment team indicates that the main market of the study programme is Riga and surrounding suburbs.

The study programme not only provides retraining of specialists in various fields, but also promotes the opportunity to obtain the teachers qualification and be active in the labour market for those people of working age who have obtained higher education but do not work in the relevant field of their degree. Graduates of the study programme can continue their studies in the master's study programms of

Educational Sciences. Graduates will have the opportunity to work in different educational institutions at different levels of education according to their educational background.

Conclusions, strengths and weaknesses

Conclusions:

Content of the second level professional higher education study programme "Teacher" complies with the tendencies of the education area in terms of provided labour market analysis in teaching profession in Latvia, identifying the main developmental tendencies in teaching and learning, providing modality as a picture of a future teacher, and consulting three foreign universities in order to design comprehensive study programme. Changes made after the licensing of the programme reflect the voice of graduates and the content of courses is adjusted to the school context as well as focusing on practical skills.

Strengths:
1. Shared responsibilities and functioning model of the partnership that involves three parts: 1) schools as beneficiaries by getting new teachers/students, 2) university that benefits from bringing studies to real educational and school contexts thus implementing work based approach in studies, 3) a non governmental organisation "Mission possible" that individualises admission by matching students and schools profile in order to fulfil needs of schools.

2. The programme started and remains as a highly competitive and attractive project to applicants with diverse educational backgrounds and could be used for public campaigns to increase prestige of a teacher qualification.

Weaknesses

1. Sustainability of funding after the project ends is foreseen by introducing self-funding that could limit access opportunities for applicants with limited resources.

3.   Resources and provision

Requirement [R1]: Compliance of the study base, science base (if applicable), information base (including library), material and technical base and financial base with the conditions for the implementation of the study programme and for ensuring the achievement of learning outcomes.

Analysis

Taking into the consideration that the programme offers a diverse amount of sub-programmes of the study fields: mathematics; technology; cultural awareness and artistic expression; natural sciences; languages; social and civic field; health and physical activity field, it is important that students get an access to the consistent infrastructure of research and methodology. It was possible for the experts to ascertain that the qualitative infrastructure of the Faculty of Education, Psychology and Art, the excellent study infrastructure of natural sciences at The House of Nature, The House of Technologies of UL as well as the assistance of the Information Technology Department, the Department of Finance and Accounting and others is involved into the process of realisation of the programme. It was concluded by the experts that the objective set by UL in the Strategy for 2021-2027 for the study field "Education, Pedagogy and Sports" - to promote the

transfer of modern digital technologies, the creation and use of innovations in the study process and research (Report p.4) has been highly secured.

During the meeting with the programme director the question about specifics of the infrastructure necessary for music teachers qualification was discussed. Till now there was no necessity for it as there are no students who have chosen the sub-programme in the field of cultural awareness and artistic expression to become the teacher of music. It has been concluded that in case of necessity the infrastructure of Latvian Academy of Music would be necessary to use which requires the agreement of cooperation.

It has to be admitted that the quality assurance system of the programme is at high level in order to ensure the quality of the study programme, an advisory council of the Ministry of Education and Science has been established, which is a collegial advisory institution for the study programme and the project "Mācītspēks", which is responsible for the development, organisation, quality analysis and coordination of the study programme and the second induction year. (Report, p.52). Foundation "Possible Mission" has been engaged to collect analytical data, perform calculations and analyse the implementation of the programm.(Report, p.53). During the meeting with the Quality manager of UL it was possible to recognize that the well established system of quality assurance has been developed and implemented.

We have to take into account that the study base for this programme is a particular one - the principle of work-based study is observed in the implementation of the study programme, when the student's pedagogical competence is developed both in the academic study environment and while working at school as a teacher of the relevant subject. Therefore, the study plan envisages the principle of sessions, organising studies in periodic stages when lectures and seminars take place. It is not possible to complete the study programme if the student does not work at school. Upon enrolling in the programme, all students start working at the school in parallel. If the student terminates the employment relationship and does not start working in another school within a month, the studies cannot be continued in the study programme. (Report, p.30). The specifics of organisation of the study process which is work-based, requires a very good coordination system. Experts were delighted to hear from all the target groups - students, graduates, and employers - that the eco-system developed by the management of the study programme is highly qualitative although the intensity of the process must be acknowledged.

There is one more particular aspect to highlight. The teaching staff of the study programme has developed and successfully tested the entrance examinations in the 2021/2022 academic year. (Report, p.52) It was possible to get acquainted with the content of the examinations (Appendixes for each study subject). That was one of the recommendations received in the licensing of the study programme. It was additionally explained that the content of the entrance examination can be changed year to year to avoid the leakage of information. (Letter No 1-13/218 by the University of Latvia). It is stated that the study programme is based on strict selection criteria. Students are selected in three rounds, testing the candidates' compliance with the programme. The selection assesses academic, social and professional achievements, communication and cooperation skills, determination, perseverance, readiness to learn and motivation for teaching. (Report, p. 54)

The evidence for the quality of the Library of the UL is the fact that it has been included in the Library Register of the Ministry of Culture (BLB1000) and accredited as a library of national significance until 2022. (Report, p.33) In the library of the House of Science, the students and lecturers of the UL have access to a self-service equipment for the use of laptops - the first in the Baltic States to provide such equipment and service. The self-service unit is equipped with 36 laptops. which can be used at any time of the day for 6 hours not only in the library area, but throughout the building. (Report, p.34) The system was demonstrated during a tour of the facilities which was organised for experts. The library of the Education

Sciences and Psychology, which houses the collection of pedagogy and education, is open to students at a convenient time of 53 hours a week. (Report, p.34) The "Night Subscription" service is provided as an opportunity to use certain information resources outside the University of Latvia Library free of charge from the time of its closure until its opening. (Report p.35). The training is organised with the aim to develop users' skills to work independently, to find, evaluate and use information resources and e-environment tools. The Library offers information resources that are not available in Latvian libraries to order from other libraries in Latvia and worldwide using the International Interlibrary Loan service. (Report, p.37) Although till now there are no students enrolled in 7 branches (places of implementation in Alūksne, Bauska, Cēsis, Jēkabpils, Kuldīga, Madona and Tukums, (Report, p.13)) it is stated in the Report p.34 that the academic staff, researchers and doctoral students, when ordering information resources in the Joint Catalog from any library, have the opportunity to indicate the most convenient place to receive the reserved information resource - the branch library. The Library of Educational Sciences and Psychology has 46 workstations available to users (17 computerised and 29 non-computerised workstations). (Report p.35)

It must be admitted that the support system to ensure accessibility can be highly valued.

The library ensures the purchase of information resources based on the orders of the academic staff of the UL, the proposal of the student self-government or the suggestions of the library staff. (Report, p. 37) During the meeting with the academic staff, lecturers informed experts that their suggestions, requests have been supported.

It is stated in the report, that purchasing e-resources has been a priority in building the collection of Library (Report, p.37). The e-resources repository contains a total of more than 8833 publications corresponding to the second level professional study programme "Teacher". (Report, p.38)

In 2021, 42 e-resource platforms are available at the UL (both e-book platforms - VLeBooks, ProQuest Ebook Central, and e-journal databases - Cambridge Journals Online (archive available until 31.12.2018), Emerald eJournals Premier (archive available to 22.04.2020), JSTOR I-XII, XIV, XV and Life Sciences Collections, HeinOnline, Oxford Journals Online, Sage Journals, ScienceDirect, SpringerLink Contemporary Journals, Taylor & Francis Social Science & Humanities Library, Physical Review Journals, Westlaw, Wiley Online Library E-Journals Full Collection and separately purchased e-journals, both Lursoft Newspaper Library NEWS.LV, and reference resources - LETA online news, LETA Archive and Nozare.lv, Letonika, and tools - SAGE Research Methods, Passport, Orbis, Overleaf Commons, MarketLine and mixed format databases - ClinicalKey, Culturethèque, European Pharmacopoeia, LVS Latvian Standards Online Reading Room, OECD iLibrary, ProQuest Dissertations & Theses Global, ScienceDirect, Scopus, UpToDate, Web of Science Core Collection). They contain a total of 17,477 full-text e-journals (including individual subscriptions), approximately 205,299 e-books, almost five million worldwide dissertations and full-text and annotations of master's theses. 174 open access databases with multi-format materials are available at the UL. (Report, p. 38, 39). The platform for the study process that "promotes awareness on the necessity of self-education and foster students' motivation for continuous development of professional competence within life-long learning." (Report p.14) is provided. Resources necessary for the development of Diploma paper/Experience paper (10 KP) (Appendix No 8) are provided.

It has to be taken into account that as a result of the Covid-19 pandemic in 2020/2021, the studies took place remotely. The connection to MS Teams or another remote access programme from the classroom using laptops was provided for the remote study process. Two classrooms were provided with video recording and streaming equipment with the video / audio tracking capabilities for the lecturer to function provided by the moving video cameras. 10 auditoriums have the opportunity to film and stream lectures using wide-angle video cameras with microphones. On the working days of the faculty (Monday - Saturday)

computer specialists are on duty in the premises of the faculty providing technical support to lecturers and students. (Report, p.46) During the meeting with the academic staff lecturers acknowledged that the support has been provided as well as students agreed upon the conclusion that the continuous support was provided also online during their work-based study process (Report. p.16) - consultations, discussions, and peer-support. The e-learning environment (Moodle, MS Teams and Zoom) is also used for knowledge assessment and communication between students and teachers, the student assessment system and criteria, as well as regulatory enactments are clear and available in the information system of UL (LUIS) (Report, p.47). To ensure the work-based study process students of the study programme and school mentors have access to support materials (presentations) on the implementation of work-based studies, the course and analysis of pedagogical practice, support materials for practice supervisors (mentors), guidelines for the development of diploma work / experience work. (Report, p.47) During the meeting with the employers and cooperation partners this fact was also mentioned that school mentors receive methodological and technical support for the UL.

The UL implemented a financially supported professional competence development programme "Mentoring for work-based studies" for school mentors who work with students of the Second Level Professional Higher Education Programme "Teacher". Mentor training took place in parallel with student training, so it was possible to coordinate university and mentor support for the student. For example, the use of e-classroom is implemented in a real school environment, rather than in a demo version at university. (Report, p.52)

At the library of the Faculty of Education, Psychology and Art, students have the opportunity to develop and design study papers, process research data using the SPSS program, print and copy the necessary materials, get acquainted with the final papers. Students can also download SPSS programs to their computers. (Report, p.47)

In the Report (p.46) and during the visit experts were provided with the optimistic news about the faculty plans to move to the new House of Letters in the academic centre of the UL in Torņkalns, where modern classrooms and workrooms with the latest educational technology equipment will be equipped from the autumn of 2023.

Only the study places financed from the state budget were envisaged when licensing the study programme in accordance with the agreement with the Ministry of Education and Science (Report, p.47) - 58 graduates in 2021, 59 students admitted in study year 2021/2022 (Report, p.30). The UL has analysed the situation in educational institutions, when the demand for teachers of various subjects continues to grow throughout the country, in the future the study programme will also offer paid study places, i.e. at the student's personal expense. (Report, p.47)

The estimated tuition fee for one student is 2,500 EUR. The costs of the study programme were calculated using the financial instrument of the UL, developed by the Department of Finance and Accounting of the UL, the methodology of calculation has been provided in the Report (p.48).

Experts agree to the conclusion formulated by the study programme management team - "To ensure the sustainability of the study programme, state funding is necessary to provide budget places, mentor education, cooperation with educational institutions and school selection, and the remuneration of mentors and university internship leaders, i.e. if state funding is not provided, the study programme will not be competitive. The costs of work-based learning are higher than the costs of traditional programs." (Report, p.54)

Conclusions, strengths and weaknesses

Conclusions:

The study process of the second level professional higher education study programme "Teacher" has been provided by excellent study, science, information, material and technical infrastructure of different structural units of the UL. In case of necessity to ensure specifics of the infrastructure for music teachers qualification, the infrastructure of Latvian Academy of Music would be necessary to use which requires the agreement of cooperation.

The quality assurance system of the programme is at a high level in order to ensure the quality of the study programme.

It is not possible to complete the programme if the student does not work at school.

The Library of the UL is a library of national significance with modern infrastructure and a qualitative support system to ensure accessibility.

State funding has been provided by the Ministry of Education and Science for the period of accreditation, in the future the study programme will also offer paid study places, i.e. at the student's personal expense. The financial support for school mentors who work with students of the study programme has been provided by the UL.

Strengths:

1. The UL has created a system where all the departments and divisions provide the necessary support system for the implementation process of the study programme.

2. Study and research infrastructure and support system (accessibility) provided for ensuring qualitative study and research process of the programme is highly qualitative.

3. Upon enrolling in the study programme, all students start working at the school in parallel, ensuring the work-based studies' principle.

4. State funding for budget places have been provided by the Ministry of Education and Science in the reference period.

5. The UL has implemented a financially supported professional competence development program "Mentoring for work-based studies" for school mentors who work with students of the programme.

Weaknesses

1.The risk that if state funding is not provided for budget places, the programme will not be competitive as the costs of work-based learning are higher than the costs of traditional programs.

Evaluation of the requirement [R1]:

Requirement	Compliance			Justification
Compliance of the study provision, science provision (if applicable), information provision (including library), material and technical provision and financial provision	Fully compliant	Partially compliant	Non-compliant	*Material resources, infrastructure and support system is compliant with the profile of the study programme and*
	X			

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				provides possibilities to elaborate high quality work-based learning for future teachers
with the conditions for the implementation of the study programme and for ensuring the achievement of learning outcomes.				

Requirement [R2]: Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements of the laws and regulations.

Analysis

After the analysis of the information provided in the Report it can be concluded that 58,62% (17 lecturers) of totally 29 lecturers who are involved in the implementation of the programme, have a doctoral degree and 41,38% (12 lecturers) have a master's degree. From 29 lecturers elected - 1 professor, 8 associate professors, 5 assistant professors (48,28%), and 15 lecturers (51,72%) (Appendix - the list of academic staff). There was no change in the teaching staff involved in the study programme during the reporting period. (Report, p.49). Since three students in 2021/2022 have chosen to learn Russian as a foreign language methodology during the study year, a new lecturer was attracted to the study programme - a specialist in Russian as a foreign language.

There was a recommendation received during the licensing of the study programme - to ensure the internship for the teaching staff who were potentially selected for the implementation of Part B study courses, but who did not have practical experience at school and / or participation in the project "Competency Approach". It was stated (Report, p. 52) that in 2020/2021 during the study year, all study courses offered were taught by teaching staff with experience in work at a school, vocational education or interest education institution. Teachers of Latvian schools were regularly invited to share their experience in the study process. Specialists of JSC "Latvijas valsts meži" (LVM) participated in intensive summer studies of students, where they presented an interdisciplinary approach to component education about the forest. LVM School Program Manager Līga Abizāre, who participated in the development of materials for the new curriculum project "School 2030" within the topic "Research in the Forest", led classes for future teachers. The participants of the course had to evaluate the economic, social and ecological value of the trees in nature, measure the wood stock, as well as create sample plots on the tree trunks to determine air pollution. The representative was also invited for the meeting with experts.

During the review procedure, two teaching staff of the study programme have improved their professional competence by doing internships at schools. In 2022, two more teachers are planning to do an internship in one of the educational institutions. (Report, p.49).

The information about teaching staff members' scientific activities has been provided in the Report (p.49). The teaching staff participates in various research projects and conferences, for instance, in the conference of the Rezekne Academy of Technology "Society. Integration. Education." in 2021, 7 lecturers participated, 10 lecturers participated in the 79th International Conference of the University of Latvia; one lecturer at the ECER 2021 conference "Education and Society: expectations, prescriptions, reconciliations", one - The International Scientific Conference Rural Environment. Education. Personality (REEP)", one lecturer participated in the international remote conference" Mother Tongue in Education in the 21st Century: Experience of the Baltic Region" organised by the Department of Policy Initiatives and Development of

the Ministry of Education and Science and the Latvian Language and Literature Teachers Association, one - ATEE Spring Conference, as well as other international conferences in Latvia and abroad.

The teaching staff of the study programme continues to work actively on international projects, as well as to write and apply for new projects directly related to teacher education, such as Erasmus+ Teacher Academy (Leading Partner, University of The Hague, Finland). (Report, p.49) Lecturers have participated in the Latvian Language Agency project "Attitude towards the Latvian Language and its Learning Process" (2017–2020), in the international scientific ETAP project on moral education; In the research "Study of the suitability and feasibility of a digital curriculum for the moral upbringing of students in Latvian educational institutions (from 5 to 15 years of age)" funded by the Latvian Council of Sciences; Horizon2020 in the project "Spatial thinking in STEM learning: increasing enrolment and gender balance in STEM learning by addressing deficits in spatial ability among children in Europe", in the creative project "Religious text as a contemporary environmental object". The findings gained in the research are integrated into the study courses, thus positively influencing the quality of the study programme. (Report, p.50) In 2020/2021, six lecturers in the UL FEPA development project "Development of Innovative Teaching Materials for New Education, Pedagogy and Sports Study Programs" developed innovative study materials that are placed in the Moodle environment and are available to the students of the programme.

It has to be highly recognised that the teaching staff of the study programme have submitted more than 20 articles for publication in scientific journals. 18 publications are indexed by WOS, 13 - by SCOPUS. (Report, p.50)

As there is a sub-programme of the study field of teaching Cultural awareness and artistic expression (Appendix 8), experts find it important that 5 lecturers implemented research in the areas of integrated teaching, such as cultural awareness and self-expression in the arts and technology, the artistic creativity of the teachers themselves. Teachers of cultural awareness and self-expression in art cooperate with the European Observatory of Arts and Cultural Education (ENO), with the participation of representatives of the Latvian National Commission for UNESCO, the Latvian Academy of Culture and the Latvian Academy of Music; The European Network of Visual Literacy (ENViL), etc. (Report, p.50)

As the new curriculum project "School 2030" is running in Latvia, experts find it highly valuable that two lecturers continued their activities in the development of the curriculum of the ESF project No. 8.3.1.1 / 16 / I / 002 "Competence approach in the curriculum". (Report, p. 50). It was also possible to meet representatives during the discussion with the academic staff.

During the meeting with the academic staff it was possible to recognise that lecturers are highly motivated to meet the students' individual learning needs. When asked what kind of support they receive themselves, it was acknowledged that they feel supported by the courses offered by the UL in the fields of IT and languages, developing research and publications.

Teaching staff of the study programme 2020/2021 improved his English language skills in the continuing education programme of the Centre for Applied Linguistics of the Faculty of Humanities of the University of Latvia "Improvement of the scientific and academic capacity of the academic staff in English", obtaining C1 (three lecturers) and B2 (10 lecturers) and B1 (6 lecturers) certificates. (Report p.50)

During the study year 2020/2021, 17 lecturers continued to participate in the courses offered by the UL, for example, "Public Speaking", "Learning E-environment - Moodle", "Scientific Publishing Skills", "Digital Media Literacy", "Digital Skills Development", "Leadership Development of Academic Staff " and other fields of as well as in other seminars and courses, for example, in the methodological seminar of the Latvian Language and Literature Teachers' Association in the spring of 2021, "Riga TechGirls", etc. (Report, p.50)

Considering the necessity to support students' research needs as they already have gained an experience of research in their basic study programmes, experts were delighted to hear that students were actively involved in research activities. In 2020/2021 during the study year, language students participated in discussions organised by the Latvian Association of English Language Teachers and the Latvian Association of German Language Teachers on topical issues in language acquisition and teaching.

At the annual conference of the Latvian Association of English Teachers, which took place on August 25-26, 2021, two graduates of the first year of the programme were invited to introduce their research to language teachers. In 14.05.2021 two graduates of the first year of the programme presented a report at the 18th International Scientific Conference "Language Acquisition: Problems and Perspectives" organised by the LiepU and prepared an article for publication in the collection of scientific articles "Language Acquisition: Problems and Perspective ". In August 24-25, 2021 two graduates of the programme participated in the ICLEL2021 conference "7th International conference on Lifelong Education and Leadership", Bosnia and Herzegovina. One student participated in the conference "Logos" organised by Skola2030 on the topics: Use of digital tools in a foreign language and management of the digital tool "Nearpod" workshop. A new English language teacher also took part in the process of creating the English language teaching video on the initiative of the Ministry of Education and Science Tavaklase.lv. During their studies, two teachers created their own YouTube channel "Digital Teachers". (Report, p.51).

If we speak about the continuity of the programme the information is provided that in 2021/2022 during the study year, two graduates of the programme continue their studies in the doctoral programme of Educational Sciences of the UL. (Report, p.51)

During the meeting with the students the idea was expressed that research projects could be raised on a new quality level - focussing not just on case studies but spreading and deepening the research idea when projects could be developed by two students together. Maybe even international projects could be manageable. This means that these students of this programme are on a higher level of research competence and they should be offered a new challenge.

It has to be taken into account that classical mobility for this type of short study programme is not an option as students are involved in the teaching process of schools. But the component of cooperation is visible, e.g., Summer studies are organised in cooperation with the teaching staff of all three institutions - the UL, DU and the LiepU, which ensures a quality study process, thus promoting the cohesion and cooperation of both the students and teachers of all involved universities. During the summer school, UL teachers offered students the opportunity to meet with professionals in the field and experienced teachers, under whose leadership topical issues of education and the teaching profession are discussed, which provide an insight into the teaching profession. (Report., p.54) It is explained in the additional information (Letter no. 1-13/218) that lecturers have not been involved in international mobility programmes due to Covid-19 restrictions. Experts highly recommend looking forward to the new opportunities of gaining international mobility experience, e.g., lecturing online.

During the meeting with the graduates it was clearly recognisable that their motivation to be part of the educational system is high, they have received the necessary support form the programme management and teaching staff, as well as they have developed their own network. Experts suggest that the experience and competence of graduates are used to develop future marketing materials for attracting new students as this is also a bright example of life-long learning. During the meeting with the employers and cooperation partners, it was clearly recognisable that an effective cooperation system between University / Schools / NGO (Iespējamā misija) has been fruitfully developed.

Conclusions, strengths and weaknesses

Conclusions:

58,62% (17 lecturers) of totally 29 lecturers who are involved in the implementation of the programme, have a doctoral degree and 41,38% (12 lecturers) have a master's degree. From 29 lecturers elected - 1 professor, 8 associate professors, 5 assistant professors (48,28%), and 15 lecturers (51,72%) There was no change in the teaching staff involved in the study programme during the reporting period.

In 2020/2021 during the study year, all study courses offered were taught by teaching staff with experience in work at a school, vocational education or interest education institution. Teachers of Latvian schools were regularly invited to share their experience in the study process.

The teaching staff of the study programme continues to work actively on projects, as well as to write and apply for new projects directly related to teacher education, on national and international level. Lecturers actively involve students in research projects, conferences, motivating also to continue their studies in the doctoral programme.

Students expressed the motivation to perform research projects (Diploma paper/Experience paper) on a new quality level - focussing not just on case studies but spreading and deepening the research idea when projects could be developed by two students together.

Strengths:

1. The qualification of the academic staff of the study programme comply with the requirements of the laws and regulations.

2. Lecturers are highly motivated to meet the students' individual learning needs. All study courses offered were taught by teaching staff with experience in work at a school, vocational education or interest education institution.

3. Teaching staff members' actively take part in various research projects and conferences, and submit articles for publication in scientific journals, motivating students to be involved in the research activities.

4. Summer studies, which are an important part of this study programme, are organised in cooperation with the teaching staff of all three institutions - the UL, DU and the LiepU. An effective cooperation system between University / Schools / NGO (Iespējamā misija) has been fruitfully developed.

Weaknesses

1. Due to Covid-19 restrictions, outgoing mobility of the teaching staff has not been performed.

Evaluation of the requirement [R2]:

Requirement	Compliance			Justification
Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study	Fully compliant	Partially compliant	Non-compliant	The qualification of the constant academic staff of the study programme comply with the requirements of the laws and regulations, but incoming / outgoing mobility from foreign
	X			

programme and the requirements of the laws and regulations.				universities could be enhanced.

Requirement [R3]: The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or artistic creation (if applicable).

Analysis

Not applicable.

Conclusions, strengths and weaknesses

Not applicable.

Evaluation of the requirement [R3]:

Requirement	Compliance			Justification
The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or artistic creation (if applicable).	Fully compliant	Partially compliant	Non-compliant	Not applicable.

Requirement [R4]: Compliance of the study programme with the requirements of the Law on Higher Education Institutions and other laws and regulations.

The table includes points that help to assess the compliance of the study programme with the requirements of the Law on Higher Education Institutions and other laws and regulations. Each requirement shall be evaluated as "fully compliant", "partially compliant" or "non-compliant" by providing a justification. In addition, it is also possible to refer to the respective part of the expert joint report or the information provided by the higher education institution/ college, which serves as evidence for the full compliance, partial compliance or non-compliance, as indicated herein.

If applicable, other requirements specified in the Law on Higher Education Institutions or other regulatory enactments that correspond to the study programme being evaluated may be added to the table.

No.	Requirement	Fully compliant	Partially compliant	Non-compliant	Justification
1.	The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard, including the minimum requirements for the content of the compulsory civil protection course and the content of civil protection training for employees specified for the implementation of the study programme. The study courses of the professional study programmes include a module for the development of professional competence of entrepreneurship in the amount of at least 6 CP, if it has not been acquired in the previous professional study programme or is not included in the theoretical basic courses of the	*X*			*Annex 6 assure compliance, Civil Protection 1 CP, Environmental Protection 1 CP, The courses are planned to be acquired additionally, if they are not acquired in the basic studies, and study courses assures the compliance of module for the development of professional competence of entrepreneurship*

		X			
	study programme branch (field of professional activity).				
2.	The study programme complies with a valid professional (occupational) standard, or with the requirements of professional qualification (if it is not necessary to develop a professional standard for the profession), if a professional qualification is awarded after acquisition of the study programme	X			*Annex 7 assures compliance (the Teacher Profession Standard (approved by the Tripartite Cooperation Council for Vocational Education and Employment on 12.06.2020)).*
3.	The code of the study programme complies with the Cabinet regulations on the Latvian Education Classification	X			*The code (46141) of the study program corresponds to Cabinet Regulation No. 322. (13.06.2017) on the Latvian Education Classification.*
4.	The qualification of the teaching	X			*58,62% (17 lecturers) of totally 29 lecturers who are involved in the*

	staff [1] complies with the conditions and requirements set for the implementation of the study programme, which are specified in the regulatory enactments in the field of education including the participation in the implementation of an academic study programme of at least five professors and associate professors together who have been elected to academic positions in the respective higher education institution, except in the cases provided for in Section 55, Part two of the Law on Higher Education Institutions.				*implementation of the programme, have a doctoral degree and 41,38% (12 lecturers) have a master's degree. From 29 lecturers elected - 1 professor, 8 associate professors, 5 assistant professors (48,28%), and 15 lecturers (51,72%)*
5.	Confirmation of the higher education institution/college that the teaching staff members to be involved in the implementation of the study programme have at	X			*The study programme is implemented in Latvian. All of the lecturers have acquired higher education in the universities of Latvia.*

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[1] *As used in this document, the term "teaching staff" refers to the academic staff and visiting professors, visiting associate professors, visiting lecturers, visiting lecturers, and visiting assistants of the corresponding higher education institution / college.*

	least B2-level knowledge of a related foreign language, according to the European Language Proficiency Assessment levels (the division of levels is available on the website www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language **or** proficiency of the Latvian language at least on the B2 level, if the study programme or a part thereof is intended to be implemented in the Latvian language and the lecturer has not acquired secondary or higher education in the Latvian language.				
6.	The study programme, which is intended to be implemented in a foreign language, complies with the requirements of Section 56, Part three of the Law on Higher Education Institutions				*Not applicable. The study programme is implemented in Latvian.*

7.	The sample of the study agreement complies with the mandatory provisions to be included in the study agreement (if applicable).	*x*			*Information has not changed since licensing procedure*
8.	The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state recognised documents of higher education are issued (if applicable).	*x*			*Information has not changed since licensing procedure*
9.	The higher education institution/ college has confirmed that it 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 (if applicable).	*x*			*Information has not changed since licensing procedure*

10.	The higher education institution/ college has confirmed that it 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 omissions) and the student does not wish to continue the studies in another study programme (if applicable).	*x*			*Information has not changed since licensing procedure*
11.	At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the				*Not applicable.*

	academic staff of a professional doctoral study programme in arts (if applicable).				
12.	The scientific and pedagogical qualification of doctors of science complies with the criteria specified in the regulatory enactments regarding the evaluation of the scientific and pedagogical qualification of a candidate for the position of a professor and an associate professor (if applicable).				Not applicable
13.	The joint study programme complies with the requirements prescribed in Section 55^1, of the Law on the Higher Education Institutions (if applicable).				Not applicable.

Evaluation of the requirement [R4]:

Requirement	Compliance			Justification
Compliance of the study programme with the requirements of the Law on Higher Education Institutions and other laws and regulations.	Fully compliant	Partially compliant	Non-compliant	*See sections 1.2. and 1.3 of this joint opinion report which provide analysis on how the study programme is meeting requirements of the national regulations.*
	X			

4. Implementation of the recommendations received during the licensing of the study programme

Assessment of the implementation of the recommendations provided by the licensing experts of the study programme.

Analysis

The licensing experts provided three short term recommendations and the report as well as meetings with the groups of stakeholders present evidence on implementation of recommendations.
While the study programme started at the period of pandemia and remotely the first recommendation was related to introducing students to IT tools that would help in navigating studies and using online materials. Academic staff used various online tools for content creation, analysis, presentation, giving and receiving feedback, evaluation as well as attention was given to mentoring by using of e-classroom
is acquired in a real school environment, rather than in a demo version at university.

The second recommendation was related to the involvement of academic staff with practical experience at schools and who should be trained on how to implement work and competency based approach. Annex 4 reports on implementation of this recommendation by explaining how teachers have been involved each academic year. Systematic approach is considered in terms of investing into teacher's competences and involving together with students in summer schools. Meeting with the employers (partners) provided evidence that this involvement was a success as an additional benefit is related to application of interdisciplinary approach. An example of the new curriculum project "School 2030" within the topic "Research in the Forest" was provided.

The third recommendation was related to the admission requirements when bachelor's and/or master's degree or second level professional higher education in a field not related to the field of study. The report and evidence of "Mission possible" indicated that the admission examination is improved, and the procedure involves external partners who take part in finding schools for admitted students. The third group of applicants has an educational background which is not related to the field of education, however this group is also competitive and brings to schools diverse experiences from different fields. This advantage was pointed out in the meeting with the group employers.

During the meeting with the top management team evidence has been provided on the functioning of the institutional quality assurance system. Responsibilities at the involved levels are clearly distributed and consideration of European standards and guidelines (ESG) is in place.

During the licensing of the study programme the experts also provided three long term recommendations, and UL management and study programme director inform experts in assessment visit, that long term recommendation is still in progress as it requires a longer period to monitor progress.

Conclusions, strengths and weaknesses

Conclusions:

Three short term recommendations that have been provided in the licensing process are implemented in a full scale. Implementation of recommendations was confirmed in the meetings with the stakeholders groups paying attention to impact on performance of academic staff and benefits to schools that employ students during study period. And three long term recommendations are in progress.

Strengths:

1. Taking measures for implementation of recommendations are related to long term investment to study process by investing and focusing on mentoring that is an important component in teachers education.

2. Summer schools serve as a unique platform in order to engage students and teachers into implementation of developmental activities for teaching and learning regarding interdisciplinary approach.

Weaknesses

1. Sustainability of resources for professional competence development program "Mentoring for work-based studies" for school mentors who work with students of the Second Level Professional Higher Education Program "Teacher".

III. Assessment of the study programme

X	Excellent
	Good
	Average
	Poor

IV. Recommendations

X	**experts recommend that the study programme be included in the accreditation form within this study field**
	experts do not recommend including the study programme in the accreditation form within this study field

1.Short-term recommendations:

1. The Second Level Professional Higher Education Programme "Teacher" should consider public relations by engaging students and graduates as the best ambassadors of the program outcomes. This would help to disseminate a positive attitude to the society that modern teachers can get a teacher's qualification in work

based studies in one year taking into account that students/graduates already obtained bachelors and/or masters degree. Diversity of educational backgrounds can bring rich experiences to the school environment and teaching and learning practices at schools. Thus, a public relation plan should be developed involving students and graduates with educational backgrounds in communication and/or related sciences.

2. The study programme leaders with the support of the top management team should establish an alumni club and enable this club to act as a self-supporting body in order to receive continuous feedback on impact of the study programme outcomes.

3. In case of necessity to ensure specifics of the infrastructure for music teachers qualification, the infrastructure of Latvian Academy of Music would be necessary to use which requires the agreement of cooperation.

4, It is advised to consider the possibility to support students' research needs to develop Diploma paper/Experience paper in small groups (pairs) as these students are on a higher level of research competence and they should be offered a new challenge.

2.Long term recommendations:

5. Taking into account short term recommendations to discuss with the national authorities on sustaining financial support and funding of study places in order to keep a running model of implementation (e.g. summer schools, investments into mentoring process at schools, involvement of a non governmental sector into the partnership).

In the event that the opinions of the experts regarding any of the requirements or criteria differ, please indicate the dissenting opinion.

Name and surname of the expert, the dissenting opinion, a justification of the dissenting opinion.