APPLICATION

Study field "Education and Pedagogy" for assessment

Study field	*Education and Pedagogy*
Title of the higher education institution	*Latvijas Universitāte*
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Self-evaluation report

Study field "Education and Pedagogy"

University of Latvia

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1. Information on the Higher Education Institution/College

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

University of Latvia (hereinafter – UL) was founded in 1919 and is the only classical university in Latvia. The University of Latvia is a university of science, incorporating and developing the country's main study and scientific research potential in the field of humanities, natural, technical, and social sciences. UL serves science and fatherland. By participating in worldwide research and educational processes, it contributes to the growth and sustainability of the Latvian state and nation. UL retains its status as the largest higher education institution (hereinafter – HEI) in the country in terms of the number of students.

Mission: The mission of the UL is expressed in its motto “For Science and Fatherland”. The UL contributes to global science, higher education, knowledge, technology transfer and innovation, and ensures the growth of Latvian democracy and culture, the development of the Latvian language and the prosperity of the national economy.

Vision: Space for excellence, environment for development, time for responsibility. The UL is a university of science of high international standing. The UL creates an interdisciplinary, open, and innovation oriented excellent work and study environment. Activities of the UL form the basis for the sustainable development and economic transformation of Latvia.

Values:

- University community;
- Excellence;
- Science-based development;
- Openness;
- Cooperation;
- Academic freedom.

UL plays a significant role not only in the development of the higher education system in Latvia, but also in the growth of the country's economy, providing cutting edge studies and research, based on the unity of higher education and science. The UL actively participates in solving topical problems of the state and society, and is the centre of intellectual life in Latvia, where new knowledge is created, while nurturing the national language, culture and promoting the development of the state and society. The UL focuses its efforts on providing quality studies and developing scientific excellence, creating structures open to interdisciplinary and transdisciplinary research and studies, ensuring a high return on invested resources, sustainable and environmentally friendly use of resources. The UL is evolving as a modern international academic centre, creating an environment and infrastructure for excellence in studies, research, and innovation.

The study process at the UL is implemented at 13 faculties, 7 regional branches (available only in Latvian) and 3 medical colleges. Research activities are also performed at 18 research institutes, and various research, training and consulting activities are conducted in 27 study centres. The UL Regional Centre (available only in Latvian) coordinates and supervises the activities of the UL regional branches, as well as promotes cooperation between the UL and local authorities in the fields of human resources development, education and interdisciplinary research. The UL has more than 200 bilateral cooperation agreements with universities in 51 countries. The UL Culture

Centre (available only in Latvian) is represented by more than 20 amateur arts groups – choirs, dance groups, vocal ensembles, early music ensembles, theatre, a brass band, and a ceramics studio. The UL Sports Centre organises UL sports activities for up to 40 different sports classes in 11 sports – basketball, wrestling, group fitness classes, football, floorball, table tennis, kendo, general fitness, volleyball, cheerleading and self-defence. Within the UL regular activities are also performed by basic structural units: Museum of the UL, the UL Botanical Garden, the UL Experimental Rhododendron Breeding Nursery "Babīte", the University of Latvia Press, and the UL Baldone Observatory (available only in Latvian). The UL foundations are also operating successfully: UL Foundation and the Alumni Club (available only in Latvian).

As of October 1, 2023, UL employs 3,155 people, including 1,390 academic staff and 1,765 general staff. In 2022, the university closed with a turnover of 98.4 million euros, and its equity as of December 31, 2022, was 133.1 million euros, or 65% of assets. UL's primary operations are in Riga at Raina Boulevard 19 and in the Tornakalns Academic Center, as well as in various locations in Riga and regional branches in Aluksne, Bauska, Cesis, Jekabpils, Kuldiga, Madona, and Tukums.

In the world university ranking *Times Higher Education* for excellence in science, the UL is ranked 482nd, with an overall ranking of 1001-1200 vietu (2023).

The UL implements study programmes at all levels, covering 28 branches of science and 22 study fields. The UL 13 faculties offer 112 study programmes. See Table 1.1.1. for the study fields, the number of study programmes and the accreditation periods.

Table 1.1.1

Study fields implemented in the UL, number of study programmes and accreditation periods (31.12.2023.)

No	Study fields	Number of study programmes	Accreditation period
1.	Architecture and Construction	1	08.06.2022-09.06.2028.
2.	Wildlife Sciences	4	19.12.2023-20.12.2029.
3.	Economics	8	08.09.2021-09.09.2027.
4.	Physics, Materials Science, Mathematics and Statistics	6	04.10.2023-05.10.2029
5.	Geography and Earth Sciences	5	01.03.2023-02.03.2029.
6.	Information Technology, Computer Hardware, Electronics, Telecommunications, Computer Management, and Computer Science	4	23.08.2023-24.08.2029
7.	Internal Security and Civil Protection	4	05.06.2013-31.12.2024.
8.	Information and Communication Sciences	4	17.05.2023-18.05.2029

9.	Education, Pedagogy and Sports	9	12.06.2013-31.12.2024.
10.	Chemistry, Chemical Technologies and Biotechnology	2	27.10.2023-26.10.2029.
11.	Arts	1	24.11.2021-25.11.2027.
12.	Psychology	3	21.06.2019-21.06.2025.
13.	Sociology, Political Science and Anthropology	8	17.11.2023-16.11.2029.
14.	Social Welfare	2	14.09.2022-13.09.2028
15.	Religion and Theology	3	13.09.2023-14.09.2029
16.	Law	4 (+2*)	21.06.2019-21.06.2025.
17.	Translation	1	14.05.2013-31.12.2024.
18.	Management, Administration and Management of Real Property	8	29.09.2021-30.09.2027.
19.	Language and Culture Studies, Mother Tongue Studies, and Language Programmes	10	08.12.2023-07.12.2029
20.	Health Care	14	01.02.2023 -02.02.2029
21.	History and Philosophy	6	13.09.2023-14.09.2029
22.	Environmental Protection	3	05.06.2013-31.12.2024.

*licenced on 02.08.2023. and are not yet included in the respective field of study.

UL's study programs in specific fields of study are also available in seven UL branches across Latvia. For the 2023/2024 academic year, a total of 5 different study programs are offered in 2 fields of study in the branches, ranging from short-cycle professional higher education programs to professional bachelor's and master's degree programs. See table 1.1.2 for the number of study directions and programs offered in the branches.

Table 1.1.2

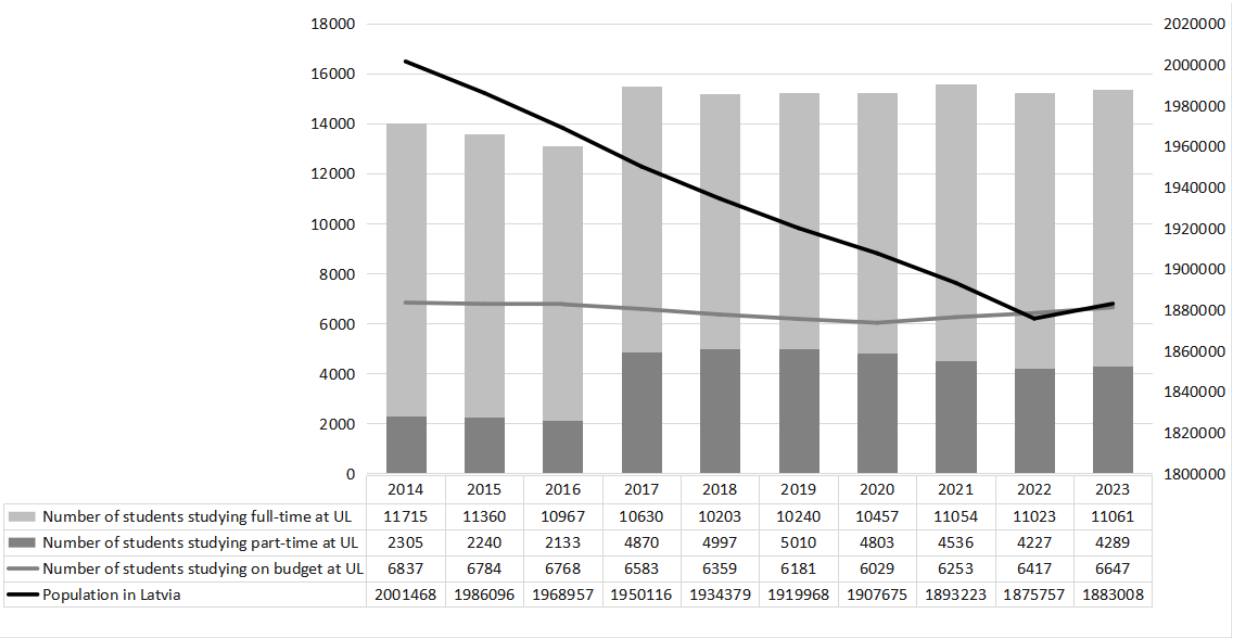
Number of study fields and study programmes implemented in the regional branches of the UL, data as of 2023

Regional branches	Aluksne	Bauska	Cesis	Jekabpils	Kuldiga	Madona	Tukums
Number of study fields	2	2	2	2	2	1	1

Number of study programmes	3	3	4	5	4	2	2
Number of students	56	213	513	135	296	76	291

As of October 1st, 2023, the total number of students studying at the UL is 15 350, 43% of whom are financed from the state budget. Around 10% of students study at the UL regional branches. Each year, more than five thousand new students enrol.

See trends of the number of students over a period of ten years in Figure 1.1.1.



	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Number of students studying full-time at UL	11715	11360	10967	10630	10203	10240	10457	11054	11023	11061
Number of students studying part-time at UL	2305	2240	2133	4870	4997	5010	4803	4536	4227	4289
Number of students studying on budget at UL	6837	6784	6768	6583	6359	6181	6029	6253	6417	6647
Population in Latvia	2001468	1986096	1968957	1950116	1934379	1919968	1907675	1893223	1875757	1883008

Source: Population at the beginning of year, population change and key vital statistics - Indicators and Time Period.PxWeb (stat.gov.lv)

Fig. 1.1.1. ***Number of students at the UL compared to the population of Latvia, 2014-2023***

The UL Senate approved Strategic Study Program Clusters, study programs, and lifelong learning priorities for medium and long-term development, as well as long-term priority research areas and scientific activities, as outlined in UL's Study Process Development Plan until 2023 and UL Scientific Activity Development Plan until 2030. Both plans define the essential resources, and most effective funding, organisation, and management forms necessary for the realisation and development of education and science activities. The documents are based on Latvia's "Future Skills for Future Society" Education Development Guidelines 2021-2027 and the Latvian Science, Technology Development and Innovation Guidelines 2021-2027 and are informed by UL's strategic specialisation and mission as established in the UL Constitution.

Approved by the UL Senate, the UL Medium-Term Development Strategy for 2021-2027 (UL Strategy 2021-2027 LV, ENG) articulates the UL mission statement and defines strategic goals in six development areas, three each in core and institutional realms. Goals encompass science, education, public education, as well as staff and organisational culture, environment, and governance.

The 2021-2027 UL Strategy envisions the university's further development as an internationally

recognized science centre, refinement of unique study and lifelong learning programs, and offerings for competitive work and study conditions. UL continues the work started in the previous strategic period to achieve the highest level of scientific excellence, promote student-oriented studies, and develop a modern study environment. UL is strategically fostering its involvement and contribution to Latvian society, refining necessary work conditions and environments for talent development. Sustainable growth is increasingly important and becomes a guiding principle across all of its activities. Significant attention is given to ensuring academic honesty and strengthening a value-oriented UL organisational culture. See table 1.1.3 for UL's current strategic directions and goals.

Table 1.1.3

The UL Strategic Goals Map, 2021-2027

Development directions	**Strategic goals**
Development of principal activities	
1.D. Scientific excellence	1.G. Internationally recognized research university
2.D. Development of studies	2.G. Unique study offer and high competitiveness of graduates
3.D. Contribution to society	3.G. University activities as a basis for the growth of Latvia
Institutional development	
4.D. Talent development	4.G. Development- and excellence-oriented HR policy
5.D. Environment and governance	5.G. Green thinking, attractive, sustainable university environment, and effective administrative support
6.D. Organisational culture	6.G. Inclusive, cooperation- and innovation-focused culture

The outcomes of the implementation of *the UL Strategy 2021-2027* are measured by twenty-one performance indicators, five of which have been designated as *the UL Key Performance Indicators*. They are – research funding from foreign sources per full-time equivalent of academic staff in EUR, co-publications with foreign partners in *Scopus* and *Web of Science* databases (%), the percentage of graduates who are satisfied (rated at least 'good') with the quality of their studies (%); the percentage of foreign students at UL (%), as well as the commercialisation revenue (EUR/thousands).

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

The main decision-making bodies of the UL are the Constitutional Assembly, the Senate, the Council, the Rector, and the Academic Arbitration Court. See Table 1.2.1 for the proportion of the composition of the main decision-making bodies of the UL and the terms of the elections.

Table 1.2.1. *Characterisation of the terms of election, proportion of the composition, and authority of the main decision-making bodies of the UL*

Decision-making Body	Term of Election	Total Number of Participants	Representation of Academic Staff	Representation of General staff	Student Representation
Constitutional Assembly	3 years	200	65%	10%	25%
Council	4 years	11	45.5%*		
Senate	3 years	50	76%	4%	20%
Rector	4 years	1	100%		
Academic Arbitration Court	3 years	5	80%		20%

*In the UL Council there are 11 members, of whom: five, selected in accordance with the procedure laid down in the Constitution of the University, are nominated by the Senate (45,5%); one, an eminent academic outside the University, is nominated by the President of the Republic (9%); five representatives of the public in accordance with the procedure established by the Cabinet of Ministers, involving the public in the selection process (including graduate organizations, industry associations and employers, representatives of academic, research and creative organizations, persons with internationally significant achievements in science, arts or business, representatives of sectoral ministries and local governments), shall be selected by the ministry under whose supervision the higher education institution is placed and nominated by the Cabinet of Ministers (45,5%).

In the annex "List of the Main Internal Normative Acts and Regulations of the University of Latvia", where the institution that approved the document is indicated, as well as the link where these documents are available electronically, as well as references to information in both Latvian and English, where applicable.

For characterisation of the authority of the main UL decision-making bodies, see chapter 1.3 of *the UL Quality Management Handbook*. (*The Quality Management Handbook* is available in the section *Other annexes*)

The governance structure of the UL: LV, ENG

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

The *Quality Policy* and the resulting *Quality Action Policy* are a set of quality-related principles, objectives and the actions necessary for their achievement. UL quality is defined as a measure of excellence, which characterises the ability to meet and exceed the visible and future needs of the involved parties, as well as to ensure the compliance of processes with the regulated requirements of the relevant sector, and international standards recognised in the organisation management.

The quality management system of the UL is implemented in accordance with the principles of the *Total Quality Management* (TQM), integrating the approach of excellence into the corporate culture of the UL. For the implementation of total quality management, the UL uses an internationally recognised and applicable quality management methodology – the *European Foundation of Quality Management* (EFQM) excellence model. In the core activities the quality management system is deepened by developing internal quality assurance systems integrated into the quality management system, which are based on current sectoral standards and frameworks. The internationally recognised *Results–Approach–Deployment–Assessment–and–Refine* (RADAR) methodology is used to ensure the cycle and continuity of quality management at the UL; the *Plan–Do–Check–Act* (PDCA) approach is used in quality assurance systems.

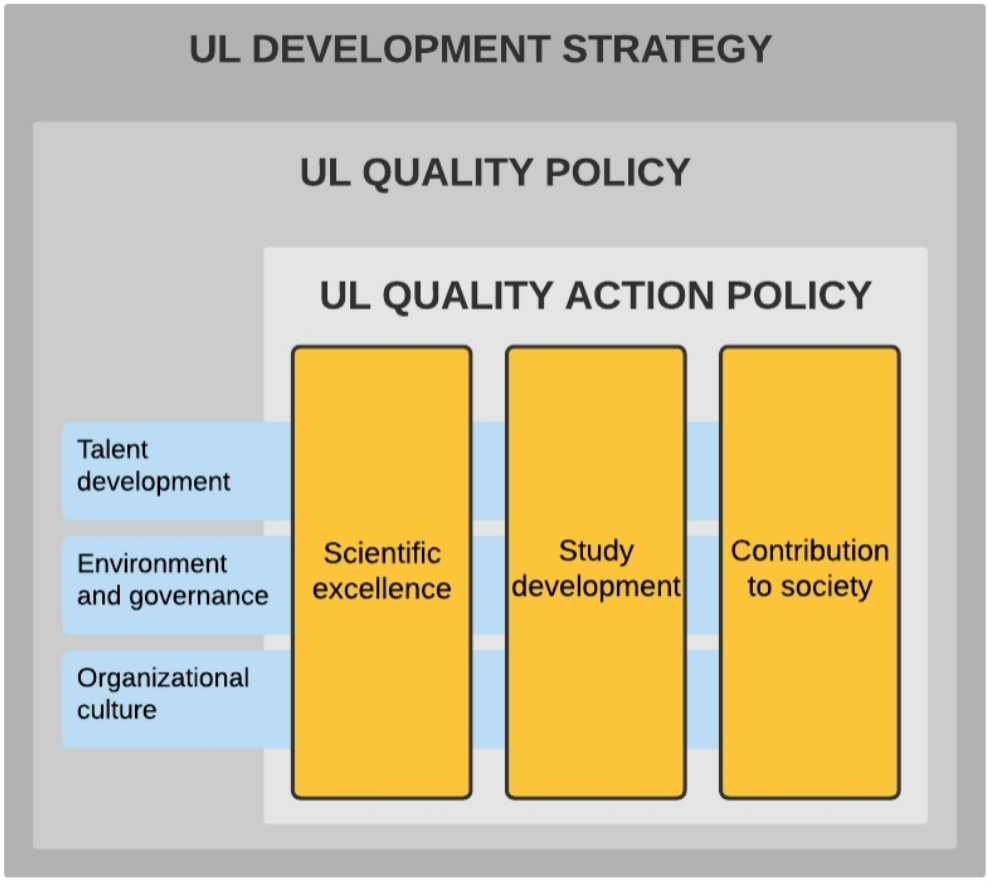


Fig. 1.3.1. *Hierarchy of the Quality Policy and Action Policies at the UL*

The quality management system documents are structured hierarchically according to the EFQM 2020 model: direction identification documents, implementation documents and documents supporting results. Figure 1.3.1 shows the UL's direction-setting documents.

Hierarchically, the highest quality management system documents are UL's Study Process Development Plan until 2030 (Available in Latvian), UL Scientific Activity Development Plan until 2030 (Available in Latvian) and the UL Strategy 2021-2027 , the promotion of which is the fundamental objective of the Quality Management System. The coordination of planning documents within the quality management framework provides the implementation and development of processes in compliance with the Strategic and Quality Goals of UL.

UL perspective regarding the quality of the implementation of the Strategy has been described by covering all the key areas of activity in the UL Quality Policy, as well as specified in the main strategic development directions (scientific activity, studies and collaboration with society, as well as horizontally in the areas of talent development, environment and governance, and organizational culture) - in the UL Quality Action Policy.

Figure 1.3.2 provides a diagram of a quality management system with an integrated quality assurance system for studies. For a more detailed description of the UL Quality Management System, see Chapter 2.1 of the *UL Quality Management Handbook*. (*The Quality Management Handbook* is available in the section *Other annexes*)

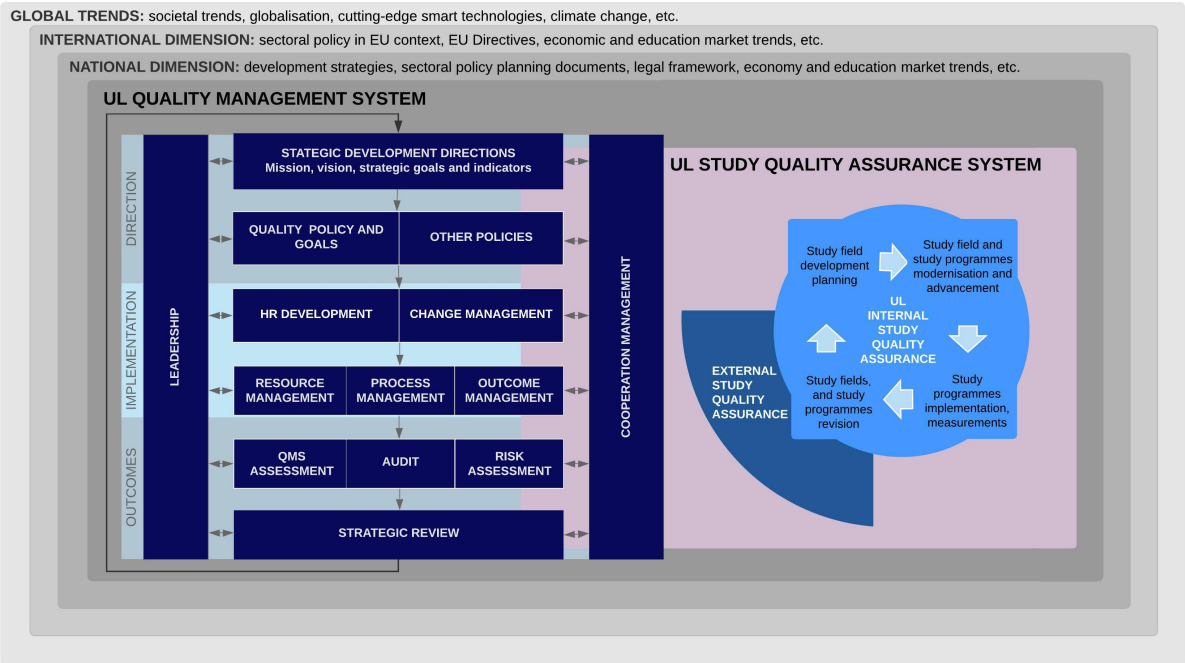


Fig. 1.3.2. *The UL Quality Management System and Principles of the Study Quality Assurance System of the UL*

To ensure the quality of higher education, the UL implements the Quality Assurance System for Studies, which includes procedures for planning, ensuring, measuring, and evaluating the quality of higher education in accordance with the requirements of legislation of Latvia, *the European Standards and Guidelines (ESG) for quality assurance in the European Higher Education Area (EHA)*, as well as for internal needs. In the UL planning for the development of the study field and improvement of the study programmes for a period of 6 years is ensured. The procedure for the implementation of study programmes is established in the internal legal acts of the UL, including regulation of the development of new study programmes, admission requirements, matriculation and registration for studies, development, implementation and review of study courses and modules, planning, implementation and assessment of study internship, organisation of assessments and final examinations, and rotation, the principles of academic integrity and their observance, exmatriculation, awarding of diplomas and certificates, the recognition of knowledge, skills, competence acquired through non-formal and extra-curricular education or in professional experience, recognition of learning outcomes achieved in the previous education, and referencing of academic activity, the procedure for conducting surveys, submission of student proposals and

complaints, contestation of administrative decisions, doctorate promotion process, etc. UL ensures that the measurements and data necessary for quality assessment and improvement are collected and used for both immediate corrective action and regular evaluation and planning of further improvement. The 6-year study field development plan is monitored annually, the measurements are analysed, and the SWOT is discussed, if necessary, by introducing changes to the operational study programme implementation plans, to the study field plan or, when assessing the overall development of study fields within the framework of the UL Strategic Control, by making amendments to the UL Strategic Action Plans. For more information on quality assurance of studies, see Chapter 3.1 of *the UL Quality Management Handbook*. For the breakdown of responsibilities for quality management and assurance, see Section 2.5 of *the UL Quality Management Handbook*.

The UL quality assurance system is based on the participation of key stakeholders in the quality assessment and improvement of the UL activities. Stakeholders of the UL are natural or legal persons, domestic and international, who use the services of the UL or whose socio-economic situation is affected by the activities of the UL. The key stakeholders are defined in Article 12 of *the UL Quality Policy*. For the description and examples of the roles of key stakeholders in quality management, see Section 3.2, subsection 1.2 (Table 3.6) of *the UL Quality Management Handbook*.

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	The UL has formulated the Quality Policy, which is detailed in the Quality Action Policy in line with its strategic core activities. For quality assurance of higher education, the UL Studies Quality Assurance System (in compliance with ESG) has been implemented and integrated into the UL Quality Management System (in compliance with EFQM). For more information, see Part I, Section 1.3 of this document and Section 3.1 of the UL Quality Management Handbook (The Quality Management Handbook is available in the section Other annexes) The establishment, maintenance, and improvement of the UL quality management system are performed by the management and heads of core structural units (deans of faculties) and their delegated employees. The Academic Department is responsible for the establishment, implementation, and improvement of the study quality assurance system, in close cooperation with the heads of study fields and directors of study programmes. Two collegiate committees have been established for quality assessment with the participation of the UL stakeholders: The Quality Advisory Committee and the Study Programme Quality Assessment Committee. For more information, see Section 2.5 of the UL Quality Management Handbook.

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.	The development and internal approval of study programmes are stipulated in the Regulations of the University of Latvia on Study Programmes and Continuing Education Programmes (the UL Senate Decision No 102 of 24.04.2017). For more information, see part II, subsection 2.2.2. of this report, as well as subsection II of Section 3.1 the UL Quality Management Handbook Periodic quality review of study programmes is stipulated in the Procedure for Preparation of Annual Reports on UL Study Fields (the UL Order No 1/290 of 14.07.2020). For more information, see part II, subsection 2.2.2. of this report, Section 3.1, subsections IX, and X of the UL Quality Management Handbook.
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.	Information related to learning outcomes, including assessment, is contained in study course descriptions, the preparation and updating of which, as well as the rules for their publication, are stipulated in the Procedure for the Development and Actualisation of Study Courses at the University of Latvia (the UL Order No 1/277 of 10.08.2018). Process and assessment of entrance examinations and final examinations, as well as the assessment and recognition of learning outcomes achieved in previous education or professional experience, are regulated by the relevant regulations of the UL. For more information, see part II, subsections 2.1.4. and 2.1.5. of this report. The desired ethical and fair conduct and justice are ensured at the UL by internally regulating issues related to the academic freedom and academic integrity, electing, and ensuring the Academic Arbitration Court, and ensuring the operation of the Academic Ethics Committee, as well as regulating the principles of protection of intellectual property rights. For more information, see part II, subsection 2.1.6. of this report, and the Quality Management Handbook, Section 3.2, subsection 2.1.

4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	The principles of personnel management at the UL in the areas of personnel selection, labour relations, motivation system and personnel development are defined in the UL Human Resource Management Policy (the UL Senate Decision No 264 of 28.01.2019). Accordingly, the development of academic staff is planned for the medium-term, and training plans are drawn up for the year. The qualification requirements of the staff are defined in the internal regulatory enactments of the UL in accordance with the external regulatory enactments, however the requirements for ensuring the quality of work – within the framework of regular staff appraisal, including the analysis of students' satisfaction with the delivered study courses, as well as the results of scientific activity. For more information on attracting, engaging, developing, and retaining staff: see part 2, subsections 2.3.5. and 2.3.6. of this report, and the UL Quality Management Handbook, Section 3.2, subsection 3.2.
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.	Information on students' grades is accumulated in the information system of the University of Latvia (hereinafter – ULIS) and analysed in the framework of study course implementation (including student-centred approach) and study programme improvement. Satisfaction of students and graduates with the study programme is monitored through communication activities of staff involved in the implementation of study programmes, representation of students and graduates in decision-making and advisory bodies, as well as by conducting surveys in accordance with the Regulation on the Procedure of Regular Surveys for the Evaluation of Studies at the University of Latvia (the UL Order No 1-4/260 of 12.06.2023.). For more information on the involvement of stakeholders in quality assurance see part II, subsection 2.2.4. of this report, and Section 3.2, subsection 1.2 of the UL Quality Management Handbook. Issues related to the efficiency of academic staff, available study resources and their costs are monitored in the core structural units (faculties, institutes, etc.) as well as centrally. For more information on study information management, see part II, Section 2.3. of this report, and Section 3.1, subsection VII of the UL Quality Management Handbook. The performance management system of the UL results had been introduced and implemented at the UL, within which the key performance indicators of the UL are monitored according to which further strategic decisions are made. For more information, see Section 3.2, subsection 7 of the UL Quality Management Handbook.

6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	The development of each study field is planned in accordance with the 6-year development strategy of the UL. The monitoring of the plan and the evaluation of its effectiveness are conducted within the framework of the annual self-assessment of the study field. These processes take place at the level of the respective Study Field Council, the core structural unit(s) implementing the study field (a study field may be implemented by several faculties), as well as at the level of the administration and the Senate. The UL provides the external evaluation required by the legislation, obtaining additional external quality certificates for individual programmes. For more information, see Part II, subsection 2.2.2. of this report, and Section IX and X of the UL Quality Management Handbook. To promote the quality and competitiveness of the study programmes of the UL, UL creates and finances internal grant projects (Fund for improvement of the study quality of the UL), as well as attracts external funds (European Social Fund (https://www.ozolzile.lu.lv/projekti/eiropas-socialais-fonds/)(available only in Latvian), Erasmus+ (https://www.ozolzile.lu.lv/projekti/erasmus/)).

2.1. Management of the Study Field

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

The aim and tasks of the study field "Education and Pedagogy" are justified in accordance with the scope of activity of the University of Latvia, strategic development directions, development needs and development trends of the society and economy determined by the University of Latvia Strategy for 2021-2027 (approved at the meeting of the Senate of the University on 28 June 2021)[1], which in turn follows from the regulatory documents of education policy planning and activities already implemented and planned on the basis of them. The "Sustainable Development Strategy of Latvia until 2030" (approved by the Saeima on 10 June 2010)[2] includes the recognition of the need for a paradigm shift in education at all levels. "The Latvian National Development Plan 2021-2027 (approved by the Saeima on 2 July 2020)[3] determines the people-centred growth of Latvia and contains the following lines of action: equal rights for all Latvian citizens to the services provided by the state; quality of life characterised by general well-being and an increase in opportunities for every Latvian citizen; a knowledge society, which is a common direction for change in education and science, civic awareness, media space and the economy. "Guidelines for Science, Technology Development and Innovation 2021-2027" (Regulations of the Cabinet of Ministers No. 246)[4] provides for strengthening research-based, innovation-oriented higher education and providing opportunities for the development and growth of academic staff. The overarching goal of the "Guidelines for the Development of Education 2021-2027"[5] is "to provide quality educational opportunities for all Latvian citizens in order to promote the development and

realisation of their potential throughout their lives and to build their capacity to change and responsibly manage the constant changes in society and the economy". The policy initiatives planned under the education goals are to be implemented by emphasising the most important changes in higher education: strengthening the quality of academic staff and ensuring sustainable academic careers; promoting excellence in higher education; and changing the governance model of higher education institutions. The Strategy of the University of Latvia[6] sets out strategic goals that emphasise a unique study offer and high competitiveness of graduates, a development- and excellence-oriented personnel policy and an inclusive, collaborative and innovation-oriented culture, and defines the areas of activity of the University of Latvia in accordance with the Constitution of the University of Latvia.

Based on the University of Latvia Strategy 2021-2027, **the aim** of the study field "Education and Pedagogy" is to provide excellence and internationalisation-oriented, interdisciplinary high-level studies and research in six strategic directions of the University's activities:

- Research excellence: to ensure the quality of research in education sciences and pedagogy, its results in publications and scientific events, its relevance and visibility in higher education and society.
- Study development: To provide students with student-centred, inclusive and science- and practice-based studies, promoting the acquisition of professional and transversal competences in line with future needs.
- Contribution to society: To ensure that the study programmes and research of the study field are at the forefront in Latvia, and that their contribution is recognised and credible according to the interests and needs of the society.
- Talent development: To provide opportunities for excellence-oriented staff development, renewal and collaboration for the quality performance of a coherent academic work in studies, research in science and administrative work management.
- Environment and Governance: To ensure an open and sustainable ecosystem for studies, research and governance, environmentally friendly and modern infrastructure, focused on collaboration and creativity.
- Organisational culture: Ensuring respectful collaboration and well-being of students and staff, an innovation-oriented and inclusive organisational culture.

In accordance with the University of Latvia Strategy 2021-2027, the **tasks** of the study field "Education and Pedagogy" have been set:

- to promote studies based on science and practice, ensuring students' preparation and competitiveness in the labour market;
- to promote scientific excellence of students and teaching staff by ensuring interdisciplinarity in the study process and participation in national and international research;
- to promote the transfer of modern digital technologies, creation and use of innovations in the study and research process;
- to improve the development of international study programmes by promoting the mobility of students and teaching staff;
- to foster the development, growth and renewal of the academic staff;
- to promote the transfer of knowledge in the fields of educational sciences and pedagogy to society;
- to promote professional and academic prestige in the fields of educational sciences and pedagogy;
- to implement measures to promote the well-being of students and staff.

In this accreditation of the study field, the study field "Education, Pedagogy and Sport" accredited

in 2013 is divided into two fields - "Education and Pedagogy" and "Sport".

According to the decision of the Advisory Council for the New Development of Teacher Education of the Ministry of Education and Science (MoES) in 2018, in order to decrease the fragmentation of study programmes and to strengthen the joint use of resources, a number of study programmes were gradually closed (22 in total), and modernized study programmes were developed, licenced and accredited according to the set regulations, thus ensuring the continuity and quality of the study process. In 2018, the regulations on the branches and sub-branches of science in the Republic of Latvia changed, when the transition from pedagogy to educational sciences as a branch of science took place. In 2022, the Cabinet of Ministers *Regulations on the groups, branches and sub-sectors of Latvian science*[7] were issued, which specified the affiliation of the field of educational sciences to the group of social sciences. In 2020, the new study programmes were licenced and their implementation was started, in 2022 they were included in the accredited study field “Education, Pedagogy and Sport".

The study programmes included in the study field "Education and Pedagogy" were developed in accordance with the information report "Proposals for conceptually new competency-based teacher education in Latvia"[8] published by the Ministry of Education and Science in 2017, which emphasised the need to provide conceptually new competency-based teacher education in Latvia. The authors of the report stressed that teacher education needs to be *restarted* by new programmes at all levels of higher education, including the establishment of a study programme for the professional qualification of a teacher after obtaining a bachelor's degree in another field of study.

The report also highlights the role of Master's programmes in education sciences, which should provide further education opportunities for those who have acquired a professional qualification in teaching in areas such as educational research, knowledge culture, didactics and management of education systems. The development of a Master's level programme for educational technologists, in turn, is necessary to prepare a strong network of change agents who will develop and implement a modern approach to the teaching/learning process and provide support for the education and successful entry of new teachers into Latvian schools.

In order to ensure resource sharing and synergies between the different competences of universities at doctoral level, the report foresees the establishment of a single joint doctoral programme in the field of education sciences in Latvia. It would be a programme with modules implemented in several universities, thus facilitating the internal mobility of doctoral students, increasing the research capacity of universities, and promoting the quality of education science research both in Riga and in the regions of Latvia. Within the framework of this study programme, the field of university pedagogy should be strengthened, which would ensure both the acquisition of competences necessary for work in a higher education institution for students of doctoral programmes in all fields, as well as provide an up-to-date offer for the development of professional competences of the academic staff in higher education institutions.

As a result of these changes, programmes at all study levels in educational sciences and teacher education are being implemented in the study field “Education and Pedagogy”. These are: a short cycle (first level) professional higher education study programme "Preschool Teacher", professional bachelor study programme "Primary Education Teacher", professional bachelor study programme "Teacher", second level professional higher education study programme "Teacher", master study programme "Educational Sciences", master study programme "Technological Innovation and Design for Education" and a doctoral study programme "Educational Sciences".

Overall, the study field "Education and Pedagogy" provides the implementation of the University of Latvia strategy for 2021-2027, specialising in the following areas of competitiveness, preparing

specialists in educational sciences and teacher education for innovation and sustainable development:

- educational potential in preservation, interpretation and transformation of cultural heritage;
- inclusive education, with an emphasis on socio-emotional learning;
- digital transformation of education, focusing on technology-enriched learning;
- the implementation of the competence approach at all levels of education and in lifelong learning;
- education as a promoter of public health and culture;
- quality of education and life and its assessment in national and international comparative contexts.

[1] Latvijas Universitātes stratēģija 2021.-2027./Apstiprināta LU Senāta sēdē 28.06.2021., lēmumsNr.2-3/90 [University of Latvia Strategy 2021-2027.

[2] Sustainable Development Strategy of Latvia until 2030. https://www.pkc.gov.lv/sites/default/files/inline-files/LIAS_2030_en_1.pdf

[3] [Latvian National Development Plan 2021-2027. https://www.pkc.gov.lv/sites/default/files/inline-files/Summary_Latvian%20National%20Development%20Plan%202021-2027_final_pdf.pdf

[4] [Regulations of the Cabinet of Ministers No. 246. *Regarding Guidelines for Science, Technology Development, and Innovation 2021-2027.* https://likumi.lv/ta/en/en/id/322468-regarding-guidelines-for-science-technology-development-and-innovation-20212027

6 Izglītības un zinātnes ministrija. Izglītības attīstības pamatnostādnes 2021.-2027.gadam. https://likumi.lv/ta/id/324332-par-izglitibas-attistibas-pamatnostadnem-20212027-gadam [Ministry of Education and Science. Guidelines for the Development of Education 2021-2027. Available in Latvian]

[6] Latvijas Universitātes stratēģija 2021.-2027./Apstiprināta LU Senāta sēdē 28.06.2021., lēmumsNr.2-3/90. University of Latvia Strategy 2021-2027. Available in Latvian]

[7] Ministru kabineta 2022. gada 27. septembra noteikumi Nr. 595 "Noteikumi par Latvijas zinātnes nozaru grupām, zinātnes nozarēm un apakšnozarēm". Latvijas Vēstnesis, 189, 29.09.2022. https://likumi.lv/ta/id/335928 [Regulations of the Cabinet of Ministers of September 27, 2022 No.595 *Regulations on the groups, branches and sub-sectors of Latvian science.*Available in Latvian]

[8] Informatīvais ziņojums “Priekšlikumi konceptuāli jaunas kompetencēs balstītas izglītības prasībām atbilstošas
skolotāju izglītības nodrošināšanai Latvijā” https://www.izm.gov.lv/lv/media/1831/download [Informative report *Proposals for conceptually new competency-based teacher education in Latvia.* Available in Latvian]

2.1.2. SWOT analysis of the study field with regard to the set aims by providing explanations on how the higher education institution/ college expects to eliminate/ improve weaknesses, prevent threats, and avail themselves of the given opportunities,

etc. The assessment of the plan for the development of the study field for the next six years and the procedure of the elaboration thereof. In case there is no development plan elaborated or the aims/ objectives are set for a shorter period of time, information on the elaboration of the plan for the development of the study field for the next assessment period shall be provided.

A working group of representatives of the study field developed a SWOT analysis. Taking into account the SWOT analysis, the Development Plan of the study field for 2022-2027 was developed to achieve the set goals for the study field (see Appendix "Goals and Development Plan for 2022-2027 for the Study Field "Education and Pedagogy""). It consists of general objectives and more specific sub-objectives for each goal, for which the responsible persons are also identified. In order to check whether the sub-objectives have been achieved, the indicators to be achieved and the corresponding values at the start, at the mid-term and at the end of the plan are defined.

The development of goal, the Development Plan and the SWOT of the study field took place in several steps. Initially, a working group of programme directors and other expert representatives of the study field, complemented by employer representatives, drafted the documents. These were discussed in several iterations in the Development Plan Working Group, the SWOT Analysis Working Group and the Study Field Council. Subsequently, the Development Plan was also discussed with representatives of the Academic Department. This was followed by a discussion of the draft documents at the Study Field Council meeting. At each step, comments and suggestions were used to improve the documents. The final version of the Development Plan was approved by the Study Field Council on 22.02.2023 and the FEPA Council on 24.02.2023, as well as approved by the Quality Assessment Commission of the UL Study Programmes at its meeting on 10.03.2023.

The assessment of strengths, weaknesses, opportunities and threats (SWOT analysis) of the study field in relation to its goals has been carried out during the meetings of the accreditation working group and the representatives of the study field council. The meeting participants were discussing and evaluating the content, organisation and implementation experience of study programmes included in the study field. They were also analysing and taking into account the proposals made by students for the improvement of the study process, the selection and renewal process of the academic staff; employer recommendations; sources of funding, material and methodological support; scientific activities of the academic staff of the study field; the strategic development documents of the UL and Faculty of Education, Psychology and Art [1] (the UL Strategy 2021-2027, the FEPA Strategy 2022-2027), the development opportunities of the study field, including the planned relocation to the Academic Centre of the UL. The SWOT analysis is used in the work of the study field to develop and implement proposals for improvement.

ANALYSIS OF INTERNAL ENVIRONMENT

Strengths

- Highly qualified academic staff (diverse qualifications, links with practice, experience of international cooperation).
- Rich experience in basic and applied research (strong links with data and evidence-based practice).
- Experience of international collaboration in research consortia and in the delivery of the study process.
- Research assistantships for MSc and PhD students.
- National experts in the field of educational sciences/sport.

- Interdisciplinary research practices.
- Researchers have the capacity to publish in high ranking (Q1/Q2, top 50% citation) scientific journals.
- Provision of e-learning environment, access to library resources (world-leading databases, e-books, etc.), material and methodological support according to the needs of the study field.
- Close cooperation with educational institutions, employers and social partners.
- Work on the development of lifelong learning and professional development programmes.
- Organisation of scientific and methodological conferences with the aim of promoting scientific communication with the society.

Areas to be improved (weaknesses)

- The system of payment for scientific activities (for scientific publications and writing the project applications).
- More active renewal of young scientists and academics, ensuring the continuity of career development opportunities.
- Expanding and diversifying the areas of international cooperation.
- Reinforcement of international competition for academic positions.
- Increasing the proportion of high-ranking (Q1/Q2, top 50% citation rate) publications.
- Interdisciplinary use of the interdisciplinary expertise and technology to improve the study process and research.

ANALYSIS OF EXTERNAL ENVIRONMENT

Opportunities

- The relevance of the education/sport sector to society in the face of global crises and challenges.
- Attracting funding for international and national projects.
- Opportunities for further training/education at foreign universities and research centres.
- Implementation of research projects and study process in cooperation with public administration institutions and entrepreneurs.
- Opportunities to attract funding for increasing the scientific and academic qualification of researchers and teaching staff.
- Cooperation with other Latvian and foreign higher education institutions.
- Extension of the possibilities of using the diverse infrastructure of the University for the promotion of cooperation and growth of the academic and general staff.

Threats

- Insufficient funding for higher education and science at national level.
- A science funding principle that does not ensure continuity in long-term research and the exploration of fundamental problems.
- Low prestige of scientific work, low interest in research and academic work
- Outflow of capable, talented specialists with academic potential, as well as potential students to other universities, countries and fields of activity.
- Low prestige of the teaching profession, demographic situation in the country, which influences the decrease in the number of students in teacher education and educational sciences study programmes.
- Uncertainties caused by internal and external consolidation processes in higher education institutions.

[1] According to the LU consolidation plan from 02.01.2024. the title of the administration of the UL “Faculty of Education, Psychology and Art” has been changed to the “Faculty of Education Sciences

and Psychology”.

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

Collegiate responsibility for the administration of the study field lies with the UL decision-making bodies – the Senate, the UL Study Programme Quality Assessment Commission (hereinafter – SP QAC) (headed by vice rectors), respective faculty councils and study field councils, which evaluate study quality and decide on study quality assurance measures.

The governance of the UL is responsible for the study quality assurance, delegating responsibility for the development and functioning of the study quality assurance system to the Academic Department.

The responsibility for the development of the study field and quality of implemented study programmes lies with the head of the study field and dean, study programme directors, and subprogramme directors.

Each lecturer is responsible for the quality of the content and implementation of the study course, research activity and professional development.

The students' responsibility is defined in their rights and obligations to promote the achievement of the UL goals and excellence in studies, participating in the UL collegial institutions and regularly expressing their opinion in student surveys.

The management scheme of the UL study field and its study programmes can be found in Annex "Scheme of the management of the study field "Education and Pedagogy" and its study programmes".

The Regulations on the University of Latvia Study Field Management (the UL Senate Decision No 70 of 27.01.2020) determine the procedure for the management, quality assurance and development of study fields at the UL; the functions and operating principles of the respective Study Field Council; qualification requirements, duties, responsibilities, and rights of the head of the study field, study programme director, and the head of the subprogramme of the respective study field.

Each UL study programme has **a study programme director** who directs the development and implementation of the study programme. The director of the study programme is approved by the Senate on the proposal of the respective Faculty Council. The study programme director is a member of the Study Field Council of the respective branches of science and coordinates their activities with the respective Head of the Study Field and Study Field Council. The study programme director is accountable for their activities to the dean of the faculty. Responsibilities of the study programme directors include ensuring a well-functioning, sustainable operation of the study programme in accordance with the procedures specified by the UL and other responsibilities. If the study programme covers several subprogrammes providing a specific qualification or specialisation, then each subprogramme may have their own head. In this case, part of the study programme director's duties is performed by the head of the subprogramme. The **head of the**

subprogramme is approved by the respective Faculty Council. The head of the subprogramme is accountable for their activities to the study programme director.

The competence of the head of the study field is to ensure the management and development of the study field. The head of the study field is approved by the Rector on the proposal of the dean of the respective faculty. The head of the study field is accountable to the respective Study Field Council and the dean. The heads of study fields, in cooperation with the study programme directors and the director of the UL Regional Centre, in cases when the study programmes included in the study field are implemented in the UL regional branches, ensure the revision, development planning and implementation of study programmes included in the study field. Heads of study fields organise the work of study field councils, as well as regularly organise the development of annual study field reports and their promotion for review and approval to the respective Study Field Council and respective Faculty Council. Heads of study fields in cooperation with the study programme directors and the Academic Department of the UL ensure the accreditation and re-accreditation of the study field and perform other duties. The Head of the Study Field may have deputies.

The Study Field Council is a collegial study field management body, which supervises academic, professional (including residency) and doctoral study programmes of all levels within one study field. The participants of the respective Study Field Council is the head of the study field and its deputy, if there is one, the study programme directors and subprogramme directors relevant to the study field, the representatives of the students in respective programmes (not less than 20% of the composition of the Study Field Council, promoting the representation of all levels of study programmes, as well as the largest possible number of study programmes, nominated by the students self-government), representatives of employers and cooperation partners of the study field (candidates are nominated by the heads of structural units, heads of study fields, study programme directors and heads of subprogrammes). The composition of the Study Field Council may be supplemented with graduates of the respective study field programme who are not involved in the implementation of said study field, as well as with professors, associate professors, and other qualified specialists (candidates are nominated by the heads of structural units, heads of study fields and study programme directors). The Study Field Council approves the development plan of the study field, evaluate the concepts of new study programmes, changes in study programmes, annual self-assessment reports of the study field, licencing and accreditation applications and related documentation.

Faculty Councils, consisting of representatives of the academic and general staff, elected for three years, and student representatives, who make up at least 20% of the councillors, decide on academic, economic, financial, and other activities of the faculty that are within the competence of the faculty or may be passed on to the Senate.

The Study Programme Quality Assessment Commission assesses the performance of UL study fields and study programmes, as well as makes proposals to the respective Faculty Council and the UL governance on the further development of the programmes. SP QAC reviews and provides opinions on study programmes, including, evaluates applications of new study programme concepts, new study programmes and closure proposals, significant changes in accredited study fields that require a decision of the SP QAC, as well as applications for new study modules and subprogrammes. When evaluating the concepts of new study programmes, annual reports of study programmes and study fields, the SP QAC is guided by the opinion of anonymous, independent experts. The SP QAC consists of vice-rectors, the Chairman of the Academic Commission of the Senate or his authorised representative, the Director of the Academic Department and representatives, the Representative of the Department of Study Service, the Internal Auditor, the Head of Quality, representative of the Library of the UL, a representative delegated by the

Student's Council (hereinafter – SC) and a representative delegated by the UL Alumni Club.

Starting the implementation of *the UL Strategy 2021-2027*, based on the efficiency audit of the administrative structural units performed in 2021, the UL administration was significantly reorganised in November of 2021, thus strengthening the strategic and quality management functions in the structural units of the administrative structural units. One of the most significant changes is the integration of the Study Department of the University of Latvia and the Department of Science of the University of Latvia, forming the Academic Department, thus strengthening the unity of higher education and science.

The UL Administration has the following units: Academic Department, Department of Study Service, Department of Communication, Legal Department, Department of Human Resources, Department of Information Technology, Department of Finance and Accounting, Document Management Division, Infrastructure Management Division, Real Estate Revenue Division, Institutional Data Analysis Centre, Project Support Centre, Academic Centre Development programme, Study Development and Management Improvement Programme. The Chancellor of the UL, the internal auditor, the quality manager, the head of the work safety system, and the information technology security manager also operate as a part of the administration. The study process is also supported by the main structural units under the Head of the Administration – the Culture Centre, Sports Centre and the Pre-study Training, and Dormitory Service Centre.

In the UL Administration **the Academic Department** has the key role in the management of the field of study. The Academic Department consists of the Academic Policy Division, the Science Projects Division, the Study Quality Assurance Division, and the Lifelong Learning Division. The competence of the Academic Department is to monitor the requirements of the regulatory enactments in force in the Republic of Latvia and changes therein, national and European Union (hereinafter – EU) development policy documents, as well as standards and good practices in the field of academic activities and lifelong learning. The Academic Department ensures the UL functional strategy, development of regulations and supervision of their implementation in these fields corresponding to the outer regulations and to the UL Strategy; ensures the development, implementation of studies, as well as scientific quality assurance systems (or processes)' monitoring and continuous improvement of their implementation; ensures regular review of academic and lifelong learning processes and risks; regular review of methods and procedures; identifies and ensures necessary control and preventive measures in accordance with the practice implemented by the UL; ensures analytical identification of the results of academic activities and lifelong learning and the opportunities for their improvement, etc.. The Division of Study Quality Assurance monitors the compliance of all study levels with internal regulations; coordinates the medium-term development plan of studies in cooperation with faculties; manages its implementation; monitors and provides methodological support in developing new study programmes and implementing and improving existing programmes; organises internal quality assurance processes in studies; organises and coordinates external quality assessment; ensures centralised administration of doctoral student admission, doctoral studies and promotion process; provides support in the process of implementation and improvement of studies at all levels; evaluates study programme results and competitiveness; and participates in resource evaluation.

The Department of Study Service consists of the Academic Services Division, the Admissions Division and the Mobility Division, which are competent to organise and ensure the matriculation and exmatriculation of national and international students; the circulation of study documents and their registration; maintain the graduation documentation (qualification) register, including diplomas and graduates register; to provide students with social, cultural and other support functions, as well as to provide consultations and information to students on social security; to inform potential applicants and candidates about the study programmes, study process and study

organisation, as well as to ensure the administration and implementation of mobility programmes, etc.

The Head of the UL Quality Control and the Internal Auditor also participate in the development, evaluation, and improvement of the study quality management system.

According to the new *Regulations of the Administration of the University of Latvia*, the Department of Human Resources established **the Department of Academic Competence Development of the University of Latvia**, the functions of which will include the development and improvement of personnel development, career and succession planning systems, the implementation of personnel development measures, as well as the methodological management of academic personnel management issues by UL departments.

Cooperation with the **student self-government of the faculty**, which represents the interests of students in the operation of the faculty, including solving issues of the academic, social, and cultural environment, plays an important role in the management of studies. The members of the student self-government are represented in **the UL Student' Council**, thus participating in the management of the UL.

Student council representatives have the right to participate in the decision-making bodies of the University at all levels, as well as the right to participate as observers in examinations. Representatives of the Student Council in the University Senate, the Faculty Council and the Constitutional Assembly shall have the right of veto in matters affecting the interests of students. Student representatives are also members of the Study Field Council of "Education and Pedagogy" (at least 20% of the entire council). The Student Council of the UL FEPA is an independent, university-funded organisation elected by the students of the FEPA, whose aim is to defend the rights of the FEPA students and to represent their interests in matters of academic, social and cultural life at the level of the Faculty and at the level of the University. The Student Council brings together the most active students of the faculty. Activists and 20 elected students with voting rights carry out the activities of the FEPA Student Council. Four members of the FEPA SC are members of the UL Student Council. Four voting students who have the power to influence processes and decisions at the level of the whole faculty are part of the FEPA Council.

The management of the study programme is carried out in cooperation with the FEPA Student Council. Programme directors, the FEPA dean and vice-deans meet regularly with representatives of the FEPA SC to discuss and coordinate key issues related to the work and development of the faculty and study programmes.

Involvement of general staff (support staff) plays an important role in the management of the study field. General staff provide practical day-to-day support to students and academic staff as part of the study process. The support staff of the FEPA is based on the principle of involvement of study programmes as well as other institutions. Those involved in the implementation of the study field are the dean, vice-deans, executive director of the faculty, vice-exacutive director, study administrators; IT specialist, faculty secretary; head and secretary of the FEPA Council; head of the Study Field Council, her deputy and secretary of the council; two public relations specialists of the faculty, coordinator of external relations (ERASMUS), chief librarian of the UL FEPA library and the librarian. As the administrative and general duties at different levels are mostly shared by colleagues, who are also engaged in academic and scientific work, systematic mutual cooperation and support is an essential resource for the development of the study field.

The seven study programmes of the study field are implemented in the cooperation of all departments of the FEPA - Department of Education Sciences and Pedagogical Innovation, Department of Teacher Education, Department of Psychology, Department of Preschool

and Primary Education, Department of Art and Technology, as well as the teaching staff of other UL faculties - Faculty of Biology, Faculty of Geography and Earth Sciences, Faculty of Physics, Mathematics and Optometry, Faculty of Humanities, Faculty of Chemistry.

The management structure of the study field "Education and Pedagogy" and its programmes, as well as the support of the administrative and general staff of the UL are adequate for the implementation and development of the study programmes of the study field. The management structure of study programmes of the study field is coherent and efficient, ensuring the management of all programmes of the study field and cooperation with other departments, fields and programmes of the University.

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

Student admission procedures and requirements:

- Terms of Admission at University of Latvia
- Terms of Admission and Criteria for Undergraduate (available only in Latvian)
- Terms of Admission and Criteria for Postgraduate Studies (available only in Latvian)
- Terms of Admission and Criteria for Doctoral Studies
- The Procedures for the Initiation of Studies in Subsequent Study Stages at the University of Latvia (available only in Latvian)

Normative regulations governing recognition procedures:

- Regulations on the recognition of knowledge, skills, competence acquired outside of formal education or in professional experience, recognition of study results achieved in the previous education, and referencing of academic activity at the University of Latvia
- University of Latvia procedure for recognition of competencies developed outside formal education or through professional experience and learning outcomes achieved in previous education

The admission process at the UL and, consequently, also with the study programmes in the study field “Education and Pedagogy” is regulated by *the Terms of Admission at the University of Latvia* and its subordinate orders, which determine the procedures for the given academic year:

1. Admission requirements and criteria for undergraduate programmes.
2. Admission requirements and criteria for higher-level study programmes.
3. Admission requirements and criteria for doctoral programmes.
4. Admission procedure for the academic year.
5. Registration fee in the admission.
6. Tuition fees for completion of the full study programme.
7. Number of study places for admission.
8. Procedure for the development of entrance examination materials.

9. Composition of the Admission Committee.
10. Composition of the entrance examination boards.
11. Date and place of entrance examinations.

Requirements and criteria for study programmes are reviewed and updated annually, and according to the Article 46 of *the Law on Higher Education Institutions*, they are published on the UL website by November 1st. Admission procedures vary by study level.

Enrolment in undergraduate studies is centralised through the *Single Enrolment in Undergraduate Programmes System*, which integrates the enrolment in 12 HEI in Latvia. The competition for study places is based on the results of the centralised examinations or the secondary education certificate grades of the persons who have acquired secondary education before 2004, who have been exempted from the centralised examinations or have completed their secondary education abroad. In the case of study programmes that do not have relevant centralised examinations, additional requirements for specific grades are set, and the programmes requiring specific skills or aptitude set an additional entrance examination. As a result, applicants are ranked according to their scores. Programmes may provide benefits to national Olympiads and winners of other contests (for more information on admission requirements, see the description of each study programme).

Enrolment in master's degree programmes is decentralised, at each faculty, but with uniform deadlines. Enrolment is based on grades obtained during undergraduate studies. In programmes that allow for prior education in various fields, the entrance examination is used to determine the correspondence of the candidate's prior knowledge to the field of the study programme.

Admission in doctoral studies takes place centrally. The applicant must submit the topic of the promotion thesis and supervisor should be agreed upon. The applicant's eligibility is assessed by the doctoral council of the branch of science.

The UL provides an opportunity to commence studies also in subsequent study stages, in accordance with the *Regulations for commencing studies in subsequent study stages at the University of Latvia* (the UL 07.06.2022 order No. 1-4/332). A precondition for commencing studies in subsequent study stages is the recognition of previously mastered study courses or knowledge, skills, competence, learning outcomes achieved in previous education, which is regulated by *the Regulations on UL Procedure for Recognition of Competencies Developed outside Formal Education or Through Professional Experience and Learning Outcomes Achieved in Previous Education* as well as *the recognition and alignment of academic activity* (the UL Senate Decision No. 2-3/ 86 of 28 June 2021) (hereinafter – the Regulations) and *the UL Procedure for the Recognition of Study Courses and Knowledge, Skills and Competencies Acquired in Study Courses and Outside Formal Education or Through Professional Experience and Learning Outcomes Achieved in Previous Education* (the UL Order No 1-4/ 543 of 04.11.2021).

Applying to commence studies in subsequent stages, the application must be filled in and the necessary documents must be attached. The UL recognition committee for the recognition of knowledge, skills, competence acquired through non-formal and extra-curricular education or professional experience, and recognition of learning outcomes achieved in the previous education (hereinafter – Recognition Committee) or study programme director, if the student renews studies in the same UL programme, evaluates and recognises previously achieved learning outcomes that corresponds to the learning outcomes in the study courses of the respective UL study programme. Final examinations are not recognised. Recognised learning outcomes are included in the academic obligations fulfilled by the student. Recognition of study courses, recognition of education acquired through non-formal and extra-curricular education, also taking of additional study courses, or taking assessments is a paid service, in accordance with the UL price list of paid services, which is

approved annually. The UL evaluates and recognises knowledge, skills, competence acquired through non-formal and extra-curricular education or through professional experience, and learning outcomes achieved in the previous education. During application, documents confirming the achieved learning outcomes must be enclosed/attached – certificates, employer's statements, recommendations, project results, job descriptions, etc. Learning outcomes achieved through professional experience may be recognised only in the part of the respective study programme that contains an internship or as intended learning outcomes in the study course of the study programme or study module, which confirm acquired practical knowledge. In cases stipulated in the Regulations of recognition, the Recognition Committee may ask the applicant to pass assessments required in the respective study course or in its part.

On 20.04.2023 in the study field, out of all active students there were 560 students, who have study courses recognised; and 790 students whose study courses have been recognised since the start of enrolment in the new study programmes in the autumn semester of 2019. Table 2.1.4.1 summarises the data on the study programmes of the study field.

Table 2.1.4.1. **Students, who have study courses recognized by study programmes and regional branches**

Code of the study programme	**Title of the study programme**	**Number of current students who have recognised study courses**	**Number of students who have recognized study courses in the previous period (2018-2023)**
41141	Short-cycle (first level) professional higher education study programme “Preschool Teacher”		
	Preschool Teacher (implemented in Riga)	51	72
	Preschool Teacher (Aluksne)	1	2
	Preschool Teacher (Bauska)	11	16
	Preschool Teacher (Cesis)	13	17

	Preschool Teacher (Jekabpils)	7	16
	Preschool Teacher (Kuldiga)	6	12
	Preschool Teacher (Madona)	2	4
	Preschool Teacher (Tukums)	8	16
	Bachelor study programmes		
42141	PBSP “Teacher”		
–	Latvian language and literature teacher	25	30
–	Mathematics teacher	10	14
–	Teacher of Science (Biology or Chemistry or Geography or Physics)	11	14
–	Russian language and literature teacher	1	1
–	Teacher of Social Science and History	3	6
–	English teacher	28	36
–	German teacher	3	3
–	Computer Science teacher	6	9
–	Design and Technology teacher	8	12
42141	PBSP “Primary Education Teacher”		

–	Primary Education Teacher (implemented in Riga)	105	138
–	Primary Education Teacher (Bauska)	39	48
–	Primary Education Teacher (Cesis)	65	71
–	Primary Education Teacher (Jekabpils)	13	23
–	Primary Education Teacher (Kuldiga)	32	37
–	Primary Education Teacher (Tukums)	30	38
	Master study programmes		
45142	MSP “Education Sciences”		
–	Education Sciences (Education management)	14	44
–	Education Sciences (Pedagogy)	6	11
–	Education Sciences (Human behavior and education)	5	5
–	Education Sciences (Diversity and inclusion in education)	5	8
–	Education Sciences (Cesis)	8	11
–	Education Sciences (Jekabpils)	8	11

45142	MSP “Technological Innovations and Design for Education”	8	8
Total		532	733

Study course recognition in undergraduate and postgraduate study programme is conducted mainly when students return from international exchange programmes or resuming or continuing studies at later stages after changing or discontinuing studies started at the UL or other HEI. In certain cases, the recognition of professional experience is done in the s programmes by referencing knowledge, skills and competence acquired in the professional activity to the internship intended in the study programme.

It is possible to reference academic activity, which is conducted outside of doctoral study programme, to the requirements of the respective doctoral study programme, also to recognise study courses or internship taken at the UL or other HEI, including, international exchange programmes. Requirements for the referencing of academic activity admissible in the doctoral programmes are defined in the recognition regulation and procedure.

Offered opportunity by the UL to perform recognition of learning outcomes achieved through non-formal and extra-curricular education, including, continuing education programmes, is rarely used.

For the UL students, who study or undergo internship within the framework of various international exchange programmes, the recognition and referencing of learning outcomes achieved during mobility is carried out in accordance with the above-mentioned regulation and procedure regulating recognition at the UL, and the *Procedure for Organising Erasmus+ Programme Mobility at the UL* (the UL Order No1/363 of 18.12.2014). Before going on mobility, the student coordinates the plan of mobility study courses or internship with the study programme director, indicating in it also study courses of the UL, which will be recognised and not required to study after returning to the UL. If changes to this plan are made during the exchange, they are agreed upon with the study programme director. Also, in case of internship mobility, the duration and place of internship, as well as the terms of recognition, are agreed upon with the study programme director. In accordance with the UL regulations, the compliance of learning outcomes achieved during the mobility with the regulations of international exchange programme and requirements of the UL programme are considered in recognition of these learning outcomes. Recognition of learning outcomes achieved and mastered during the mobility is performed by the study programme director of the respective study programme or the Recognition Committee, based on transcript of records from the partner HEI or statement from the internship place. After making positive decision, the recognised learning outcomes are included in the fulfilled academic obligations of the student.

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

In conformity with *the Law on Higher Education Institutions of the Republic of Latvia*, the UL internal regulation the *Procedure for the Development and Actualisation of Study Courses at the University of Latvia* (the UL Order No 1/277 of 10.08.2018) stipulates that information on the conditions, aim, tasks, requirements for obtaining credit points, study course content, organisation of study process through contact classes, organisation and tasks of the students independent work, intended learning outcomes (knowledge, skills, competence) and their assessment methods and assessment criteria, are included in all study course descriptions, which are available to students in the ULIS and the UL e-study environment. The registration and recording of students' grades are done in the UL e-study environment of respective study course. The UL has formulated the learning outcomes for each study programme and for each study course as a set of knowledge, skills, and competence. Courses in study programmes are developed in accordance with the principles of gradation and succession. To ensure that, the mapping of intended learning outcomes is performed on the level of study programme and study courses.

Starting studies, students are informed of the organisation and implementation of studies in the relevant study programme, but when starting each individual study course, the academic staff informs students specifically about the organisation, content, requirements, intended learning outcomes, study course final examinations and assessment criteria, as well as explains the integral quality of the study course for achieving overarching learning outcomes of the study programme. Students can familiarise themselves with the assessment criteria and conditions and the binding procedures in the study course descriptions and the UL e-study environment, as well as at the beginning of each course during the first class, when each lecturer introduces students to the course organisation, briefly describes the requirements for interim assessments and study course final examinations, describes grading criteria, assessment and examination procedures, by not changing these requirements and grading criteria throughout the semester.

The specificity of the methods used in course examinations and the process of assessing students' achievements in the study programmes of the study field "Education and Pedagogy" is that through assessment students also indirectly learn how to assess learners. Formative assessment practices, as well as the involvement of students in self-assessment and peer assessment during mid-term examinations are an integral part of assessment in the programmes of the study field. Combined organisation forms of examinations (oral, written, practical) are used, as well as multi-stage forms of examination. Several courses have more than one lecturer, so they are all involved in the assessment of student performance.

The organisation of the study course assessments and the grading of the students' achievements is performed in accordance with *the Law on Higher Education Institutions* and *the Procedure for Organization of Examinations of Study Courses at the University of Latvia* (the UL Senate Decision No 211 of 29.06.2015) elaborated by the UL Constitution and applicable to the assessment of learning outcomes of full-time and part-time students enrolled at the UL study programmes at all levels.

There are two types of assessment in each study course: the interim assessment (the total grade for interim assessments not less than 50% from the total grade) and the study course final examination (grade not less than 10% of the total grade). The study course final examinations may be conducted in writing or orally or in a combined form (written and oral). To assess students' achievements, the form of assessments and methods are chosen in correspondence to the teaching methods used in the study process, during contact classes and in the organisation of students' independent work.

Taking an examination is a mandatory requirement for obtaining credit points for the completion of a study course. The procedures and criteria for the interim assessments are determined by the

responsible structural unit. The study course grading is calculated in the UL Centralised Recording System according to the algorithm specified in the course description, considering the grading obtained in the interim assessment(s) and study course final examination, and recorded in the examination report.

Types of interim assessments include quizzes, individual work, practical work, laboratory work, reports, papers, and other types of work according to the profile of the study course. The number and type of interim assessments are specified in the study course description. For the student to receive grading for the completion of the study course, the grading acquired in the study course final examination should be a passing grade. The completion of the course can be assessed as successful even if the study course final examination has been failed, and such possibility is defined in the study course description. The overall grading of course completion is calculated in the UL e-study environment according to the algorithm specified in the course description, considering the grading obtained in interim assessments and study course final examinations.

According to the specifics of the study course, the requirements for attendance of classes may also be set.

At the end of each study course there is a study course final examination: examination or defence (course work, final project, semester paper, field course, internship). The procedure of defence and assessment of course work, final thesis project, semester paper, field course and internship are stipulated in the UL normative acts.

Learning outcomes are evaluated on a 10-grade scale. If allowed by external regulations, learning outcomes can be assessed as ’passed’ or ’failed’ with the permission of the UL vice-rector. The course is considered to have been successfully completed, i.e., the grade is positive, if the grade on the 10-grade scale is not lower than '4' (almost satisfactory) or 'passed'. In this case, the student earns credit points for the completion of the respective course.

For the assessment of students’ knowledge, skills, and competence in each study course in the 10-grade system, the study result criteria described beforehand are used. The basis for formulation of criteria is learning outcomes formulated in each study course and explanations of assessments (see Table 2.1.5.1), which is published in *the Procedure for the Development and Actualization of Study Courses at the University of Latvia* (the UL Order No 1/277 of 10.08.2018).

Table 2.1.5.1

Explanation of the 10-grade system assessments

Level of Learning	**Grade (description)**	**Explanation** *(Pursuant to Cabinet of Ministers of the Republic of Latvia Regulations (hereinafter – the Cabinet) No 141, 512, 240 and the UL Senate Decision No 211 of 29.06.2015)*
very high level of learning	**10 (with distinction)**	knowledge, skills, and competence exceed the requirements of the study programme, study module or the study course and testify to the ability to conduct independent research and deep understanding of problems
	9 (excellent)	knowledge, skills, and competence fully comply with the requirements set for the study programme, study module or the study course and the students possess the ability to use the acquired knowledge independently

high level of learning	**8 (very good)**	the requirements of the study programme, study module or the study course are completely met, though in certain issues the students do not have an understanding deep enough to use the knowledge independently for solving more complex problems
	7 (good)	in general, the requirements of the study programme, study module or the study course are met but occasionally the inability to use the acquired knowledge independently is established
average level of learning	**6 (almost good)**	the requirements of the study programme, study module or the study course are met, but there is a lack of deep understanding of the problem and inability to use the acquired knowledge
	5 (satisfactory)	in total, the study programme, the study module, or the study course is acquired but there is insufficient knowledge of certain issues and inability to use the acquired knowledge
	4 (almost satisfactory)	in total, the study programme, the study module, or the study course is acquired, however, there is insufficient understanding of some basic concepts and there are considerable difficulties in practical application of the acquired knowledge
low level of learning	**3 (weak)**	the knowledge is superficial and incomplete; the student is unable to use it in specific situations
	2 (poor)	superficial knowledge of only some issues; most of the study programme, study module and the study course are not acquired
	1 (very, very poor)	no understanding of the fundamentals of the course and almost no knowledge of the study programme, study module or the study course

The needs of students and the relevance of assessment methods and procedures to the achievement of the objectives of study programmes are analysed and developed, considering the experience of academic staff, by analysing learning outcomes achieved by students and the results of surveys conducted over several academic years. In the surveys, students recognise the importance of clearly formulated intended learning outcomes and defined assessment criteria, as well as the regular feedback on students' achievements in the study process. To ensure this, the academic staff systematically analyse their experience, collaborate with colleagues, analyse students' achievements, and improve course descriptions and e-study environment by developing assessment criteria that corresponds to the intended learning outcomes, thus providing the basis for the assessment.

Evaluating learning outcomes, the basic assessment principles formulated in the regulations of the Cabinet No 305 *the Regulations Regarding the State Standard for Professional Higher Education*

(13.06.2023) and No 240 the *Regulations Regarding the State Standard for the Academic Education* (13.05.2014) are observed:

- **the principle of summing up positive achievements** – assesses by summing up positive achievements of the learning outcomes;
- **the principle of openness and transparency of the assessment** – a set of basic requirements for knowledge, skills and competence is established in line with the aim, objectives and learning outcomes of the study programme as well as the aim and objectives of study courses;
- **the principle of the possibility of reviewing the assessment** – the UL has established the procedure for reviewing the obtained assessment;
- **the principle of mandatory assessment** – it is necessary to obtain a positive grade on completion of the entire study programme content;
- **the principle of the variety of types of assessment used in the grading** – different assessment types are used in the assessment of the study programme;
- **the principle of conformity of assessment** – during the assessment student is given an opportunity to demonstrate knowledge, skills and competence in relevant tasks and situations. The content included in assessments corresponds to the content and achievable learning outcomes specified in the course programmes.

The basic criteria for the assessment of graduation examinations are determined in the *Requirements for Elaboration and Defending of the Graduation Papers (bachelor's, master's, diploma, and qualification papers) at the University of Latvia* (the UL Order No 1/38 of 03.02.2012). Additional criteria may be determined for the assessment of graduation papers, which are approved by the respective Faculty Council on a proposal from the relevant Study Field Council.

At the end of the professional bachelor's study programme "Primary Education Teacher", students develop and defend a bachelor's thesis and take a qualification examination. During the study process, students will have successfully completed courses in the content of seven subject domains and integrated teaching methodology courses in Grades 1-3 and Grades 4-6, or in pre-school pedagogy, as well as elective module courses. They will have demonstrated their knowledge, skills and competences during their pedagogical practice by implementing the teaching process in the subject domains and will have created a portfolio of practical pedagogical experience. In the final examinations, students demonstrate their professional competence as a teacher in accordance with the requirements of the teaching profession standard. In the qualification examination, students demonstrate their understanding of the goals, objectives, content patterns and principles, forms and methods of learning in the subject domains. The student demonstrates the ability to plan and implement the learning process, to assess learner performance in collaboration with colleagues, to reflect on his/her own competence and to provide feedback.

The bachelor thesis is a scientific research on a specific topic in the field of school pedagogy or preschool pedagogy. In the preparation of the bachelor thesis, the student consults the supervisor, who provides regular feedback. Two days before the defence, the student receives a review from the previously appointed bachelor thesis reviewer and prepares a presentation for the bachelor thesis defence.

In professional study programmes, employers' representatives also take part in the work of final examination commissions. All members of the commission have the opportunity to familiarize with the bachelor theses in e-studies 10 days before the bachelor thesis defence.

The Professional Bachelor's study programme "Teacher" is considered to be completed if the student has successfully passed all the study courses provided for in the programme, defended his/her teaching practices, as well as developed and presented to the state examination

commission his/her bachelor thesis of 10 credit points and passed the qualification examination of 2 credit points.

Students can choose the type of bachelor's thesis: a research thesis or a teaching experience thesis. In the bachelor thesis-research, students demonstrate their professional competence as teachers by carrying out independent research in the subject content and methodology. The bachelor's thesis as teaching experience is recommended for students who have experience in teaching and who work in an educational institution. By completing a bachelor's - a thesis of teaching experience, the student demonstrates the ability to carry out independent professional activity. The student summarises, analyses and demonstrates with evidence the development of his/her professional competence.

Bachelor's thesis presentations are evaluated according to the following criteria:

- Logic and content of the presentation structure, whether sufficient information about the research is provided;
- Visual quality of the presentation;
- Presentation culture, skills, language;
- Practical relevance and applicability of the research, novelty, and contribution to educational sciences: the work is presented or validated at a local or international event;
- Answers to questions.

The bachelor thesis is defended at an open meeting of the State examination commission. If the supervisor or reviewer of the bachelor thesis is a member of the State examination commission, he/she participates in the discussion at the time of the defence of the bachelor thesis he/she supervises or reviews, **but does not participate in the evaluation** (since his/her evaluation as a supervisor or reviewer is already taken into account in the evaluation of the thesis by the secretary of the State examination commission).

The assessment of bachelor's theses takes place in a closed meeting of the State examination commission after all the theses scheduled for the meeting have been heard. The assessment is announced to students after the session, ensuring the confidentiality of the assessment.

When evaluating the bachelor thesis, the following is taken into consideration: the quality of the thesis (topicality of the topic, analysis of previous research findings, novelty, quality of the analysis of the empirical material, quality of the conclusions; conformity of the thesis to the style of scientific language and the norms of the literary language of the thesis).

The order of assessing the bachelor's theses:

ATZ – final grade for the bachelor's thesis

ATZ_{rec} – reviewer's grade for the bachelor's thesis

ATZ_{vad} – supervisor's grade for the bachelor's thesis

- the sum of the grades of the memberes of the commission

n – the number of commission members (who participate in the assessment of the respective bachelor thesis)

Remark. If there is no reviewer and/or supervisor's grade, the total grade is calculated from those grades that are available (of course, adjusting the calculation formula accordingly).

The purpose of the State examination commission is to test the knowledge, skills and competence

of a candidate for the award of a teaching qualification in accordance with the requirements of the teaching profession standard in order to award or refuse the award of a teaching qualification. Students perform an evaluation of their professional competence in accordance with the learning outcomes of the professional bachelor's study programme “Teacher” and a personal SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, assessing their performance in the teaching profession according to the Teaching Profession Standard (2020).

The qualification examination mark consists of:

1) Intermediate examination:

Assessment of professional competence (40%), assessed by the university.

2) Examination: this is assessed by employers and practising teachers.

1) Professional business card and its presentation (50%);

2) Reflection on the professional business card of the groupmatees and feedback received from group mates (10%).

To create a professional business card, students

1. conduct a personal SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, evaluating their own performance in the teaching profession according to the Teaching Profession Standard (2020). https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf (available only in Latvian)

Teacher's duties and tasks:

- Planning the teaching/learning process
- Implementation of the teaching/learning process
- Assessing the learning performance and growth of the learner
- Developing the professional competence
- Developing the educational institution and the field of education
- General tasks of ensuring professional activity

2. based on the SWOT analysis, create a personal development plan for career and further development and present it in a professional business card: an A4 electronic version and two hard copies (who I am, my professional identity, SWOT, plans for career and further development).
3. during the examination, students are invited by three in alphabetical order in the examination room to present their business cards. They have 7 minutes to answer the questions of the commission.
4. Criteria for the assessment in the examination (described in a separate document):

- Content (depth of information)
- Relevance (suitability) for the profession
- Clarity (concrete and logical)
- Visual quality (innovative technological solutions)
- Presentation culture, skills, language
- Reflection and collaboration skills

The specifics of the Master's degree programmes in “Education Sciences” and “Technological Innovations and Design for Education” is that students start developing their Master's thesis from the first day of their studies - the initial formulation of a possible topic for the Master's thesis.

During the first semester, the student chooses the topic of the Master thesis as well as a potential supervisor. The choice of the topic of the Master's thesis demonstrates the student's independent research skills to find a topic of relevance in the field of education, to which he/she can contribute and discover new aspects of relevance to the field of education, developing and or complementing existing knowledge in the field. The thesis is then developed in a sequential manner; the stages of development are described in the "Requirements for the elaboration and defence of a Master's thesis in education sciences" (see https://www.ppmf.lu.lv/fileadmin/user_upload/lu_portal/projekti/ppmf/2021/Prasibas_magistra_darba_izstradei__gala.pdf (available only in Latvian)). The analysis of the experience of the academic staff of the master's programmes confirms that the content of each study course, the tasks to be performed help students purposefully to progress in the development of the Master's thesis.

The specificity of both MSPs is that the programmes implement a pre-defence of the Master's thesis, i.e. the first presentation of the thesis (including the preparation of the first presentation) - a pre-defence to facilitate a systematic and gradual work on the Master's thesis in collaboration with the supervisor. Before the pre-defence, the student receives an evaluation of the submitted written work and recommendations for further work from the reviewer, and after the presentation - recommendations for further work from the academic staff present. The pre-defence is carried out within the framework of the study course "Master's Thesis 1". Accordingly, all lecturers who supervise students' work participate in the pre-defence. If the part of the student's thesis meets the set criteria, the student receives the grade "Pass". The final thesis is defended in an open session of the Master's Final Examination Commission. If the supervisor of the Master's thesis is the chairperson of the commission, the vice-chairperson of the commission or another member of the commission takes over chairing of the meeting while the thesis is being defended. The defence takes place in person or online, according to a list sent to the students by the study administrator before the defence. At the defence, the student is given a limited time (up to 7 minutes) to present the research and its results. After the thesis defence, the commission and the student hear the review in public, and the student answers the questions of the reviewer, then the student answers the questions of the commission. The evaluation of the Master's thesis takes place in a closed meeting of the commission after all the theses scheduled for the meeting have been heard. The assessment is announced to students after the session, ensuring the confidentiality of the assessment. The programme director is responsible for developing the requirements and assessment criteria for the Master's theses. They are reviewed by the Board of Study programmes and approved by the Faculty Council no later than 20 weeks before the examination. The programme director informs the students of the final examination requirements at least 20 weeks before the thesis defence. The following is taken into account in the assessment of the final thesis: the quality of the thesis (topicality of the topic, correctly defined research categories, research design, methodological framework, theoretical background, analysis of previous research findings, scientificity, quality of empirical research, presentation of results, layout, conclusions, recommendations, innovations, orientation for future research); the author's report (ability to present the research in a scientific, concise and reasoned manner, to formulate the main conclusions, to indicate possible directions for further research), answers to the questions of the reviewer and the committee, ability to discuss in accordance with the ethical standards established in the academic environment, the process of developing the thesis and cooperation with the supervisor. Master's theses are assessed individually. The Master's thesis is evaluated based on the set criteria summatively and is awarded one overall mark out of 10. The lowest positive mark is 4 (almost average).

If the Master's thesis is developed by a group of students, the group presents together, but the commission gives a grade for the work of each member of the group. The evaluations of the reviewer and the supervisor are recommendations. The commission takes its decisions by a simple

majority of votes in an open voting. In the event of an equality of votes in favour and against, the Chair's of the Commission vote prevails.

Within the framework of the Joint Doctoral Study Programme (JDSP) "Educational Sciences", doctoral students have to pass three doctoral examinations: a doctoral examination in a foreign language (2 CP), a doctoral examination in the field of education sciences (2 CP) and a doctoral examination in a sub-field of education sciences, as well as to participate in the discussion or pre-defence procedure of their thesis.

The doctoral examination in a foreign language is organised in cooperation with the Faculty of Humanities of the UL. Doctoral candidates take the doctoral examination in the field of education sciences in the Joint Doctoral Council, which consists of nine academic staff members from the field of education, three from the UL and two from each partner university (Daugavpils University (DU), Liepaja University (LiepU) and Rezekne Academy of Technologies (RTA)). The Joint Doctoral Council accepts and organises the discussion of doctoral theses. The examination is organised in writing, nine members of the Council evaluate each of the three questions of the examination; the average grade is calculated.

The Doctoral Council of each participating partner university organises a doctoral examination in the sub-field of education sciences. The doctoral examination in the sub-fields of education sciences, didactics of biology, didactics of physics, didactics of chemistry and didactics of mathematics, is implemented through an interdisciplinary doctoral examination commission. It includes the doctoral council of the field of education and the doctoral councils of biology, physics, chemistry, mathematics, etc., depending on the specific scientific interests of the doctoral student. The examination is organised orally, with the members of the doctoral council marking each of the three questions of the examination and calculating an average grade.

At the end of the doctoral study programme, students obtain the right of doctoral dissertation, if they have completed study courses in the amount of 144 CP, including passing the three doctoral examinations provided for in the programme, and the preliminary defence of the doctoral research in the doctoral council in the study course "Development of a Doctoral Thesis in Educational Sciences VI". The defence of the doctoral thesis is carried out in a public procedure in accordance with the Regulation of the Cabinet of Ministers of the Republic of Latvia No 1001. The PhD degree in social sciences is awarded by public vote of the Council.

The development, requirements and evaluation procedure of final theses (qualification paper, bachelor thesis, master thesis and doctoral thesis) of the study field "Education and Pedagogy" are described in the methodological guidelines for the development and defence of final theses developed by the Faculty of Pedagogy, Psychology and Art. The guidelines are available on the FEPA home page under STUDIES, as well as in the e-learning environment of the respective final thesis course.

The evaluation of the final examinations is carried out by the final examination commissions, which are approved by the Vice-Rector of the UL upon the proposal of the Faculty Council. The Commission is established for each study programme. The Commission on a collegial basis takes the decision on the evaluation. At least three members of the Commission - the Chairperson or Vice-Chairperson, the Secretary and one member of the Commission - must be present for the meeting to be valid. The decision on the final examination grades is considered in a closed meeting of the Commission after hearing all the students scheduled for the final examination. The Commission takes the decisions by a simple majority of the votes. The commissions of the professional study programmes always include professionals, experts and representatives of employers. The assessment of both the course and the final examinations provides an opportunity for students to demonstrate the extent to which they have achieved the intended learning

outcomes. The academic staff provide feedback on any shortcomings in students' solutions or answers, as well as point to aspects that should be considered when retaking certain examinations, continuing their studies and/or performing their professional duties.

The supervision and evaluation of the final thesis consists of several stages: the research idea, the conception, the pre-defence of the final thesis (for Master's and PhD programmes) and the defence of the final thesis. This multi-stage system of assessment allows following and monitoring students in their work on the final theses, to promote students' motivation and to ensure that the work is carried out in a systematic and high-quality manner. The quality assessment criteria for final theses include the justification for the choice of the topic; the clarity of the formulation and the logic of the thesis; the theoretical background of the thesis; the research methodology and the use of research methods; the analysis of results and conclusions; the quality of the language of the thesis; compliance with the norms of scientific work (respect for the norms of academic integrity) and technical requirements. The final evaluation of the thesis also takes into account the student's presentation of the research, its content and clarity, as well as the ability to scientifically and argumentatively present the research, its results, formulate conclusions, identify further research directions), as well as the ability to answer questions and discuss.

Students' views in the surveys indicate that they are satisfied with the system of working out, checking and marking the final thesis and consider it to be appropriate for the performance assessment. Students and graduates of the study field appreciate the comprehensive explanation of the criteria, the explanatory work of programme directors and the teaching staff (supervisors) prior to the final examinations, tutorials and the advice given in preparation for the final examinations.

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

The UL in its activity respects the principles of fair and responsible conduct as stipulated in *the Academic Ethics Code of the University of Latvia* (the UL Senate Decision No 2-3/46 of 26.04.2021) and in *the Regulations on Academic Integrity at the University of Latvia* (the UL Senate Decision No 2-3/48 of 26.04.2021); these regulations are publicly available to staff of the UL and its students.

TTo ensure compliance with the academic integrity in accordance with *the Regulations for Academic Integrity at the University of Latvia* (approved on 26.04.2021. by the UL Senate Decision No. 2-3/48), UL developed a procedure for verifying the originality of text using similarity detection tools, such as the Turnitin and the Unified Computerised Plagiarism Control System. In accordance with *the Regulations on the Use of Text Originality Verification Tools and Procedure for Plagiarism Detection in the UL* (approved on 09.01.2024 with the Order No. 1-4/12) verification of text originality is conducted in students' study papers, final and doctoral theses, as well as in scientific articles and research developed by the personnel of the UL. The Regulations regulate the implementation of text originality verification and actions taken in cases where signs of possible breach of academic integrity (e.g., plagiarism in accordance with *the Regulations for Academic Integrity at the UL*) are detected.

The UL as the developer of this System and its operator constantly updates the System and provides other HEI with the opportunity to use the System based on a cooperation agreement. In

accordance with the cooperation agreement concluded in the 2014, this System is used by seven HEI in Latvia since the beginning: Daugavpils University, Liepāja University (from 01.03.2024. RTU Liepāja Academy) (see Annex: *Documents confirming the integration of Liepāja University into Riga Technical University and becoming the Riga Technical University Liepāja Academy*), Latvia University of Life Sciences and Technologies, Rīga Stradiņš University, Rēzekne Academy of Technology, EKA University of Applied Sciences and RISEBA University of Applied Sciences. Since 2014, the Alberta College, Baltic International Academy, BA School of Business and Finance, Turība University, ISMA University College, Jāzeps Vītols Latvian Academy of Music, Jēkabpils Agribusiness College, College of Law, Latvian Maritime Academy, Latvian Academy of Culture, Latvian Academy of Culture agency "Latvian College of Culture at the Latvian Academy of Culture", Malnava College, Riga Building College, Vocational education competence center "Riga Technical College", Riga Technical University, State Agency for Social Integration College, Cosmetology College, State Police College, Ventspils University College, Vidzeme University of Applied Sciences, and Academy of Luther has joined in the use of the System; in total the System is being used by 30 HEI.

The system automatically compares the uploaded graduation papers of the UL with study papers of previous years (starting from 2005) from UL and other HEI, and in the event of a certain percentage match, the authorised persons from faculties are sent an overview of these test results, whereby the same text snippets from different authors are simultaneously viewed. The authorised persons pass this information on to the respective study programme director, the appointed supervisor and reviewer for review and, in the event of a suspected breach of academic integrity, pass on the results of the analysis to the respective Graduation Examination Commission for final consideration.

Individual teaching staff members check the work submitted by students during the mid-term and final examinations using the most popular Internet search sites, as well as plag.lv[1] and similar solutions.

The cooperation of several HEI in the field of using the System promotes more effective control of study works in each HEI and Latvia overall. This System is a unique collection of study papers in Latvian, it is financially and technologically available to even the smallest of HEI, and successfully performs its functions in practice by promoting the originality of final theses and their quality.

Despite the successful application of the System described above, for University of Latvia as the university of science, the direction of scientific activity is always important, e.g., scientific publications, citation frequency and reputation in the international science field where English is the dominating language. Therefore, the essential element in this direction is to verify the originality of the submitted manuscript before publishing in the University of Latvia Press or journals or collections of articles of other academic press, which can be achieved only with such instruments that have access to the restricted or paid databases of international publishing houses. Currently, the only tool in the world that can provide such an opportunity is Turnitin LLC's "Turnitin Similarity" service.

In parallel to that, "Turnitin Similarity" can ensure more of the functionalities that the System maintained by the UL cannot offer due to its architecture and scaling limits, namely, the possibility to integrate the text originality tool into the e-study platform and provide access to the tool for academic staff to verify the originality of regular study papers.

Lastly, text translation and creation technologies, which with the assistance of machine learning and artificial intelligence tools, create new challenges for the verification of the originality of the texts submitted during the study process, are gaining popularity and cause an uproar in the media around the world and in Latvia. Only the collective competence, trained language models and computing power of global companies such as Turnitin LCC allow us to respond to the new

language technology challenges effectively and promptly for the study and scientific environment, which is why in the 2022 the UL, after carefully evaluating and testing the solutions available on the market, came to decision on the need to supplement the already existing plagiarism control system with a toll necessary to the academic and scientific community of the UL.

In 16.12.2022, the UL concluded an agreement with the company Turnitin LLC for the implementation and use of the anti-plagiarism tool for the needs of the UL.

[1] Plag.lv is a global provider of plagiarism detection services, serving customers in more than 90 countries worldwide. https://www.plagramme.com/

2.2. Efficiency of the Internal Quality Assurance System

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

The functioning of a sustainable study programme that meets the objectives of the UL study field and study programme is ensured by systematically defining and implementing quality assurance procedures, including continuous monitoring and analysis of the implementation of the study programme, the use of measurements for the prompt implementation of preventive and improvement measures. The provision of management levels involved in the quality assurance of the study programme allows to implement the programmes in a predefined form according to predefined procedures, reacting promptly to changes in the situation, with quality-related decisions being taken collectively or according to the division of competence. An important methodological tool for quality assurance is *the Quality Management Handbook of the UL*, which identifies in detail the practice of the UL in ESG implementation.

The quality management system of the study programmes included in the study field "Education and Pedagogy" allows for the implementation of these study programmes on the basis of pre-defined procedures in response to possible changes. Decisions related to quality development are taken in accordance with the distribution of competences in the study field.

The following activities are the most important in the implementation of quality improvement measures within the internal quality assurance system of the study field "Education and Pedagogy":

- Monthly meetings of the **Faculty Council**, attended by academic staff and students. Academic staff or students can submit issues for discussion, proposing topics for strategic and operational development of study programmes. For example, the creation or development of new study courses or continuing education courses, proactively following the trends in the field, e.g. including socio-emotional learning, inclusive education, educational technology,etc. in the course content;
- Weekly **FEPA management meetings** with the participation of the faculty administration and heads of departments - to discuss topical issues, including about sector-relevant study programmes;
- **FEPA department** (divisional) **meetings,** where students' feedback on the progress of specific study courses is evaluated, as well as on the implementation of certain tertiary

didactic methods. For example, the establishment of teams of lecturers for study courses - MSP "Educational Sciences" and DSP "Education Sciences" several study courses are developed in cooperation of specialists from different scientific subdisciplines, which allows to increase the quality of the course content, for example, in the Master's programme "History and Philosophy of Education in the 21st Century Perspective", or in the Doctoral programme;

- **Meetings of the Study Field Council** are convened when a matter under the responsibility of the SFC needs to be discussed and decided;
- **Regular meetings** for programme directors are organised every other month by the **Vice-Dean of Studies**. The meetings are held to discuss and debate current issues related to studies and future plans at the level of the faculty and the UL. Other persons responsible for various areas of study are also invited to the meetings to share their insights and recommendations for the development of study programmes and the study field. For example, the ERASMUS Coordinator to raise awareness of the benefits of exchange programmes for students and academic staff, Student Council representatives to inform about a students' position on some issue, etc.;
- **Faculty management and student council meetings**, which are convened to analyse student surveys on study courses, to discuss tuition fees, etc.;
- **Meetings of the Board of Professors of Education Sciences** evaluates the qualifications of associate professors and professors involved in the study field to ensure that they meet the requirements for the position.
- **The meetings of the Doctoral Council in Education Sciences** regularly follow the development trends in the field, as well as consider students' opinions on the quality of the doctoral programme in order to improve the content and form of the study courses of the doctoral programme and attract the necessary visiting professors from other Latvian or foreign universities.
- The instruction of the **Dean of FEPA** on **"*Planning and recording of hours of scientific work of academic staff*"** serves to strengthen the scientific capacity of the study field, which allows to keep track of the work done in the previous academic year in the research in the field of education sciences.
- Since 2020, the **FEPA Dean's Instruction "*On a research project funded from the base/funding budget*"** enables educational researchers to conduct research on topical issues in the field to strengthen the quality of study programmes.
- Each year, the FEPA organises the **International Professors' Week**, which took place for the 14th time in 2023, and the **International Student Research Conference**, which took place for the 22nd time in 2023 (https://www.ppmf.lu.lv/par-mums/zinas/zina/t/77790/ (Available in Latvian)). These events, organised by the FEPA Teacher Education Departmeny together with its partners in schools and universities in Latvia and abroad, allow experienced and young researchers to share their findings in teacher education and to learn from the experiences of other participants in researching various topical issues.
- **Centralised use of the UL solutions** such as the offer of distance learning courses, as well as the use of digital surveys to get feedback from students.

The FEPA also implements quality assessment initiatives:

- The study programmes included in the study field were recently developed and licensed in 2020, so study **programme validation** was carried out in 2021 and 2022 to assess the quality of the programmes, as reflected in the validation reports of both programme directors and foreign experts. For example, a field expert from Lithuania evaluated the DSP "Education Sciences", while a field expert from the UK evaluated the study programme "Technological Innovations and Design for Education".
- In recent years, the FEPA has organised **several public discussions with social partners**

and employers to discuss the quality and opportunities for improvement of study programmes in teacher education and education sciences. For example, the discussion "The relevance of the Master of Education programme to labour market requirements" (https://www.ppmf.lu.lv/par-mums/zinas/zina/t/78276/ (Available in Latvian), the discussion of education esperts "What does a good teacher need to know?" (https://www.ppmf.lu.lv/par-mums/zinas/zina/t/77258/ (Available in Latvian)), etc.

- **Informal events for faculty members and students**, such as the University Sports Games, the annual picnic for doctoral students in education sciences, study tours of different levels of study programmes, etc. enable faculty members to establish symmetrical communication with students, including the possibility to discuss issues related to the quality of study programmes. For example, the director of the Professional Bachelor's study programme "Teacher" organises meetings with the sub-programme course leaders twice a semester to provide students with information on current developments and to discuss students' suggestions for improving the quality of the programme, while the director of the Master's programme "Educational Sciences" and master students provide feedback on a regular basis.

While all of the above initiatives contribute to the effectiveness of the internal quality assurance of the study field, proactive work is needed to develop new forms of evaluation and to improve the existing ones.

In general, the UL, the FEPA and the study field have established a transparent and effective quality assurance system, which serves to achieve the goals, objectives and learning outcomes of the study field and its study programmes, ensures continuous operation and improvement of the study field and its corresponding study programmes. The FEPA management also raises the issues discussed within the management level of the UL, and the effectiveness of the system is confirmed by the successful implementation of the expert recommendations and their positive impact on the quality assurance and development of the study field.

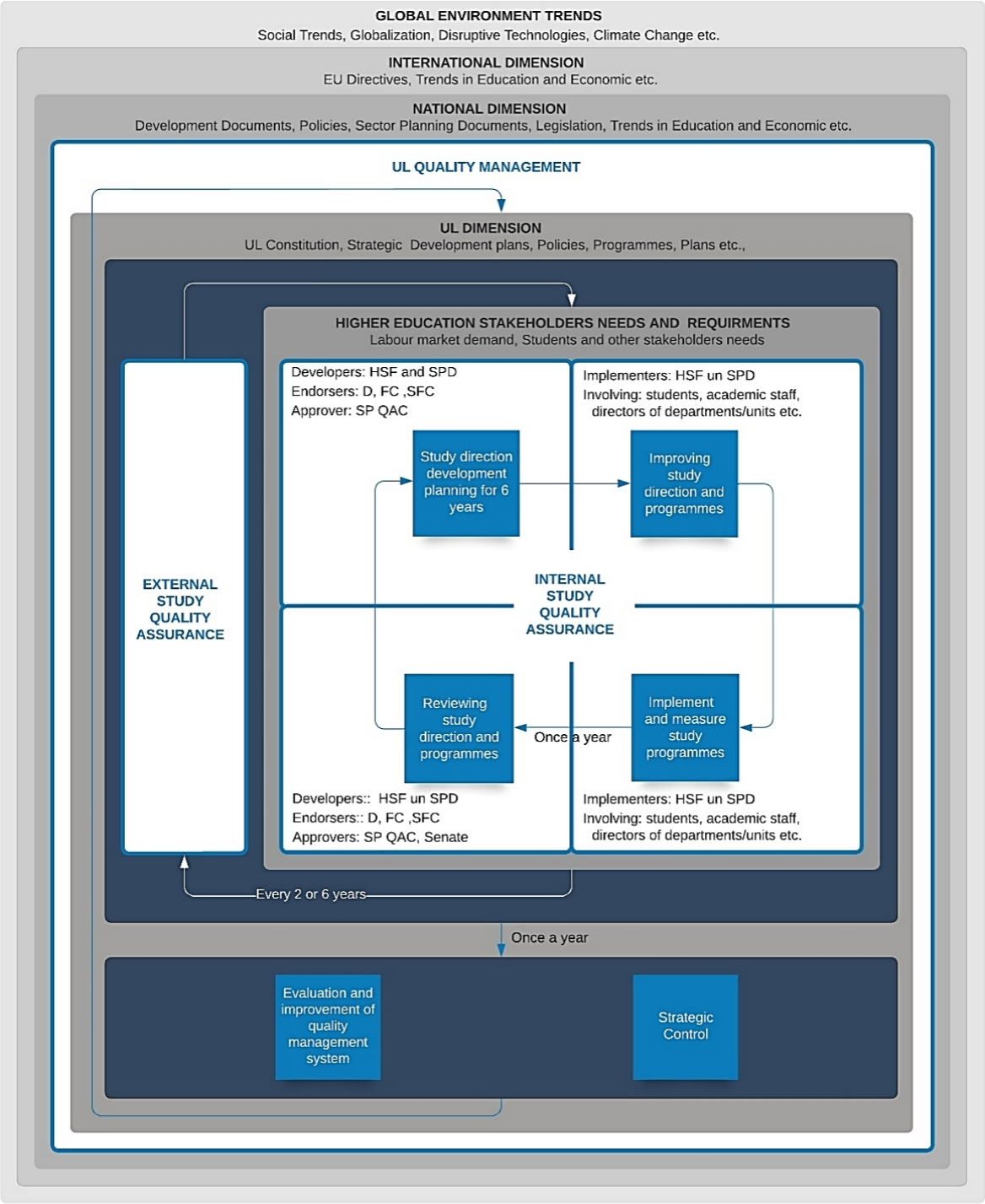
2.2.2. Analysis and assessment of the system and the procedures for the development and review of the study programmes by providing specific examples of the review of the study programmes, the aims, and regularity, as well as the stakeholders and their responsibilities. If, during the reporting period,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

Normative regulations, where the procedure and actions that should be followed during the creation and revision process of study programmes are stated in the:

- *Regulations on University of Latvia Study and Continuing Education Programmes*
- *The UL Procedure for Preparation of Annual Study Field Reports* (available only in Latvian)

The quality of the study field and its study programmes is managed through a *Plan-do-check-act* or Deming cycle, planning the development and improvement of the field of study over a six-year period, cascading its goals and objectives down to the level of each study programme and regularly monitoring the requirements of stakeholders for effective planning, needs and proponents, in accordance with *the UL Strategy 2021-2027*, taking into account national and international sectoral policies and trends, as well as the impact of global environmental trends on the activities of the UL up to the level of study programmes.

Within the framework of **the UL study quality assurance system** (see Fig. 2.2.2.1), the development of the study field and the interconnection of study programmes, the establishment of new study programmes, as well as the results of each existing study programme are planned, monitored, evaluated, and reviewed, ensuring the involvement of all levels of the study field management in the quality assurance of studies, as well as representatives of key stakeholders. The review of study programmes is regulated by the procedure established in *The UL Procedure for Preparation of Annual Study Field Reports* (approved by the UL Order No 1/255 of 13.07.2018).



Abbreviations:
HSF - Head of Study Field; SPD - Study Programme Director;
D - Dean; FC - Faculty Council; SFC - Study Field Council;
SP QAC - Study Programme Quality Assessment Commission

Fig. 2.2.2.1. *The quality assurance system for the study fields implemented by the UL and study programmes included in it*

The development of new study programmes is regulated by *the Regulations on University of Latvia Study and Continuing Education Programmes* (the UL Senate Decision No 102 of 24.04.2017.), it is implemented in several stages, including coordination and evaluation twice at all levels of governance involved in the quality assurance of studies – by coordinating and approving the study programme concept, as well as coordinating and approving the study programme characteristics at the end of the process. For a detailed description of the development of the programme and the content of the concept, see *the Quality Management Handbook*, Section 3.1, Section II. (*The Quality Management Handbook* is available in the section *Other annexes*)

In the process of self-assessment and development of new study programmes, responsibilities are divided between study programme directors, the head of the study field, Study Field Council, Faculty Council, Academic Department, and the SP QAC as well as the Senate.

The UL heads of study fields in cooperation with study programme directors, prepare Annual Study Field Self-Assessment Reports (hereinafter – Self-Assessment Report) every academic year (except periods when the respective study field is involved in the re-accreditation process). Self-Assessment Reports are approved by respective Study Field Council and Faculty Council and submitted to the Academic Department. The Academic Department evaluates the compliance of the self-assessment report with the requirements and directs it for evaluation in the SP QAC composed of all vice-rectors, the Chair of the UL Senate Academic Committee, the UL Students' Council representative, the UL Alumni Club representative, the Library of the UL representative, the Quality Manager, the Internal Auditor, as well as representatives of the Academic Department and the Department of Study Service. Self-Assessment Reports reflect implementation and development of the study field, and its programmes, quantitative indicators and survey results are analysed, as well as proposals for improvement of the study field are provided. In the process of reviewing the study field, as well as during development of new study programmes, the Academic Department provides an independent expertise and ensures the inclusion of substantiated proposals by the said expert. Accreditation self-assessment reports are prepared using the annual self-assessment results. The recommendations of the Accreditation and Licensing Evaluation Expert Group and the SP QAC are evaluated by the respective Study Field Council, preparing a plan for the implementation of expert recommendations, which is agreed with the SP QAC. More information on the content of the self-assessment of study programmes and the process of ensuring external accreditation in Sections IX and X of Chapter 3.1 of *the UL Quality Management Handbook* (see Other Annexes).

The successful functioning and sustainability of study programmes included in the study field "Education and Pedagogy" is inline with the objectives of the study field. It is ensured by systematically defining and implementing the quality assurance procedures formulated by the University, such as monitoring and analysis of the implementation of study programmes, using measurements for strategic and operational improvement of the study field and study programmes. An important tool for quality assessment in the study field "Education and Pedagogy" is the *UL Quality Management Handbook*, which identifies in detail the practice of the University in the implementation of ESG.

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

UL, in keeping with the principles of democracy and equality, and in line with *the UL Quality Assurance Policy*, in all stages of the study process, from admissions to final examinations, ensure the participation of applicants and students in the evaluation of the UL study process. In matters relating to the admission procedure, UL applicants have the right to lodge complaints with the Chairman of the Admission Board.

The right of UL applicants to lodge complaints regarding irregularities in the admission procedure are governed by the *Terms of Admission at University of Latvia* (the UL Senate decision No 2-3/68 of 31.05.2021), specifying the procedures for the lodging, processing, and appeal of the complaint.

However, to improve the quality of studies, students have the right to submit proposals and complaints concerning the study process and quality, the quality of material supply, duty fulfilment of the UL employees, service culture and cooperation, as well as dishonest or unethical actions from the UL employees.

To ensure the quality of the study process, in 2022 the UL reworked *the Procedure for the Submission and Resolution of Students' Proposals and* of 2002 and replaced it with *Regulations on lodging and review of students' proposals and complaints at the University of Latvia* (the UL Order No 1-4/501 of 28.09.2022) (hereinafter – the Procedure). This Procedure defines the form in which students, individually or in a group, can submit proposals and complaints, as well as its registration and reviewing order. Proposals and complaints can be submitted to faculty deans or vice rectors (in case they concern the dean's work or if the submission may unfavourably influence the future of studies). The Procedure stipulates that replies to proposals and complaints are to be submitted within the deadline set in *the Law on Submissions*. It should be noted that this Procedure states that faculty deans and vice rectors submit the report on received proposals and complaints, as well as the decisions made regarding them in the previous academic year, to the UL Quality Manager by the end of each academic year. The UL Quality Manager assesses those reports, analyses tendencies, and prepares report to the Management of the UL. The established process demonstrates the internal control mechanism and cyclic monitoring of submission of complaints, decision making, respect to students' rights and interests, which is essential in ensuring acceptable functioning of this system as well as its possible improvement.

The Procedure for the Organisation of Study Course Examinations at the University of Latvia (the UL Senate Decision No. 211 of 29.06.2015) has been developed and implemented for the comprehensive evaluation of UL study processes, where the right of students to file complaints regarding the procedures for study course interim assessments and study course final examinations, and the procedures for resolution of these complaints have been determined. The complaint is submitted by the student to the member of teaching staff who has evaluated the study course final examination within five working days from the moment the grade is inputted in the ULIS (on condition that the student has requested a justification for the assessment from the academic staff prior to submitting the complaint). The lecturer must review the application within 5 working days. If the lecturer considers that the student's application is not substantiated, they may submit the application to the respective head of structural unit for consideration and decision.

As regards the evaluation of graduation examinations, *Regulation on graduation examinations at the University of Latvia* (the UL Senate Decision No. 183 of 27.12.2011), which stipulates that the students are entitled to appeal if the dean has not given them permission to take the graduation examinations or to appeal against the graduation examination procedure.

The UL also has an Academic Court of Arbitration, whose regulations provide for the opportunity to apply to this collegial institution for any study-related issues, including control over adherence to

the principles of assessment.

The students have the right to appeal against the UL order on the exmatriculation in conformity with the *University of Latvia state budget subsidized study place competition (rotation) procedure* (the UL Senate Decision No 381 of 24.05.2010). In turn, *the Study Fee Relief Procedure* (the UL Order No 1/89 of April 14, 2009) provides students with an opportunity to appeal against decisions on granting or refusing tuition fee discounts within one month from notification, issued to the student, by submitting a written application addressed to the Rector of the UL, to be considered by the Rector within one month.

Whereas *the Procedure for Granting an Academic Leave of Absence in the University of Latvia* (the UL Senate Decision No 178 of 01.12.2008) provides for the right to appeal against the decision of the dean refusing to grant a student the academic leave of absence. In addition, *the Procedures for the Initiation of Studies in Subsequent Study Stages at the University of Latvia* (the UL Order No 1/128 of 08.06.2009) provides for the right to appeal within a specified period against the decisions made by the dean.

In compliance with the rights of students also outside the study process, for those students who use the UL student hotels, *the Internal Regulations of the Dormitories of the University of Latvia* (the UL Order No 1/171 of 30.06.2009) define the rights and obligations of students, including the right to submit complaints about problems in student hotels. These issues are addressed by the superior of a student hotel.

Every student has the right not only to use the right provided by *The Academic Ethics Code of the University of Latvia* (the UL Senate Decision No. 2-3/46 of 26.04.2021) to address the Academic Ethics Committee of the UL about possible ethical violations but also to submit proposals to the Academic Ethics Committee of the UL for improvement of the Code and its implementation.

The proposals and complaints are registered with the departments or commissions where they are submitted, as well as outcomes of the enquiry taken and respective resolutions.

At the normative level, *the Regulations on Visiting Students from the Latvian Higher Education Institutions* (the UL Order No 1/17, 25.01.2006) have defined the principle that visiting students also have the same rights and obligations as students at the UL, which means that the system of submission and consideration of complaints and proposals is applicable to these students.

Information is available to students on how to make suggestions and complaints. Upon receipt, they are examined and the person making the suggestion or complaint is informed in writing or orally of the results of the examination and the improvements made.

Most of the time, students of the study field "Education and Pedagogy" solve problems in cooperation with the director or study administrator of the study programme. Students are more likely to approach programme directors with objections concerning the assessments in courses. However, there are cases when students address a written complaint to the Dean or the Vice-Dean, e.g. about the quality of teaching. Sometimes, students submit their complaints immediately to the Rector, but in accordance with the internal procedures of the University, the faculty deals with them.

The Study Field Council considers appeals against the results of final theses (but usually no more than two cases per academic year). Both cases were from the same study programme and no irregularities were found in the decision. The Study Field Council assesses the procedure of the defence - the work of the commision as a process, whether there were any violations of the rules, whether the student was provided with all the opportunities.

It was only in 2023 that the FEPA started recording complaints separately from all student

applications. The submissions register contains seven (7) submissions of suggestions and complaints in the reporting period.

In order to identify students' views, student surveys as well as joint and individual interviews are carried out in the JDSP "Educational Sciences". The information obtained from these interviews is taken into account in order to improve the study process. For example, students expressed a desire to learn research methods in more depth, so in spring 2022 and 2023, a face-to-face seminar was organised to learn the *SPSS data* processing software, and a lecture was offered on the use of qualitative research methods and the qualitative data processing software *Nvivo*.

The criticism of the PhD students regarding the thematic overlap between the two courses was also taken into account, so the course "Trends in Didactic Theory", which overlapped with the course "Inclusive Didactics for Literacy", was removed from the programme and replaced by the course "Current Issues in Developmental Psychology".

It follows from the above that the centralised segment of the UL complaint and proposal submission and review system covers all the components of every student study life as it applies to enrolment at the UL as well as the full-cycle studies, final examinations, etc. In the study field "Education and Pedagogy", various problems are mostly solved at the level of the study programmes, which shows that students have a high level of trust in the directors of the study programmes, as well as respectful relations between all parties involved.

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

To control, analyse and forecast the dynamics of the number of students, the UL collects data on:

- characterising number of applicants and matriculated students and their profile, such as secondary education institution, year of graduation, assessment obtained in secondary education examinations, age, gender, previous higher education and the assessment obtained in its examinations;
- number of students, broken down by faculties, study programmes, study levels, study years, forms and types of studies, source of financing for studies, status of studies – exmatriculated as having not completed the academic obligations, exmatriculated as having not settled the financial obligations, exmatriculated as a degree holder (graduate), on academic leave of absence.

To control the progress of student’s studies and the implementation of the programme, the UL collects data on:

- interim assessment and final examination of student’s study courses, broken down by type of assessments, final results of final examinations, weighted average grade; data are collected once a semester;
- completion of the study programme, in accordance with the requirements set for the acquisition of the programme, broken down by study semesters, parts of the programme (Compulsory part, Restricted elective courses, Elective courses and others, according to the structure of the programme); data are collected once a semester;

- students' academic debts in credit points by study semesters, parts of the programme, study courses; data are collected once a semester;
- fulfilment of the tuition fee schedule provided in the student agreement, broken down by study programmes and semesters.

To obtain information for planning and efficient use of study resources, the following statistical information is collected in connection with study programmes:

- financing of study places, broken down by state-funded, the UL funded and student-funded study places;
- the number of student scholarship recipients and the number of study and student loans.

To evaluate the satisfaction of students, graduates and employers with the study quality and its results, as well as to implement the necessary improvement measures, the UL regularly organises and compiles data from the following surveys:

- a survey on study courses and work of teaching staff;
- a survey at the start of studies;
- a survey of first-year students on study experience;
- a survey of final-year students on study experience;
- a survey of students, who discontinue studies;
- graduate survey;
- employers' survey.

A survey on study courses and work of teaching staff is implemented in the ULIS every semester and is for all students (including internship study courses). With this survey the UL can learn the students' opinion on the content of relevant study courses in the specific semester and provides assessment of the teaching staff's work. The information obtained through this survey helps to improve the study process, eliminating imperfections and improve the study quality.

A survey at the start of studies takes place in the ULIS once per academic year. With this survey the motivation of students in choosing the university and study programme; sources of obtaining information about studies at the UL are ascertained, as well as the assessment of application and registration process is obtained. This survey helps the UL to build communication with potential students in the coming years, and to improve the admission process.

A survey of first-year students on study experience takes place in the ULIS one per academic year to learn students' opinion on different study aspects and on what support is necessary when starting studies. Thus, the information is obtained for improvement of study environment and promotion of student adaptation.

A survey of final-year students on study experience takes place once per academic year. With this survey the assessment of potential graduates on further development of the study programme, improvement of study process, quality and study environment is ascertained.

To ascertain main reasons for study discontinuation and to promote the decrease of student dropout rate, **a survey of students, who discontinue studies** is conducted. The survey is conducted in the ULIS throughout the academic year.

The aim of **the graduate survey** is to collect information about the professional activity and further course of life of graduates, as well as to ascertain the opinion of graduates on the acquired education in the UL. The aim of **the employers' survey** is to find out the opinion of employers on the knowledge, skills and competence acquired by the graduates of the UL correspondence with the

requirements of the labour market, as well as to obtain proposals for the improvement of the study quality. Surveys at their discretion are organised by programme directors using prepared surveys by the Academic Department.

Most of the regular surveys–survey on study courses and work of teaching staff, a survey at the start of studies, and surveys on study experience–results are gathered in two ways: (1) The summary of survey results for each study programme is generated separately, automatically by the ULIS; (2) The summary of surveys (except the survey on study courses and work of teaching staff) results on the UL as a total and on faculties is prepared by the Academic Department after the conclusion of the survey process, and they are published on the *My Portal*. The summary of a survey of students, who discontinue studies, results is prepared by the Academic Department, and they are published on the *My Portal*. However, the summary of graduate survey and employers survey results is organised at their discretion by study programme directors.

Survey results published on the *My Portal* are available to every student and employee of the UL with the username and password assigned to them. However, accessibility of the summary of survey results on the ULIS is different for various user groups. Moreover, similarly as students' grades some of the survey results, for example, assessment of study courses and work of teaching staff, is restricted access information.

Surveys on study courses and work of the teaching staff are fully available to each respective member of teaching staff about their own implemented study course; to programme directors – about teaching staff and heads of teaching staff departments (head of department or subdepartment, head of study field, vice-dean, and dean), as well as the UL SC and student self-governments of faculties.

The rest of surveys–a survey at the start of studies and surveys on student experience–summaries of results about their own study programme are available to students and programme director; on study programmes attached to the position – head of department or subdepartment, head of study field, vice-dean, and dean. Summaries of survey results on their own faculty are fully available to student self-governments of faculties, and on all study programmes to the UL SC.

Each year the head of the study field in cooperation with the study programme directors prepares a report on the operation of the study field and the programmes therein during the academic year. In the preparation of the report, statistical data is collected and analysed, and the obtained information is used for the evaluation and improvement of the study field. The report includes the following data, which are collected and analysed annually:

- number of students in programmes, showing the total number, number matriculated in the first academic year, number of graduates, dropout rate, separately identifying different forms, types and languages of study;
- outcoming and incoming mobility of students, their participation in exchange programmes;
- composition of the teaching staff, indicating the position, number of academic staff with a doctoral degree, mobility of teaching staff;
- the ratio of students to teaching staff;
- the number of employers in the sector involved in the implementation of the programme;
- summary and analysis of the results of a survey of students about the courses and the programme.

The creation of various statistical data reports, including self-assessment reports (especially on academic staff) is often hampered by the shortcomings of the University's Information System, which does not allow to retrieve all the necessary data from the system, resulting in a lot of time spent by programme directors and heads of study fields on manual data extraction and processing.

For example, data on foreign faculty members cannot be retrieved from ULIS, and it is difficult to retrieve data on faculty members' publications from ULIS. Therefore, the FEPA often makes proposals to both the Academic Department and the Information Technology Department to improve the usability of ICT systems. In particular, the potential of the various data accumulated by the UL for learning analytics should be improved.

The results of student and graduate surveys are analysed at the faculty management level, programme management level (directors of study programmes); and each teaching staff member is obliged to get acquainted with the results of surveys on their study courses; critically and contextually evaluate them and take them into account in the development of the study programme and/or study course.

The evaluation and analysis of the results of the student, graduate and employer surveys is included in the annexes “Analysis of the results of the student, graduate and employer surveys” to the parts of the programmes.

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

The target audience of the UL website https://www.lu.lv/en/ (hereinafter – the Website) is the UL prospective and existing students, employees, cooperation partners, scientists, and the public.

The Website is intended for access to and storage of public information, providing its visitors with an opportunity to familiarise themselves with the UL's activities as reflected in the digital environment on the internet.

The Website consists of the following sections:

- ROTATING NEWS – essential information of the UL through the visual identity of the UL, which has certain parameters and strengthens the image of the University and promotes its visibility in the digital environment.
- NEWS AND EVENTS – current affairs and planned events at the UL. The information is prepared by the Department of Communication in coordination with other UL structural units.
- DISCOVER UL – Information about studies, extracurricular activities, science.
- STUDIES – with subdivisions:
- College study programmes;
- Bachelor’s study programmes;
- Master’s study programmes;
- Doctoral study programmes;
- Residency

The information is prepared and posted on the Website by the Department of Communication in cooperation with the Academic Department and the Department of Study Service.

The STUDIES section in Latvian provides information on programme goals, objectives, learning outcomes, programme volume and duration, programme study language, information on job opportunities after graduation, as well as programme study plans. In case of questions, contact

information is provided for further information. This section also publishes study-relevant information under the heading STUDY PROCESS – academic calendar, lecture timetable, tutorials, key documents and sample forms, information on mobility at HEI, recognition of experience/education, lifelong learning opportunities as well as references to the UL e-study environment and the ULIS.

The section contains information about the offers of the Library of the UL, information of the Career Centre, activities of the Students' Council.

The two subsections STUDENT LIFE and EXTRACURRICULAR ACTIVITIES inform both existing and prospective students about student hotels, catering, parking and bicycle parking, mentor support, and information for people with disabilities. There is a wide range of information on how to enrich one's extra-curricular life with sport, culture.

The ADMISSION section contains information for pupils, prospective and existing students. In this section, the pupils can get acquainted with the events and creative competitions organised by the respective faculty, the participation wherein and successful performance can give additional admission points. The prospective students may be introduced to the information on all levels of programmes, admission requirements, loans, and scholarship information, as well as opportunities for the renewal of studies on the Website. The prospective students will be able to familiarise themselves with the most frequently asked questions and answers, information on the Career Centre activities, preparatory courses, and classes for pupils.

Other Sections – *Science*, *Cooperation*, *About Us,* provide more information about the UL activities in research, projects, conferences, cooperation partners, normative acts, strategy, etc.

The Website https://www.lu.lv/par-mums/dokumenti/pasnovertejuma-zinojumi/ (available only in Latvian) contains Annual Study Fields Self-Assessment Reports.

The Websites of the structural units (faculties) prepare information on the programmes offered by the respective faculty and on the scientific activities of the faculty. Content blocks are the same as the ones on the UL official site, but more specific information is posted directly about the respective faculty activities.

The homepage of the Faculty of Education, Psychology and Art is https://www.ppmf.lu.lv/ (in English: https://www.ppmf.lu.lv/en/).

The FEPA website uses a common visual style of the University. The primary target audience of the Faculty's website is current and prospective students, graduates, employers of students and graduates and other cooperation partners, researchers, while the secondary target audience is the general public. The website is designed to make public information accessible and to store it by providing visitors with the opportunity to consult information on the activities of the FEPA in a digital form in an online environment.

It is structured in sections: about studying at the FEPA; studies; research; about us. The ADMISSION section provides information on all study programmes included in the field of study, admission procedures, preparatory courses for prospective students, as well as scholarships and loans for students. The STUDIES section contains information in the following sub-sections: study guide; internships and job offers; Erasmus+; student council; student life; library; lifelong learning; graduations. Under RESEARCH, there are links to the Scientific Institute of Pedagogy; Education Research Institute; Research at UL; Research Ethics Committee, as well as sub-sections on Projects; Projects supported by the UL Foundation; Conferences (ATEE Conference; UL Conference; Student Research Conferences).

The About Us section of the homepage has sub-sections: the Faculty, the Dean's Office,

Departments; Study Administrators; Institutes; Centres; Cooperation; Creative Activities; Photo Galleries; the Brand; the FEPA Council; Contacts; News.

The News and Events (calendar) pages are displayed at the top of the homepage.

The FEPA Public Relations Officer prepares and posts information on the FEPA website. The information is prepared in cooperation with the heads of the FEPAdepartments, study programme directors, teaching staff and researchers. The content of the FEPA website is translated into English as necessary and relevant.

The Faculty's website can be reached from the UL Website via the faculty reference.

If the text to be posted on the Website is submitted in a language other than English, a translation of the text into Latvian or a brief summary is attached.

The heads of the UL departments are responsible for the preparation, correctness and updating of the information within the competence of their departments. The content administrators of the structural units' websites are responsible for maintaining the website, posting and regular updating of prepared information. For a given faculty, the person responsible for content placement is the marketing or public relations specialist or coordinator who administers the existing website, or an employee who has completed a short TYPO 3 content placement course in the Department of Information Technology.

The information from the FEPA website is also actively published on the Faculty's social network profiles on Facebook (https://www.facebook.com/lu.ppmf) and Instagram (https://www.instagram.com/lu_ppmf/), complemented by other news and relevant material. The FEPA Student Council also has its own social media accounts (https://www.facebook.com/PedPsihMak; https://twitter.com/PedPsihMak; www.instagram.com/ppmf_sp/; www.draugiem.lv/pedpsihi/)

Overall, the FEPA websites provide up-to-date, comprehensive and detailed information about the study field and its study programmes. The websites are an integral part of the implementation and promotion of studies and research in the study field. The website publishes various information related to study and extra-curricular life, reflects the results of research, creative work and social activities of the teaching staff and students. The websites contribute to the visibility of the study field and create a positive image of the study field in society and among the target group of prospective students.

2.3. Resources and Provision of the Study Field

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

The system of the UL for financing the study field and the corresponding study programmes is based on *the Law on Higher Education Institutions*, the Cabinet Regulations No. 994 of 12.12. 2006 *the Procedures for Financing Higher Education and Colleges from the Funds of the State Budget*,

No. 445 of 05.07.2016 *the Regulations Regarding Remuneration of Teachers* and other external and internal regulatory enactments.

For the successful implementation of study fields, the UL must ensure sufficient financial resources for the entire study process, including the remuneration of the teaching staff, the library and other resources related to the implementation of studies, as well as the development of the study programme. The main costs related to the implementation of the study process are the remuneration of the teaching staff and the costs related to the organisation of the study process.

The remuneration of the teaching staff includes:

- Costs of contact hours (e.g., lectures, seminars, practical and laboratory work).
- Independent work management, consulting, and examination costs.
- Costs of methodical work (preparation for classes, preparation of new courses, etc.).
- Student work management and evaluation costs, including reviewing.
- Internship management and organisation costs.
- Costs of scientific work of the teaching staff to ensure the development of new study materials.

With the UL Rector's Order the norms of the formation of the remuneration of the teaching staff are determined in the *Planning and Accounting Regulations for Academic Personnel's Workload* (the UL Order No. 1/469 of 07.12.2016). Considering the specifics of studies and available resources, the management of the faculties may set different regulations in coordination with the vice-rector of the respective field.

Costs related to the organisation of the study process:

- General staff costs include the costs of study support staff remuneration, organisation, and provision of faculty activities.
- Other costs are other direct costs related to the specific study programme, such as rent of external services, premises, additional equipment lease, transport lease, etc.
- Infrastructure costs – costs of premises, including utilities, repairs, and maintenance.
- The costs of property and services include the material and methodological provision of the study programme, including technical equipment, visual materials, professional development (experience exchange trips, training), etc.
- Indirect costs include the costs of the University's overall operational support (IT, finance, personnel, marketing, etc.) and investment in development.

To estimate the amount of funds required for financial provision, the UL calculates the prime cost of each study programme according to the methodology developed by the UL, which takes into account all the costs of providing the study process described above and information on the specific study programme plan, involved teaching staff, planned number of students, and other aspects, thus ensuring the reliability of the forecasts.

Financing of studies at the UL – sources of financing

To provide the necessary funds for the study process, the UL uses (1) the state budget subsidy (considering the base funding, programme level and field of study) from the Ministry of Education and Science and (2) tuition fees.

Tuition fees at the UL are determined considering:

- the prime cost of the study place, taking into account all the costs of the study process;
- tuition fees for similar programmes at other HEI;
- the interest of prospective paid students in the study programme;

- the estimated financing of the study place from the state budget;
- the opinion of the UL Students' Council.

Tuition fees are set at the end of each year for the next academic year to ensure timely availability of information. Fee for the student does not change during the studies, unless the fees vary from year to year in the programmes, but even then, they are all determined at the beginning of the studies.

Income from lifelong learning or other services, as well as accumulated unit funds, may also be used for curriculum development (development of new courses, improvement of existing courses, methodological support, and other curricular aspects). If necessary, financial support can be obtained from the UL Study Quality Improvement Fund, where a sum is set aside annually in the UL budget to address various faculty issues, including the development of new study programmes and the development of existing study programmes.

Indirectly, research funding sources for academic staff are also channelled to the development of study programmes, e.g., for research activities, participation in international projects, publication of scientific articles, preparation of international project applications, organisation of scientific events at the UL, implementation of research development projects and fulfilment of long-term commitments, etc. By participating in these activities, academic staff increase their professional and research competence, often also involving students, which has a positive impact on the quality of the study process.

For data on the funding available for a specific study programme, see the study programme sections.

Financing of studies at the UL – reallocation of received funding

All income received from the state budget and tuition fees, as well as from other sources are used for financing the study process, after prior deduction of indirect expenses for centralised expenses in accordance with the current redistribution procedure, the UL allocates for use by the faculties.

Faculties independently manage received funding within the current year's budget. The dean and the executive director of the respective faculty are responsible for the rational use of financial resources and performs operational financial management.

Actual returns are recorded at the faculty level, without separating results for each programme or study field. At the same time, the management of the faculty monitors the outcomes of the study process, the dynamics of the number of students and the factors influencing it, the balance of the prime cost of a particular programme with the state budget subsidy and tuition fees and, if needed, makes the necessary adjustments in the organisation of the study process to ensure the long-term viability and development of the study field of the faculty.

The funding of faculties and branches is segregated. Within the framework of the annual budget, the Regional Centre of the University of Latvia autonomously manages the financing of its branches. The responsible parties for the rational utilization of financial resources are the regional center manager, executive director, and branch managers, who conduct operational financial management. Every semester, the Regional Centre of the University of Latvia prepares and coordinates inter-structural unit settlements with the faculty, within which the branches settle with the faculty for the remuneration of academic staff implementing study programs at the branches. Meanwhile, transportation arrangements are organized by the Regional Centre of the University of Latvia, with costs covered by the branches.

The functioning system of the UL for determining and managing the financial security of the Study fields, as well as the attracted investments, enable the successful implementation of the study

programmes of the Study field and ensure its development.

2.3.2. Provide information on the infrastructure and the material and technical provisions required for the implementation of the study field and the relevant study programmes. Specify whether the required provision is available to the higher education institution/ college, available to the students, and the teaching staff.

The study programs of the field of study "Education and pedagogy" are implemented in the premises of the Faculty of Pedagogy, Psychology and Art of the UL, Imantas 7. line 1, Riga. The total area of the building is almost 9000 m2. The building is in good technical condition. It has 41 auditoriums adapted for a comfortable study process, with a capacity of 12 to 200 people. The premises include five computer classrooms, a total of 120 workstations, as well as a drawing room, a painting room and rooms for art and housekeeping classes. The building has a library with a reading room and the entire building is provided with wireless internet. Open-access computers for student needs.

The building also has a canteen, a gym with appropriate equipment and inventory suitable for various sports activities, a large yard with recreation areas, an outdoor sports field. The building is accessible to people with mobility impairments, there is a lift at the stairs and an appropriately equipped toilet. The location of the premises is very convenient in terms of transport, there is a bus stop, railway station "Zolitude" right next to it, a parking lot for students and teaching staff is located on the territory. An information center operates for the convenience of students, teaching staff and visitors.

In terms of availability and quality, the infrastructure intended for the field of study is considered fully adequate for the realization of the study program of the field of study.

The material and technical base of the study direction "Education and pedagogy" is made up of the material and technical support of the Faculty of Pedagogy, Psychology and Art of the UL. All study auditoriums are equipped with computers and multi-projection equipment, ten auditoriums are also equipped with interactive screens or interactive whiteboards and/or document cameras. From the auditoriums, using portable computers, the possibility to connect to MS Teams or another remote access program is provided, providing opportunities for the remote study process. To enable remote streaming of lectures, video recording and streaming equipment is provided in two auditoriums with video/audio tracking capabilities of the faculty member provided by a moving video camera. In addition, 10 mobile wide-angle video cameras with microphones have been purchased to enable filming and streaming of lectures from the auditoriums, and a 360-degree camera with microphone has been purchased for online streaming of lectures, seminars, meetings or discussions. The faculty renews computer equipment every year and gradually switches to the use of portable computers, providing both face-to-face and remote work. Some of the auditoriums have been equipped with new, modern furniture and equipment, 3D printers, various types of robotics kits and drones have been purchased, as well as a virtual reality laboratory, providing a modern learning environment and technology.

On the working days of the faculty (Monday - Saturday), a computer specialist is on duty in the premises of the faculty, who provides technical support to lecturers and students.

A detailed description of the infrastructure and material and technical support necessary for the implementation of the programs corresponding to the study direction and its availability to the

teaching staff and students in the branches of the UL is available in the annex of the report "Implementation of the study field in the branches".
In the autumn of 2025, the faculty plans to move to the new House of Scriptures in the Academic Center of the University of Torņkalna, where auditoriums and work spaces that meet modern requirements will be equipped with the latest educational technology equipment.

Students are provided with an E-study environment (Moodle), which provides students with access to study materials and information at home, as well as the opportunity to contact teaching staff. In the PPMF library, students have the opportunity to develop and design study papers, process research data using the IBM SPSS Statistics program, print and copy the necessary materials, get acquainted with final theses. The qualitative data processing program MAXQDA is also available on several computers in the faculty. Students can also download the SPSS program to their computers. Students have access to MS Office software in the computer classrooms.

The material and technical provision intended for the implementation of the field of study and corresponding study programs and its availability to students and teaching staff can be assessed as fully adequate to the needs of the field of study.

The infrastructure of the LU PPMF and the material and technical provision available in it enable the successful implementation of the study programs of the field of study. Both the infrastructure and material and technical support are well accessible to teaching staff and students. The infrastructure and material and technical provision of PPMF is appropriate for the implementation of scientific projects and research work. The recent move to Raksti House and its modern infrastructure mark good prospects for the development of the field of study.

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

The UL Library general description

The UL Library is included in the Library Register of the Ministry of Culture (BLB1000) and accredited until 2027 in the status of national library (accreditation certificate No 22C of the Ministry of Culture).

Access to Library information resources and services, opening hours

The basic principle of the library’s work is the accessibility of its services to all users.

The eight sectoral libraries offer all the services facilitating independent studies in accordance with *the UL Library Terms of Use* (the UL Rector's Order No 1-4/9 of 7 January 2021).

The opening hours of sectoral libraries are conveniently adapted to user’s needs. The libraries are open from 9am to 8pm on weekdays – with some of them open from 9am to 6pm – and from 9am to

5pm on Saturdays. The Natural Sciences Library and the Library of the House of Science are open 7 days a week, 24 hours a day. Three of the sectoral libraries are open for visitors throughout the year, including summer.

The Library of Educational Sciences and Psychology, which houses the collections of the field of educational sciences and psychology, is open to students on weekdays. It is an open access collection to the users. The library is housed in 6 rooms with a total area of **347.70** m² and is located in Riga, Imantas 7. līnija 1.

The UL Library provides free basic services and paid services in accordance with *the Library of the UL Paid Services and Price List* (the UL Rector's Order No 1-4/387 of 10.08.2021).

More information on the UL Library website https://www.biblioteka.lu.lv/en/ – section *Services*.

User training

The Library of the UL actively works with its target audiences – students at all programme levels, academic, research and general staff – to promote information literacy and to provide in-depth knowledge and skills at working with electronic resources. More information on the UL Library website https://www.biblioteka.lu.lv/en/ – section *Studies*.

Library collection, collection replenishment procedure

The UL Library compiles the collection in accordance with the fields of studies and academic work of the UL and the requirements of its study programmes for all levels of the UL studies – bachelor's, master's, doctoral, as well as for scientific research. The priority in replenishing the collection is the purchase of e-resources.

New acquisitions for the collection (acquisition of books, subscriptions for databases and periodicals) are conducted in accordance with the UL centralised funding, which is approved annually by a UL order.

The Library ensures the purchase of information resources according to the orders of the academic staff of the UL, the proposal of the student self-government or the suggestions of the Library staff, which are entered into ULIS and have been approved by the dean of the faculty or the executive director.

In 2023, the Library makes available 1,8 mln information resources to its readers. In accordance with the UL study and research infrastructure, the UL Library collection is assembled in 8 sectoral libraries and Repository.

Literature available in the Library for implementation of the studie field

As of 05.02.2023, the collection of the **Library of Educational Sciences and Psychology** includes **12 324** titles /**28 077** copies (Table 2.3.3.1). 67.5% of them are in Latvian, 24.2% in English, 8.3% in other languages.

Table 2.3.3.1

Printed information resources In the collection of the **Library of Educational Sciences and Psychology** as of ***05.02.2023.***	
Printed publications (titles/copies)	Distribution of publications per languages (titles/copies)

Books	Serial publications, periodicals	Other types of publications	Latvian	English	Other
12 045/ 27 084	97/726	182/267	8 317/22 556	2 986/4 094	1 021/1 427
TOTAL in the UL **Library of Educational Sciences and Psychology**: **12 324** titles / **28 077** copies					

During **01.01.2015-15.09.2020,** the total number of titles in the collection of the Library of the UL is 3082/8913, of which 1568 titles/4745 items are included in the Library of Educational Sciences and Psychology (Table 2.3.3.2). The information resources published in the period in the UL Library as a whole and in the Library of Educational Sciences and Psychology are shown in Table 2.3.3.3.

Table 2.3.3.2

*Printed information resources for the UL Study field "**Education and Pedagogy**" **acquired** in the **UL Library collection** total **01.01.2015 – 15.09.2020***					
Printed publications (titles/copies)			Distribution of publications per languages (titles/copies)		
Books	Serial publications, periodicals	Other types of publications	Latvian	English	Other
2772/6420	183/2259	127/234	1384/5775	868/1325	830/1813
TOTAL in the UL Library: **3 082** titles/ **8 913** copies, **of which**:					
In the **Library of Educational Sciences and Psychology**: **1 568** titles / **4 745** copies					
1494/4367	20/312	54/66	853/3688	585/705	130/352

Table 2.3.3.3

*Printed information resources for the UL Study field "**Education and Pedagogy**" in the **UL Library collection** total, **published 01.01.2015 – 15.09.2020***					
Printed publications (titles/copies)			Distribution of publications per languages (titles/copies)		
Books	Serial publications, periodicals	Other types of publications	Latvian	English	Other
568/1047	72/638	109/197	411/1065	274/483	64/334
TOTAL in the UL Library: **749** titles / **1882** copies, **of which**:					
in the UL **Library of Educational Sciences and Psychology**: **440** titles / **1002** copies					

377/743	5/199	58/60	218/492	198/294	24/216

In the period from 16.09.2020 to 05.02.2023, the total number of printed information resources acquired in the collection of the University Library was **19 174** titles / **40 518** copies, including 701 titles / **1270** copies in the **Library of Educational Sciences and Psychology** (Table 2.3.3.4).

Table 2.3.3.4

*Printed information resources for the UL Study field "**Education and Pedagogy**" **acquired** in the **UL Library collection** total **16.09.2020 – 05.02.2023***					
Printed publications (titles/copies)			Distribution of publications per languages (titles/copies)		
Books	Serial publications, periodicals	Other types of publications	Latvian	English	Other
16 886 / 22 413	1054 /16 660	1234 /1445	3885 /12 040	4024 /8833	11 265 /19 645
TOTAL in the UL Library: **19 174** titles / **40 518** copies, **of which**:					
in the UL **Library of Educational Sciences and Psychology**: **701** titles / **1270** copies					
659/978	26/275	16/17	542/1009	134/234	25/27

From the total number of information resources added to the collection of the UL Library **1598** titles / **4493** copies were published in the period **16.09.2020 - 05.02.2023**, including **Izglītības zinātņu un psiholoģijas** bibliotēkas krājumā pieejami **544** titles / **1059** copies in the **Library of Educational Sciences and Psychology** (Table 2.3.3.5).

Table 2.3.3.5

*Printed information resources for the UL Study field "**Education and Pedagogy**" in the **UL Library collection**, **published 16.09.2020 – 05.02.2023***					
Printed publications (titles/copies)			Distribution of publications per languages (titles/copies)		
Books	Serial publications, periodicals	Other types of publications	Latvian	English	Other
1310 / 1835	154 / 2492	134 / 166	1050 / 3348	472 / 790	76 / 355
TOTAL in the UL Library: **1598** titles/ **4493** copies, **of which**:					
in the UL **Library of Educational Sciences and Psychology**: **544** titles/ **1059** copies					
506/774	25/272	13/13	461/896	67/122	16/41

Out of the total number of printed publications corresponding to the study field **"Education and Pedagogy**" in the last 3 years, **701** titles / **1270** copies or 3.7% are included in the collection of the Library of Educational Sciences and Psychology.

The collection of printed information resources of the UL Library is generally adequate for the

implementation of the study field "**Education and Pedagogy**", ensuring the study and research process.

Conclusions

Due to the upcoming move to the House of Letters in the Academic Centre of the University of Latvia in Torņkalns, the collection of the Library of Educational Sciences and Psychology has been evaluated: less demanded literature has been moved and deposited in the Repository of the UL Library at 24 Lielvārdes Street. Consequently, the collection of the Library of Educational Sciences and Psychology has been reduced, leaving the most demanded books for study and research.

UL repository of e-resources

The UL Repository of e-resources is designed to provide a means of collecting, preserving and providing free and permanent online access to the scholarly achievements of the UL at http://dspace.lu.lv. The repository collects and makes publicly available publications by UL academic staff, researchers and UL departments - articles, doctoral theses and their abstracts, conference proceedings, reports, research and project reports, journals, collections of articles and other electronic documents. A mobile version of the repository is also available for users' convenience.

The digitized copyrighted titles are available online, on-site in the reading rooms of the branch libraries.

Electronic resources

Following to *the UL Strategic Plan*, the UL Library is increasing the share of e-resources and developing remote access to e-resources.

By modernising the availability of electronic resources, the latest technology web service *Primo Discovery* and SFX has been introduced in the UL Library.

In 2023, the UL provides access to 42 e-resource platforms (e-books platforms, e-journals databases and individual subscribed e-journals, reference resources and tools, mixed-format databases). The UL also provides links to 183 credible open-access databases with multi-format materials.

Each year the Library offers, on average, 110 new e-resource titles. As of 05.02.2023., the UL Library has acquired a total of 1677 e-books, with 225 916 e-books available in the subscribed *ProQuest Ebook Central Academic Complete collection*.

The UL Library evaluates and analyses the usability of subscribed databases twice a year. The statistics of the e-resources subscribed to by the UL for 2022 show that the overall usability has increased by 12.37% compared to 2021. Individual usability growth is observed for foreign multidisciplinary databases such as *Sage Research Methods* (+74.47%), *Wiley Online Library E-Journals Full Collection* (47.95%). A significant individual usability growth is observed for some Latvian databases - *LETA archives* (+70.37%) and *LETA News* (+53.20%).

The UL Library regularly provides trial access to various databases, with an average of about 15 trial accesses per year. In 2022, trial access to 8 databases was organised.

Information about the e-resources is available on the UL Library webpage https://www.biblioteka.lu.lv/en/ sections *E-resources* from *A to Z* and *E-resources by discipline*, as well as on *Mans portāls* section *Datubāzes*.

The UL provides remote access to the subscribed e-resources (databases, e-book platforms) outside the UL network by logging in with a ULIS username and password.

Subscribed e-resources of the study field "education and pedagogy"

International Journal of Smart Education and Urban Society – e-journal of the publishing –house IGI Global on technological innovations in teaching and learning. UL has access to the journal archive (01.01.2020-31.12.2021).

Izglītība un Kultūra (Education and Culture) – E-journal providing up-to-date information on education and cultural activities in Latvia and abroad.

Pirmsskolā (Preschool) – e-journal on topical issues in preschool education: advice from psychologists, practical experiences from preschools, methodological materials**.**

Skolas Psiholoģija (School Psychology) – e-journal about the emotional environment and relationships at school, communication issues between teachers, pupils and parents, children's behaviour, teaching, self-knowledge, awareness and understanding.

Skolas vārds (The Word of School) - e-journal for heads of educational institutions, teachers and support staff, containing analytical articles on topical issues of education, explanations of normative documents, school project experiences and other relevant information.

Subscribed multidisciplinary e-resources that include materials for the UL the study field

"Education and psychology"

APA PsycArticles - offers more than 220,000 full-text scholarly articles in the field of psychology published by the American Psychological Association and its Educational Publishing Foundation and affiliated organizations. Most of the articles are available from the first issue of the journal, and the years of publication range from 1894 to the present on topics ranging from new findings by established researchers to discoveries by pioneers in the field of psychology, from new discoveries of leading researchers to the historical foundations of the behavioural and social sciences.

Cambridge Journals Online – *Cambridge University Press* is amulti-disciplinary e-journal full-text database, offering searchable information in over 300 scholarly journals, as well as related online resources. The database provides full texts in fields such as culture, art, philology, philosophy, pedagogy, teaching languages, digital education and many others..

EBSCO *Central & Eastern European Academic Source* – the database offers more than 400 full-text journals in the fields of economics, politics, medicine, law, information and library science, literary studies, linguistics, pedagogy, educational methods, language teaching, relevant to the Central and Eastern European region.

Emerald eJournals Premier – full-text e-journal database in fields such as management, education, library and information science, economics, accounting. The University of Latvia has access to the *eJournals Premier* collection, which contains more than 1 million full-text e-journal articles in fields such as education, management, etc. The e-resource archive is available to the University until 28.02.2020.

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

The UL subscribes to 2 collections: ***Arts & Sciences I-XII, XIV-XV*** and ***Life Sciences***. The database is searchable by subject, under the heading Education, which lists a number of journals in subjects such as Pedagogy, Primary Education, Culture and Education, Science and Education, etc.

Letonika – a reference and translation system whose main purpose is to provide systematic, encyclopaedic reference and translation information. Letonika offers the possibility to search and work with information from 11 encyclopaedias and other reference resources, 13 dictionaries (translation, explanatory, terminology), as well as collections of 10 000 images, audio recordings and videos. The database also includes a Latvian literature library with 200 full-text literary works and a language support repository with supporting materials for the Latvian language. Letonika.lv serves as a guide to Latvian culture, history, language, nature and literature.

LETA – News and Archive databases – offer the opportunity to search for quickly published news, photos, videos, press releases, articles from Latvian press publications, statistics and other information.

OECD iLibrary – a full-text database of books, articles, reports and statistics from the *Organisation for Economic Cooperation and Development (*OECD*), the International Energy Agency (*IEA*), the Nuclear Energy Agency (*NEA*), the OECD Development Centre*, the *International Transport Forum (*ITF*)* and *the Programme for International Student Assessment* (PISA) in the fields of education, management, economics, social affairs, pedagogical innovations and other areas.

Oxford Journals Online – the collection provides access to more than 228 authoritative and leading journals published in collaboration with the world's leading scientific organisations. The database includes full-text journals with high citation index scores in management, education, social sciences, pedagogy, language teaching, art, life sciences, and more.

ProQuest Dissertations & Theses Global – the world's largest database of dissertations and master's theses, containing more than 2.3 million works in different fields, including education and management.

SAGE Journals Online – *SAGE* Publishing's full-text journal database, offering articles from more than 1000 multidisciplinary e-journals. The database covers a wide range of disciplines - social sciences, humanities, etc.

SAGE Research Methods – the research methods library, with over 1000 books, reference works, journal articles and other resources from the world's leading social scientists. SAGE *Research Methods* is an essential online tool for researchers. Two of them are available at UL - SAGE *Research Methods - Books and Reference* and SAGE *Research Methods Cases*.

ScienceDirect – *Elsevier's* database for the humanities and social sciences, as well as natural and technical sciences, life sciences and medicine. The database contains information on several thousand journals and books published by *Elsevier.*

Scopus – *Elsevier's* multidisciplinary database of bibliographic and citation information for scientific publications.

SpringerLink - *Springer Nature*'s full-text database of journals. It offers University of Latvia (UL) researchers, academic staff and students access to more than 6 million articles from over 3 400 journals covering the sciences, humanities and social sciences.

Taylor & Francis Social Science & Humanities Library – provides access to full-text articles from more than 1,100 scholarly journals. The broad subject coverage includes: behavioural sciences, occupational safety, business, education, media, politics, regional studies, health and social care, sociology, anthropology, arts, humanities, etc.

Web of Science – the database contains the most important scientific information on more than 12,000 journals in the natural sciences, social sciences, humanities and art, offering bibliographic and citation information, abstracts and other information. The database consists of several citation index databases offering extensive search, selection and result analysis capabilities.

Wiley Online Library (WOL) E-Journals Full Collection - an e-journal collection of more than 8 million full-text articles in over 1600 peer-reviewed, multidisciplinary journals in a variety of fields: cultural studies, environmental science, economics, pedagogy, history, language teaching, educational methods, sociology, psychology, arts, continuing education, and more.

E-books purchased by the UL Library in the study field "Education and Pedagogy"

VleBooks – e-book platform, which includes **177** e-books purchased by the UL Library, including materials for the study field "Education and Pedagogy" from the world's leading publishing houses (e.g., *Routledge, Sage Publications, Emerald Publishing Limited, Cambridge University Press, Pearson Education, Wiley-Blackwell, Peter Lang* etc.).

ProQuest Ebook Central Academic Complete Collection – e-book platform, which provides access to **168 960** titles from e-books purchased and/or subscribed to by the UL Library in the study field "Education and Pedagogy" from the world's leading publishers (e.g. *McGraw-Hill Education, Routledge, Sage Publications, Emerald Publishing Limited, Bloomsbury Publishing, John Wiley & Sons*, etc.). In 2022, **17** new books in the study field "Education and Pedagogy" were purchased.

Opec access resources resursi

Bookyards, *Cogent OA*, *DigiKlase*, *Directory of Open Access Books*, *Directory of Open Access Journals (DOAJ)*, *Eurostat Data*, *Google Scholar*, *Hathitrust Digital Library*, *IGI Global Open Access Journals*, *Journals for Free* ,*Periodika.lv*, *Science Books Online*, *Semantic Scholar*, *SpringerOpen*, *Teacher Reference Center (TRC)*, *World Digital Library*, *World History Encyclopedia*, *Zenodo*.

Digitalization level of the collection

The UL Library, in cooperation with the UL Information Technology Department, provides free online access to the UL e-resources repository http://dspace.lu.lv. A mobile version of the repository is also available for users' convenience. Digitised titles subject to copyright prohibition are available on site in the reading rooms of the branch libraries.

Table 2.3.3.6. **Statistics on the use of UL subscribed databases**

Name of the database	Subscription period	Assessment of use and trends
UL centralized means (UL Order) – *multidisciplinary data bases*		
EBSCO Central & Eastern European Academic Source Complete	01.01.2022-31.12.2022	Rationale for subscribing the database: a great number of publications of the UL academic staff is available in the database Dynamics of use – decreasing (on average – 33.80 %) *Subscribed for 2023.*
JSTOR	01.09.2021-31.08.2022	Rationale for subscribing the database: qualitative scientific content, unique database of archive articles. Dynamics of use – decreasing (on average – 13.02 %) *Subscribed for 2023.*

LETA Arhīvs un Nozare.lv	01.01.2022-31.12.2022	Rationale for subscribing the database: is subscribed for, based on the UL needs, in the framework of the KISC consortium. Dynamics of use – increasing (on average + 70.37 %) *Subscribed for 2023.*
LETA online ziņas	01.01.2022-31.12.2022	Rationale for subscribing the database: is subscribed for, based on the UL needs, an important source of news in Latvia. Dynamics of use – increasing (on average + 53.20 %) *Subscribed for 2023.*
Letonika	01.01.2022-31.12.2022	Rationale for subscribing the database: an important on-line reference source in Latvian. Dynamics of use – decreasing (on average– 30.36 %) *Subscribed for 2023.*
OECD iLibrary	01.01.2022-31.12.2023	Rationale for subscribing the database: Latvia is the member country of the Organization for Economic Cooperation and Development (OECD) and subscribing for the database the UL ensures access to full information about the organization and its activities. Dynamics of use – decreasing (– 20.86 %) *Subscribed for 2023.*
Oxford Journals Online	01.01.2022-31.12.2022	Rationale for subscribing the database: authoritative world high scientific level university publisher's database. Dynamics of use – increasing (+ 37.85 %) *Subscribed for 2023.*
ProQuest Ebook Central Academic Complete Collection	01.01.2022-31.12.2022	Rationale for subscribing the database: e-book database gives the access to approximately 225 916 publications of leading publishing houses of all science branches, including publications of many university publishers. Dynamics of use – increasing (on average + 34.31 %) *Subscribed for 2023.*
SAGE Journals	01.01.2022-31.12.2022	Rationale for subscribing the database: is subscribed in the framework of the KISC consortium; ensures access to scientifically reviewed journal articles, which are published by one of the leading world publishers. Dynamics of use – decreasing (on average– 7.68 %) *Subscribed for 2023.*

SAGE Research Methods	01.01.2022-31.12.2022	Rationale for subscribing: unique research tool to help you navigate and find appropriate research methods, learn about practical research projects; includes a library of information resources on research methods and case studies. Dynamics of use – increasing (on average (vidēji + 74.47 %) *Subscribed for 2023.*
SpringerLink Contemporary Journals	01.01.2022-31.12.2022	Rationale for subscribing the database: request of the UL students and academic staff. One of the leading databases of reviewed publications in the world in different branches of sciences. Dynamics of use – decreasing (on average– 0.98 %) *Subscribed for 2023.*
VLeBOOKS	01.01.2022-31.12.2022	E-book purchase and access platform Dynamics of use – decreasing (on average – 36.69 %)
Taylor & Francis Social Science & Humanities Library	01.01.2022-31.12.2022	Rationale for subscribing the database: a valuable world high scientific level publisher's database in the field of social and humanitarian sciences. Dynamics of use – decreasing (on average– 7.33 %) *Subscribed for 2023.*
Wiley Online Library E-Journals Full Collection	01.06.2022-31.12.2023	Rationale for subscribing the database: is subscribed on the request of UL representatives according to UL Order No. 1-4/182. Dynamics of use – increasing (on average + 47.95 %) *Subscribed for 2023.*
ProQuest Dissertations& Theses Global Full Text	01.11.2021-31.10.2022	Rationale for subscribing the database: the only available database of such a type. Expenses – average. Dynamics of use – decreasing (on average – 33.36 %) *Subscribed for 2023.*
Funding of the Ministry of education and Science, Republic of Latvia (in the framework of national licence)		
ScienceDirect	01.01.2022-31.12.2022	Dynamics of use – increasing (on average + 1.01 %)
SCOPUS	01.01.2022-31.12.2022	Dynamics of use – increasing (on average + 4.53 %)
Web of Science Core Collection	01.01.2021-31.12.2021.	Dynamics of use – decreasing (on average – 34.42 %)

The library's collection is generally adequate for the implementation of studies and the

development of scientific research, as it is updated every year with the most up-to-date information resources according to the information needs of the academic staff and students.

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

Nowadays, information and communication technology (hereinafter – ICT) solutions provides excellent opportunities for the development of the educational process. It allows implementing new projects and introducing new systems so that the study process would be as successful as possible. The use of ICT in the educational process is one of the ways, how to increase learning motivation.

The Department of Information Technology of the UL provides the UL students and employees with an application package *Microsoft* (henceforth – MS) *Office 365*, a cloud technological solution. *Office 365* provides students and employees with the best tools for modern study work, for example, *Outlook*, *Forms*, *OneNote*, *Sway*, and a package of *Office* programmes containing *Word*, *Excel*, and *PowerPoint*.

In addition to *MS Office 365*, students and employees of the UL are provided with software such as SPSS, *Question Pro*, *Autodesk*, *MathWorks MatLAB*, *Esri ArcGis,* etc. Access from outside the UL premises for the use of this software requires a VPN connection with the UL in order for the software to access network license services.

One of the *Office 365* online applications, *MS Teams*, is used to provide remote learning and distance learning programmes. This online application ensures both online lectures and recording of lectures, as well as online communication with students.

In addition to *MS Teams* programme for the online study process, the UL offers its students and employees a web video conferencing system *BigBlueButton* (hereinafter – BBB system), which is an open-source web online videoconferencing system. BBB ensures the organisation of the University's online events for the UL personnel, including students and event attendees. It can also be used as an integrated solution for e-study system (for only registered users in the course) and outside an e-study system, in which case one must connect to the UL online conference server in a web browser https://bbb.lu.lv.

Two e-study environments are available in the UL – estudijas.lu.lv and edu.lu.lv. The e-study environment estudijas.lu.lv is to ensure the study process and management, while the e-education platform edu.lu.lv is developed for e-education projects, events, and courses as well as distance learning programmes.

The open-source e-study environment *Moodle*, a modular object-oriented dynamic learning environment, is used for both e-study environments. Now, it is not only methodically and pedagogically but also economically most effective e-study solution. Courses have been developed in the *Moodle* e-study environment, where the necessary study materials and activities for students are available. There the teaching staff can assess students and register study attendance.

For data storage in the study process, the UL provides *Office 365* cloud service *OneDrive* 1TB, which is available for students and employees. *OneDrive* is *Microsoft's* cloud service that connects with all user files. It allows saving and protecting files, sharing them with other users and accessing

them from any location on all devices.

For data transfer, the UL offers its students and employees a large-scale file transfer system – https://store.lu.lv/. This system allows sending files that cannot be sent over an e-mail due to the size; however it is not intended for a long-term file storage.

Teaching staff can both assess students and record attendance. The IT department advises staff and students on working in the MOODLE environment. Tutorials and instructions are also available on the UL website (see https://estudijas.lu.lv/?redirect=0). During the Covid-19 pandemic, the academic staffof the study field made the MOODLE e-learning environment more organised to make it effective for online classes as well as for students' independent studies. The content of the e-learning environment is updated regularly in each course. For storing data during the study process, both students and staff are provided with the Office 365 cloud service OneDrive 1TB. OneDrive is a Microsoft cloud service that connects to all user files. It allows users to store and protect files, to share them with other users and access them from anywhere on all their devices.

Computers with appropriate software are available in the UL libraries, as well as in the teaching and research rooms, and all UL premises have a permanent Wi-Fi INTERNET connection.

The staff of the study field is open to the possibilities of using digital technologies for modern student-centred education. Both self-organised and in the framework of professional development courses, the last two years have seen a particularly intensive exchange of experiences and learning from each other in the use of different technologies and digital tools. Seminars on new teaching methods have been held at the UL, facilitating their acquisition and implementation in the study process. In addition to existing materials, study materials are gradually and continuously developed and updated in the Moodle environment. Professional development events organised centrally by the University facilitate the development of teaching staff's methodological skills. These professional development activities in the field of digitisation of the study process are developed and implemented by the FEPA teaching staff (S.Baranova, L.Daniela, S.Dreimane, D. Kalniņa). As a result of the project implemented by the Faculty of Education, Psychology and Art of the University of Latvia, a digital platform for collecting and classifying diverse digital learning materials DigiKlase (https://digiklase.lv/ (Available in Latvian)) has been developed, which is a valuable support for both university lecturers, students and teachers working at different levels of education. The project aims to support Latvian teachers by developing a digital platform that brings together a variety of learning tools that explain and support the implementation of technology-enriched learning. The project is implemented by researchers from the Scientific Institute of Pedagogy of the FEPA in collaboration with FEPA students, who actively participated in the collection and evaluation of the learning materials.

The academic staff and students of the study field have access to modern information and communication technologies, which support and facilitate the educational process, research and the organisation of the study field. New ICT skills were acquired during the Covid-19 pandemic, and digital skills were significantly improved, which can also be applied after the pandemic to implement the study process in person.

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

Normative acts that regulate the process of teaching staff recruitment and/or employment:

- *Regulatory Enactments on Academic and Administrative Positions at the University of Latvia* (available only in Latvian)
- *Regulations of the UL Professors Council* ((Latvijas Universitātes profesoru padomes nolikums) available in section *Other annexes* only in Latvian)
- *Procedures for the Recruitment of Unelected Teaching and Research Staff at the University of Latvia [Kārtība par nevēlēto mācībspēku un zinātnieku pieņemšanu darbā Latvijas Universitātē]* (available in section *Other annexes only in Latvian*)

There are three teaching staff groups at the UL: academic staff, who hold their academic positions based on elections; acting academic staff and visiting academics; as well as hourly-paid staff.

In the case of elected academic positions, as well as the acting academic staff, *the Regulatory Enactments on Academic and Administrative Positions at the University of Latvia* regulate the recruitment and selection. According to the regulations, the following academic positions exist at the UL: professor, associate professor, assistant professor, senior researcher, lecturer, researcher, assistant, research assistant.

Decisions on the need for certain positions are made by the faculties. Competitions for elected academic positions are announced openly. Public calls for applications for the elected academic positions, including the function and terms of reference for the respective position, are published on the UL website https://www.lu.lv/par-mums/vakances/ (available only in Latvian), internationally advertised vacancies: https://www.lu.lv/en/about-us/vacancies/, and also in National Scientific Activity Information System and State Employment Agency of the Republic of Latvia vacancy portal. Any person who conforms to the requirements specified by *the Law on Higher Education Institutions* may apply for the position.

The applicants for academic positions must deliver an open lecture, which is evaluated by two reviewers, who issue their opinion on the quality of the lecture. The election procedure is carried out either by the decision-making body of the relevant unit (in the case of assistants, research assistants, researchers, senior researchers, lecturers, and assistant professors – by the respective Faculty Council), however in the case of associate professors and professors – by the relevant Professors Council. Elections must take place within two months from the date of the call for applications. The staff – assistant professors, lecturers, assistants, senior researchers, researchers, and research assistants – are voted on by secret ballot. Professors and associate professors are voted openly (in accordance with the 05.11.2020 amendments of 2nd Paragraph of Section 33 (in force from 01.01.2021) of *the Law on Higher Education Institutions*). An applicant who has received more than half of the votes of the members present with the right to vote shall be considered elected. According to *the Law on Higher Education Institutions*, lecturers are elected for a term of 6 years. At the end of the term, the faculty decides on the need to announce a new competition. There are no restrictions on the term of office.

In accordance with the UL regulations, minimum requirements are set for all applicants for academic positions, i.e., knowledge of the state language in accordance with regulatory enactments, knowledge of foreign languages to the extent necessary for the performance of academic duties and continuous improvement of their academic and scientific qualifications. Other requirements differ across academic positions, for instance, to qualify for the position of docent, the candidate must have a doctoral degree, while the requirements for associate professors are more demanding, i.e., they must have considerable academic and pedagogical experience, an extensive list of publications and experience in scientific research projects. In order to qualify for the position of associate professor or professor or to have the employment contract extended in these positions,

the following quantified criteria are evaluated: publications indexed in the SCOPUS or Web of Science Core Collection databases or included in the ERIH+ database; citation index or Hirsch index, management and reviewing of dissertations; participation with a report in international conferences, as well as participation in their organization; preparation of teaching methodical materials; management of classes in foreign universities; work in editorial boards of scientific publications.

If the Senate chooses to decline the proposal from the department and not to announce vacancies, a guest lecturer may be recruited; however, if a member of hourly-paid staff is more relevant to the development plans and needs of the faculty, the prospective employee concludes a contract for a specified period (usually for the duration of the study course). In such cases, the structural units, i.e., faculties, take the decisions relating to the candidates' recruitment and selection. In these cases, only the control to ensure that the remuneration set by the entity complies with internal and external rules and regulations is centralised.

The Rector of the UL concludes an employment agreement for the entire term of office with the person elected.

The composition of the teaching staff of the study field has changed over the reporting period. This is due to the generational change of the teaching staff, as well as to the evaluation of the quality of studies and the non-termination of employment relationships with some lecturers in case of non-compliance. During the reporting period, a number of young lecturers have also joined the programmes of the study field as elected representatives of the academic staff. There has also been career progression of the teaching staff through election to higher positions during the reporting period.

The academic staff of the study field are elected to academic positions in accordance with the procedure established by the UL FEPA. They work in the Department of Education Sciences and Pedagogical Innovation, Department of Teacher Education, Department of Psychology, Department of Preschool and Primary Education, Department of Art and Technology as well as in other faculties of the UL.

The teaching staff of the DSP "Educational Sciences" are involved in accordance with the requirements set out in the 3rd paragraph of the first part of Article 55 of the Law on Higher Education, i.e., at least five doctors of science in the field of study corresponding to the study programme or in a related field and who have been elected to academic positions at the respective higher education institution, and at least three of whom are experts in the relevant field approved by the Latvian Council of Science (LCS), participate in the implementation of the doctoral study programme.

The rights to work in the Doctoral-level programmes are restricted to PhD-holders who are elected professors, associate professors or senior researchers at a particular higher education institution; the thesis supervisor in doctoral-level programmes require must be an expert in a particular field of science at the LCS. Teaching of certain study courses is also allowed for elected academic staff with a doctoral degree but without the right of an LCS expert.

During the last six years, in line with the Regulations on Academic and Administrative Positions at the University of Latvia, Dita Nīmante and Antra Ozola were elected as professors for the first time, Sanita Baranova was elected associate professor, Ireta Čekse and Linda Mihno were elected as assistant professors. Ilze Šūmane and Elita Stikute were re-elected as assistant professors.

In 2021, the evaluation of professors and associate professors of the study field was launched in accordance with the Cabinet of Ministers' Regulation "Procedure for the Evaluation of the Results of the Scientific and Pedagogical Qualification or Artistic Creativity of a Candidate for the Position of

Professor or Associate Professor and of a Professor or Associate Professor in Position" (No 129, adopted 25.02. 2021). The Board of Professors in Educational Sciences evaluated the six-year work and qualifications of professors Margarita Gavriļina, Tija Zīriņa, Iveta Ķesterė, Indra Odiņa, Zanda Rubene, Juris Porozovs and associate professors Ineta Helmane, Māra Urdziņa-Deruma, Austra Avotiņa, Ilze Briška. The qualifications were approved as relecvant and contracts were prolonged.

In the Department of Psychology, in the last six years, according to the Regulations on Academic and Administrative Positions at the University of Latvia, Baiba Martinsone and Anika Miltuze were elected as professors, Ieva Stokenberga was elected as associate professor, Sanita Šaitere and Liena Hačatrjana were elected as assistant professors. Ieva Bite was re-elected as associate professor, Alla Plaude was re-elected as assistant professor.

Recruitment and employment of the academic staff in the study field follows the laws and regulations of the UL and in an open manner. This form is appropriate for the achievement of the objectives and study results of the study field.

Work-based learning justifies the need not only for knowledgeable academic staff who keep up to date with the latest theoretical literature in the field, but also for practitioners who know the current issues in both school and pre-school education. That is why practitioners as hourly-paid lecturers are also involved in the implementation of the programmes - experts from the ESF project "Competence-based Approach to Curriculum" implemented by the National Centre for Education, school principals, teachers and pre-school managers. For example, heads of pre-school educational institutions teach the study course “Management of methodological work in a pre-school educational institution”, giving lectures and seminars both in Riga and in regional branches. Practitioners are also involved in supervising the teaching practice, for example, the study courses Practice II (Primary Education Teacher Grades 1-3); Practice III (Primary Education Teacher Grades 4-6), etc. involve teachers and methodologists who have previously participated in the work of final thesis commissions, demonstrating their professionalism.

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

The UL Strategy 2021-2027 emphasises that the goal of the development and excellence-oriented personnel policy is to ensure the development, growth and renewal of academic and general personnel, to create a performance-based personnel management system, which will also include competitive and motivating personnel remuneration, to improve academic staff career development opportunities, to create a system for attracting local and foreign academic staff, as well as new talents, and to promote international mobility.

The professional development of the UL academic staff is organised in accordance with the Cabinet Regulations No 569 of 11.09.*, “Regulations on the Necessary Academic and Professional Qualifications of Pedagogues and Professional Competence Development Procedures”*, where Paragraph 16 states: “Educators of higher education and colleges shall, by the end of the term of

their election, undertake a vocational development programme on innovation in the higher education system, or the higher education didactics, or the management of educational work at 160 academic hours (including at least 60 contact hours). Professional development may include international mobility and participation in conferences and seminars relevant to the purpose of the professional development, as evidenced by submitted documents"; as well as the Cabinet Regulations No. 129 of 25.02.2021,*"Procedures for Evaluating the Scientific and Teaching Qualifications or Results of Artistic Creation Work of an Applicant for the Position of Professor or Associate Professor and of a Professor or Associate Professor Holding the Position"*.

The qualification requirements and tasks of the academic staff of the UL are included in *the Regulations on Academic and Administrative Positions at the University of Latvia* (the UL Senate Decision No. 2-3/11 of 31.01.2022), while the quality/performance of the academic staff of the UL is evaluated in accordance with *the University of Latvia Academic Remuneration Regulations* (the Senate Decision No 14 of 30.05.2016) and *the University of Latvia Scientific Personnel Remuneration Regulations* (the UL Senate Decision No of 27.01. 2020).

The Academic Department of the UL, the Adult Pedagogical Education Centre (hereinafter – APEC) of the Faculty of Education, Psychology and Art of the UL (hereinafter – the UL FEPA) provide informative, consultative, and methodological support to the UL academic staff in the field of the higher education didactics. The APEC of the UL FEPA offers a professional development programme "Didactics of Higher Education: modern theories and practices", as well as continuing education programmes "Pedagogical aspects of the development of study programmes in higher education", "The professional development of the competence of the student trustee", etc. Besides, a wide range of professional development opportunities in continuing/further education programmes from 2019 to 2023 were organized in framework of projects of the Study Development and Management Development Programme (SDMP). In this project, several programmes were implemented in which the academic staff of the study field successfully developed their competences (information summarised in Table 2.3.6.1).

Table 2.3.6.1

No.	Title of the continuing/further education programme	Number of participants in continuing education programmes
1.	***Professional English Language Enhancement Course for Academic Staff*** (216 acad.hours)	46
2.	***Remote learning*** (12 acad.hours)	17
3.	***Types of remote learning*** (12 acad.hours)	6
4.	***Planning the remote studies*** (12 acad.hours)	11
5.	***Digital media literacy*** (24 acad.hours)	15
6.	***Development of digital skills*** (36 acad.hours)	15
7.	***E-study environment Moodle*** (acad.hours)	13

8.	***Blended learning*** (12 acad.hours)	19
9.	***Field-specific interactive solutions for designing lectures*** (12 acad.hours)	21
10.	***Commercialization studies*** (16 acad.hours)	8
11.	***Development of academic staff's competences in leadership*** (36 acad.hours)	20
12.	***The analytics of learning*** (12 acad.hours)	14
13.	***Pedagogical approaches and their implementation in digital environment*** (12 acad.hours)	16
14.	***Practical solutions for work in the digital environment*** (12 acad.hours)	17
15.	***Public speech, rhetoric and presentation skills for cooperation with industry and audience*** (16 acad.hours)	10
16.	***General interactive solutions*** (12 acad.hours)	19
17.	***Skills of research work and publishing*** (32 acad.hours)	26

A valuable opportunity for many members of the teaching staff of the study field to gain practical experience was the internship programme (100 hours) in an educational institution within the SDMP project. Twenty members of the teaching staff improved their professional competence in 17 educational institutions (pre-schools, primary schools, secondary schools, gymnasium, children and youth centre).

On the completion of the continuing education programme "Methodology for the formulation and evaluation of the learning outcomes", programme directors and academic staff purposefully update their study courses and the mapping of the learning outcomes of the respective study programmes and study courses. For the formulation and assessment of learning outcomes, the Department of Studies (now the Academic Department) has published the Handbook on Formulation, Mapping and Assessment of Learning Outcomes (2020) (available both as a printed brochure and electronically: https://issuu.com/inta.deke/docs/ studiju_rezultatu_ rokasgramata_2020 (available only in Latvian)), which is of practical use to programme directors and academic staff.

The UL academic staff can improve their English language skills by completing the continuing training programme "Professional English Language Enhancement Course for Academic Staff" at the Centre for Applied Linguistics of the UL Faculty of Humanities.

Young academics and doctoral students from various UL doctoral programmes, each spring semester, are actively using the possibility to attend the study course/ continuing education programme "Introduction to teaching in higher education".

To promote collegial learning and identify good practices in teaching, the continuing education programme "Promoting the colleague experience exchange of academic staff" where the academic staff perform peer observation, thereby directly promoting the exchange of teaching experience

among the academic staff and contributing to the UL organisational development has been developed.

The UL academic staff collaborating with first-year students are a special target group for continuing education and as such are offered a continuing education programme “Professional development advising first-year students”.

Academic staff in continuing education programmes especially welcome the opportunity for study process modelling, testing new teaching methods, exchange experience.

With the funding of the EU in the period from 2018 to 2023, several study programmes for lecturers are being implemented:

1. Development of online learning and digitalisation of learning content (target group – academic staff).
2. Innovations to improve the quality of the learning process (target group – academic staff).
3. Academic integrity (target group – heads of study fields and study programme directors).

All programmes have been developed by analysing the professional development needs of academic staff in the context of higher education trends. As a part of the implementation of the academic staff training system, the UL Academic Department conducted an electronic survey of the UL academic staff. It allowed to pool information on their ongoing professional development needs, as well as encouraged several members of the academic staff to express their readiness to participate in the development and offering of continuing education content to their peers in line with professional and didactic development needs.

After the implementation of each programme, a survey and an evaluation of the outcomes is conducted among the attendees of the programme. The UL faculties organise thematic seminars on topics of teaching training relevant to the academic staff of the respective faculty.

The professional development activities of the academic staff of the UL were included in the plan of measures for the development of the academic staff of the University of Latvia 2018–2023.

In order to determine the professional development needs of the academic staff of the UL in the field of the pedagogical activity, the UL Department of Studies (now Academic Department) at the end of 2017 and the SDMIP of the UL in the 1st quarter of 2020 and in the spring of 2021, conducted a survey of academic staff, including heads of study fields and study programme directors. The results of the survey were taken into account when developing a training plan for the development of academic staff competence, including the project of the Operational Programme "Growth and Employment" 8.2.2 within the framework of the 1st round "Renewal and Competence Development of Academic Staff at the University of Latvia"; 2nd round – "Motivated, Modern and Competitive Academic Staff of the Study Field "Education, Pedagogy and Sport" at the University of Latvia" and 3rd round "Strengthening the Capacity of the Doctoral Studies of the University of Latvia within the Framework of the New Doctoral Studies Model" (hereinafter – project “Growth and Employment”) in order to plan effectively and ensure the enhancement of the competence of academic staff.

The following outcomes are to be achieved by the December 2023:

- improved system of attracting and selecting the academic staff of the UL;
- reduced average age of teaching staff and the age structure approaches the EU average[1], with at least 1/3 of academic staff aged between 35 and 49;
- improved scientific performance;
- developed and implemented a model for the renewal and succession system of academic and scientific staff;
- developed and implemented a professional development system for the academic staff of the

UL.

When planning the growth and development of the academic staff, the UL pays equal attention to the identification of the most capable students in the study programmes of the UL and to motivating them to get involved in academic work already during their studies (related to both teaching and research). In this context, the UL has developed requirements and selection criteria for attracting new doctoral students in the framework of the project “Growth and Employment” (objective of specific support "To strengthen the academic staff of higher education institutions in the fields of strategic specialisation"):

1. A doctoral student studying in the last year of an accredited doctoral study programme, as well as a doctoral student, who is a Latvian citizen studying in an accredited doctoral study programme outside Latvia, and a scientific degree candidate.
2. Successfully acquired number of credit points required in the first two/three years of study/ or, for a doctoral degree candidate, successfully completed studies in DSP.
3. Participation in an international scientific conference with a presentation/report.
4. Publication of at least one scientific article in an international publication.
5. English language skills at least at C1 level.
6. Successful passing of the doctoral examination in English.
7. Positive feedback from the supervisor of the doctoral thesis about the doctoral student as a potential lecturer.
8. Leadership traits and interest in UL research and course implementation.

Targeting the growth and development of foreign academic staff, the UL has developed requirements and selection criteria for attracting foreign academic staff:

1. Persons who have been employed in an academic position in one of the accredited foreign universities during the previous five years.
2. A doctoral degree in the relevant field of science or a doctoral degree equivalent to it.
3. Relevant scientific and academic work experience.
4. Ability to work in the e-study environment.
5. Participation in at least three international conferences with a presentation/report.
6. Published monographs and scientific articles, including in indexed international editions with calculated citations (at least three).
7. Participation in or participation in research projects.
8. Excellent knowledge of foreign languages, especially English, skills to use them in studies and methodological work.

For successful and unified implementation of study programmes at the UL, a special study programme for heads of study fields and study programme directors was developed, its implementation took place on 12.10.2021-28.10.2021, the training was run by an international accreditation expert from Poland and representatives of the Quality Agency for Higher Education of Latvia.

In 2022, the structural unit of Academic Competence Development was established in the Department of Human Resources at the University of Latvia, which will in the future take care of the professional development of the academic staff of the University of Latvia. 2022/2023 academic year in the autumn semester in cooperation with assoc.prof. In Sanita Baranova, the continuing education program "The practical solutions for the promotion of transversal skills important for the working environment in the student-centered study process" (10 academic hours) was developed and implemented, in which, together with the teaching staff of other UL study fields, the teaching staff of study field "Education and Pedagogy" also participated.

During elaboration of the self-assessment report of the study field, the information on the opportunities for promotion and qualification improvement used by the participating lecturers during the reporting period was collected, the results of which are summarised in Table 2.3.6.2.

Table 2.3.6.2

Promoting the growth of teaching staff (assessment of didactic skills improvement and qualification improvement)

No	*Criteria / academic year*	*2017/ 2018*	*2018/ 2019*	*2019/ 2020*	*2020/ 2021*	*2021/ 2022*	*2022/ 2023*
1.	**Improving language skills**	8	15	36	42	35	15
2.	**Higher education didactics (training)**	11	16	23	34	52	36
3.	**Attendance at various summer schools**	6	3	-	3	9	2
4.	**Teaching lectures and study courses within the framework of Erasmus and Erasmus + programmes**	12	9	13	8	16	15
5.	**Participation in Erasmus or other staff development programmes**	18	23	24	20	26	27
6.	**Attendance at international scientific conferences (attendee)**	77	83	82	87	93	93
7.	**Attendance at national level scientific conferences (attendee)**	70	74	76	75	78	84
8.	**Participation in various seminars**	81	81	86	88	86	90
9.	**Membership in professional organizations**	64	68	69	71	75	81
10.	**Participation in various working groups (improvement of regulatory enactments, etc.)**	28	35	35	32	31	26
11.	**Participation in the organization and provision of continuing education**	42	46	47	49	61	66
12.	**Participation in various international scientific editorial boards**	26	27	30	38	46	45
13.	**Participation in various national scientific editorial boards**	10	12	11	15	17	23

14.	**Participation in various international organizing committees**	22	22	20	22	25	31
15.	**Participation in various national organizing committees**	34	32	32	33	33	35
16.	**Work in examination commissions of professional organizations**	16	16	18	20	20	19
17.	***Opinion statements for different institutions***	14	15	15	15	24	22
18.	***Volutary work***	24	25	22	23	27	32

More detailed information is reflected in the faculty CVs

Teaching staff also very often combine an academic position with a scientific position (research assistant, researcher, leading researcher), so one of their tasks is to inform the public about the results of their scientific research, provide advice within their area of expertise, regularly improve their scientific qualifications and participate in the training of students and/or young scientists. The academic staff of the study field regularly participate in the process of scientific development and improvement of the education system, develop projects and participate in scientific project competitions.

[1] Eurydice ziņojums "Augstākās izglītības modernizācija Eiropā: akadēmiskais personāls 2017" (Modernisation of Higher Education in Europe: Academic Staff – 2017

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

As of the moment of preparation of the self-evaluation report for the reporting period, 181 academic staff members, 154 of whom are elected academic staff of the University, are indicated in the study plans for the implementation of 7 study programmes included in the spring semester of academic year 2022/2023 in the study direction "Education and Pedagogy".

Basic information about the teaching staff involved in the implementation of the study field is provided in *Annex 10* in the form of *Excel* tables. They indicate the degree/qualification of each teaching staff member, their election status at the UL, study programmes and study courses they are involved in, as well as proof of the state language and foreign language skills.

The following elements of academic work are included in the teaching load:

- study work, which includes teaching courses, supervising and reviewing final

theses, and advising students;
- methodological work, which includes updating study courses or developing new courses (including e-learning environment), participating in methodological seminars or conferences, etc;
- scientific work, including participation in scientific conferences, projects, publications, etc;
- professional development, which includes participation in professional development programmes, studying the latest scientific and methodological literature, etc.

Faculty workloads are accounted in the UL Information System, which includes the workload for each semester's teaching work, as well as the volume of scientific and organizational work for the academic year. If the workload exceeds the normative volume, a decision is made to redistribute the workload among qualified faculty members whose workload is less or to recruit new faculty members (including involving doctoral students).

It should be noted that some of the teaching staff hold more than one of the positions listed in the table, i.e., they are also active in research. Several directors of the largest programmes in terms of student numbers also point out that, due to the heavy administrative workload, they lack capacity for research work. Some of the teaching staff also work outside the UL, for example, as school and pre-school teachers, as heads of educational institutions, which enriches the study process with diverse and relevant professional experience.

Some lecturers of science courses also stress that the workload and demands on the academic staff at the University are extremely unbalanced in terms of teaching, research and administrative duties.

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

The students of the UL have access to academic support, career development support and psychological support.

The aim of academic support is to provide students with information and advice on study issues for the entire period of studies. Academic support includes the implementation of the first year of studies support programme, advice on the study process (content of study programme, choice of study courses, legal documents regulating the UL study process), information on teaching staff consultations, consultations and workshops on learning study skills (notetaking, reading scientific literature, active listening, examination anxiety, time management, using library nd Internet resources).

Academic support in academic matters is managed centrally by the Department of Study Service and the responsible persons with the respective faculties: study programme director, tutor, mentor, programme assistant, study course lecturers, and the Students' Council of the UL and faculty self-governments. The Library of the UL provides consultations on the use of the library and Internet resources. Table 2.3.8.1 displays examples of key tasks to be performed by student support units/ staff.

Table 2.3.8.1

Examples of key tasks to be performed by student support units/staff

Structural unit/staff	Key responsibilities
FEPA Student Council	Represent students at the UL, national and international level, defend and represent students' interests in academic, material and cultural life, participate in the Faculty Council, take part in examinations as observers.
Tutor	Informs students of the developments in the study process, provides individual support to those students who face difficulties entering academic environment of the UL and initiates adaptation and team-building measures.
programme assistant, study advisor	Provides study advice, assists in day-to-day issues related to the study process, files study records, advises on the ULIS.
Mentor	A senior student who helps first-year students adapt to the study environment and share their experience.
Student Council (SC)	The purpose of the SC is to represent the UL students and to defend their rights and interests. The SC represents the students' interests in academic issues by electing student representatives to the decision-making bodies of the UL, considering issues related to the study process and its improvement.
Study programme director	Organises and manages the development of a study programme in accordance with the requirements of the specific scientific or economic sector, cooperates with employers and internship sites in matters of study content, evaluates and approves individual study modules and individual study plans, etc.
Department of Study Service	Organises the admissions process, advises the staff and students on mobility programmes, study, social and cultural issues, advises and organises career coaching and consultancy. Organises adaptation measures for students provides training for tutors, mentors, organises cooperation with employers, etc.

The aim of career development support is to provide students with comprehensive support and develop their lifelong skills to identify their interests, abilities, skills, experience, thus enabling them

to make informed decisions regarding education and/or occupation, and ensuring that they can guide their future career, study, and life paths. Career development support is provided by the Career Centre of the UL Department of Study Service in collaboration with the respective faculties.

The Career Centre provides the following services to students:

- Individual consultations for future studies and careers, setting up an individual career plan, providing support for the transition between different levels of education and from education to the labour market;
- Workshops for career planning skills ("Career planning and development skills", "My first job interview", "Stress management", etc.);
- Internet resource – Career Centre home page (information available in both Latvian and English) https://www.karjera.lu.lv/ (available only in Latvian) and https://www.karjera.lu.lv/en/ provides up-to-date information on career planning issues, occupational information and the labour market;
- the "E-career" electronic resource https://e-karjera.lu.lv/ (available only in Latvian), which enables students to quickly find their internship opportunities and jobs by adding their CVs to a database and employers to recruit employees by listing information on job vacancies in the database.

Psychological support is provided by the Department of Study Service. A psychologist-counsellor provides psychological support to students in solving personal and study issues arising from studies (relationship issues, conflict resolution, and emotional difficulties). A psychologist provides individual counselling and telephone counselling.

Dedicated events aimed at international students are organised in cooperation with the Erasmus student network (ESN), thus introducing international students to Latvian culture and traditions and promoting interactions with domestic students.

The assessment of infrastructure accessibility for persons with disabilities has been conducted in cooperation with 'Apeirons'. The results obtained are considered both in the construction of the new infrastructure and in the provision of study programmes.

The Faculty of Education, Psychology and Art has a Psychological Help Centre, which also provides psychological help to students to identify the causes of difficulties and help them find solutions to overcome them.

Both academic and general staff support daily students of the study field "Education and Pedagogy".

The housekeeping staff ensures that the study environment is clean and safe. The day-to-day operational staff of the FEPA includes a manager of the house, an attendant on duty (3), a janitor, cleaners - these employees are part of the Infrastructure Management Department of the University - not directly subordinate to the FEPA administration. The repairman, plumber, electrician, etc. are recruited as needed from the Infrastructure Management Unit of the University. Faculty security is provided by an external service.

Every member of the general staff of the FEPA is also involved in the implementation of the study programme and directly or indirectly in the provision of support to students. They are the Dean, the Vice-Deans (Studies and Science), the Executive Director and his Deputy, three Heads of Departments, the Head of the study field, seven programme directors and sub-programme directors, five study administrators and three lesson and workload planners, the External Relations Coordinator (ERASMUS), IT specialist, Faculty Secretary, two Faculty Public Relations Specialists.

The study administrators of the FEPA Study Service Centre provide important support to students.

In their work with students, they are responsible for:

- advising on the study process, study plans, timetables, credit requirements;
- giving advice on student loans, student fee exemptions, the structure of the University, tuition fees, possible matriculation, etc;
- advising on the development of an individual study programme/plan;
- organising students' registration for study fields/groups, registration for elective courses;
- preparing documentation in case of changing the study forms or study programmes/sub-programmes;
- informing about budget-funded study places, rotation procedure.

Formally, situations where students need support in their studies are illustrated by their applications. On average, the FEPA receives more than 1500 student applications per year, almost half of which are related to financial problems (requests to reduce tuition fees, change payment schedules, etc.). In 2022, 724 of the 1604 applications received (45%) were such, and almost all of them were accepted, finding solutions within the Faculty's means. On the other hand, students in academic difficulty need help much less often: in the same year, 246 applications (15%) asked to register for a semester with academic debts or to repeat a course or semester.

They also help to solve other individual problems not reflected in the applications - assisting in communication with lecturers, listening to students' complaints or suggestions, giving advice on what to do and where to find support in problematic situations that may be related not only to academic debts and financial difficulties, but also to relationships with coursemates or lecturers, living in the capital, professional internship, research interests, extra-curricular activities, etc. It is not rare for the study administrator to perform a kind of psychological support function, listening to, reassuring and encouraging the student.

Financial support is an important form of support for students. Only a small number of students receive grants from the state budget. However, students with high academic achievements and difficult financial circumstances receive scholarships from the Patrons of the University Foundation (https://www.fonds.lv/en/). Each year, more students of the study field apply for and are awarded several of the scholarships. The support of the academic staff is also important in encouraging students to apply for scholarships by writing recommendations for their scholarship applications.

The FEPA Student Council also represents the interests of the students. Its task is to represent the students of the faculty at the UL, national and international level, to represent students’ interests in academic, material and cultural life issues at the UL and other state and economic institutions.

The activities of the Student Council (SC) are structured in several directions; the FEPA SC Board manages the SC: the Chairperson, Vice-Chairperson, Head of Communication, Head of Projects, Head of Academic Direction, and Head of Social Direction. Each of the SC directions supports students by organising events, informing students about news relevant to them, helping to solve problems or facilitating cooperation with course supervisors. The Student Council promotes academic integrity by informing students about the dangers of plagiarism. The Student Council listens to complaints and solves problems. It addresses issues at faculty or university level that are related to students' rights or interests. In general, a number of diverse forms of support and activities are available to students in the study field to facilitate their inclusion in the university.

2.4. Scientific Research and Artistic Creation

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

The scientific and/or applied research fields of the academic staff of the study field are very diverse and correspond to the goals of the University of Latvia and the study field, and the level of development of scientific creativity. The main thematic areas of research of the lecturers are related to the quality of education, history of education, philosophy of education, technology-enriched learning, inclusive education, educational psychology, educational policy and comparative research. The lecturers of the study field are actively involved in the development of sections of the Latvian National Encyclopaedia on topical educational topics; publish the results of their research in conference proceedings, journals, and monographs.

The JDSP "Educational Sciences" plays an important role in promoting the scientific research of the academic staff of the study field, as the research and publications of the lecturers involved in this study programme (n=11) show that they are internationally recognised researchers in their field. Between 2018 and January 2023, the total number of scientific publications by academic staff involved in the doctoral programme in journals indexed in Scopus is 89 and in WoS is 96. For example, the highest Hirsch index in the Scopus database for one lecturer is 11, followed by lecturers with Hirsch indexes 5 and 4. Their publications are internationally cited. During the reporting period, the researchers involved in the study field have published several monographs related to the UL scientific specialization of the programme. They have been editors of several collective monographs in several international publishing houses (for example, Springer, Routledge, IGI Global) and the Academic Publishing House of the University of Latvia; several sections for the Latvian National Encyclopaedia have been developed. In 2021, prof. Zanda Rubene was elected corresponding member of the Latvian Academy of Sciences in pedagogy. In March 2023, 9 out of 11 lecturers of the doctoral study programme are experts of the Latvian Academy of Sciences. On 19 September 2022, prof. Linda Daniela received the European Award for Excellence in Pedagogy, Social Sciences and Humanities from the Central European University (CEU).

The relevance of the JDSP "Educational Sciences" to the study field is determined by the specificity of educational sciences as a field, which includes research and science-based studies.

The JDSP "Educational Sciences" has been developed in accordance with the informative report of the Ministry of Education and Science "Proposals for conceptually new competency-based teacher education in Latvia"[1], which is implemented by the University of Latvia as the leading partner in cooperation with DU, LiepU and RTA, ensuring resource sharing and synergy between different competences of universities at doctoral level, promoting internal mobility of doctoral students in Latvia, increasing research capacity of universities and promoting the quality of educational science research both in Riga and in regions of Latvia.

The implementation of the JDSP "Educational Sciences" contributes to the overall objectives of the study field at different levels by ensuring excellence-oriented, internationalised and interdisciplinary high-level studies and science integration, specialising in several areas of competitiveness, focusing on the internal mobility of doctoral students and increasing the research capacity of universities, which justifies the implementation of a doctoral level study programme.

[1] Informatīvais ziņojums “Priekšlikumi konceptuāli jaunas kompetencēs balstītas izglītības

prasībām atbilstošas skolotāju izglītības nodrošināšanai Latvijā”
https://www.izm.gov.lv/lv/media/1831/download_ [Informative report *Proposals for conceptually new competency-based teacher education in Latvia.*Available in Latvian]

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

The academic staff involved in the study programmes of the study field carry out research in educational sciences, thus demonstrating the development of their scientific qualifications and the fact that the content of the study programmes is based on the latest developments in educational sciences. The academic staff of the study field regularly work on the development of new scientific and scientific methodological materials and teaching aids, edit and publish books, collections of articles, publish their research results in journals, conference proceedings, etc. The content of study courses is based on the research results of lecturers, as evidenced by their publications; in the course descriptions, lecturers' publications are indicated as both mandatory and additional sources of information. The academic staff of the study field inform about current research, including research carried out by themselves or in projects, they are involved in, in their lectures, classes and seminars.

In order to link research with the study process, several cooperation agreements have been concluded with foreign universities (see also Annex 16), which allow for the involvement of visiting professors in PhD and Master's study programmes. In the framework of the project "Assessment of competences of students in higher education and dynamics of their development during the study period", cooperation with the University of Helsinki has been initiated, and assoc. professor Heidi Hitinen has been engaged as a scientific consultant in the development of the doctoral thesis.

In 2022-2023, a visiting professor Robert Osgood (USA) has been involved in Master’s and PhD classes and advised Master’s and PhD students on their research.

Also important is the collaboration with colleagues from Vilnius University (Lithuania) and Taipei National University of Education (Taiwan) in the joint study "School-aged Children's Internet Use in Relation to Socioemotional Development and Parenting Practices in Latvia, Lithuania and Taiwan: A Longitudinal Study" (2018-2021), which benefits the programmes. The results are relevant and discussed in the study course "Current Issues in Developmental Psychology" in JDSP "Educational Sciences".

As a diverse opportunity for every member of the UL family is the UL participation in FORTHEM (*Fostering Outreach within European Regions, Transnational Higher Education and Mobility* https://www.forthem-alliance.eu/), which offers opportunities for mobility, research cooperation between partner universities. It was the academic staff of the study field “Education and Pedagogy”, who were among the first to offer open courses in this alliance, and our students have the possibility to choose courses from the partner countries of the alliance.

PhD and Master students are actively involved and assist the academic staff in organising conferences, thus gaining valuable additional experience outside their studies in terms of cooperation and work organization, intercultural communication experience, as well as hearing conference participants' reports on current research.

The academic staff of SP "Prescholl Teacher" and "Teacher of Primary Education" note that the involvement of faculty members as experts in the national project "Competence Approach in Curriculum" significantly provides an opportunity to learn more about current issues in pedagogical thought; to conduct study courses and involve students in discussions to update the experience of pedagogical practice, as well as to interest students in exploring topical issues.

Directors of large programmes in terms of student numbers admit that in the last 6 years, once programmes have been developed, licensed and validated, it is virtually impossible to combine responsibilities with serious research work. However, there is valuable experience in a project that has studied children's speech development and developed methodological recommendations for promoting children's speech development in Latvia, which have been integrated into the study course "Play and Interdisciplinarity".

Lecturers in the field of natural sciences report that, as both the performers and leaders of several scientific projects, they regularly involve the most able students in scientific projects and collaborations. Participation of the teaching staff in activities organised by the European Chemistry Thematic Network (ECTNA) benefits the development of chemistry courses/curricula, teaching methodology, current research.

Active cooperation with foreign researchers within the framework of international institutions (International Geographical Association), participation in conferences, workshops and networking events allows the teaching staff to include current problems and research directions in the content of study courses.

Assist. prof. M. Mintaurs points out that in spring 2023, together with professor *Katja Wezel* of the University of Göttingen, an application for an elective course "Memory Culture of the Second World War in Eastern Europe" for undergraduate students (planned to be taught in the autumn semester of 2023) has been prepared.

Lecturer A. Auziņa and assist.prof. Ireta Čekse share their experience from participating in the Erasmus+ Strategic Partnership p roject "Digital Citizenship Education and Foreign Language Learning" (2020-1-DE01-KA203-005712) in 2020-2023, which added the topic of digital citizenship (Digital Citizenship in English lessons) to English language teacher training courses in skills teaching methodology, validating the materials, lesson plans, and the Digital Citizenship Education Handbook developed in the project.

Scientific and applied research, professional activity and artistic creativity in the study field are closely linked to all levels of study (Bachelor, Master and Doctoral), complementing and improving the study process. The teaching staff involved in the study field work in research alongside the study process and participate in the achievement of project results. The elective courses included in the study programmes are usually related to the research areas of the academic staff. They integrate their research experience, proven results and developed methods into their study courses, thus ensuring that students are continuously acquire the up-to-date knowledge and skills. Participation in international projects and conferences not only contributes to the professional development of the teaching staff, but also allows the study process to have an international dimension, exposing students to the latest knowledge and research in education, and encouraging students to internationalise their studies.

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

the development of international cooperation in the field of scientific research and/or artistic creation.

The faculty members involved in study programmes of the study field actively cooperate with foreign institutions, conducting joint research within the framework of various international projects, organising international conferences and congresses, and working on joint publications. Sometimes the contacts made during Erasmus+ mobility influence the planning of further cooperation: joint project applications, publications, exchange of teaching experience, student counselling.

For example, the quality of the JDSP "Educational Sciences" is enhanced by the results of international projects and lessons learned from projects funded by the European Social Fund, Erasmus+ projects at different levels, Hubert Curien OSMOZE, INTERREG, EERA, Latvia-Lithuania-Taiwan projects, as well as projects funded by the European Commission CERV (Rights and Values Programme), University of Vilnius and the Spanish Ministry of Economy. Since 2001, for example, the researchers of the UL are members of ATEE (Association of Teacher Education in Europe), regularly organise ATEE international conferences and publish conference proceedings indexed by Web of Science. The professor involved in the JDSP "Educational Sciences" was the Link Convenor of the European Educational Research Association (EERA) Network 17 (Histories of Education) from 2018 to 2021. Another professor is the EERA (European Educational Research Association) Trustee, and another is a member of the Scientific Committee of the fifth World Congress of Latvian Scholars (2023).

The academic staff of the MSP "Technological Innovation and Design for Education" is involved at both national and international level in scientific research and artistic creativity in areas relevant to the content of the MSP. The academic staff of the MSP has established successful cooperation within various international projects with universities in Europe, Asia, USA and Canada. The MSP has already benefited and continues to benefit from several international projects (e.g. Erasmus+ project "Navigating social worlds: Toolbox for social inquiry (SocialWorlds)" (2021-2023); “DiverAsia - Embracing diversity in ASIA through the adoption of Inclusive Open Practices” (2021-2024); CERV-2022-GE project "A drone to promote equality on political and economic decision making (ProPEGE)" (2022-2024); Erasmus+ project "Fighting the online Post-Truth conspiracy" (2022-2024); Erasmus+ project "Blended learning to increase math success through robotic applications" (2021-2024); Erasmus+ project "RbtsInMath - Developing mathematics achievement through using robotics applications in flipped learning" (2022-2025); Erasmus+ project "Developing reading skills with and through digital technologies" (2022-2025) etc.). In these projects, lecturers gain experience in conducting research, developing innovative materials, and they generously share the experience they gain with students in their study courses.

The doctoral study programme "Educational Sciences" has included exchanges with doctoral students and supervisors at Oxford Brookes University in the UK, University of Helsinki in Finland, University of Leuven in Belgium, etc. The cooperation with academics is also carried out engaging colleagues from abroad as thesis advisors when the research is internationally comparative. For example, an associate professor from the University of Helsinki is the scientific advisor for a doctoral thesis being developed in the framework of the JDSP "Educational Sciences" at the UL, while a lecturer from the UL JDSP is the scientific advisor for a doctoral thesis being conducted at the University of Leuven in Belgium. Joint research projects are carried out and international conferences are organised in international research groups, involving both lecturers and doctoral students. In total, the academic staff of the DSP “Educational Sciences” have been involved in 43 research projects in the period 2020-2023 (see Annex “*Participation of the academic staff of the*

DSP "Educational Sciences" in research projects").

During the reporting period, 23 Erasmus+ projects have been implemented, including three Erasmus+ K3, eight Erasmus+ K2; INTERREG, EERA, Latvia-Lithuania-Taiwan project grants, as well as CERV (Rights and Values Programme) projects funded by the European Commission, etc. Doctoral students also work together with the academic staff in international research projects.

The Erasmus KA204 project "Neurodiversity in the Workplace: Supporting Young People with Autism Spectrum Disorders to Enter and Succeed in the Workplace" involved collaboration with the Fulbright Scholar from the USA prof. Robert Osgood. The research resulted in the scientific publication "To Tell or not to Tell - Disclosure of Autism in the Workplace" for the International Journal of Developmental Disabilities. The results of the research have been included in the content of the MSP course "Inclusive and Special Education" at MSP "Education Sciences", as well as in the study course "Inclusive Education for Literacy" of the DSP.

Continuous work proceeds on the preparation and submission of research projects, which will expand international research collaboration between lecturers and PhD students in the future.

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

Every year, the UL FEPA organises a competition for research projects funded from the base/performance budget with the aim of promoting the development of scientific research in the fields of education, psychology, sports and art, as well as to promote research-based studies at the FEPA by implementing the priority research area "Human, Technology and Quality of Education". The academic staff collaborate with each other and with students to carry out joint research and to develop scientific articles for publication in scientific journals indexed in the *Web of Science* and/or *Scopus* databases.

One of the criteria for assessing the qualifications of professors and associate professors is their involvement in and leadership of research projects. The academic staff involved in study programmes of the study field actively participate in the development of project applications, as well as in the approved projects, both as project managers and as leading researchers. For example, the faculty members of the JDSP "Educational Sciences" have been involved in 43 research projects in the period 2020-2023.

Visiting staff are attracted within the framework of Erasmus+ agreements, and close cooperation s established with the US Embassy by attracting Fulbright scholars. s established with the For guest lectures and student consultations, foreign cooperation partners are also often involved in common projects. International competitions for the position of tenured professor in Educational Sciences are announced at LU (https://www.lu.lv/en/about-us/ul-media/news/single/t/83317/).

The scope and results of the academic staff's scientific activity should be assessed as corresponding to the development of the filed. Leading specialists in the education sector in Latvia work in the field of study "Education and Pedagogy", many of them are also internationally recognized researchers in their fields. Quantitative data on the amount of research activity of the

academic staff, are available in the annexes.

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

Students are involved in research at all levels of study. In the Master's programmes, several students are involved in faculty-led projects and develop their Master's theses each year based on it. For example, in the research project "Model and tool for supporting the implementation of the school as a learning organisation approach in educational institutions" implemented by researchers of the Scientific Institute of Pedagogy of the Faculty of Education, Psychology and Art of the University of Latvia.

In the Doctoral study programme "Educational Sciences", doctoral students who are elected as research assistants at the Pedagogic Scientific Institute of Pedagogy of FEPA work together with the teaching staff in international research projects. For example, six PhD students are involved in the activity "National level research in education" of the SAM 8.3.6 specific support objective "Establishment of the education quality monitoring system" measure 8.3.6.2 "Assessment of competences of students in higher education and dynamics of their development during the study period". Two PhD students and one PhD candidate are employed in the LAS project "Scienfitic culture in secondary education for social sustainability".

Within the study course "Academic Practice 1 and 2", students of the MSP “Education Sciences” are involved in applied research. They cooperate with UL scientists and participating in projects implemented by the UL FEPA: OECD PISA, OECD TALIS, IEA PIRLS, IEA TIMSS, in the contract project with the Cross-Sectoral Coordination centre "Feasibility study for the development of a common set of methodological tools for assessing children's early development needs”.

Students of bachelor programs and short cycle programs are also involved in research (applied research). Basic funding projects involve students of all study levels. For more than 20 years, the faculty has been organizing an international students' conference (*International Students' Research Conference*. https://www.isrc.lu.lv/en/), where students actively participate by presenting their research findings, engaging in scientific discussions with their peers and academic staff members.

In general, it is characteristic of all study programmes of the study field that from the very beginning of their studies, students are encouraged by assignments in each study course to search for a research topic of interest to them, so they have the opportunity to discuss these topics with the academic staff and other students, gradually improving their research skills and developing their own research papers.

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

The Doctoral study programme “Educational Sciences” traditionally includes cooperation agreements with foreign research institutions. During the reporting period, cooperation agreements are signed with several foreign universities, setting the following criteria for choosing the partner: 1) universities with internationally recognised achievements in the field of educational science, e.g. the University of Hamburg in Germany, the Catholic University of Leuven in Belgium; 2) universities for which cooperation with the UL Doctoral programme would help to improve the quality of their doctoral programmes, e.g. the University of Vilnius in Lithuania, the University of Osijek in Croatia.

Within the framework of the doctoral programme, an agreement has been signed with Daugavpils University, Liepaja University and Rezekne Academy of Technologies on the implementation of a joint doctoral programme. An agreement has been concluded with Liepaja University on taking over students of the Liepaja University doctoral programme "E-learning technologies and management" and providing opportunities for further studies in the UL doctoral study programme "Educational Sciences".

The academic staff representing other faculties of the University than the FEPA indicate that they try to use the professional development courses (non-formal education and continuing education) offered by the FEPA for the academic staff, which are really valuable in order to improve their pedagogical work as lecturers at the University.

Innovation is fostered when professors involve doctoral students in teaching courses, jointly designing course content and exchanging experiences in using different methods to activate the study process.

It is important for the teaching staff to integrate the latest technologies into the study process. Robotics, drones and other aspects of modern technology have become part of the curricula. This knowledge not only enhances the learning experience of students, but also helps them prepare for a technology-rich future. The teaching staff develop teaching tools that encourage students to learn independently.

In cooperation with the UL Innovation Center, several teaching staff of the study field were involved in the project on digitalization of study courses, as a result the students helped the teaching staff to improve the e-courses (available in Latvian https://www.lumic.lu.lv/en/about-us/news/detailed-view/t/73115/).

Students and teaching staff of the faculty have also created the digital platform *DigiKlase* (available in Latvian https://digiklase.lv/) for collecting and classifying diverse digital learning materials.

The teaching staff regularly participate in conferences and seminars to share their experiences and learn new ideas from colleagues around the world on both the content and pedagogical aspects of sciences in higher education institutions.

Many staff members indicate that activities related to educational technology, the development of digital materials and examples of good practice, have been engaging. The use of artificial intelligence in education and how it could increase teachers' productivity in teaching is currently being explored.

2.5. Cooperation and Internationalisation

2.5.1. Provide the assessment as to how the cooperation with different institutions from

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

The DSP "Educational Sciences" of the study field has cooperation with Daugavpils University, Liepaja University and Rezekne Academy of Technologies, as a joint PhD programme is implemented, with the University of Latvia as the leading university. These universities have good material and technical facilities and experienced academic staff.

All study programmes include practices. Thus, there is cooperation with practice placements. The study programmes of the study field are also implemented in the UL regional branches coordinated by the UL Regional Centre (RS). The UL RS facilitates cooperation between the UL and local municipalities. The UL RS has concluded cooperation agreements with 26 Latvian municipalities (Annex: *List of cooperation agreements*). The cooperation agreement between the UL and municipalities includes cooperation (of a specific municipality) for raising the level of education of the population, implementation of the concept of lifelong learning and faster development of the municipality's economy. The agreements provide for the following types of cooperation: exchange of information; student practice opportunities, cooperation in the use of libraries and expansion of the library stock, joint development of projects, joint organisation of conferences and seminars and participation in seminars and conferences organised by the parties of the agreement, development of themes for students' qualification, bachelor's and master's theses in accordance with the development programme of the county, organisation of courses for target audiences, and opportunities for students of municipal educational institutions to use research laboratories of the UL during the development of their research works. Within the framework of the cooperation agreement, the municipality facilitates and supports the provision of practices in municipal institutions and enterprises for the students of the University of Latvia by concluding an agreement with the UL on the specific practice location, duration, number of students having the practice and other issues. By June 1 of each year, municipalities determine UL study programmes (programmes with continued support and newly supported) to be supported for granting scholarships to students; the number of students and the amount of the scholarship. They participate in the work of the UL State Examination Commissions in professional higher education study programmes and in the evaluation of their results, agreeing in advance on the personalities and rules of participation; provide the UL students with the resources of the Municipal Library (book collection, databases, etc.), within the limits of the possibilities. The municipality develops directions of research work for qualification, bachelor's and master's thesis topics for the UL students that are in line with the development programme (of the particular municipality); cooperates with the University in the development and improvement of study programmes and continuing education programmes.

Students can also find practice placements independently of the signed agreements, so the number of institutions with which cooperation on practices takes place is much higher.

For many undergraduate students, the practice placement becomes their first or regular job place.

For academic programmes, the practice can be within the UL or with organisations that correspond to students' research interests.

The academic staff members of the study field demonstrate their professional competence by participating in both professional and non-governmental organisations, such as the Independent Education Society, the Latvian Association of Physics Teachers, the Latvian Association of Mathematics Teachers, the Latvian Young Scientists Association, the Latvian Association of University Professors, etc. All these organisations not only bring together members of interest, they also educate through scientific and professional readings, seminars and conferences.

Within the framework of the MSP "Education Sciences", cooperation with employers - LIZDA, LIVA, the Association of History and Social Studies Teachers, the Latvian Union of Local Municipalities - has been implemented. There have been discussions with employers and individual consultations on the topicality and relevance of the programme to the needs of the labour market.

The academic staff of the study field are involved in cooperation with Latvian educational institutions, also attracting potential students. There are a number of faculty members who have chosen to work in schools or pre-schools as a side job.

The Latvian public is educated about current issues in educational science and pedagogy through various events. One such popular event is the Night of Scientists, the "Lampa" festival.

The members of the academic staff of the study field regularly participate in discussions, broadcasts (e.g. Ģimenes studija [Family Studio]) of Latvian Television and Latvian Radio, and express their expert opinion in media stories.

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

Cooperation with various foreign institutions within the study field is aimed purposefully at achieving the development goals of the study field, the implementation of study programmes relevant to the study field and related research. The content and types of diverse cooperation are synergistic in ensuring the quality of the study process. Students of the study field are offered opportunities to participate in various exchange programmes and to study abroad for a semester or a year.

There is active cooperation with foreign universities pursuing similar study fields and study programmes. The study field "Education and Pedagogy" has established good cooperation with several foreign universities.

Mostly students go on Erasmus+ mobility, which lasts for one semester, but recently mobility has been extended for a year, which shows that students are satisfied with their choice.

The study field "Education and Pedagogy" has developed successful cooperation with several foreign universities, such as Universidade do Algarve, Universidad de Alcala and Universidad de Alicante in Spain, where students of sub-programmes of the Bachelor study programme "Teacher" mainly go.

There is also active cooperation with University of Ljubljana in Slovenia, Palacky University in Olomouc in the Czech Republic, where a student from the study programme "Primary Education Teacher" studied in the autumn semester 2022. The University of Jyväskylä in Finland and its Teacher Education programmes have also recently been popular with students, for example, a student from the Bachelor study programme “Teacher” sub-programme"Teacher of Mathematics" went in autumn 2022. Exchanges also take place in Lithuania, for example, to Mykolas Romeris University.

Short-term mobility or *Blended Mobility* is also organised, e.g. the MSP "Technological Innovations and Design for Education" students visited the University of Tartu in Estonia and received training on different technological solutions over a few days.

This type of mobilityt includes joint project applications, ERASMUS visiting lecturer exchanges, meetings at conferences and seminars. The study field and its teaching staff have established good cooperation with various international organisations and their representative offices in Latvia. Among the cooperation partners are the Latvian Commission for UNESCO, the Goethe Institute, the British Council, etc.

In the reporting period the JDSP "Educational Sciences" has concluded cooperation agreements with several foreign universities, based on the following criteria for the selection of partners: 1) universities with internationally recognised achievements in the field of educational sciences, e.g., the University of Hamburg in Germany, the Catholic University of Leuven in Belgium; 2) universities for which cooperation with the UL doctoral programme would help to improve the quality of their doctoral programmes, e.g., the University of Vilnius in Lithuania, the University of Osijek in Croatia. The cooperation agreements are planned to be implemented in the form of student and faculty mobility, joint publications and project development. Due to the COVID-19 pandemic, these plans have not been fully implemented, but two professors from the Catholic University of Leuven have visited the University and joint publications with researchers from Vilnius University and the Catholic University of Leuven have been developed.

During the three years of the programme, visiting professors from the University of Tartu in Estonia, the University of Helsinki in Finland, the University of Tübingen in Germany, Mikola Romeris University in Lithuania, the University of Mannheim in Germany, Frederick University of Cyprus, St. Norbert’s college and the Catholic University of Leuven have delivered lectures. One colleague from the University of Vilnius (Lithuania) has also been on a traineeship.

The teaching staff from the JDSP "Educational Sciences" have given guest lectures to PhD students at Mikola Romeris University in Lithuania and at the University of Osijek in Croatia. They have supervised doctoral theses at UCLAN University and Alcala University in Spain, Università Politecnica delle Marche and University of Palermo in Italy, University of Sonora in Mexico, University of Šiauliai, Vytautas Magnus University and Vilnius University in Lithuania.

An associate professor from the University of Helsinki is a scientific advisor for a doctoral research being developed in the JDSP "Educational Sciences" at the UL, while a JDSP professor from the UL is a scientific advisor for a doctoral research being conducted at the University of Leuven in Belgium. Joint scientific research is carried out (see Annex "*List of publications, patents, artistic creations of teaching staff for the reporting period*"), as well as the international research groups organise international conferences, involving both the academic staff and doctoral students.

Cooperation between the MSP “Education Sciences” and foreign institutions is carried out in several directions. Firstly, to obtain feedback on the quality of the programme; secondly, to enrich the study programme in terms of content by attracting foreign experts to its implementation; thirdly, to seek possible cooperation within Erasmus projects in order to facilitate the mobility of both the

teaching staff and students.

During the approbation process of the MSP “Education Sciences”, a foreign expert - professor Luidmila Rupsiene from Klaipėda University - was involved, who provided her assessment of the programme's content, structure and compliance with internationally accepted practices, and consultations were held on the possibilities of improving the programme.

Within the MSP “Education Sciences”, cooperation with foreign lecturers is developed, taking into account the possibility to enrich the study content of a particular module. For example, the Fulbright scholar prof. Robert Osgood, an expert in the field of special and inclusive education, was engaged in the module "Inclusive and Special Education for Diversity". In May 2023, a meeting and consultations were held between the academic staff members on the development of inclusive education in Latvia, Austria and the possibilities of cooperation with their colleagues. Dr. Astrida Leitmner, Dr. Elisabeth Hueber-Mascherbauer had come to Latvia, to the FEPA within the framework of the Erasmus mobility from the Private University of Education, Diocese Linz, Austria.

Mobility of programme staff and students is strongly encouraged. For example, assoc. prof. Ieva Margeviča Grīnberga participated in Erasmus+ mobility of academic staff in Mexico, Ermosillo, Sonora University in February 2020 (two weeks), face-to-face mobility, and in 2021 in Mexico, Ermosillo, Sonora University in virtual mobility, participating in the review of Master's theses, and was a member of the Master's thesis defence commissions. Prof. Dita Nīmante participated in the virtual mobility in cooperation with the Lithuanian Association of Educational Researchers at Vilnius Business College in May 2021. She participated in the social workers' training, gave a lecture "Preventive classroom management strategies". Prof. Iveta Ķestere gave a public lecture “Visual Sources in History” at the University of Vilnius (Lithuania) on 19.03.2021, prof. Dita Nīmante gave a virtual lecture at the University of Macedonia on 19.05.2023.

The academic staff have participated in the Erasdmus mobilities - Prof. Dita Nīmante, Erasmus+ lecturer mobility at the University of Lapland, Rovaniemi, Finland (8.05.2022- 13.05.2022), asoc.prof..Sanita Baranova, Erasmus+ lecturer mobility at the University of Leipzig, Leipzig, Germany (8.05.2022- 13.05.2022), assist.prof. Ilze Šūmane, Erasmus+ lecturer mobility at the University of Leipzig, Leipzig, Germany. (8.05.2022- 13.05.2022), prof. Zanda Rubene Erasmus + lecturer mobility, University of Helsinki (16.05.2022-20.05.2022).

Several lecturers continue to participate in Erasmus+ projects, collaborate with foreign colleagues in international research activities, improve their competences, enrich their experience and develop their communication skills in foreign languages in a multicultural environment. For example, prof. Indra Odiņa participates in the project "Development of Teachers' Skills for Educating Preschool Children with and through Digital Technologies" (DigiKid); prof. Indra Odiņa participates in the Erasmus+ project "Reducing the Impact of the Fourth Industrial Revolution in Indian Society: Education Reform in Teacher Education and Continuing Education". Prof. Indra Odiņa and assoc. prof. Ieva Margeviča Grīnberga participate in the project "Children with Rare Diseases and Their Inclusion in Basic Learning Environments"; prof. Dita Nīmante, prof. Zanda Rubene participate in the project "Man Hubs - an online repository for the collection and use of good practices of inclusive education in formal and non-formal education"; assist. Prof. Hasan Selçuk participates in the project "Navigating Social Worlds: Toolbox for Social Inquiry (SocialWorlds)", prof. Dita Nīmante participates in the project "Neurodiversity in the Workplace: Supporting Young People with Autism Spectrum Disorders to Enter and Succeed in the Workplace".

The selection of collaboration partners corresponding to the study programs of the study field is based on common research interests, identifying partners through publications and/or jointly implemented projects.

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

Attracting foreign students is carried out within the framework of student exchange programmes (e.g. Erasmus+) organised at the University level. Programme directors collect information on the courses taught in each semester within the study field that their lecturers can offer to foreign students in English. At faculty level, the International Exchange Programme Coordinator collects this information and disseminates at university level to the registered international students in the semester. Social networks are actively used to inform potential and current international students about current issues and processes. International students contact the lecturer of the study course for further information. The teaching staff organise information meetings with international students individually or in groups, at the lecturer's discretion and depending on the number of interested students. After agreeing on the best form of study (full-time lectures/seminars, group work or individual work), international students register for the relevant study course. The FEPA library offers a wide range of literature in English, German and Russian to facilitate the acquisition of study courses. The foreign language skills of the teaching staff are generally good, all elected academic staff are fluent in reading and speak English well, but some academic staff still need to improve their English language skills considerably in order to teach courses, so they continue to improve their English language skills.

It is planned to gradually increase the number of study courses taught in English in order to facilitate the internationalisation of the study field (see the annex "*Goals and Development Plan for the Study Field* "*Education and Pedagogy*" *for 2022-2027*").

Each year, the FEPA actively welcomes visiting academic staff from partner institutions, mainly under the Erasmus+ programme, and the number of visiting lecturers is increasing. This is due to the interest of the host, FEPA academic staff, to establish contacts at the international level, to provide students with an intercultural, internationalisation-based study process, as well as the students' feedback after the visit of guest lecturers, and the reported study results.

During the last academic year, Erasmus+ programme hosted visiting lecturers from several countries. For example, professors from the University of Tartu (Estonia) and the University of Mannheim (Germany) have delivered lectures under the ERASMUS programme (see Annex "*Statistics on inbound and outbound mobility of teaching staff*"). A professor from the University of Oregon (USA) spent one academic year at the University as part of a Fulbright scholarship.

Promoting student mobility has been one of the priorities for the development of the study field during the reporting period and is one of the most important development tasks for the coming period. Overall, mobility indicators have shown positive dynamics during the reporting period. Better results have been achieved in attracting international students. This has been achieved through the active development and offer of study courses in English to foreign students by the teaching staff of the programme, as well as through the flexible offer of different forms of course delivery. Study courses in English are offered in the form of full lectures and seminars (if five or more international students have registered for the course), as well as individual and group work at the lecturer's discretion. Improving coordination and student registration procedures at the university level is one of the ways to encourage in-coming mobility. At the faculty level, there is a

flow of information to international students, but there is a lack of a centralised system for informing international students about available courses, their requirements, registration procedures and availability of the teaching staff at the university level, which in some cases may hinder the attraction of potential students to the study courses taught. Statistics on outgoing and incoming student mobility are summarised in Annex 18. The External Relations Coordinator and the Programme Directors regularly inform both Bachelor and Master students about mobility opportunities. FEPA students have the opportunity to participate in Erasmus+ mobility placements and the placement is included in the students' study programme upon return. The Faculty regularly informs students about practice offers abroad received from its partner institutions. Practices abroad are recognised and included in the study programmes, as stipulated by the Erasmus+ exchange programme. Programme directors, in cooperation with course lecturers, ensure maximum opportunities to integrate courses taken at foreign higher education institutions into the study programmes, both by aligning courses and by making it as easy as possible for students to fulfil their academic obligations after returning from their studies abroad.

In general, the study field successfully implements cooperation with foreign higher education institutions and academic organisations, other educational and cultural institutions. Close and long-term cooperation is established in the implementation of research projects. Cooperation plays an important role in the achievement of the objectives and learning outcomes of the study field.

Currently, a new academic career model is being developed in Latvia, which will offer additional mechanisms for attracting foreign faculty.

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

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

The implementation of recommendations made by the expert group in the previous accreditation of the study field was carried out according to the plan approved by the FEPA Council and the SP QAC (Quality Assurance Commission) of the UL. The fulfilment of the plan for the implementation of the recommendations made by the experts of the previous accreditation is summarised in Annex 20 "*Report on the Implementation of Recommendations*". It reflects the progress and results of the implementation of recommendations. The experts' recommendations and their implementation progress are regularly discussed in the Department meetings and in the FEPA management meetings. The recommendations of the expert group have been used in the development of the FEPA Development Strategy 2022-2027 and the Objectives and Development Plan 2022-2027 of the Study Field "Education and Pedagogy".

Since the previous accreditation of the programme was carried out in 2013 (Accreditation Commission Report 2011), which did not clearly distinguish the recommendations for the study field as a whole, and taking into account that in the meantime the Republic of Latvia has undergone the reform of general education, the reform of teacher education and educational sciences, the

individual suggestions made are no longer applicable to the study field in essence. The structure and content of study programmes have completely changed, as well as the infrastructure of the FEPA (adding Riga Pedagogical and Management Academy to the UL) has been improved and the study environment and its accessibility have been significantly modernised in recent years.

In response to the invitation of the Academic Department of the University of Latvia to the study fields to submit proposals for updating the standard of the teaching profession to the Ministry of Education and Science, we can mention an example of how such and similar initiatives are regularly implemented. Representatives of the FEPA in general and the study field "Education and Pedagogy" in particular are proactive in updating the Teacher's Profession Standard.

Within the framework of the ESF project No. 8.3.6.2/17/I/001 "Establishment and Implementation of the Education Quality Monitoring System", the research project "Assessment of Competences of Higher Education Students and Dynamics of their Development during the Study Period" (2nd round), the working group including assist.prof., researcher of the Scientific Institute of Pedagogy Līga Āboltiņa; asoc.prof., researcher of the Scientific Institute of Pedagogy Baiba Kaļķe; UL FEPA Edīte Sarva, research assistant of RTA Anda Āboliņa; research assistant of the UL FEPA Scientific Institute of Pedagogy Gatis Lāma) are developing proposals for the improvement of the Teacher Profession Standard:

1. A questionnaire was developed for the self-assessment of the professional development of pre-service teachers.
2. Data were collected from all Latvian higher education institutions that train teachers (n=261).
3. Data were collected and processed in SPSS.
4. Focus group discussion organised within the project, with the participation of professionals at different levels (including heads of educational institutions, academics, representative of the Latvian National Commission for UNESCO).
5. Based on the analysis of the theoretical literature, questionnaire, focus group discussion, proposals for the improvement of the Teacher Profession Standard are being developed.
6. A meeting with representatives of the Ministry of Education and Science is planned to discuss the recommendations put forward by the working group for the improvement of the Teacher Profession Standard.

The study programme directors, the FEPA dean and the vice-deans monitor the implementation of the expert recommendations made to the study programmes. In conclusion, the recommendations made in the previous accreditation of the study field are consistently implemented and the academic staff of the study field is proactive in the sector of education and its interdisciplines.

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

In 2020, seven study programs were licensed, and in 2022, they were included into study direction. Recommendations were provided in both evaluations, the compliance with which is detailed in the annex "Report on implmentation of recommendations".

The analysis of the implementation of each study program was also conducted in the final stage of the SAM 8.2.1 project, as reflected in the program approval reports.

Recommendations in two stages have helped reduce program fragmentation, strengthen resource sharing, and enhance the quality of study programs. As a result of the recommendations, the implementation details of programs were mutually coordinated, which were not noticeable before the implementation of the programs.

For example, equal opportunities for inter-library subscription and international inter-library subscription usage were ensured in doctoral study programme. Diploma samples were specified in several programs.

To ensure the continuity of programs based on expert recommendations, objectives, tasks, and achievable results formulated in all programs were harmonized. Study plans were revised as necessary. For instance, the study course "Evolution of Didactic Theories" in doctoral study programme, which overlapped in content with the study course "Inclusive Didactics for Practice," was removed from the program; it was replaced by the study course "Actual problems in developmental psychology". The mandatory literature included in study courses was specified; for example, literature in Latvian for programs also implemented in English (doctoral and master study programmes) was replaced with literature in English.

As a result of the recommendations, measures were taken to promote mutual collaboration among teaching staff, such as regular seminars for teaching methodology improvement and implementation of transversal skills in the master program "Educational Sciences".

It was recommended to foster a common research culture among teaching staff in various study programs and partner institutions. Therefore, measures were taken to develop joint publications and implement joint research projects. For example, in the project "Assessment of Competencies of Higher Education Students and Dynamics of Their Development During the Study Period" (2020-2023), researchers from all in the study field included study programs, as well as from partner institutions of doctoral study programme, were involved.

As a result of the recommendations, equal opportunities for all students to access study materials were promoted. For example, a unified e-platform Moodle environment has been created for doctoral students involved in doctoral study programme from all partner institutions of UL.

Latvian students in the Education Sciences program were given the opportunity to study courses together with Erasmus students arriving at UL, thereby providing broader opportunities for communication in English, gaining intercultural experience, and strengthening the international dimension.

Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)	Annex 1_Implementation of the study field in the regional branches_EN.docx	1.pielikums_Studiju virziena īstenošana filiālēs_LV.docx
List of the governing regulatory enactments and regulations of the higher education institution/ college	Annex 2. List of the Main Internal Normative Acts and Regulations of the University of Latvia_03-04-2024.docx	2.pielikums_Saraksts_ar_galvenajiem_augstskolas_iekseijiem_normativajiem_aktiem_un_regulejumiem_LV_ENG_03-04-2024.docx
The management structure of the higher education institution/ college	Annex 3_Structure of the UL Governance_EN.docx	3.pielikums_LU pārvaldības struktūra_LV.docx
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	Annex 4_Goal and development plan of the SF_EN.docx	4.pielikums_SV merkis un attistības plans_LV.docx
The management structure of the study field	Annex 5_Scheme of the management of the study field Education and Pedagogy and its study programmes_EN.docx	5.pielikums_Studiju virziena parvaldibas shema_LV.docx
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	Annex 6_Documents confirming provide students opportunity to continue n another SP or HE.docx	6.pielikums_Dokumenti par iespejam studet citur.zip
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	Compensation_policy_statement_en.docx	25.03.2024 - 71-61_4 - Rektora apliecinājums par SV "Izglītība un.edoc
Standard sample of study agreement	Annex 8_Examples of agreement_EN.zip	8.pielikums_Tipveida ligumi.zip
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	Annex 9_ Analysis of the student, graduate, and employer survey results.zip	9.pielikums_Studejoso, absolventu un darba deveju aptaujas.zip
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	Annex 10_Basic information on the academic staff_EN.xlsx	10.pielikums_Macibspeku saraksts_pamatinformacija_LV.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	Annex_11_Teaching Staff's Curriculum Vitae_EN.docx	11.pielikums_Mācībspēku_biogrāfijas_LV.docx
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	30-37_85_Head of study field declaration_knowledge of the official language_EN.edoc	30-37_87_Studiju virziena vadītāja pliecinājums_Valsts valoda zināšanas_LV.edoc
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)	26.04.2023 - 30-37_84 - Apliecinājums - Angļu valoda B2 - EN.edoc	26.04.2023 - 30-37_86 - Apliecinājums - Angļu valoda B2 - LV.edoc
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	Annex 14_Summary of quantitative scientific data_EN.docx	14.pielikums_Kvantitativie dati par SV zinatnisko darbibu_LV.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	Annex 15_List of publications, patents, artistic creation works of teaching staff for the reporting period_EN.docx	15.pielikums_Mācībspēku publikāciju, patentu, mākslinieciskās jaunrades darbu saraksts par pārskata periodu_LV.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	Annex 16_List of partnership and cooperation agreement_EN.docx	16.pielikums_Sadarbības ligumu saraksts_LV.docx
Statistical data on the teaching staff and the students from abroad	Annex 17_Statistical data on foreign students and teaching staff_EN.docx	17.pielikums_Statistika par arvalstu studentiem un macibspekiem_LV.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	Annex 18_Statistics on the outgoing and incoming mobility_EN.docx	18.pielikums_Statistika par studejoso mobilitati_LV.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	Annex 19_Statistical data on the incoming and outgoing mobility of teaching staff_EN.docx	19.pielikums_Statistika par macibspeku izejoso mobilitati_LV.docx
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	Annex 20_Report on implementation of recommendations_EN.docx	20.pielikums_Rekomendaciju izpildes parskats_LV.docx
An application for the evaluation of the study field signed with a secure electronic signature	Application for the Assessment 21_03.docx	Iesniegums AIC studiju virziena "Izglītība un pedagoģija" novērtēšanai (L.Daniela).edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
The curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Other annexes

Name of document	Document
Latvijas Universitātes Kvalitātes vadības rokasgrāmata	v11_LV_LU_KVS_rokasgramata_12_06_2023.pdf
University of Latvia Quality Management Handbook	v11_ENG_LU_QMS_Manual_12_06_2023.pdf
Latvijas Universitātes profesoru padomes nolikums.pdf	Latvijas Universitātes profesoru padomes nolikums.pdf
Kārtība par nevēlēto mācībspēku un zinātnieku pieņemšanu darbā Latvijas Universitātē.pdf	Kārtība par nevēlēto mācībspēku un zinātnieku pieņemšanu darbā Latvijas Universitātē.pdf
Par fakultātes nosaukuma maiņu (PPMF - IZPF).edoc	Par fakultātes nosaukuma maiņu (PPMF - IZPF).edoc
LU_rīk_Par Pedagoģijas, psiholoģijas un mākslas fakultātes nosaukuma maiņu.edoc	LU_rīk_Par Pedagoģijas, psiholoģijas un mākslas fakultātes nosaukuma maiņu.edoc
On the Change of the Faculty Title.docx	On the Change of the Faculty Title.docx
Dokumenti, kas apliecina Liepājas Universitātes integrāciju Rīgas Tehniskajā universitātē, kļūstot par RTU Liepājas Akadēmiju	Dokumenti apliecina LiepU integraciju RTU_RTU LiepA.zip
Documents confirming the integration of Liepāja University into Riga Technical University and becoming the Riga Technical University Liepāja Academy	Annex_Documents confirming_RTU LiepA.docx
1.1. Studējošo_kompetenču_novērtējums_attīstības_dinamika_ZINOJUMS_LV.docx	Studējošo_kompetenču_novērtējums_attīstības_dinamika_ZINOJUMS_LV.docx
1.1.1. Studējošo_kompetenču_novērtējums_attīstības_dinamika_KOPSAVILKUMS_LV.docx	Studējošo_kompetenču_novērtējums_attīstības_dinamika_KOPSAVILKUMS_LV.docx
1.1.2. Student_competences_dynamic_of_development_KOPSAVILKUMS_ENG.docx	Student_competences_dynamic_of_development_KOPSAVILKUMS_ENG.docx
2. Enrolment_rules_at_the_UL.pdf	26_Enrolment_rules_at_the_UL.pdf

Teacher of Primary Education (42141)

Study field	*Education and Pedagogy*
ProcedureStudyProgram.Name	*Teacher of Primary Education*
Education classification code	*42141*
Type of the study programme	*Professional bachelor study programme*
Name of the study programme director	*Inga*
Surname of the study programme director	*Stangaine*
E-mail of the study programme director	*inga.stangaine@lu.lv*
Title of the study programme director	*Dr.paed.*
Phone of the study programme director	*+37129215579*
Goal of the study programme	*To ensure the acquisition of competitive and high-quality, internationally comparable professional higher education and teacher qualification, by acquiring necessary professional competences determined by the Standard of the Teacher Profession for work at the first stage of basic education.*
Tasks of the study programme	*1. To ensure a competitive education by encouraging students to gain general knowledge and competence necessary for the performance of the basic tasks and duties of a professional teacher.* *2. To ensure the unity of theoretical knowledge and the realisation of practical activities in pedagogy, psychology, and methodologies of various fields of study. To foster openness to the new and innovative approaches in the field of education, using communication technology and resources, as well as understanding global and local, socio-political, economic, and cultural processes.* *3. To facilitate students' acquisition of professional knowledge and skills in the development of pedagogical competence necessary for planning, implementing the learning process and evaluating learning achievements.* *4. To facilitate students' scientific research activities by integrating the theoretical knowledge of pedagogy and psychology with practical activities, creating an understanding of the diversity of research methodology and the possibilities of professional and scientific growth.* *5. To support the development of creative and social activity, encouraging the development of students' self-education and self-realisation through lifelong learning and competitive education.*

Results of the study programme	*Knowledge:* *1. Understands the basic concepts of the fields of educational sciences and the guidelines of professional activity, knows the techniques for self-analysis and self-evaluation of the teacher's pedagogical activity, which are necessary for the performance of the teacher's duties and the improvement of professional competence.* *2. Knows the content of the learning areas, the principles of its organisation and implementation methodology, methodology of developing transversal skills. Understands the principles, forms and methods of planning, implementation and evaluation of the pedagogical process, the possibilities of their use in practical pedagogical activity.* *Skills:* *3. Plans and implements a learning process adapted to life situations with appropriate goals, activities and expected learning outcomes.* *4. Assesses students' learning and growth dynamics in the educational process, considers students' individual development potential, learning and personal growth needs.* *5. Independently structures and directs own learning, analyses own activity and purposefully plans professional development.* *Competence:* *6. Independently, responsibly and creatively plans and implements pedagogical activity in primary school, flexibly applies it to the student's needs, the socio-cultural situation, current trends in the field of pedagogy and psychology.* *7. Independently and in cooperation with colleagues, regularly and systematically evaluates students' learning outcomes and growth dynamics, helps students plan improvement of learning activities, and provides necessary support.* *8. Is aware of and evaluates own experience and activity in order to improve professionally, complies with the requirements of professional ethics when cooperating with other colleagues. Gets involved in the development of the educational institution and the field of education, understands the possibilities and responsibilities of the profession in a wider social context.* *9. Conducts research activities and introduces innovations to improve the pedagogical process, is involved in the development planning of the educational institution.*
Final examination upon the completion of the study programme	*Final qualification exam, Bachelor's thesis*

Study programme forms

Full time studies - 4 years - latvian

Study type and form	*Full time studies*
Duration in full years	*4*
Duration in month	*0*

Language	*latvian*
Amount (CP)	*160*
Admission requirements (in English)	*Secondary education, entrance examination*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Professional bachelor's degree in teacher education*
Qualification to be obtained (in english)	*Teacher*

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Part time studies - 4 years, 5 months - latvian

Study type and form	*Part time studies*
Duration in full years	*4*
Duration in month	*5*
Language	*latvian*
Amount (CP)	*160*
Admission requirements (in English)	*Secondary education, entrance examination*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Professional bachelor's degree in teacher education*
Qualification to be obtained (in english)	*Teacher*

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050
Alūksne branch of University of Latvia	ALŪKSNE	PILS IELA 21, ALŪKSNE, ALŪKSNES NOVADS, LV-4301
Bauska branch of University of Latvia	BAUSKA	RĪGAS IELA 8, BAUSKA, BAUSKAS NOVADS, LV-3901
Cēsis branch of University of Latvia	CĒSIS	LIELĀ KATRĪNAS IELA 2, CĒSIS, CĒSU NOVADS, LV-4101
Jēkabpils branch of University of Latvia	JĒKABPILS	RĪGAS IELA 210A, JĒKABPILS, JĒKABPILS NOVADS, LV-5202
Kuldīga branch of University of Latvia	KULDĪGA	KALNA IELA 19, KULDĪGA, KULDĪGAS NOVADS, LV-3301
Madona branch of University of Latvia	MADONA	VALDEMĀRA BULVĀRIS 6, MADONA, MADONAS NOVADS, LV-4801
Tukums branch of University of Latvia	TUKUMS	PILS IELA 14, TUKUMS, TUKUMA NOVADS, LV-3101

3.1. Indicators Describing the Study Programme

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

The study programme was licensed on 27.07.2020. The study programme was accredited for inclusion in the study field “Education and Pedagogy" on 29.07.2022.

The admission requirements of the professional bachelor's study program "Teacher of Primary School Education" have been clarified - indicating *secondary education, admission examination*. The decision of the Study Quality Commission of June 29, 2022 regarding the inclusion of the professional bachelor's study program "Teacher of Primary School Education" in the study field, indicated that only secondary education should be included in the admission requirements. The other parameters should be specified in the admission conditions. However, this prevents the UL from holding an admission exam, which has been in the Study Programme until now and the opinion of the Council of Higher Education has been received. Admission of students to study programmes in accordance with Article 46, Part 3 of the Law on Higher Education Institutions takes place through a competitive process based on the results of centralised exams. However, none of the centralised exams fully reflect the applicants' preparation and motivation for studies in the Bachelor's study programme of professional higher education "Teacher of Primary School Education". Therefore, as an additional admission criterion in the programme, an admission test is set to evaluate applicants’ professional suitability for the teaching profession, motivation for studies in the teacher education program, as well as previous skills and experience that might be necessary in the work of a teacher. The purpose of the admission test is to maintain quality criteria in selecting applicants for teacher education studies in order to educate highly qualified and motivated teachers, as well as to increase the attractiveness and prestige of the teaching profession in the society.

The expected outcomes of the study programme have been specified, combining the most important expected outcomes that characterise the students' knowledge, skills, and competence

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

The correspondence of the bachelor's study programme "Teacher of Primary School Education" to the study field determines its inclusion into the list of programmes related to teacher education

since the definition of the study field. The title of the study programme, degrees to be awarded, professional qualifications, as well as the conformity of the parameters of the study programme to the expected outcomes are regulated externally, i.e., Cabinet of Ministers (Cabinet) regulations No. 305 "Regulations on the State Professional Higher Education Standard"[1], regulation of the Cabinet of Ministers No. 322 (of 13.06.2017)[2] on the classification of education in Latvia and the standard of the teaching profession (agreed on in the tripartite cooperation sub-council for professional education and employment on 12.06.2020)[3].

The title of the study program and the professional qualification correspond to the standard title and qualification requirements of the teaching profession.

The code of the study programme is in accordance with the Cabinet regulation No. 322 "Regulations on Latvian education classification"[4], which corresponds to the sixth-level qualification of the Latvian education qualification structure for the group of teacher education programmes. The volume and duration of the study programme, its parts and their scope, mandatory content, professional qualifications, basic principles and procedures of evaluation and the scope of internship, principles of implementation, etc. are governed by the Cabinet Regulation No. 305 "Regulations on the Standard of State Professional Higher Education".

The target audience of the programme is graduates of general and vocational educational institutions who have obtained secondary education; therefore, the admission requirements are secondary education and an admission examination. The admission examination is in the form of a combined examination (written part and oral part) - analysis of educational cases and situations. The analysis of an educational case is used to evaluate the applicant's critical thinking. Candidates express and justify their opinion on the educational case in writing, followed by an oral discussion.

An additional test - *discussion* (oral test) is offered for applicants whose average grade is lower than 7. The test is passed if at least 7 points are received. During the discussions, the applicant's experience and communication skills are evaluated. The candidate answers the Commission's questions about work, education and social activity experience, current events in education and readiness for studies.

Admission takes place in accordance with a previously approved procedure and criteria published on the UL website.

The implementation mechanism of the study programme ensures achieving learning outcomes, including the principles of student-centred learning. Study types: full-time intramural - 4 years and part-time intramural - 4.5 years. Part-time intramural studies are organised both in Riga and in the regional branches - Alūksne, Bauska, Cēsis, Jēkabpils, Kuldīga, Tukums. All branches have the same requirements for the implementation of the Study Program (Annex1_Implementation of the study field in the regional branches_EN.docx). The implementation of the study program in part-time face-to-face studies and study branches reduces the number of missing teachers in Riga and the regions, as most students combine studies with work in school or preschool.

The choice of courses of the study programme, their content, as well as the content of practice for the professional qualification to be obtained, are determined in accordance with the standard of the teaching profession.[5]

The content of the study programme comprises courses of 160 CP (240 ECTS) (Cabinet regulations No. 305)[6], divided into:

- General education courses 20 CP (30 ECTS);
- Theoretical courses (field-specific for professional activity) –36 CP (54 ECTS);
- Professional specialization courses 66 CP (99 ECTS);

- Teacher’s practice 20 CP (30 ECTS);
- State examinations12 CP (18 ECTS);
- Elective courses 6 CP (9 ECTS).

The content of the learning areas and the integrated learning methodology courses are designed according to the learning domains and expected learning outcomes developed by the project "Competence approach in the learning content" ("School 2030"): language, social and civic, cultural understanding and self-expression in art, technology, natural sciences, mathematics, health and physical activities (Cabinet Regulation No. 716)[7].

The content of the programme includes a set of knowledge, skills and competences in accordance with Level 6 knowledge, skills and competences of the European Qualifications Framework[8] un and the Standard of the teaching profession[9].

The programme is a conceptually new quality study programme for primary teacher education, which was developed based on ESF project no. 8.3.1.1/16/I/002 "Competence approach in the curriculum" guidelines. Highly qualified teaching staff are involved in the implementation of the study program, who also teach in programmes at other levels (Bachelor's and Master's) and supervise practices. The defined aim, objectives and study outcomes of the study programme are interconnected with the aims, objectives and outcomes of the study courses, as evidenced by the mapping. The expected outcomes of the study courses emphasize the acquisition of the big ideas and content formulated in the educational standards – the courses have a practical orientation, focused on learning by doing and analyzing various sources of information, improving specific skills and promoting expertise.

The study programme has clearly defined goals, tasks and outcomes, which are tied to the learning outcomes of the study courses.

Upon completion of the programme, in accordance with the conditions of the professional programme, a Bachelor's degree and a sixth (previously fifth) level of professional qualification are awarded, for which a Bachelor's and professional qualification diploma is issued.

[1] Regulations of the Cabinet of Ministers of June 13, 2023 No. 305. *Regulations on the State Standard of Professional Higher Education*. Available in Latvian at: https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu]

[2] Cabinet of Ministers Regulations No. 322. *Regulations on the Classification of Education in Latvia*. Available in Latvian at: https://likumi.lv/ta/id/291524#piel2]

[3] *Teacher Professional Standard* (agreed by the Tripartite Cooperation Sub-council of Vocational Education and Employment as of 12.06.2020). Available in Latvian at: https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf]

[4] Cabinet of Ministers Regulations No. 322. *Regulations on the Classification of Education in Latvia*. Available in Latvian at: https://likumi.lv/ta/id/291524#piel2

[5] T*eacher Professional Standard* (agreed by the Tripartite Cooperation Sub-council of Vocational Education and Employment as of 12.06.2020). Available in Latvian at: https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf]

[6] *Regulations of the Cabinet of Ministers of June 13, 2023 No. 305. Regulations on the State Standard of Professional Higher Education. Available in Latvian at: https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu]*

[7] *Regulations on Guidelines for State Pre-school Education and Model Pre-school Education Programmes*. Available in Latvian at https://likumi.lv/ta/id/303371-noteikumi-par-valsts-pirmsskolas-izglitibas-vadlinijam-un-pirmsskolas-izglitibas-programmu-paraugiem]

[8] Cabinet of Ministers Regulations No. 322. *Regulations on the Classification of Education in Latvia*. Available in Latvian at: https://likumi.lv/ta/id/291524#piel2

[9] *Teacher Professional Standard* (agreed by the Tripartite Cooperation Sub-council of Vocational Education and Employment as of 12.06.2020). Available in Latvian at: https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf]

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

To advance successfully educational policy trends, educational institutions must attract young educators who want to work and who will implement competence-based learning content in schools. This is especially important now, when the Latvian education system has started to implement the competency approach, emphasising an expert teacher who understands the need to evaluate learning approaches, and prioritises learners' needs, interests, and real-life context in the organisation of the pedagogical process in pedagogical activities.

One of the problems of the Latvian education system is a large proportion of pre-retirement age teachers at schools and the reality that it is difficult for them to master rapidly changing technologies. The data published in the State Education Information System show that the number of pedagogues in schools before retirement and at retirement age is significantly large, which can be considered a slowing factor in the implementation of the competence approach and the pedagogical process oriented towards cooperation.

At the same time, analysing the involvement of young teachers at schools compared to 40–50-year-olds, it is evident that in Latvia there is a small proportion of young school teachers who could advance successfully the reforms initiated within the framework of School 2030. The data are reflected in table 3.1.3.1.

Table 3.1.3.1. The number of teachers employed in secondary schools by age groups

Age group	2021/2022 academic year	2020/2021 academic year	2017/2018 academic year
25 - 29	1015	1694	1819
50 - 54	3611	4496	4547
55 - 59	3448	4538	4091
60 - 64	2877	3417	2404
65 and older	1484	2026	1264

Analysing the number of teachers employed in general education schools over a 4-year period, it can be established that the number of employed teachers decreases in all age groups, the number of teachers in the age group from 25 to 29 decreases significantly (see Table 3.1.3.1.). On the other hand, the number of employed teachers in the age group of 55 to 59 has increased. From the data in Table 3.1.3.1., it can be established that the number of young teachers in general education schools is decreasing year by year. Analysing the data of the State Education Information System as of September 30, 2022, the trend of the continuous increase of the number of pre-retirement teachers in schools is confirmed[1]. Therefore, the mentioned trend is also relevant in the 2022/2023 school year.

The study of the labour market situation shows that there is a high demand for primary school teachers in Riga and the regions of Latvia, and their lack in educational institutions can affect the

quality indicators of education. For example, in June 2023, 31 primary school teacher vacancies were published on the website of the Department of Education, Culture and Sports of Riga City Council[2]. On the other hand, 81 vacancies for primary education teachers were published on the esiskolotajs@lu.lv website of UL in June 2023, where school heads of all regions are invited to register their vacancies. The website shows that the greatest shortage of teachers can be observed in Riga and municipalities near Riga.[3]

Graduates of the study programme have a wide choice of job opportunities –they can work in pre-school educational institutions, general education schools at the primary school stage, in non-formal education. Students of this program can already be found among teachers and methodologists of schools and preschool educational institutions, both in Riga and in all regions of Latvia.

The opportunities for graduates of the study programme in the labour market are determined by the demand in educational institutions for teachers of the first stage of basic education. Graduates' competitiveness in the labour market is increased by the varied approach offered by the study programme. There is the opportunity to study optional modules to expand the spectrum of competencies, for example optional modules "Content of learning areas and learning approaches in preschool", "Diversity competence in inclusive education" and "Professional expertise in preschool in methodological work".

Graduates have the opportunity to continue their education in the integrated Bachelor's study programme "Teacher", studying the chosen fields to become primary and secondary school teachers, as well as the opportunity to study in Master's level study programs.

[1] https://www.viis.gov.lv/dati "Only in Latvian"

[2] https://izglitiba.riga.lv/lv/izglitiba/vakances/skolu-vakances "Only in Latvian"

[3] https://esiskolotajs.lu.lv/vakances?l2=%E2%9C%93 "Only in Latvian"

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

Six hundred and ninety (690) full-time and part-time students started their studies in the study programme in the reporting period of the 2023/2024 academic year. In September 2023, 178 students were enrolled in the 1st year, which is a very good indicator in these difficult conditions. In 2020, new admission requirements came into effect[1]. They state that only the applicants who have an annual average grade of at least 7 in the compulsory subjects in the secondary education document can be admitted to the programme on a competitive basis. If the average grade in the certificate is below 7, there is a possibility to take the test - interviews. The lowest average grade threshold is 6. Several candidates failed to meet this criterion, so the number of admitted students decreased slightly; however, it is still high. The dynamics of the number of students in full-time (FTS) and part-time (PTS) studies during the reporting period is reflected in figure 3.1.4.1

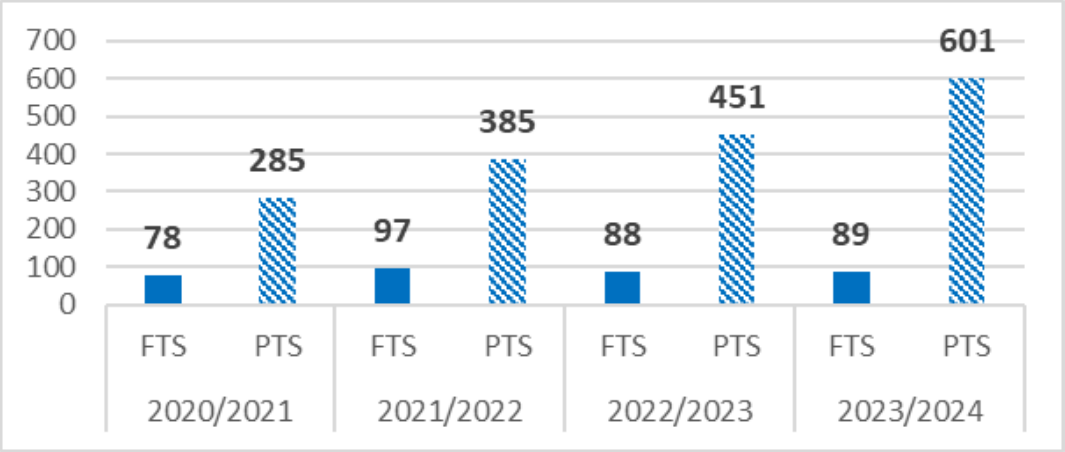


Figure 3.1.4.1 **The dynamics of the number of students during the reporting period**

As seen from in the figure, 89 students are studying full-time intramural, of which 84 are studying on the state budget funds. Privately finance their studies are both full-time intramural (Full-time) and part-time intramural (Part-time) students in Riga and regional branches. In the autumn of 2022, 19 students switched from full-time attendance to part-time attendance. The reasons given were connected to working at schools. Unfortunately, full-time studies cannot be combined with a full-time workload at school. Since there is a great shortage of teachers at schools, students often stay and work after practices and are forced to change their form of study.

Large groups of students study part-time in Riga, Cēsis and in the 4th year - in Kuldīga, Bauska, Tukums.

For part-time studies in the 1st year, the largest groups have formed in Riga and Cēsis; however, small groups in other branches are also supported. The number of students in these groups will also increase, as it is anticipated that many graduates of the short-cycle (Level 1) professional higher education study program "Preschool Teacher" will want to continue their studies in the 3rd year. For example, in 2023, 19 graduates of the "Preschool Teacher" study program continue their studies at the Kuldīga branch.

In 2023/2024, 690 students have started their studies in the study programme. This shows that the study programme is in demand and popular among future teachers. 89 students are studying full-time in person, of which 84 are studying with state budget funds. 601 students are studying part-time both in Riga and in branches. In total, in the reporting period starting from 2020, there are 85 students to be deducted both in Riga and in the branches, of which 41 - at their own will, which is related to the deterioration of health, with other personal reasons (13 of them have already returned to studies), 13 students for non-fulfillment of contractual obligations, which is manifested in the timely non-fulfillment of financial obligations, and 32 students were deducted for non-fulfillment of the obligations of the study contract, which is manifested in the timely non-fulfillment of the requirements of the study program. In the summer of 2023, the first 25 graduates are also expected in this programme.

Thus, 690 students started their studies in the study programme in 2023/2024 In 2023/2024, 690 students have started their studies in the study programme. This shows that the study programme is in demand and popular among future teachers. 89 students are studying full-time in person, of which 84 are studying with state budget funds. 601 students are studying part-time both in Riga and in branches. In total, in the reporting period starting from 2020, there are 85 students to be deducted both in Riga and in the branches, of which 41 - at their own will, which is related to the deterioration of health, with other personal reasons (13 of them have already returned to studies), 13 students for non-fulfillment of contractual obligations, which is manifested in the timely non-

fulfillment of financial obligations, and 32 students were deducted for non-fulfillment of the obligations of the study contract, which is manifested in the timely non-fulfillment of the requirements of the study program. In the summer of 2023, the first 25 graduates are also expected in this programme.

This shows that the study program is a program in demand and popular among future teachers.

The first 25 graduates of this programme were welcomed in the summer of 2023. Out of 25 graduates, 17 students already started working at a school or preschool during their studies (7 graduates work at a school, and 10 graduates work at a preschool). It should be noted that it is easier to combine full-time studies with work in preschool than with work at school. Five of the graduates have indicated in the survey that they will start working at an educational institution in August 2023. Out of 25 graduates, only three graduates are currently not working at an educational institution. The large number of graduates employed in education indicates that students have received competitive education and are well prepared for the labour market.

[1] https://www.lu.lv/gribustudet/normativie-dokumenti/ "Only in Latvian"

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

Not applicable

3.2. The Content of Studies and Implementation Thereof

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

The development and implementation of the study programme is in line with the Regulations on the state standard of professional higher education, the standard of the teaching profession and the results of the "Competence approach in the curriculum" project of the National Educational Content Centre regarding the preparation of teachers, as part of the programme implementers are involved as experts and developers of the content of the curriculum in the "School 2030" project. It is based on a student-centred approach and creation of positive pedagogical relationships, involving students in the evaluation of the study process, providing feedback, and improving study programmes, encouraging them to be independent and responsible in achieving the results of the

study process.

The structure of the programme is based on a specialisation module system approach, offering mandatory and additional optional modules. This gives the opportunity for students to create their own study programme according to their future career choice and necessary competencies. By learning several specialisation modules, the goal of the study programme is ensured, and students obtain a competitive qualification. The developed specialisation modules (modules), which are compatible in terms of content and scope, ensure the implementation of the learning outcomes of the study programme, sharing of resources and reduction of fragmentation of study programmes. Compulsory modules "Primary teacher (Grades 1-3)" and "Primary teacher (Grades 4-6)" are created by including the subjects/fields defined in the mandatory curriculum of the basic education standard: language, social and civic, cultural awareness and self-expression in the arts, technology, science, mathematics, health and physical activity and their intended outcomes. The content of area-specific courses is designed according to the so-called big ideas or main insights defined in the basic education standard in each area of study, which the student must gain an understanding of and achieve the outcome. In the area course descriptions, when planning the expected learning outcomes, certain knowledge, skills, and competences are defined that correspond to the standard requirements of the teaching profession. The content of the mandatory modules "Primary teacher (Grades 1-3)" and "Primary education teacher (Grades 4-6)" are harmonised, observing succession and dynamic transition, based on the requirements of the basic education standard. In the content of study areas for years 4-6, a teacher needs not only methodological skills, but also extensive theoretical knowledge. Therefore, the study plan included the "Curriculum content module", the content of which is coordinated with the professional Bachelor's study program "Teacher". In this module, students can deepen their theoretical knowledge in the fields of mathematics, Latvian language and literature, English language, and sciences. The "Curriculum content module" relates to the module "Primary education teacher (Grades 4-6)", where students learn methodological skills for the corresponding field.

The expected learning outcomes are not only related to the standard requirements of basic education, but also to the age-specific development of learners. As a result, the student will have mastered the content and learning approaches of the study area/subject and will know how to teach this content to learners of different ages. A teacher's professional competence consists of knowledge, skills and attitudes that result in action. This shows that the aim, objectives, and planned outcomes of the study programme are achievable and interconnected.

The modular system of the study programme is as follows:

- Mandatory module Primary education teacher (Grades 1-3) – 20 CP (30 ECTS)
- Mandatory module Primary education teacher (Grades 4-6) – 26 CP (39 ECTS)
- Mandatory module Field Curriculum Module - *14 CP* (21 ECTS)
- Optional module Professional expertise in preschool methodological work– *20 CP* (30 ECTS)
- Optional module Diversity competence in inclusive education – *20 CP* (30 ECTS)
- Optional module The content of teaching and learning domains and learning approaches in preschool – *20 CP* (30 ECTS)

The study courses of each module can be found in the appendix "Study plan of the professional bachelor's study program "Elementary Education Teacher". Each module has its own goal and expected learning outcomes, which are related to the goal and expected learning outcomes of the study programme.

Primary education teacher module (Grades 1-3)

Goal: To ensure competitive and high-quality professional higher education and acquisition of a

teacher's qualification by mastering necessary professional competences determined by the standard of the teaching profession for work in the first stage of basic education (Grades 1-3).

Objectives:

1. To ensure the learning and implementation of the theoretical knowledge and practical activities of teaching methods, including openness to innovations in the field of education for the 1st - 3rd grades of basic education.
2. To facilitate students' acquisition of professional knowledge and skills in the development of pedagogical competence, which is necessary for planning, implementing the learning process and evaluating learning achievements in primary education in Grades 1-3.

Expected outcomes of the module:

Knowledge:

- Knows the content of the learning areas, the principles of its organisation and methodology, the methodology of developing transversal skills.
- Understands the principles, forms and methods of planning, implementation and evaluation of the pedagogical process, the possibilities of their use in practical pedagogical activity in primary education Grades 1 - 3.

Skills:

- Plans and implements a learning process adapted to real-life situations with appropriate goals, activities, and achievable learning outcomes in Grades 1 – 3 of basic education.
- Within the educational process (in Grades 1 – 3 of primary education), evaluates the students' learning performance and growth dynamics, respects students' individual development potential, learning and personal growth needs.

Competence:

- Independently, responsibly, and creatively plans and implements pedagogical activities for Grades 1 – 3 of primary school, flexibly adjusts pedagogical activity to the student's needs and socio-cultural situation.
- Independently and in cooperation with colleagues, regularly and systematically evaluates a student's learning results and growth dynamics, helps students plan improvement of learning activities, and provides necessary support.

Primary education teacher module (Grades 4-6)

Goal: To ensure competitive and high-quality professional higher education and the acquisition of a teacher's qualification by acquiring the necessary professional competences determined by the standard of the teaching profession for work in Grades 4 - 6 of basic education.

Objectives:

1. To ensure the learning and implementation of the theoretical knowledge and practical activities of teaching methods, including openness to innovations in the field of education for Grades 4 - 6 of basic education.
2. To facilitate students' acquisition of professional knowledge and skills in the development of pedagogical competence, which is necessary for planning, implementing the learning process and evaluating learning achievements in primary education in Grades 4 - 6.

Expected learning outcomes of the module:

Knowledge:

- Knows the content of the learning areas, the principles of its organisation and methodology, the methodology of developing transversal skills.
- Understands the principles, forms and methods of planning, implementation and evaluation of the pedagogical process, the possibilities of their use in practical pedagogical activity in primary education Grades 4 - 6.

Skills:

- Plans and implements a learning process adapted to real-life situations with appropriate goals, activities, and achievable learning outcomes in Grades 4 - 6 of basic education.
- Within the educational process (in Grades 4 - 6 of basic education), evaluates the students' learning performance and growth dynamics, respects students' individual development potential, learning and personal growth needs.

Competence:

- Independently, responsibly, and creatively plans and implements pedagogical activities for Grades 4 - 6 of primary school, flexibly adjusts pedagogical activity to the student's needs and socio-cultural situation.
- Independently and in cooperation with colleagues, regularly and systematically evaluates a student's learning results and growth dynamics, helps students plan improvement of learning activities, and provides necessary support.

Field curriculum module

Goal: To ensure competitive education, students should be encouraged to acquire general knowledge and competence necessary for the performance of the basic tasks and duties of a teacher.

Objectives:

1. To facilitate students' mastering of professional knowledge and skills in the development of pedagogical competence necessary in planning, implementing the learning process and evaluating learning outcomes.
2. To support the development of students’ creative and social activities, educational needs, promoting self-realisation through lifelong learning and competitive education.

Expected learning outcomes of the module:

Knowledge:

- Understands the basic concepts of the fields of educational sciences and the guidelines of professional activity.
- Knows the content of the study area in the first stage of basic education.

Skills:

- Independently structures and directs own learning, analyses own activity, and purposefully plans professional development.

Competence:

- Independently, responsibly, and creatively plans pedagogical activity in primary school, flexibly applies it to the needs of the student, socio-cultural situation, specifics of the study area, current issues in the field of pedagogy and psychology.
- Is aware of and evaluates own experience and activities to improve professionally, understands the possibilities and responsibility of the profession in a wider social context.

Optional module Professional expertise in preschool methodological work

Goal: To ensure competitive education, improve students' skills to organise preschool pedagogical process, as well as independently plan, manage and evaluate methodological work of preschool education.

Objectives:

1. To analyse methodological and administrative documentation and methodological material of the preschool educational institution.
2. To facilitate the acquisition of students' professional knowledge and skills in the development of pedagogical competence necessary in the organisation of the methodological work of preschool education.

Expected learning outcomes of the module:

Knowledge:

- Understands the basic concepts of branches of educational sciences and the guidelines of professional activity, knows the techniques of self-analysis and self-evaluation of teacher's pedagogical activity necessary for the performance of duties of a preschool teacher and improvement of professional competence.
- Understands specifics of planning and organisation for implementation of preschool pedagogical process.

Skills:

- Plans and implements a preschool learning process adapted to life situations with appropriate goals, activities, and achievable learning results.
- Independently structures and directs own learning, analyses own activity, and purposefully plans professional development for work at a preschool educational institution.

Competence:

- Independently and in cooperation with colleagues, plans and implements pedagogical activity in preschool, flexibly applies it to the needs of children and preschool teachers, socio-cultural situation, current issues in the field of pedagogy and psychology.
- Conducts research activities and introduces innovations to improve the preschool pedagogical process, participates in development planning of a preschool educational institution.

Optional module Diversity competence in inclusive education

*Goal: t*o ensure competitive education, to facilitate students' mastering of general knowledge and competence about strategy of inclusive education and specifics of its implementation.

Objectives:

1. To ensure the future teachers' understanding of an educational institution's methodological and administrative documentation in the context of diversity, as well as planning, organisation, and evaluation of the educational process.
2. To foster students' skills to plan, organise and implement teaching and upbringing work in a multicultural and inclusive educational environment, implementing support in the context of inclusive education.

Expected learning outcomes of the module:

Knowledge:

- Understands the basic concepts of the fields of educational sciences about inclusive education, pedagogy, learning and upbringing processes in the context of diversity.
- Knows the content of learning areas, the principles of its organisation and implementation methodology in an inclusive educational environment.

Skills:

- Plans and implements a learning process adapted to life situations in an inclusive educational environment.
- Improves students' personal competence in relation to the diversity of the social environment, developing students' tolerance, socialisation skills, readiness for life in a diverse, multicultural society.

Competence:

- Independently plans and creates an inclusive, intellectually stimulating and emotionally safe cooperative learning environment that meets a pupil's learning and development needs.
- Gets involved in planning the development of educational institutions, critically evaluating and interpreting manifestations of diversity in the educational environment.

Optional module The content of teaching and learning domains and learning approaches in preschool

Goal: To ensure competitive education, students should be encouraged to acquire general knowledge and competence necessary to perform the basic tasks and duties of a preschool teacher.

Objectives:

1. To ensure the learning and implementation of the theoretical knowledge and practical activities of teaching methods, implementing preschool pedagogical processes.
2. To facilitate students' mastering professional knowledge and skills in the development of pedagogical competence, necessary for planning, implementing the preschool learning process and evaluating learning achievements.

Expected learning outcomes of the module:

Knowledge:

- Knows the content of preschool learning areas, the principles of its organisation and implementation methodology, the methodology of development transversal skills.
- Understands the principles of planning, implementation, and evaluation of the preschool pedagogical process.

Skills:

- Plans and implements a pre-school learning process that is adapted to life situations.
- In the educational process at preschool, evaluates children's learning performance and growth dynamics, respects children's individual development potential, learning and personality growth needs.

Competence:

- Independently, responsibly and creatively plans and implements pedagogical activities in preschool, flexibly applies their pedagogical activities to a child's needs and socio-cultural situation.
- Independently and in cooperation with colleagues, regularly and systematically evaluates

children's learning results and growth dynamics, providing support for improvement of learning.

The reduction of fragmentation of programmes and sharing of resources is ensured by implementation of joint general educational and partly theoretical study courses of the field with other study programmes (professional Bachelor's study programme "Teacher" and the short-cycle (Level 1) professional higher education study programme "Preschool Teacher"), as well as joint courses whenever possible.

The programme planning for all intended forms of the programme implementation can be found in the appendix "*Study plan of the professional Bachelor's study programme "Teacher of Primary Education".*

The following courses are coordinated with the professional Bachelor's study programme "Teacher":

- General education courses 20 CP (30 ECTS): Foundations of Teacher Professional Activity 4 CP (6 ECTS), Psychology for Teachers – 4 CP (6 ECTS), Introduction to Education for Sustainable Development – 2 CP (3 ECTS), Education Management – 2 CP (3 ECTS), State, Civil and Environmental protection – 2 CP (3 ECTS), Legal Aspects of the Pedagogical Process in Education – 2 CP (3 ECTS), Research in Education – 4 CP (6 ECTS),
- Field-specific theoretical courses (professional field): Social-Emotional Learning in Schools – 2 CP (3 ECTS), Inclusive and Special education – 4 KP (6 ECTS), Teaching and Learning – 6 CP (9 ECTS), Information Technology in Education – 4 CP (6 ECTS).

The agreement was made so that graduates of the programme could acknowledge courses in the case of continuing their studies to gain a teacher's qualification in certain subjects.

The content of the study programme is designed so that graduates of the short-cycle (Level 1) professional higher education study programme "Preschool Teacher" can continue their studies in the 3rd year, obtaining a Bachelor's degree, gaining additional qualifications in the corresponding field (see Figure 3.2.1.1). The recognition of study results achieved in previous education or knowledge, skills and competences acquired outside of formal education or professional experience takes place in accordance with the Cabinet of Ministers regulation No. 505[1] on August 14, 2018. Thus, recognition of acquired knowledge, skills and competences allows graduates of the short-cycle (Level 1) professional higher education study program "Preschool Teacher" to continue their studies, starting with the 3rd year. This significantly increases the competitiveness of graduates in the labour market.

year 1 and 2 – 78 CP (**117** ECTS)
1. Studying in the Level 1 Preschool Teacher programme

- **Part A** – 36 CP
- **Part B** – 20 CP (including field-specific elective courses)
- **PRACTICE** – 16 CP
- **QUALIFICATION PAPER** – 8 CP

Year 3 and 4 - **82 CP(123** ECTS)
Continuing studies in the professional bachelor's programme "Teacher of Primary Education"

- **General education courses 2 CP**
- **Field-specific theoretical courses 10 CP**
- **Course modules (choice of 2) – 40 CP**

Module "Teacher of primary education (Grades 1-3)" (20 CP)
Module "Professional expertise in preschool methodological work" (20 CP)
Module "Diversity competence in inclusive education" (20 CP)

- **Elective courses – 6 CP**
- **Practice – 12 CP**
- **State examination – 12 CP**

Figure 3.2.1.1. ***Inclusion of the study program "Preschool Teacher" in the Bachelor's study program "Teacher of Primary School Education"***

Competencies acquired in the short-cycle (Level 1) professional higher education study program "Preschool Teacher" are assimilated and students can enrol in the professional bachelor's study program "Teacher of Primary Education" in the 3rd year of study, where they master competencies of the sixth-level.

In order to improve the competences determined by the sixth level of the Latvian qualification framework while continuing studies in the Bachelor's study program "Teacher of Primary Education", it is necessary to take the following study courses:

General education and field-specific theoretical courses (12 CP (18 ECTS)):

- Introduction to Education for Sustainable Development – 2 CP (3 ECTS)
- Organization of Educational in Primary School – 6 CP (9 ECTS)
- Information Technology in Education – 4 CP (6 ECTS)

Course modules – (40 CP (60 ECTS)):

- “Teacher of Primary Education (Grades 1-3)” (20 CP (30 ECTS)) (mandatory module)
- Module "Professional expertise in preschool methodological work"
- (20 CP (30 ECTS)) (optional)
- Module "Diversity competence in inclusive education" (20 CP (30 ECTS)) (optional)

Elective courses (part C) – 6 CP (9 ECTS)

Practice – (12 CP (18 ECTS))

State examinations (12 CP (18 ECTS)):

Total – 82 CP (123 ECTS) (years 3 and 4).

The programme is also designed in accordance with the European Commission's report "School development and excellent teaching for a great start in life". Teacher education is effective if pedagogical theory is combined with knowledge of the subject /field and sufficient practice in the educational institution. Future teachers must be ready for collaboration and professional development, able to work with different children in the classroom and confidently use digital technologies. The programme is implemented for the preparation of teachers, taking into account the current trends in the sector:

- the development of students' basic competencies,
- connecting learning with life experience and social life developments,
- collaborative learning environment, use of diverse teaching methods, modern technologies and open educational resources,
- use of digital technologies to facilitate learning,

- providing support to students and identifying their needs,
- prevention of bullying, violence in schools,
- development of cooperation with local services, organisations, companies,
- development of teamwork skills for teachers to work and learn with other teachers and with external partners,
- development of teachers' media literacy, promoting responsible use of social media for students,
- implementation of sustainable education so that future teachers achieve professional excellence and become leaders in the development of education.

[1] Cabinet of Ministers regulation No. 505 of August 14, 2018, Regulations for the recognition of competences acquired outside formal education or in professional experience and learning outcomes achieved in prior learning. Available in Latvian: https://likumi.lv/ta/id/301013-arpus-formalas-izglitibas-apguto-vai-profesionalaja-pieredze-ieguto-kompetencu-un-iepriekseja-izglitiba-sasniegtu-studiju-rezultatu-atzisanas-noteikumi

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

Not applicable

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

Various methods of gaining and consolidating knowledge are used in the studies, such as introductory lectures, interactive lectures, summary lectures, problem-oriented lectures. Practitioners, professionals from various institutions are invited to teach individual lectures in study courses to facilitate the unity of theory and practice. Practical tasks, seminars, individual, pair and group work, discussions and project development, study tours to industry organisations are widely used.

For students to achieve study results and obtain competitive education - to acquire and strengthen knowledge, skills and develop competence - the study process is dominated by methods where active student involvement is important. In the study process, methods are used that foster student communication (for example, solving real industry problems in discussions, modelling learning situations). Active participation of students is encouraged in presentations, independent work,

critical thinking and so on.

The student-centred approach is observed when updating the programmes and their study courses, paying special attention to the meaningful formulation of the outcomes, thus promoting the dialogue between lecturers and students about the study content, organisational forms, and methods. On the other hand, correctly formulated learning outcomes facilitate students' understanding and co-responsibility for their learning, self-evaluation and understanding of the assessment.

Employers are involved in the implementation and development of study courses (invited to conduct separate seminar classes, often classes are organised as experience exchange visits to workplaces, etc.).

In the study process, the following components are taken into account to implement the interaction of theory and practice and to ensure the quality:

- cognitive (knowledge, theory),
- pedagogical (didactic pedagogical technologies, study process organisation),
- social (interpersonal and pedagogic relations),
- innovative (transfer of tested knowledge and acquired skills into pedagogical practice),
- research (integration of research skills).

To enable the development of students' research competence, students in subsequent courses have the opportunity to analyse and study in-depth problems in the industry that interest them. In the course "Research in Education", students learn about current issues of the field and choose a topic to be researched, which forms the basis for a Bachelor's thesis. While working on their course papers, students acquire skills in developing an electronic survey questionnaire, to process quantitative data using the IBM SPSS Statistics data processing programme. The use of content analysis in the processing of qualitative data is also learned practically, as well as collecting, processing, and interpretation of research data in mixed research.

The physical environment of the study process is also gradually changing: lecture rooms can be easily transformed for group work, individual work, and students can use digital technologies. For example, for planning and modeling lessons in study courses "Latvian language didactics"; "Field of mathematics: Mathematics and Methodology" uses digital boards, electronic resources (eg Jamboard). In the study course "Foundations of Teacher Professional Activity " platforms Quizizz, Kahoot and others are used to provide feedback.

An e-learning environment is used in the study process and to foster independent studies. An e-learning environment (Moodle) has been created for each study course, where students have access to class materials, task descriptions, additional study materials related to course topics, as well as assignments (tests, forums, seminars, conferences, etc.). The e-learning environment provides an opportunity to individualise the study process according to the needs and interests of each student.

In the study process, test forms and assessment criteria appropriate for the purpose of the study course and the planned learning outcomes are used. Oral, written and combined study and evaluation methods are used during study courses and exams. All study course midterm and final exam evaluations with the grade explanation are recorded and available to students in the e-learning environment. During the study process, students receive support and feedback from the teaching staff. Assessment (assessment criteria are known to students in advance) gives students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes.

The implementation of the study programme is based on a student-centred approach and the creation of positive pedagogical relations. Students are involved in the evaluation of the study process, providing feedback to improve the study programmes. At the same time, they are encouraged to be independent and responsible in achieving the learning outcomes.

The internal quality assurance policy allows for the programmes to be implemented in such a way that students are encouraged to actively participate in the improvement of the study process. There are rules and procedures for submitting student proposals, resolving complaints, and examining student appeals. The results of student surveys are evaluated and considered in the improvement of the study process. Students express their suggestions for the improvement of the study programmes and the process in discussions with the teaching staff and the programme director.

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

An important part of the study programme is practice, which strengthens and deepens students' professional knowledge and skills in parallel with the theoretical course. Practices are planned according to the procedure for organising student practices of the University of Latvia[1].

The study programme provides 4 pedagogical practices during the study period of 20 CP (30 ECTS) in accordance with the Cabinet regulation No. 305. In addition to that, assistant practice tasks are included in the study course "Organization of Education in Primary School". The expected outcomes of the pedagogical practices are coordinated with the knowledge, skills, attitudes, and competences defined in the standard of the teaching profession and the expected outcomes of the study programme. Practice is carried out in accordance with the agreement on the provision of the practice place; the UL and the employer sign the practice agreement. Specific practice tasks are defined in the study course descriptions and practice task descriptions.

There is a uniform approach to the implementation of each practice – it begins with a joint introductory seminar where students are introduced to the tasks to be performed in the practice. Students must choose their own potential practice site, but, if necessary, the practice supervisor or programme director helps the student to find a practice site. Each practice has seminars (also remotely, using the possibilities offered by the e-environment) and at the end of the practice – a final seminar.

During the practice, students develop an individual portfolio of materials which are submitted for evaluation in e-studies and presented at the final practice seminar, discuss and share their thoughts both with the practice mentor, the practice supervisor, and with their group members, sharing experiences and citing examples of good practice. In such discussions, students demonstrate their ability to use the acquired knowledge in their professional work and their ability

to obtain independently, select, analyse, and critically evaluate information. The overall evaluation of the practice consists of both the evaluation given by the practice supervisor and mentor in the educational institution. It considers planning, management, and analysis of the daily pedagogical process, as well as the evaluation of the student's self-analysis and presentation in the final seminar.

In the implementation of the content of the study programme, the succession of courses and practices is observed. Practices are designed considering the expected learning outcomes and the content of the study programme:

- Practice I (2 CP (3ECTS)) allows the student to get to know the learning process practically, basically by observing and analysing it. The purpose of the practice is to give students the opportunity to develop professional competence of the teacher's qualification at the first stage of basic education, by observing the teachers' lessons, to analyse the pedagogical process according to the competence approach.
- In Practice II (6 CP (9ECTS)) students implement the knowledge acquired in the module "Teacher of Primary Education (Grades 1-3)" in the learning process at school. The purpose of the practice is to build the teacher's professional competence - to test in practice theoretical knowledge in the fields of study according to the competence approach, to improve the planning and organising skills of the pedagogical process in primary school Grades 1-3.
- In Practice III (6 CP (9 ECTS)) the student tests the theoretical knowledge in practice, improves the planning and organising skills of the pedagogical process in the content areas of Grades 4-6 of primary school (Latvian language, literature, English language, mathematics, etc.). The purpose of the practice is to build the teacher's professional competence - to test the theoretical knowledge in practice, to improve the planning and organisation skills of the pedagogical process in the learning areas of primary school Grades 4-6.
- In Practice IV (6 CP (9 ECTS)) the student applies the theoretical knowledge and skills learned in the optional modules - the ability to plan, organise pedagogical process in preschool, gain a practice-based understanding of inclusive education and teaching and upbringing process in the context of diversity.

The strategy for planning pedagogical practices requires the involvement of practising teachers and mentors. To improve the knowledge, skills, and competences of pedagogical and content area methodology, students receive individual mentor support at the educational institution and the support of the practice supervisor at the University of Latvia.

Duties of a mentor:

- To coordinate the activities of students in the host educational institution,
- To observe and analyse students' pedagogical activity,
- To cooperate with the student's practice supervisor, providing information about what was observed in the pedagogical process, the recommendations given, the student's knowledge, skills, and competence in the implementation of the content of the study areas, as well as indicators of growth during the practice.

Duties of a practice supervisor:

- To advise students on practice issues and to provide support for students' pedagogical practice,
- To assess and evaluate a set of practice documents,
- To organise practice evaluation seminars and to provide feedback.

For successful development of pedagogical practice, special attention is paid to cooperation of host educational institutions and UL, as well as students and teachers. At the same time, the

cooperation between the UL and the educational institution during the student's practice is a potential support for the professional development not only of the student, but also of teacher mentors and practice supervisors.

To ensure cooperation with local governments in branches for the implementation of practices and conducting pedagogical research, cooperation agreements are signed with specific local governments throughout Latvia. The agreements allow for the creation of long-term stable relationships, which become the foundation for implementing practices and gaining practical experience. Implementation of practice tasks promotes students' independence, responsibility and ability to use previously acquired theoretical knowledge in the professional field of preschool and primary education (Grades 1-3 and 4-6), as well as in the optional module. Thus, students develop an understanding of the professional field; obtain information about the specifics of work of an educational institution, the organisation of the teaching and upbringing process. The implementation of practice goals ensures the transition from semi-independent professional activity to independent professional activity. As the result, students' research, self-evaluation and self-reflection skills are improved, as well as the ability to analyse the learning process and obtain research data for studies and the development of a Bachelor's thesis. Students' ability to use independently the previously acquired knowledge is reflected in the implementation of practice tasks.

[1] [Procedure for organising internships at the University of Latvia .Available in Latvian]
https://www.ppmf.lu.lv/studijas/studiju-celvedis/prakse/

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

Not applicable

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

In June 2023, 25 students graduated from the study program and defended successfully their bachelor’s theses.

The student develops the bachelor's thesis independently, in consultation with his or her supervisor.

A reviewer and a previously approved State Examination Commission, which also includes employers - industry specialists, evaluate bachelor’s theses. The evaluation of the bachelor’s thesis takes into account:

- quality of the work (topic relevance, analysis of previous research findings, novelty, quality of the development of the empirical material and approbation analysis, quality of conclusions; scientific language style of the work);
- report of the author of the work (logic of the presentation structure; visual, technical quality

of the presentation; presentation culture, skills, language; answers to questions).

Students' works have been evaluated very differently, which shows the application of objective evaluation criteria and the high requirements for the final work. Out of 25 theses, rating 10 (with distinction) received by 4 students, rating 9 (excellent) received by 7 students, rating 8 (very good) by 4 students, rating 7 (good) by 3 students and rating 6 (almost good) by 2 students, 5 (satisfactory) – 4 students and one student received the lowest rating of 4 (almost satisfactory). Four students received the Rector's recognition for excellently developed and defended bachelor's theses.

The topics of bachelor theses developed by students are different. Identifying the needs of the education sector, conducting a survey of primary school teachers, students, mentors, and school administration within the framework of pedagogical practice, several research topics were recommended, essential for work at schools and preschools. The analysis of the recommendations of employers and students found that the need to study inclusive education, differentiation and individualization possibilities is especially strong, as well as implementation of transversal skills development. The need to study children's learning motivation, interest-promoting methods, as well as classroom management ensuring discipline, promoting cooperation with parents is also topical.

Based on recommendations, students are encouraged to choose relevant research topics for their Bachelor's thesis. For example, students are currently working on the following topics: "Participation of parents in facilitating students' learning achievements"; "Inclusion of re-migrant children in the field of mathematics in the 1st grade"; "Conditions of the work organisation of the extended day group for the development of pupils' self-discipline"; "Mobbing and its impact in preschool and primary school", etc. The topic examples show the diverse research interests of students, and high motivation to get involved in the pedagogical process of preschool or primary school to promote the learning achievements of students.

3.3. Resources and Provision of the Study Programme

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

The material and technical base of the study program is made up of the material and technical support of the Faculty of Education, Psychology and Art of the UL (hereinafter referred to as FEPA). All lecture rooms are equipped with computers and multi-projection equipment, ten classrooms are also equipped with interactive screens or interactive whiteboards and/or document cameras. From the lecture rooms, the possibility to connect to MS Teams or other remote access programmes is provided using portable computers, thus providing the opportunities for remote study process. To ensure the remote streaming of lectures, two lecture rooms are equipped with video recording and streaming technology, with movable video cameras providing video/audio tracking of the teacher. Additionally in 2021, 10 mobile wide-angle video cameras with microphones were purchased, which provide the opportunity to film and stream lectures from the classrooms. This opportunity is used

by several lecturers of the Study Program when working with students both in person and remotely (for example, in the study course "Field of Natural Sciences: Natural Sciences I"). Every year, the faculty renews computer equipment and gradually switches to the use of portable computers, enabling both on-site and remote work. For example, the faculty purchased 60 portable computers in 2021.

On FEPA working days (Monday - Saturday), computer specialists are on duty at the premises to provide technical support to the teaching staff and students.

In the coming year, the faculty plans to move to the new House of Letters building in the academic centre of the University in Torņkalns, where lecture rooms and work spaces meet modern requirements and will be equipped with the latest educational technology.

Students are also provided with an E-learning environment (Moodle), which gives them access to learning materials and information at home, as well as the opportunity to contact teachers.

In the faculty's library, students can develop and design study papers, process research data using the SPSS programme, print and copy the necessary materials, and familiarise themselves with final papers. Students can also download the SPSS program to their computers. Library resources are covered in detail in section 2.3.2 of this report.

The material and technical provision intended for the implementation of the study field and corresponding study programmes and its availability to students and teaching staff can be assessed as fully adequate to the needs of the study field. In the decision of June 29, 2022 regarding the inclusion of the study programme in the Study Field, the experts of the Study Quality Committee indicated that the study base intended for the implementation of the programme is of sufficient quality to successfully prepare primary education teachers suitable for the modern labour market, not only in Riga, but also in seven branches of the UL in the regions of Latvia. Modern material and technical support (computer programs, improved computer classes, the latest ICT devices, improvement of the e-learning platform, etc.), the rich collection of the library, databases in both Riga and UL regional branches can ensure a high-quality of the study programme.

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

Not applicable

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

Programme revenues

To provide the funds necessary for the implementation of the study program, the UL uses:

- state budget grant from the Ministry of Education and Science, which in the 2022/2023 academic year is set as EUR 1793 for full-time intramural studies,
- tuition fees, considering all the factors mentioned in the section "Financial provision", which for the 2022/2023 academic year were:
    - For full-time intramural studies EUR 2000;
    - For part-time intramural studies EUR 1750

Taking into account the above, the total budget of the study programme is expected to be **EUR 947 862** per year. Details can be seen in table 3.3.3.1.

Table 3.3.3.1. ***Projected annual income of the programme, EUR***

Type of studies	Number of students	Tuition fee/State grant	Total revenues
Full-time (budget)	84	1793	150 612
Full-time (tuition fee)	4	2000	8 000
Part-time (Riga)	158	1750	276 500
Part-time in branches	293	1750	512 750
Total			**947 862**

Programme costs

To estimate the required financial funds, the cost of a study programme is calculated based on the methodology developed by UL. It considers the costs of ensuring the study process described in the section "Financial support SF" and the information on the study programme's plan, the participating teaching staff, the planned number of students, and other indicators to the reliability of forecast.

Cost for a **full-time intramural programme**

For calculations, the student data as well as programme plan and structure of the involved academic staff for the 2022/2023 are used. Considering the above, the calculated cost per student of the full-time programme is 2102 EUR per year, and the total cost of the program is 187 116 EUR per year. A detailed distribution of costs is shown in Table *3.3.3.2.*

Table 3.3.3.2. ***Programme cost breakdown***

Cost item	% of total

Faculty costs	58 %
General personnel	10 %
Infrastructure	5 %
Property and services	1 %
Indirect costs	26 %
TOTAL COSTS	**100 %**

Figure *3.3.3.1* shows the cost of the study programme as a function of the number of students and the comparison with the proposed tuition fee and state budget grant.

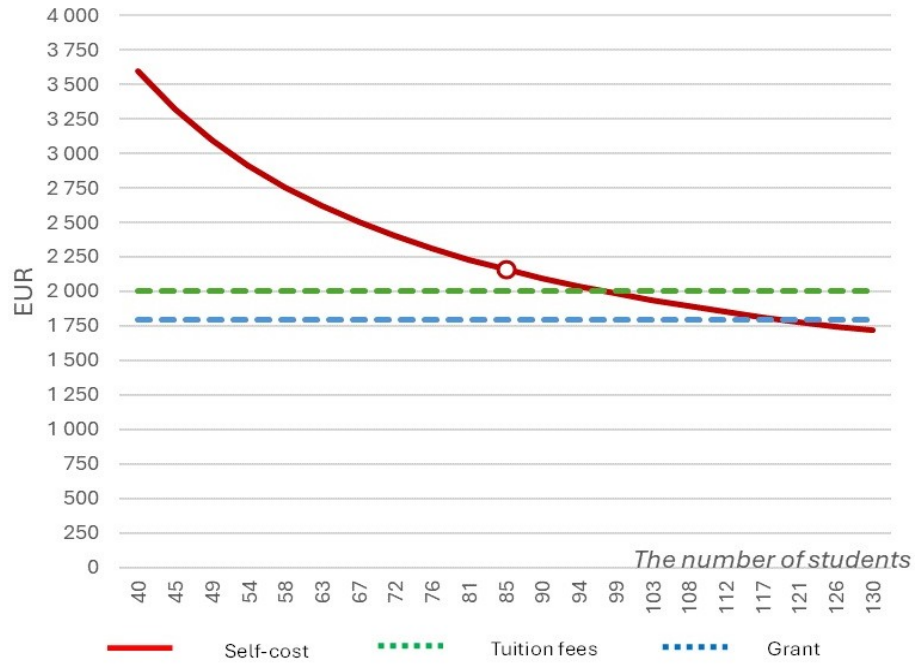


Figure *3.3.3.1 Cost of the study programme as a function of the number of students*

Based on the calculation, it can be seen that in order for the programme to be profitable and for students to be provided with a high-quality study process, the number of fee-paying students in the program (for all courses together) should be at least 99 (the intersection of the red (self-cost) and green (tuition fees) lines projected onto the x-axis). On the other hand, if there were only budget students in the program, then their number should reach 118.

Cost for a part-time intramural programme

In the 2022/2023 academic year, 158 part-time students were enrolled in the study programme in Riga, and 293 – in regional branches. With this number of students, the estimated cost per student of a part-time study programme is 1362 EUR per year, and the total cost of the program is 197 485 EUR per year.

A detailed percentage distribution of costs is shown in the table 3.3.*3*.

|*Table 3.3.3.3.* ***Programme cost breakdown***

Cost item	% of total
Faculty costs	55 %
General personnel	9 %
Other costs	4 %
Infrastructure	5 %
Property and services	1 %
Indirect costs	26 %
TOTAL COSTS	**100 %**

Figure *3.3.3*.2 shows the cost of the study programme as a function of the number of students and the comparison with the proposed tuition fee.

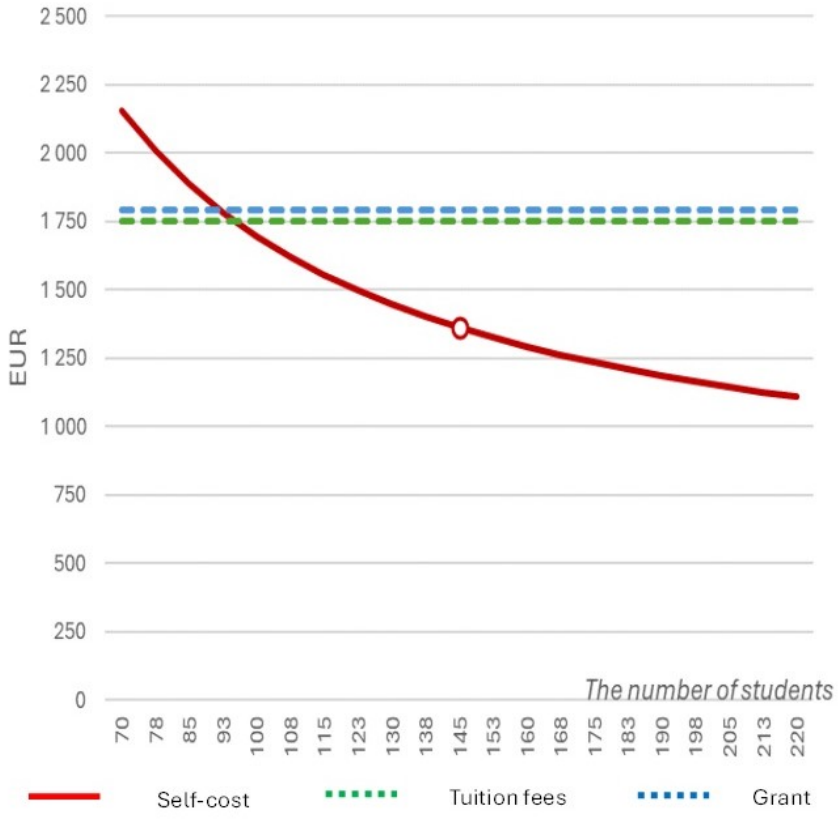


Figure *3.3.3.2*. *Cost of the part-time programme in Riga*

Based on the calculation, it can be seen that in order for the programme to be profitable and for students to be provided with a high-quality study process, the number of fee-paying students in the program (for all courses together) should be at least 99 (the intersection of the red (self-cost) and green (tuition fees) lines projected onto the x-axis). On the other hand, if there were only budget students in the program, then their number should reach 95.

When calculating the cost of the **branches**, the largest (Cēsis) branch with 121 students is taken as a basis. With this number of students, the estimated cost per student of the part-time study programme in the branch is EUR 1723 per year and the total cost of the programme is EUR 208 435

per year.

A detailed percentage distribution of costs is shown in the table 3.3.3.3.

Table 3.3.3.3. ***Programme cost breakdown***

Cost item	% of total
Faculty costs	47 %
General personnel	10 %
Other costs	3 %
Infrastructure	7 %
Property and services	1 %
Indirect costs	32 %
TOTAL COSTS	**100 %**

Figure 3.3.3.3 shows the cost of the study programme as a function of the number of students and the comparison with the proposed tuition fee and state budget grant.

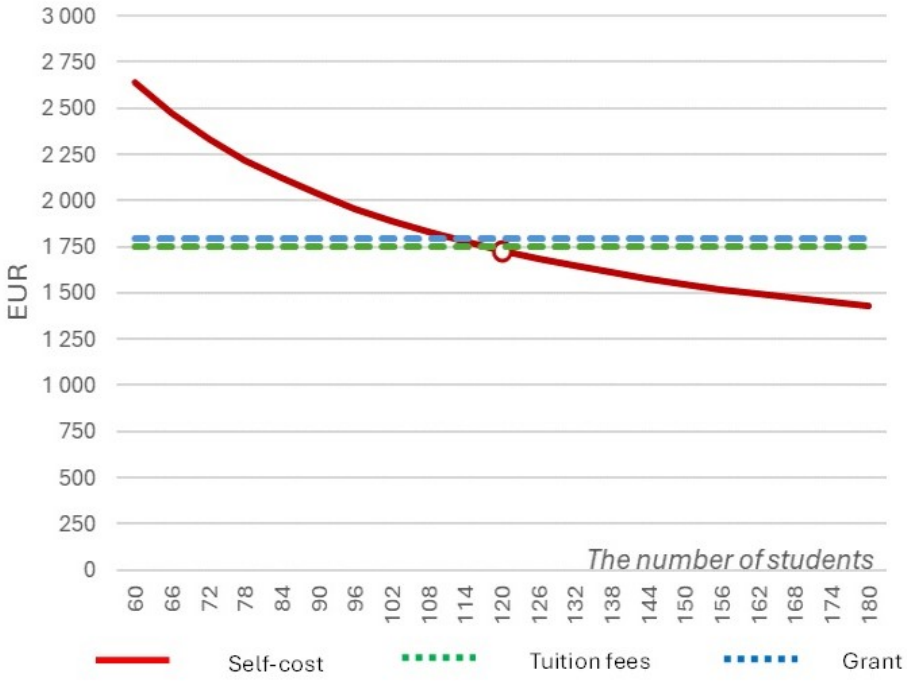


Figure 3.3.3.3. Cost of the programme in regional branches

Based on the calculation, it can be seen that in order for the programme to be profitable and for students to be provided with a high-quality study process, the number of fee-paying students in the program (for all courses together) should be at least 121 (the intersection of the red (self-cost) and green (tuition fees) lines projected onto the x-axis). On the other hand, if there were only budget students in the program, then their number should reach 117.

Summary of the programme's revenues and costs

Table *3.3.3.4* summarises the programme's revenues as a function of student numbers, state grants, and tuition fees, and expenses for this number of students.

Table 3.3.3.4. ***Programme revenue forecast a year, EUR***

Type of study	Number of students	Tuition fee/state grant	Total revenues	Total costs
Full-time (budget)	84	1793	150 612	187 116
Full-time (tuition fee)	4	2000	8 000	
Part-time (Riga)	158	1750	276 500	215 196
Part-time (Cēsis branch)	121	1750	211 750	208 435
Total:			**646 862**	**630 747**

The data in the table clearly proves that the UL has sufficient funds to implement the programme and to ensure its further development. In addition, the development of the programme can be financed from the income received from lifelong learning services, as well as from the financial resources accumulated by the structural unit. Faculties also receive financial support for programme development from the UL Study Quality Improvement Fund. The faculty evaluates tuition fees and costs every year and, considering the increase in costs, the tuition fees are revised.

3.4. Teaching Staff

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

One of the most important quality assurance factors of the study programme is the teaching staff, who are highly qualified specialists in the relevant fields of science, including the theoretical principles of educational sciences. The teaching staff involved in the study program are not only highly qualified specialists in education sciences, but also practitioners, and have until now been

working, implementing professional Bachelor's and professional Master's study programs in the field of teacher education. Teaching staff who have worked with prospective teachers and in the continuing education of existing teachers are able to successfully balance theoretical and practical issues, emphasising the knowledge necessary for teachers' professional activities.

To ensure high quality and innovative implementation of the study programme, several criteria are used for the selection of the teaching staff involved in the programme. Thus, qualified, scientifically and methodologically prepared teaching staff, specialists in the specified areas of study, who use modern approaches in their work, deliver the study courses.

Mandatory criteria for the selection of teaching staff are:

- qualifications in accordance with the requirements set by the regulations;
- scientific research direction/ interests correspond to the content of the study programme/course;
- appropriate knowledge of the national language and foreign languages.

At the same time, the creative and scientific biography of the teaching staff involved in the realisation of the study programme must comply with at least one of the following additional criteria:

1. professional development in the field of university didactics/teaching methodology
2. practical work experience at school (or other educational institution);
3. scientific/practical experience in school pedagogy, inclusive education;
4. participation in conferences, research projects;
5. participation in the project of the European Social Fund "Competence approach in the curriculum";
6. creative artistic activity.

The qualification of the teaching staff involved in the implementation of the study programme is appropriate for its specifics and the conditions of its implementation, as well as the requirements of regulatory enactments in the field of education. The teaching staff are professionals in their field of science who have proven their competence in the research, participated in international projects and developed teaching aids and materials.

Data on the teaching staff involved in the programme are reflected in the table 3.4.1.1.

Table *3.4.1.1.* ***Composition of the teaching staff involved in the study programme***

Indicator	2022 /2023
Number of teaching staff, including:	**57**
professors	7
associate professors	7
assistant professors	18
lecturers	12
visiting professors	1

teachers	12
Academic staff with PhD	**36**

Information about the compliance of the participating teaching staff with the indicated selection criteria is in the biographies of the teaching staff and in the summary of scientific research results.

The University of Latvia is focused on raising the qualifications of the teaching staff. The possibilities offered by the project No. 8.2.2.0/18/I/004 "Motivated, modern and competitive academic staff of the University of Latvia study field "Education, pedagogy and sports"" are actively used. For example, in 2022, continuing education courses "*Teaching modules for the development of technological pedagogical skills for ensuring studies in the digital environment*" were well attended. The continuing education courses are presented in table 3.4.1.2.

Table 3.4.1.2 ***Continuing education of the teaching staff involved in the study programme in the courses offered by the LU***

No.	Course	Number of teaching staff
1.	*Development of Moodle E-learning environment*	3
2.	*Practical recommendations for working in a digital environment*	17
3.	*Field-specific interactive solutions in developing classes*	9
4.	*Planning remote classes*	5
5.	*Distance learning methods*	13
6.	*General interactive solutions*	11
7.	*Blended learning*	8
8.	*Learning analytics*	7

The lecturers use the acquired knowledge and skills in their study courses, for example, presentations are improved using digital tools prezi.com, canva.com, digital tools are used to create creative tasks: Wordwall, Leanardo Al, Toolsforeducators, Bubble us. Digital tools are used in seminars, group works and discussions in lectures and seminars: Padlet, Jamboard, Ms Temas – Whiteboard. Quizizz, Kahoot help to ensure active engagement and interactive activity of students. Faculty use QRcode, Monkey, Jamboard, Padlet, mentimeter.com for feedback.

The improvement of the qualifications of the teaching staff of the UL is carried out systematically. For example, in academic year 2020/2021, 23 teaching staff members improved their English language skills in the continuing education programme of the Applied Linguistics Centre of the Faculty of Humanities of the LU "Improving the scientific and academic capacity of the English language of academic staff". They have received C1 (four teaching staff), B2 (10 teaching staff), and B1 (9 teaching staff) certificates. Currently, two teaching staff continue their studies.

During the 2020/2021 study year, almost all teaching staff continued to participate in the courses offered by the University of Latvia, for example "Public Speaking", "E- Learning environment - Moodle", "Academic Publishing Skills", "Digital Media Literacy", "Digital Skills Development", "Academic Staff Competence Development in the Field of Leadership" etc. During remote studies, several teaching staff have also improved their competence in international courses. For example, four teaching staff have completed the "*Training course for educators and primary teachers on Experiential Learning & Applied Didactics on Learning Space*" at the Alexandru Ioan Cuza University, Romania.

During the reporting period, seven members of the teaching staff of the study programme have improved their professional competence during internships at schools (4 teaching staff), non-formal education centres (2 teaching staff) and preschool (1 teaching staff).

Teaching staff of the study programme continue to work actively in various research and international projects. They also write and submit new project proposals directly related to teacher education. The projects involving teaching staff include:

- Blended Learning to Increase Math Success through Robotic Applications (Erasmus+; No. 2021-1-RO01-KA220-HED-000023025)
- RbtsInMath - Developing Mathematics Achievement through Using Robotics Applications in Flipped Learning (Erasmus+; No. 2022-1-PL01-KA220-HED-000086524)
- Self-evaluation as a means of improving pre-school education (Erasmus+; No. 2020-1-CZ01-KA201-078386)
- Flipped Learning Practices to Release Maths Anxiety with the Use of Robotics (Erasmus+; No. 2020-1-TR01-KA203-092209)
- I, Citizen to Be (Erasmus + KA2, No. 2020-1-LT01- KA201-078065)
- A model and tool for approaching school as a learning organisation to support implementation in educational institutions
- Feasibility study for the development of a unified set of methodological tools for the assessment of children's early development needs (No. 4.1-1/18-2021)
- State research programme "Latvian language" (No. VPP-IZM-2018/2-0002)
- CiCE Children's Identities and Citizenship: Best Practice Guides Erasmus Jean Monnet Network 553177-EEP-1-2014-1-UK-EPPPJMO-Network
- University of Latvia's innovative, research-based study program of the study field "Education and Pedagogy".
- Erasmus+ project “My HUB – an online repository of inclusive good practices, resources, methodologies for use in formal and non-formal education” (No. 604454-EPP-1-2018-1-LV EPPKA3-IPI-SOC-IN).
- UL FEPA development project "Development of innovative teaching materials for the new study programmes of education, pedagogy and sports".
- The project of the State Cultural Capital Fund "Annual Festival Ideas Book for Preschool".
- Motivated, modern, and competitive academic staff of the "Education, pedagogy and sports" study field of the University of Latvia.
- Erasmus+ project co-financed by the strategic partnership programme „Sustainability in the Rural Areas (SITRA)” No. 2018-1- IS01-KA202-038793, amount of funding 25 275 EUR.
- Erasmus+ project co-financed by the strategic partnership programme “Teaching learning spaces competence from early childhood education (TELESPA)” No. 2018-1-RO01-KA201-049545, amount of funding 28 514 EUR.
- Project 8.2.1.0/18/I/004 LU registration No. ESS2018/283 Title "University of Latvia's innovative, research-based study programme of the study field "Education and Pedagogy".
- Erasmus+ KA2 Project *Citizen in 31 hours* (2019-2022)

- Twinning project No. ENI/2018/395-401 (grant No. AZ/14/ENI/OT/01/17 (AZ/49), (2019-2020); Activity 1.5.

The professionalism of the teaching staff and their ability to connect research activity with the study process are also evidenced by the research and publications during the reporting period, which are summarised in the biographies of the teaching staff and the scientific research results. Most of the publications are in proceedings of international scientific conferences, indexed in the *Web of Science* or *Scopus* databases. In terms of the content, the publications cover education science, as well as relate to the profile of the study process. For instance:

- Digitalization of Higher Education and Response to Covid-19 Pandemic in Latvia. Human, technologies and quality of education, 253.
- Pedagogical Supervision in the Higher Education Study Process. Human, *Technologies and Quality of Education. Proceedings of Scientific Papers,* 499–514. doi: 10.22364/htqe.2022.36
- Professional Development Needs of Teachers Implementing Competency-Based Approach in Preschool Education. *Cypriot Journal of Educational Sciences*, 17(1), 306–319. DOI: 18844/cjes.v17i1.6716.
- Towards an Inclusive Digital Learning Environment in Higher Education: Opportunities and Limitations Gleaned from Working Students' Remote Learning Experiences during COVID-19. In *Inclusive Digital Education.* Daniela L. (Eds.). Springer Cham, 213-226. https://doi.org/10.1007/978-3-031-14775-3
- *Dažādība un iekļaušanās izglītībā* [Diversity and inclusion in education]. Riga: LU Akadēmiskais apgāds, 153 lpp. e-ISBN 978-9934-18-595-3; ISBN: 9789934186752. Monography approved: Council of Humanity and Social Sciences, University of Latvia, December 3, 2020)
- Transformation of Mathematics Education Curriculum in Pre-School in Latvia. // *Human, Technologies and Quality of Education,* Riga: University of Latvia Press, p. 734-737. https://doi.org/10.22364/htqe.2022.52, URL: https://www.apgads.lu.lv/fileadmin/user_upload/lu_portal/apgads/PDF/HTQE-2022/htqe.2022.52_Helmane-Vigule_726-737.pdf, ISBN 978-9934-18-911-1.
- Self-Guided Learning Process in Preschool: Challenges of the Practice.// *Human, Technologies and Quality of Education*, Riga: University of Latvia Press, p. 610-620. https://doi.org/10.22364/htqe.2021.48, URL: https://dspace.lu.lv/dspace/handle/7/56728 ISBN 9789934187353
- Pedagogical process facilitating physical activity of pre-schoolers. *Integration. Education: Materials of International Scientific Conference*. May 24-25, 2019, Rezekne: Rēzeknes Tehnoloģiju akadēmija, 2019.Vol.2, p.619-628. URL: http://journals.ru.lv/index.php/SIE/article/view/3807/3783 ISSN 1691-5887
- Language and content integrated learning and teaching in digital class: Latvia experience. *ERL JOURNAL* PAPER REVIEW FORM for EMPIRICAL PAPERS

Several lecturers have published teaching materials and books for both preschool and primary school teachers in cooperation with Latvian publishing houses. In 2020/2021, six teaching staff in the UL FEPA development project "Development of innovative study materials for the new education, pedagogy and sports study programs" developed innovative study materials, which have been placed on the Moodle environment and are available to students of the programme. Information about the publications of the involved teaching staff can be found in the biographies of the teaching staff and in the summary of scientific research results.

3.4.2. Analysis and assessment of the changes to the composition of the teaching staff

over the reporting period and their impact on the study quality.

During the reporting period, two members of the teaching staff have terminated their employment; one is currently on a long-term absence. During the reporting period, a visiting professor from the University of Chicago (Concordia University Chicago) joined the teaching staff of the study programme. During the study year, the professor taught several courses: "Training Course on School Mathematics I" (2 CP); "Field of Mathematics: Mathematics and Methodology I" (3 CP) and "Mathematics and Methodology II" (3 CP), which certainly broadened the horizons of students. The cooperation with the visiting professor continues. During the reporting period, one professor has obtained the status of emeritus professor and no longer works in the programme.

Work-based studies justify the need for not only knowledgeable teaching staff who keep up with the latest developments in the field in theoretical literature, but also for practitioners who are aware of the current issues at the school, district, and national level. Thus, 12 professionals with practical work experience in the relevant field have been involved in the implementation of the study programme. These mainly include courses related to the content and methodologies of the study areas, practices, specific industry courses. Eight lecturers of the study programme combine their pedagogical activity with primary education or preschool, where they work as deputy heads, methodologists, teachers, thus ensuring the unity of pedagogic theory and practice.

Employment of the teaching staff involved in the study programme requires a clear orientation to innovations in the field of education, ensuring connection of theory and practice, support for work-based teacher education, and effective stimuli for the acquisition of the teacher's professional competence. Three new lecturers have just defended their doctoral thesis or continue their studies at the Doctoral level. The new lecturers encourage students to make use of the information available in foreign languages, including the latest technologies, in their independent work. Visiting professors, on the other hand, broaden students' horizons, which in general increases the quality of studies. This is also evidenced by evaluations in student surveys.

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

Not applicable

3.4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying

the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).

Not applicable

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

To ensure successful realisation of the outcomes stated in the study programme, the UL foresees activities aimed at the use of modern models of cooperation and communication by the teaching staff (online cooperation networks, digital partnership, etc.). The teaching staff involved in the programme meet both in person and remotely to address issues related to the study process:

- Cooperation in updating study courses (at least once a year)
- The study programme provides courses with many CPs (6 CPs) (for example, the study course "Organization of Educational in Primary School"; "Teaching and Learning", etc.), the teaching of which involves several lecturers. Every semester, during the registration week, lecturers meet to agree on course requirements, distribution of topics, student independent work, exam requirements, and other issues related to the teaching the specific course;
- The UL experience shows successful teamwork of 3-5 lecturers in the development and implementation of integrated study courses. The didactic modules of the subject areas of the study programme are created in cooperation with several lecturers and other faculties. As a result, both the pedagogical aspects and the content of the subjects are integrated, so that the future teacher acquires a holistic vision (for example, study courses in the field of cultural awareness and artistic self-expression: Visual Arts, Music, The Art of Movement, “English, its methodology”, in the field of Mathematics: “Mathematics and Methodology” , “Organisation of Education in Primary School”;
- The study programme is also implemented in regional branches, so one course can be taught by several teaching staff. At least once a semester (experience shows that it happens more often), the teaching staff meets to update the course content, specify the organisation of independent work, the requirements for their fulfilment, evaluate materials on the e-learning platform, and share experience.
- Cooperation between study programme practice supervisors on updating the course of practices, the content of the portfolio submitted by students to the uniform requirements, evaluation, the organisation of the introductory seminar, intermediate seminar, and final seminar.
- The programme also includes optional modules. To ensure the interrelationship of study courses and modules, a meeting is organised between the teaching staff involved in the module to address the issues of course content and evaluation, to prevent content overlap.
- Departmental meetings are organised every month, where all issues related to the studies are discussed. It should be noted that each teaching staff can initiate a meeting to address some current issues, to get support, for example, in the development of a new study course

or its update.

Course update also considers the results of student surveys. Surveys are a tool for UL to increase students’ influence on the improvement of the study process and its organisation, as well as quality assurance, which can be seen as cooperation in improving the quality of studies. The programme director, who has access to the aggregated form of student surveys, and who discusses those with the teaching staff if it is necessary to make changes in the content or organisation of the course, reviews the survey results. Teaching staff have access to the evaluations of their courses in the ULIS system. In the future, it is also planned to consider the students' evaluation of courses and programme when making decisions aimed at the development of the study programme.

Describing the student-faculty ratio within the study programme, at the time of preparing the report, information on ULIS shows that the study programme has 539 students and 58 teaching staff. The student-faculty ratio was calculated using the FTE (number of students per full-time faculty member). In Riga, the average FTE for full-time and part-time studies is 30,11; in the Cesis branch 35.21. On average, the student-teacher ratio of the study programme is 25.12, which is a good indicator for the successful implementation of the programme.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	22_4_PBSP_SS_diploma paraugs_Sample_diploma transcript_LV_EN (1).docx	22_4_PBSP_SS_diploma paraugs_Sample_diploma transcript_LV_EN (1).docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	24_4_PBSP_Primary_Teacher_Statistics on students enrolled in the reporting period.docx	24_4_PBSP_Sakumizglitibas skolotajs_Statistika par studejosajiem.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	25_4_Compliance of the professional Bachelor's study programme "Primary Education Teacher" with the academic education standard.docx	25_4_PBSP_SS_atbilstība valsts standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	Annex_26_4_Primary_Teacher_relevance of the qualification to the professional standard.docx	26_4_PBSP_SS atbilstība profesijas standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Annex_27_5.docx	27_5_PBSP_SS_studiju programmas atbilstība nozares specifiskajam regulējumam.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	28_4_PBSP_Sakumizglitibas skolotajs_Primary School Teacher_kartejums_mapping.xlsx	28_4_PBSP_Sakumizglitibas skolotajs_Primary School Teacher_kartejums_mapping.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	29_4_PBSP_SS_plans_Plan.docx	29_4_PBSP_SS_plans_Plan.docx
Descriptions of the study courses/ modules	Teacher of primary Education_Study Course description_papildinati.docx	Sakumizglitiba_ kursu apraksti_papildinati.docx
Description of the organisation of the internship of the students (if applicable)	Annex_31_PBS_SS_Description of the organisation of students_practice.docx	31_PBS_SS_prakses organizacijas apraksts.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Educational Sciences (45142)

Study field	*Education and Pedagogy*
ProcedureStudyProgram.Name	*Educational Sciences*
Education classification code	*45142*
Type of the study programme	*Academic master study programme*
Name of the study programme director	*Dita*
Surname of the study programme director	*Nīmante*
E-mail of the study programme director	*dita.nimante@lu.lv*
Title of the study programme director	*Dr.paed.*
Phone of the study programme director	*29117118*
Goal of the study programme	*To promote the development of students' professional-pedagogical, management and research competence for competitiveness in education, to motivate further academic growth.*
Tasks of the study programme	*1. to foster students' research literacy by integrating the latest scientific knowledge and innovative ideas into research activities;* *2. to promote the development of students' pedagogical competence, their readiness to plan, implement, evaluate and develop educational activities according to the learning needs, different abilities and backgrounds of the target groups, the internal and external conditions of the development of educational institutions and the educational system;* *3. to promote students' management and leadership competencies in change management;* *4. to foster students' participation and co-responsibility, contributing to the development of a competent, responsible and motivated personality for lifelong learning;* *5. to promote students' understanding of and adherence to professional and academic ethics standards in practice.*

Results of the study programme	*Knowledge:* *1. understanding of educational sciences (integrating also other sciences related to human life) and their sub-disciplines, theory and practice, educational systems, history, development tendencies, research trends in Latvia, Europe and the world;* *2. understanding of the research process, including research logic, diverse research methods, interpretation and dissemination of research data;* *3. critical understanding of the relationship between educational theories, research and pedagogical regularities and practice;* *4. understanding of the pedagogical process and optimal learning environments in diverse educational contexts;* *5. demonstrated integrated knowledge and understanding of the management of education, interactions between actors in the educational process at different levels of education, the research process, mentoring in education, and communication in teamwork in educational institutions at different levels.* *Skills:* *6. systematically and critically analyse education-related social processes, theories, research data, educational policy and legal issues in Latvia, Europe and the world;* *7. critically analyse complex problems in educational sciences at different levels of education and in professional practice, justifying and defending their views in oral and written arguments;* *8. plan, implement, evaluate and improve pedagogical activities according to the needs of different target groups in different contexts, creating a safe and supportive, optimal learning environment;* *9. formulate, analytically describe and present information, problems and solutions in educational sciences in the professional activity of teachers and educational leaders;* *10. explain and discuss, based on arguments, complex or systemic aspects of educational sciences and the professional activities of teachers and educational leaders, the results of international and local research with specialists, non-specialists and the general public, and present research findings to a variety of audiences;* *11. independently apply theories, methods and problem-solving skills to carry out research activities in educational sciences.* *Competences:* *12. independently formulate and critically analyse complex scientific and professional problems in the field of education, justify decisions, carry out additional analysis of problems when necessary, and apply acquired knowledge and skills to new or unforeseen situations;* *13. integrate knowledge and skills from different fields in an autonomous decision-making process, contribute to the creation of new knowledge and the development of research and professional methods, and take ethical responsibility for the potential impact of scientific results or professional activities on society in the context of sustainable development;* *14. encourage and implement innovative, theoretical and research-based change in the field of education in their workplace and society, responsibly assessing the potential impact of their actions on the relationship between the field of education and society;* *15. lead or coordinate interdisciplinary teams, mentor in practice, carry out educational work according to the needs of different target groups in an inclusive educational environment, taking responsibility for their initiative and for the results of their staff and teamwork;* *16. reflect on their learning process and the results achieved, and guide further development of their knowledge, skills and competence.*

Final examination upon the completion of the study programme	*Master’s thesis*

Study programme forms

Full time studies - 2 years - latvian

Study type and form	*Full time studies*
Duration in full years	*2*
Duration in month	*0*
Language	*latvian*
Amount (CP)	*80*
Admission requirements (in English)	*In the module "Pedagogy": First-cycle higher education or second-cycle higher education, implemented after acquisition of the secondary education, or equivalent higher education with a completed programme of at least 120 CP (180 ECTS) and an entrance examination.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master's degree in educational sciences*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Full time studies - 2 years - english

Study type and form	*Full time studies*
Duration in full years	*2*
Duration in month	*0*
Language	*english*
Amount (CP)	*80*
Admission requirements (in English)	*In the module "Pedagogy": First-cycle higher education or second-cycle higher education, implemented after acquisition of the secondary education, or equivalent higher education with a completed programme of at least 120 CP (180 ECTS) and an entrance examination. English proficiency at a minimum level of B2*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master's degree in educational sciences*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Part time studies - 1 years, 8 months - latvian

Study type and form	*Part time studies*
Duration in full years	*1*
Duration in month	*8*

Language	*latvian*
Amount (CP)	*50*
Admission requirements (in English)	*1. In the module "Diversity and inclusion in education" and in the module " Teacher mentor ": Pedagogical education - first-cycle higher education or equivalent higher education with a completed programme of at least 160 CP (240 ECTS) and an entrance examination. 2. In the module "Educational management" and in the module "Human behaviour and counselling in education": Pedagogical education - first-cycle higher education or equivalent higher education with a completed programme of at least 160 CP (240 ECTS) and an entrance examination. First-cycle higher education or second-cycle higher education, implemented after acquisition of the secondary education, or equivalent higher education in any other field with a completed programme of at least 160 CP (240 ECTS) and work experience or completed courses (at least 2 CP (3 ECTS)) in the relevant field of education or field of science and an entrance examination.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master's degree in educational sciences*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050
Bauska branch of University of Latvia	BAUSKA	RĪGAS IELA 8, BAUSKA, BAUSKAS NOVADS, LV-3901
Cēsis branch of University of Latvia	CĒSIS	LIELĀ KATRĪNAS IELA 2, CĒSIS, CĒSU NOVADS, LV-4101
Jēkabpils branch of University of Latvia	JĒKABPILS	RĪGAS IELA 210A, JĒKABPILS, JĒKABPILS NOVADS, LV-5202
Kuldīga branch of University of Latvia	KULDĪGA	KALNA IELA 19, KULDĪGA, KULDĪGAS NOVADS, LV-3301
Alūksne branch of University of Latvia	ALŪKSNE	PILS IELA 21, ALŪKSNE, ALŪKSNES NOVADS, LV-4301
Madona branch of University of Latvia	MADONA	VALDEMĀRA BULVĀRIS 6, MADONA, MADONAS NOVADS, LV-4801
Tukums branch of University of Latvia	TUKUMS	PILS IELA 14, TUKUMS, TUKUMA NOVADS, LV-3101

Part time studies - 1 years, 8 months - english

Study type and form	*Part time studies*
Duration in full years	*1*
Duration in month	*8*
Language	*english*
Amount (CP)	*50*

Admission requirements (in English)	*1. In the module "Diversity and inclusion in education" and in the module " Teacher mentor ": Pedagogical education - first-cycle higher education or equivalent higher education with a completed programme of at least 160 CP (240 ECTS) and an entrance examination. 2. In the module "Educational management" and in the module "Human behaviour and counselling in education": Pedagogical education - first-cycle higher education or equivalent higher education with a completed programme of at least 160 CP (240 ECTS) and an entrance examination. First-cycle higher education or second-cycle higher education, implemented after acquisition of the secondary education, or equivalent higher education in any other field with a completed programme of at least 160 CP (240 ECTS) and work experience or completed courses (at least 2 CP (3 ECTS)) in the relevant field of education or field of science and an entrance examination. 3.English proficiency at a minimum level of B2*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master's degree in educational sciences*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Full time studies - 1 years, 3 months - latvian

Study type and form	*Full time studies*
Duration in full years	*1*
Duration in month	*3*
Language	*latvian*
Amount (CP)	*50*
Admission requirements (in English)	*1. In the module "Diversity and inclusion in education" and in the module " Teacher mentor ": Pedagogical education - first-cycle higher education or equivalent higher education with a completed programme of at least 160 CP (240 ECTS) and an entrance examination. 2. In the module "Educational management" and in the module "Human behaviour and counselling in education": Pedagogical education - first-cycle higher education or equivalent higher education with a completed programme of at least 160 CP (240 ECTS) and an entrance examination. First-cycle higher education or second-cycle higher education, implemented after acquisition of the secondary education, or equivalent higher education in any other field with a completed programme of at least 160 CP (240 ECTS) and work experience or completed courses (at least 2 CP (3 ECTS)) in the relevant field of education or field of science and an entrance examination.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master's degree in educational sciences*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Full time studies - 1 years, 3 months - english

Study type and form	*Full time studies*
Duration in full years	*1*
Duration in month	*3*
Language	*english*
Amount (CP)	*50*
Admission requirements (in English)	*1. In the module "Diversity and inclusion in education" and in the module " Teacher mentor ": Pedagogical education - first-cycle higher education or equivalent higher education with a completed programme of at least 160 CP (240 ECTS) and an entrance examination. 2. In the module "Educational management" and in the module "Human behaviour and counselling in education": Pedagogical education - first-cycle higher education or equivalent higher education with a completed programme of at least 160 CP (240 ECTS) and an entrance examination. First-cycle higher education or second-cycle higher education, implemented after acquisition of the secondary education, or equivalent higher education in any other field with a completed programme of at least 160 CP (240 ECTS) and work experience or completed courses (at least 2 CP (3 ECTS)) in the relevant field of education or field of science and an entrance examination. 3. English proficiency at a minimum level of B2*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master's degree in educational sciences*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Part time studies - 2 years, 5 months - latvian

Study type and form	*Part time studies*
Duration in full years	*2*
Duration in month	*5*
Language	*latvian*
Amount (CP)	*80*
Admission requirements (in English)	*In the module "Pedagogy": First-cycle higher education or second-cycle higher education, implemented after acquisition of the secondary education, or equivalent higher education with a completed programme of at least 120 CP (180 ECTS) and an entrance examination.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master's degree in educational sciences*
Qualification to be obtained (in english)	*-*

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050
Bauska branch of University of Latvia	BAUSKA	RĪGAS IELA 8, BAUSKA, BAUSKAS NOVADS, LV-3901
Cēsis branch of University of Latvia	CĒSIS	LIELĀ KATRĪNAS IELA 2, CĒSIS, CĒSU NOVADS, LV-4101
Jēkabpils branch of University of Latvia	JĒKABPILS	RĪGAS IELA 210A, JĒKABPILS, JĒKABPILS NOVADS, LV-5202
Kuldīga branch of University of Latvia	KULDĪGA	KALNA IELA 19, KULDĪGA, KULDĪGAS NOVADS, LV-3301
Ventspils branch of University of Latvia	VENTSPILS	SAULES IELA 10, VENTSPILS, LV-3601

Part time studies - 2 years, 5 months - english

Study type and form	*Part time studies*
Duration in full years	*2*
Duration in month	*5*
Language	*english*
Amount (CP)	*80*
Admission requirements (in English)	*In the module "Pedagogy": First-cycle higher education or second-cycle higher education, implemented after acquisition of the secondary education, or equivalent higher education with a completed programme of at least 120 CP (180 ECTS) and an entrance examination. English proficiency at a minimum level of B2*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master's degree in educational sciences*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050
Alūksne branch of University of Latvia	ALŪKSNE	PILS IELA 21, ALŪKSNE, ALŪKSNES NOVADS, LV-4301
Bauska branch of University of Latvia	BAUSKA	RĪGAS IELA 8, BAUSKA, BAUSKAS NOVADS, LV-3901
Cēsis branch of University of Latvia	CĒSIS	LIELĀ KATRĪNAS IELA 2, CĒSIS, CĒSU NOVADS, LV-4101
Jēkabpils branch of University of Latvia	JĒKABPILS	RĪGAS IELA 210A, JĒKABPILS, JĒKABPILS NOVADS, LV-5202
Kuldīga branch of University of Latvia	KULDĪGA	KALNA IELA 19, KULDĪGA, KULDĪGAS NOVADS, LV-3301
Madona branch of University of Latvia	MADONA	VALDEMĀRA BULVĀRIS 6, MADONA, MADONAS NOVADS, LV-4801
Tukums branch of University of Latvia	TUKUMS	PILS IELA 14, TUKUMS, TUKUMA NOVADS, LV-3101

3.1. Indicators Describing the Study Programme

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

The Master's study program "Educational Sciences" (hereinafter - MSP ES) is licensed by the Study Quality Commission on 6.05.2020. has adopted decision 2020/21-L on the granting of the License. With the Study Quality Commission 3.08.2022 decision no. 2022/11-SPI MSP ES included in the study direction.

During the reporting period, changes have been made in the parameters of the MSP ES since the *Decision* of the Study Quality Commission of 3.08.2022 on the inclusion of the study programme in the study field "Education, Pedagogy and Sport". The changes have been implemented in line with the *Decision* of the Study Quality Commission (see Table 3.1.1.1).

Table 3.1.1.1. Changes in the parameters of the study programme

Defined changes	Changes in the parameters of the study programme :

According to the Decision of the Study Quality Commission of 26 October 2022 on the fulfilment of conditions No 2022/11-SPIn, which states, "To instruct the University to specify the admission requirements by separating the admission requirements from the admission rules (in all study options) before the accreditation of the Study Field".	Admission requirements are separate from admission rules and admission requirements are defined as follows: Short Form (50CP) in the module "Diversity and inclusion in education" and in the module " Teacher mentor ": Teacher education - first cycle higher education (Bachelor's degree or second cycle professional higher education (or equivalent)) with a programme of at least 160 CP and an entrance examination. Short form (50CP) in the module "Educational management" and in the module "Human behaviour and counselling in education": Teacher education - first cycle higher education (Bachelor's degree or second cycle professional higher education (or equivalent)) with a programme of at least 160 CP and an entrance examination. First cycle higher education (Bachelor's degree or second cycle professional higher education (or equivalent)) or second cycle higher education (second cycle post-secondary professional higher education) in any other discipline with a programme of at least 160 CP and work experience or completed courses (of at least 2 CP) in the relevant field of education or scientific discipline and an entrance examination. Long form (80CP) in the module "Pedagogy": First cycle higher education or second cycle higher education with a programme of at least 120 CP and an entrance examination. English language study requires at least a B2 level of English.

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

The **relevance of the MSP ES** to the field of study is determined by the specificity of education science as a field and its relation to the aims of the study field - excellence, internationalisation and interdisciplinarity, oriented towards high-level studies and research. The excellence of the MSP ES is related to the targeted efforts of the entire University of Latvia to combine diverse studies and scientific activities to provide globally recognised higher education, to create new knowledge and to apply it in solving problems of importance for the Latvian economy and society, and to promote competitiveness. The academic Master's degree programme is designed to enable master's students to acquire internationally recognised academic higher education based on scientific research, carrying out fundamental and applied research in the field. Research is both a crosscutting component of the programme and a leading dominance in each course through the development of study works, as well as through *Academic Practice*, for example, through students' collaboration with researchers of the UL in the conduct of research, and through students' choice of PhD studies. The indicators of excellence in science and academic performance set out in the UL strategy are also relevant for MSP ES. Scientific excellence of students and teaching staff is promoted by supporting the development of scientific publications at the UL and in cooperation with other universities worldwide, their increase in the share of known (SCOPUS and Web of Science) databases, citations, involvement in interdisciplinary research and projects, participation in national and international research. The excellence of the studies is based on the targeted adherence to the principles of student selection when admitting students to the programme. Each year, the formulae for calculating the competitive assessment and the admission procedure are defined in the UL admission rules for the current academic year, and published on the UL portal https://www.lu.lv/en/admission/admission-procedure/ . For example, the following conditions have been set for the entrance examinations of the Master's degree programme "Education Sciences" in 2022:

1. Written free essay on current issues and problems in education (including in the chosen module of the programme), a substantive application for the topic of the Master's thesis (300-500 words).

Assessment criteria:

1. content of the essay (relevance of the chosen topic to the field, including labour market requirements, relevance to the Master's thesis, concrete, convincing, innovative - (1x400);
2. essay layout (logical, coherent, fit for purpose, directed towards conclusions)- (1x100);
3. language and scientific style (clear, consistent, correct vocabulary) - (1x200).
4. Discussion of the applicant's previous experience (pedagogical, leadership and scientific), possible research problem, relevance and justification in theory and practice, motivation and foreign language skills.

Assessment criteria: a) ability to communicate, answer questions, use appropriate terminology in education sciences, demonstrating an understanding of the theory and practice of education sciences (1x100);

1. ability to state the main idea concisely and answer questions in English (1x100);
2. ability to describe his/her knowledge, skills and competences, motivation, and to reflect in an informed and evidence-based way on their previous experience in education sciences (1x100).

Total maximum points: 1000. Minimum score for admission to the programme: 300.

The principle of excellence operates in the selection of teaching staff working with students. The

MSP ES involves leaders in their fields, scientists or future scientists. Academic qualifications, PhDs, experience, international mobility are important. The academic staff are provided with career development based on their achievements in their studies and scientific activities, and a strategy and incentive system for the career development of the academic staff and criteria for their promotion are developed.

The interdisciplinarity of the MSP ES is implemented through students collaborating in diverse groups and contexts, acquiring the content of the programme in individual modules, and collaborating with students from other modules and study forms (including part-time intramural students, students studying in English and students studying in regional branches), planning both joint and separate lectures. Students' work purposefully is organised in different interdisciplinary groups. For example, in the course "History of Education and Philosophy in the Perspective of the 21st Century", students work in such interdisciplinary groups on various topical issues and problems. The implementation and development of the programme involves specialists, researchers and practitioners from different fields of education (pedagogy, psychology, management); their involvement in the study process promotes innovative and creative solutions in both practice and theory. Interdisciplinarity is characterised by the study papers and final theses developed by the students.

The internationalisation of MSP ES is primarily achieved by attracting foreign students and lecturers to the programme. The programme's broad and flexible offer has been designed to enable English-speaking students to acquire the programme. The potential of the programme and the academic staff includes lecturing in English for foreign students as well as for Latvian students (at least 10% of the programme content is delivered in English and Latvian). The suggestion made in the previous accreditation period to use the resource of foreign students has been taken into account, e.g., by organising joint seminar sessions for groups with Latvian and English speakers. The programme has so far enrolled only one course in English (7 students), which graduated in November 2023. There are currently several applications from international students for the 2023 admission. Although the experience with foreign students is limited, we have already implemented - in the academic year 2021/2022 - the joint participation of Latvian and English language groups in the study course "Master's Thesis I", the experience was continued in the course "Master's Thesis II" in the academic year 2022/2023. Significant efforts are being made to attract international academic staff, for example, the programme attracted prof. Robert Osgood from the USA (Fulbright scholar), who both lectured and advised students on issues of inclusion and special education, as well as aspects of historical research. The programme is more actively involving assist. prof. Han Selçuk, who provides a permanent international dimension to the programme by teaching courses in English. The departments of the FEPA receive additional funding for business trips. International mobility of the academic staff is ensured each year. For example, several lecturers benefited from Erasmus mobility in 2021/2022, as well as other international exchange programmes. For example, prof. Antra Ozola studied for half a year at the University of Buffalo, USA, in autumn 2022. The UL FEPA and the programme welcome Erasmus students and integrate them into the acquisition of MSP ES courses, as well as Erasmus mobility lecturers from other European and international universities, e.g. in May 2023, Astrīda Laiter from the private University of Education, Diocese Linz, was a visiting lecturer in the programme. Diocese Linz,

The title of the study programme, the degree to be awarded, as well as the compliance of the study programme parameters with the specified study programme results are regulated by external regulations, i.e., Cabinet of Ministers (CM) Regulation No 240 (21.06.2019) on the State Standard of Academic Education[1], CM Regulation No 322 (13.06.2017) on Latvian Classification of Education[2]. The title of the MSP ES and degree to be awarded fully comply with the specified requirements. The **programme code** of the MSP ES is in accordance with the CM

Regulation No 322 Regulations on Latvian Classification of Education[3] , which is appropriate for the seventh qualification level of the Latvian Education Qualification Framework, and the second cycle qualification level of the European Qualifications Framework for Higher Education Area (See *Annex for a sample of the diploma and its annexes to be issued for the completion of the study programme*).

The scope of the study programme, the duration of the study programme, the parts of the study programme and their scope; the compulsory content; basic principles and procedures of evaluation and principles of implementation are regulated by Cabinet Regulations 240 Regulations on the State Standard of Academic Education[4]. The above-mentioned parameters of the study programme meet the requirements set out in the regulations and the achievement of the learning outcomes of the study programme (See Annex *Evaluation of the compliance of the study programme MSP ES with the State Standard of Academic Education*)

The selection of study courses, the content and scope of study courses, as well as the content of academic practice in the MSP ES are determined in accordance with current policy documents[5]; the strategy of the University of Latvia for 2021-2027[6]; research into the educational needs of students and teachers, combining diverse studies and research activities, creating new knowledge and applying it to solve problems of importance to the Latvian economy and society.

Based on the priorities set by the European Commission, in particular, the lifelong learning, the Master's programme provides students with the opportunity to study at higher level study programme, fulfil their lifelong learning potential, develop professionally and academically, specialise in a field of education, acquire an academic education and obtain a Master's degree in Educational Sciences.

MSP ES is implemented in several variations: short and long form, as well as FT and PT. The short form provides the opportunity to acquire knowledge, improve skills and develop competences in a field relevant to the contemporary educational environment at Master’s level in four modules. They are: “Educational Management”, “Diversity and Inclusion in Education”, until the academic year 2021/2022 “Teaching and Learning for Literacy”, hereinafter “Teacher Mentor”, until the academic year 2021/2022 “Human Behaviour and Education”, hereinafter “Human Behaviour and Counselling in Education”.

The content of this form consists of study courses of 50 CP in accordance with Cabinet Regulation No 240[8] as well as Section 55 (1), (2) (c) of the Law on Higher Education[9], divided into: compulsory study courses (12 CP), restricted elective study courses (12 CP), elective courses (4 CP), academic practice (2 CP), master thesis development (20 CP). The main target group of the short form is teachers, but the Master's programme also offers the opportunity for professionals from other fields (heads of educational institutions, representatives of educational institutions, museum staff, staff of counselling institutions, education experts, etc.) to study and acquire advanced education. According to the *Law on Higher Education Institutions*, a study module is "a component of a study programme established by combining study courses or parts, which have a common aim and learning outcomes to be achieved"[10].

Accordingly, common aims and learning outcomes have been defined for each of the four modules (see Chapter 3.2.1).

The long-form module "Pedagogy" offers the opportunity to acquire purposefully pedagogical and pedagogical leadership competences and to develop research competences for those students who have not previously had a pedagogical education or who have not had a complete and appropriate short-form (insufficient number of CPs and insufficient higher pedagogical education). The content consists of study courses covering 80 CP. In accordance with the Cabinet of Ministers Regulation

No. 240[11], as well as Article 55, paragraph 1, subparagraph 2, section c of the Law on Higher Education Institutions, study courses are divided into compulsory study courses (24 CP), restricted elective study courses (28 CP), elective courses (6 CP), academic practice (2 CP), master thesis development (20 CP) (See Annex *MSP ES full-time full-time and part-time full-time study plan*).

MSP ES offers flexibility in both the short and long form of the programme by planning a common Part A (compulsory), Part B (restricted choice) where students study the course content according to the module, Part C (elective) where students can study together according to their own interests and learning needs.

The study content of the MSP ES comprises a set of knowledge, skills and competence corresponding to the knowledge, skills and competence of the seventh level of the European Qualifications Framework as defined in the Latvian Classification of Education[12]. The study programme has clearly defined aims, objectives and learning outcomes, which are interlinked with the learning outcomes of the study courses.

[1] MK noteikumi Nr. 240. Noteikumi par valsts akadēmiskās izglītības standartu. Available in Latvian at: https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitibas-standartu [[Regulations of the Cabinet of Ministers of May 13, 2014 No. 240. *Regulations on the national academic education standard.* Available in Latvian at: https://likumi.lv/doc.php?id=266187]]

[2] MK noteikumi Nr. 322. Noteikumi par Latvijas izglītības klasifikāciju. https://likumi.lv/ta/id/291524#piel2[Cabinet of Ministers Regulations No. 322. *Regulations on the Classification of Education in Latvia*. Available in Latvian at: https://likumi.lv/ta/id/291524#piel2]

[3] MK noteikumi Nr. 322. Noteikumi par Latvijas izglītības klasifikāciju. https://likumi.lv/ta/id/291524#piel2[Cabinet of Ministers Regulations No. 322. *Regulations on the Classification of Education in Latvia*. Available in Latvian at: https://likumi.lv/ta/id/291524#piel2]

[4] MK noteikumi Nr. 240. Noteikumi par valsts akadēmiskās izglītības standartu. https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitibas-standartu[[Regulations of the Cabinet of Ministers of May 13, 2014 No. 240. *Regulations on the national academic education standard.* Available in Latvian at: https://likumi.lv/doc.php?id=266187]

[5] Latvijas ilgtspējīgas attīstības stratēģija līdz 2030. gadam./ [Latvia's sustainable development strategy 2030. Available in English] https://www.varam.gov.lv/sites/varam/files/content/files/lias_2030_en.pdf

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[6] Latvijas Universitātes stratēģija 2021.-2027./Apstiprināta LU Senāta sēdē 28.06.2021., lēmums Nr.2-3/90 https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_LV/1._VISPAREJIE_DOKUMENTI/LU_strategija_buklets_2021.pdf [University of Latvia Strategy 2021-2027.]

[8] MK noteikumi Nr. 240. Noteikumi par valsts akadēmiskās izglītības standartu. https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitibas-standartu[Regulations of the Cabinet of Ministers of May 13, 2014 No. 240. *Regulations on the national academic education standard.* Available in Latvian]

[9] Augstskolas likums (1995). Saeima. https://likumi.lv/ta/id/37967-augstskolu-likums [Law on Higher Education Institutions of the Republic of Latvia. https://likumi.lv/ta/id/37967-augstskolu-likums]

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[12] MK noteikumi Nr. 322. Noteikumi par Latvijas izglītības klasifikāciju. https://likumi.lv/ta/id/291524#piel2 [Cabinet of Ministers Regulations No. 322. *Regulations on the Classification of Education in Latvia*. Available in Latvian]

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

The MSP ES is designed as a second cycle higher education study programme with learning outcomes and study content formulated in accordance with the European Qualifications Framework in order to provide students with in-depth and broad knowledge, understanding, skills and competence in educational sciences, complementing what they have learned in the first cycle of studies, and to promote competitiveness in education. In most cases, students who have obtained qualifications as teachers, sports teachers, coaches and pre-school teachers immediately after their studies or after a break of 1-2 years naturally choose further studies at MSP ES. This trend is characteristic for both groups of students - Latvian and English students. Students' motivation is not only personal development but also professional development. These are students who want to study in more depth a chosen field of education, and who directly link their choice to study a Master's level programme to improving their competitiveness in education, seeing an opportunity for career development in the programme, for example, by becoming educational managers. By enhancing their competitiveness, students have the opportunity to improve their quality of life, economic and social well-being, at the same time developing the capacity to create new benefit through educational innovation. Given the acute shortage of educators in the sector and the need for highly qualified educators who can drive the educational paradigm shift embodied in the Cabinet Regulations (standard), the contribution of the study programme is relevant to the sector. Accordingly, the MSP ES is in line with the trends of the Bologna process, which is the formation of a single European higher education area, ensuring that higher education in all three study cycles in education sciences will continue to be possible in Latvia.

In general, the MSP ES corresponds to the sectoral trends reflected in the current objectives set out in the Latvian policy planning documents for 2021-2027 (Latvian National Development Plan

2021-2027; Education Development Guidelines 2021-2027 "Future Skills for Future Society"; Guidelines for Science, Technology Development and Innovation 2021-2027). Specifically, the MSP ES is in line with the objectives of the Policy Planning Documents of the Education Sector 2021-2027. The programme is delivered by highly qualified, competent and excellence-oriented academic staff; it is designed to be modern, high quality and oriented towards the development of highly valued skills in the labour market; the programme is targeted to support the development of each student. The programme was designed from the outset to be sustainable and to manage effectively the resources available in the education system. In fact, it was established by consolidating seven Master's level programmes in the field of education previously implemented at the UL FEPA and UL branches, which were closed in 2022 in accordance with the "Development Plan for Teacher Education at the University of Latvia 2018-2023". The programme, bringing together all existing resources, formed a new offer for Master's level studies in education sciences. The MSP ES meets the criteria for an educational service defined in the Education Development Guidelines 2021-2027, such as "modern", "qualitative", "interdisciplinary", "diverse", "flexible", "individualised and differentiated".

Another characteristic of the MSP ES is in line with the trend in several European countries in recent years for professionals with a background in another field to choose a Master's degree in education, in order to acquire pedagogical competence. In some countries, equivalent studies in a Master's programme in Education Sciences are chosen, for example, by academic staff in higher education institutions (especially those working as assistants, lecturers in vocational or applied sciences, or professionals working as teachers in non-formal education, interest education, the social sphere, adult education, military education and religious education. Increasingly, business people, such as HR professionals, for whom pedagogical competences and communication skills are essential in their professional roles choose to study pedagogy. This is positive on the one hand, but it is also challenging. It is in line with trends in Europe, where there is a growing diversity in the target audience of students in Master’s level programmes (especially in the social sciences and humanities). Therefore, content and organisational solutions are being sought and found to meet the diverse educational needs of the target audience of Master’s programmes by providing flexible study forms, accessible study environments (face-to-face and distance) and time (e.g., afternoons to combine study with work), making effective use of modern digital solutions (video production, recordings, etc.), as well as the use of the Internet. This trend is particularly characteristic of Latvian-speaking groups, including students of regional branches, who take advantage of the opportunity to study at Master’s level close to their place of residence and to retrain. Thus, the programme partly addresses this economic function - the need for new staff in the educational environment. Students become heads of methodological associations, pre-school methodologists, pre-school directors, deputy directors in educational institutions and project managers already during their studies or shortly after graduation. The programme also partly fulfils a social function by supporting students in regional branches, providing education closer to their place of residence.

To assess the benefit of the programme during the approbation process and in the subsequent implementation of the programme, MSP ES has collaborated with employers' organisations. For example, in late 2020 and early 2021, external evaluators (from the employers' side) - Dr. Rūdolfs Kalvāns, Dr. Maija Kokare - were engaged to evaluate the programme in line with the needs of the labour market. In autumn 2021, an internal expert, assist.prof. Ligita Stramkale, conducted a repeated survey. In October 2022 and January 2023, the teaching staff were also surveyed, in total 15 lecturers participated. The UL FEPA also conducted a graduate – employers’ survey in December 2022. On 7 June 2023, a meeting of students, the programme director and the teaching staff with professional organisations of employers took place.

Over the years, through surveys and discussions with employers, it has become clear that MSP ES

students have mostly 2-5 years of work experience in education/teaching. The vast majority of students work as a teacher or as a member of the support staff in a school at their maximum workload per month alongside their studies. Some students are already invited to apply for a managerial position during their studies. In general, after graduation students rate highly their ability to perform work well, their competence in interdisciplinary research that helps them to make informed decisions in the work environment, and their broad interdisciplinary and critical evaluation of educational processes. These years have given confidence in the **relevance** of the MSP ES **to the needs of the education sector, with high overall assessment given by employers and employers of graduates**. At the same time, discussions with the representatives of the education sector have highlighted the sector's acute need for new employees, a shortage that in some cases prevents sufficient focus on quality aspects. The findings of the discussions with employers are regularly discussed with the teaching staff, including adjustments to course descriptions by lecturers in the summer of 2023 in preparation for the new academic year. The programme plans further cooperation with employers to obtain feedback on the relevance of the programme to the needs of the sector.

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

The first admission of students to the MSP "Education Sciences" took place in the academic year 2020/2021, and since then there has been a constant interest in the study programme every year and a constant demand from students both in Riga, at the FEPA and the branches of the University. The highest number of students enrolled was in the summer of 2020, at the start of the programme, when 115 students were enrolled. This was probably due to an extended publicity campaign for the programme under development. In 2021, although there was considerable interest, with 147 students expressing their wish to study and applying, 77 students signed an agreement and started their studies. This can largely be explained by the fact that the applicants who applied for studies were mainly applying for budget places. Failing to obtain this, only a part of the students chose to sign the agreement and pay for their studies out of their private means. It is important to point out that this was the time of the so-called Pandemic (COVID-19), followed by the economic crisis, a time when the solvency of society as a whole declined. Accordingly, students chose not to finance their studies. It is important to note that the number of budget places in the MSP ES is limited and has not increased since the first year of the programme. 86 students started their studies in 2022 and signed the agreement. Proportionally few students (7) were enrolled in the English cohort. Each year there has been a strong interest from students of the UL branches, but they are mainly enrolled during the additional admission period (August). This can be explained by the fact that in August the educational institutions start their activities, which encourage their teachers to acquire the appropriate level of education. At the same time, it should be admitted that the demand has not been uniform from all branches.

In the first year, special attention was paid to students who chose to discontinue their studies. Students not only filled in the questionnaire attached to the application for exmatriculation, indicating the main reasons for not continuing their studies, but also the programme director contacted each of the potential withdrawers and individual discussions were held. The factors influencing the discontinuation were mainly personal, such as the inability to combine studies with

work, time management, also finances, as well as an inadequate understanding of Master's level studies, e.g, insufficient familiarity with the programme description, Master's studies requiring a higher level of ability and commitment, students not being able to fulfil the programme requirements. In the first year, the drop-out rate was 9% of all students. The reasons were analysed at the first meeting of the teaching staff of the programme, with particular attention to the aspect of high demands of the programme. As some students pointed out, especially those enrolled in the regional branches, they were underprepared for such a high level of studies, and consequently overestimated their possibilities. Considering this aspect, the lecturers agreed to assess more carefully the applicants' possibilities to study at the Master's level already during the admission process, and it was decided to set an admission threshold, whereby if an applicant does not obtain the set number of points, he/she cannot be admitted to the study programme. Accordingly, in the following academic years, if students dropped out of the study process, the main reasons for discontinuation were personal and financial reasons and the inability to combine work and studies. Several students were influenced to leave their studies by the circumstances of the pandemic, i.e. COVID-19 when it was difficult to combine work and studies and various mental health issues emerged. Then, the largest dropout was from the short form specialisation "Educational management", as this specialisation has the highest number of students enrolled. The transition to the distance learning form of work was also mentioned as a reason for dropping out. Students' motivation was often related to the opportunities to socialise and build cooperation and professional networks, which was difficult to achieve during distance learning. Analysing the dynamics of student numbers in the following years, as well as in this academic year, the number of drop-outs has stabilised at 2% of the total number of students (See *Statistics on students enrolled in the Master's degree programme* "*Education Sciences*").

The total number of students in the MSP ES in all forms, including short, long, full-time intramural (FTI) studies, part-time intramural studies (PTI), Riga and branches; in the 2022/2023 is 167. Ten students have discontinued their studies and 21 were on academic leave.

64 students are studying full-time intramural studies, 14 of them paying the tuition fee themselves, but the largest number of students (99) are in part-time intramural studies, all at their own expense. In the academic year 2022/2023, there were four students enrolled from abroad. The majority of students study in the short form, specialising in "Educational Management" in both FTI and PTI. The average interest in the specialisations so far and the corresponding distribution of students: short form specialisation: "Teaching and Learning for Literacy", hereafter named "Teacher Mentor" - 7%, "Educational Management" - 56%, "'Human Behaviour and Education", hereafter "Human Behaviour and Counselling in Education" - 11%, "Diversity and Inclusion in Education" - 10%, long-form "Pedagogy" - 16%. The students studied in Riga and the branches (Cesis, Jekabpils and Kuldiga). See the statistical summary for 2022/2023 in the Annex (see *Statistics on students in the Master's degree programme* "*EducationSciences*").

It can therefore be concluded that there is a continuous interest from potential applicants to study in the MSP ES. If more budget places were available, the number of students would be correspondingly higher. By accurately reflecting the content of the programme, announcing the admission to the MSP ES and setting admission criteria, including an admission threshold, it is possible to address more purposeful the potential students, to better evaluate students' potential to study at the Master's level during the admission process, and consequently reduce the number of drop-outs later in the programme.

Another conclusion that can be drawn is that each year the number of students who can finance their own studies decreases. This leads to a corresponding decrease in the number of PTI students and in the number of FTI students who can finance their own studies; accordingly, there is a corresponding decrease in the total number of students in the programme, preventing the

programme from growing to the target of 250 students in the programme. This can be explained by the general deterioration of the economic situation in the country, as well as the fact that in the field of education, the Master's degree in the teaching profession is not formally and normatively established as a career factor, nor is it linked to salary increases in the profession. Students' motivation to study, actually, is linked to their desire to improve their personal and professional competences. It should also be acknowledged that there is a general tendency of decreasing number of students in Master's level study programmes across the whole University of Latvia.

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

Not applicable

3.2. The Content of Studies and Implementation Thereof

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

The detailed content of the study programme, which is revealed in the course descriptions, has been developed considering the current trends in education, current research, the experience of the programme developers, the opinion of experts of the working group, employers, normative documents, international research, recommendations, the latest theoretical findings, recommendations of professional organisations, survey results, as well as comparisons with the offer of other universities around the world. The MSP ES has been developed taking into account the student-centred approach that has been followed in the formulation of the aim and objectives of the study programme and meaningful definition of learning outcomes. The aim, objectives, and learning results of the MSP ES are subordinated to the aim, objectives, and results of the study field, the content of the programme has been developed accordingly, which is regularly monitored, following the updating of literature and other study resources, the incorporation of the latest scientific knowledge into the content, the development and improvement of the transversal competences. During the development of the MSP ES, the achievability and interlinking of the planned learning outcomes were already assessed through mapping learning outcomes. In January 2023, the mapping was repeated to ensure that the programme had achieved the intended learning outcomes (see *MSP* "*Education Sciences*" *course mapping*, attached in Excel format). In the compulsory part of the MSP, the focus of these courses is on 1) current issues in the field of

education and 2) the development of research skills in education sciences. In the restricted elective part, the horizontal linking of the courses is formed by a focus on a particular specialisation in the modules. The free elective courses are not interlinked, as their offer is designed to meet students' specific, individual interests. The results show that the learning outcomes of the programme and the learning outcomes of the courses are interlinked.

During the implementation of the programme, an additional content analysis of 44 study courses was carried out, assessing how the aim defined in the MSP ES (to facilitate the development of students' professional-pedagogical, management and research competence for competitiveness in education, to motivate further academic growth) is reflected in the study courses. The content analysis of the study courses showed that all study courses promote students' research literacy, integrate the latest scientific knowledge and innovative ideas into research activities; promote the development of students' pedagogical and leadership competencies, encourage student participation and co-responsibility; promote students' understanding of professional and academic ethical standards.

The content of the courses is the responsibility of each course developer and lecturer, the leading researcher in the field. The course descriptions of the study programme were updated in the summer of 2023 in line with the normative regulation of the University of Latvia - the development and adjustment of the content of study courses is carried out following the requirements of paragraphs 1 and 2 of the UL Order No 1/183 (29 June 2015). Each year, after teaching a course, the teaching staff review the course descriptions between teaching the next course and make the necessary corrections. These are mostly related to the need to update the list of references to be used, to clarify and eliminate certain spelling mistakes in the course description, and to clarify the learning outcomes by specifying the definition and creating a uniform style. Potential overlaps were avoided at the beginning of the programme. In the reporting period, the recommendations of students, graduates and employers, as well as the international research experience of the teaching staff, were taken into account in improving the content of the MSP ES. Student suggestions are evaluated, especially those received as feedback at the end of the course in ULIS. Where necessary, after discussions with students on certain aspects of the programme, specially those related to labour market requirements, program development take place, both at regular bi-annual meetings (organised by the programme director) and at focused meetings with students on individual courses. Constructive suggestions are taken into account in the improvement of the programme. For example, taking into account students' suggestions, specialists- practitioners in the field were attracted to teach the courses, thus reinforcing the practical applicability and professional dominance in the courses. Students have the opportunity to participate actively in expressing their views through meetings with lecturers. The last meeting with students took place on 25 May 2023, when they met with lecturers to discuss the possibilities of improving the course "Research I". Employers' suggestions have also been integrated into the course content, such as updating the communication component in management courses in working with adults. In May 2023, a meeting was held with cooperation partners - trade unions, professional associations, recommendations were heard, necessary updates were made. Each year, the teaching staff discuss the necessary changes in joint meetings. The programme lecturers work together in sub-groups (by module and within courses) to improve the course content. The scientific research activity of the lecturers and participation in projects serve as an important contribution, which also brings the latest developments to the course content. The teaching staff regularly improve the course content by adding the latest scientific literature. In June, they make the necessary changes to course descriptions.

To characterise the MSP ES is organised in two forms.

The long-form module "Pedagogy" (full-time - 2 years, part-time - 2.5 years, 80 CP) provides an

opportunity to acquire purposefully pedagogical and pedagogical management competencies, to develop research competencies for students who have had no prior pedagogical education or students who have had incomplete pedagogical education.

The short form (full-time - 1.3 years, part-time - 1.8 years, 50 CP) provides the opportunity to acquire knowledge, improve skills and develop competencies in an area of relevance to the contemporary educational environment at the Master's level, **respectively in four modules:** "Educational Management", "Diversity and Inclusion in Education", "Teacher Mentor", "Human Behaviour and Counselling in Education".

The module "Educational Management" develops students' understanding and improves their theoretical and practical knowledge of educational management, educational policy in the state and municipalities, organisational management, educational leadership, educational economics, management of the educational work, as well as personnel management in educational institutions, developing the practical work skills and competences necessary for the manager of educational institutions, sports manager and teacher-manager, leader.

Aim of the module: to contribute to the development of students' professional management competence.

Learning outcomes:

Knowledge: to enhance students' management and leadership competence in change management.

Skills: to manage educational work as well as managing the staff in educational institutions.

Competence: To develop the competencies necessary for the manager of educational institutions, the sports manager the teacher-manager, leader in everyday work and change management.

The module "Diversity and Inclusion in Education" contributes to the understanding of human diversity as an enriching factor in education. Diversity is a key competence in the 21st century and is necessary for professionals in all fields, especially those working in education. In the age of globalisation and digitalisation, diversity is an integral part of our everyday lives. The term 'diversity' includes differences and similarities such as gender, age, experience, beliefs, behaviour patterns, language, ethnicity, religion, special needs, migration, re-emigration experiences and sexual orientation.

The module aims to raise teachers' awareness and pedagogical and pedagogical leadership competencies with addressing diversity issues in the educational context.

Learning outcomes:

Knowledge. Understands diversity in the educational context, the challenges of the new technological age, and the digitalisation of education.

Skills: to manage diversity processes by seeking and using research-based approaches.

Competence: to develop diversity competencies to manage diversity processes, becoming thought leaders in educational institutions.

The module (until 2021/2022 "Teaching and Learning for Literacy") "**Teacher Mentor**" has been developed in response to the expressed need for teacher mentors in Latvian educational institutions. In line with the current developments in the Latvian education system, it is essential to provide partnership-based support for the implementation of teachers' professional (teaching and learning) activities, strengthening teachers' professionalism, well-being and retention of young teachers in school, facilitated by mentoring. The MSP ES has thus clarified the title of the

specialisation by renaming it "Teacher Mentor".

The module aims to facilitate the development of the professional competence of a teacher mentor.

Learning outcomes:

Knowledge: understanding of mentoring as partnership-based support for teachers' professional (teaching and learning) activities.

Skills: professional skills to strengthen teachers' professionalism, well-being, and retention of young teachers in the school.

Competence: to develop mentoring competence in different educational contexts.

The module "Human Behaviour and Counselling in Education" addresses the behavioural aspects of children, young people and adults that have been of interest in education over the last decade. The content of the specialisation is based on the involvement of all stakeholders, interdisciplinarity and the need for more in-depth educational counselling for parents, teachers, and administrators, individually and in small groups.

The aim is to contribute to the development of competencies in behaviour management and counselling in different educational contexts.

Learning outcomes:

Knowledge: understanding of the biological, psychological and social aspects of behaviour, and counselling in education.

Skills: to assess and plan behaviour management in the educational environment and counselling.

Competence: to implement practical pedagogical solutions to promote positive behaviour in the educational environment, developing competencies to identify, assess, implement pedagogical interventions, monitor, and provide necessary support to children, young people and adults in the educational process, and counselling.

The long-form (80 CP) module "Pedagogy" provides students with pedagogical, pedagogical leadership and research competencies and is designed for students with insufficient prior pedagogical training. Students learn the theoretical and practical aspects of teaching and learning, teaching and learning technologies, pedagogical leadership, communication and collaboration, gaining an understanding of the sub-disciplines of pedagogy, deepening their knowledge and understanding of research-based educational practice, encouraging students to become agents of change in the transformative processes of today's changing society, based on research of theoretical and pedagogical practice, thus also supporting their career development in the working environment. According to Regulation 569(2)(2.4) of the Cabinet of Ministers[1], students may work as teachers if they have a higher education and a master's degree in education or pedagogy, and the research work developed for this degree is related to the content and didactics of the teaching subject.

MSP ES study plans for full-time intramural and part-time intramural studies (see *The MSP ES full-time and part-time study plan*) are per the Regulations of the Study Programmes and Continuing Education Programmes of the UL[2].

The long and short forms of the MSP ES consist of compulsory, restricted elective and free elective courses totalling 80 CP and 50 CP (see Tables 3.2.1.1 and 3.2.1.2).

Table 3.2.1.1 The content and structure of the Master's study programme "Education Sciences",

long-form

Structure	CP	ECTS
Total compulsory part	**46**	**69**
Total restricted elective part	**28**	**48**
Total free elective part	**6**	**9**
Additional courses (are not part of CP of the programme)	**2**	**3**
Total	**80**	**120**

Table 3.2.1.2 The content and structure of the Master's study programme "Education Sciences", short form

Structure	CP	ECTS
Total compulsory part	**34**	**51**
Total restricted elective part	**12**	**18**
Total free elective part	**4**	**6**
Additional courses (are not part of CP of the programme)	**2**	**3**
Total	**80**	**120**

The distribution of CP in the programme takes into account the Cabinet of Ministers Regulation of 13 May 2014 No 240 "Regulations on the State Standard of Academic Education"[3].

The compulsory part of the Master's programme includes courses in the field of educational sciences for the study of theoretical knowledge in the chosen field and for the validation of theoretical knowledge in the aspect of current problems in the chosen field or sub-field. In both the short and long form of the study programme, these courses are taught together: "History of Education and Philosophy in the Perspective of 21st Century ", "Research I" and " Quality of Education". The course "Academic Practice in Education Sciences I" is topical and offers students from different forms and modules the opportunity for mutual enrichment.

The long-form compulsory part also includes the courses "Introduction to the Studies of Educational Sciences", "Psychology for Education", and "Research II", which conditionally compensate students for their insufficient knowledge, skills and competencies in the field of pedagogy and psychology.

The scope of the restricted elective part of the MSP ES is designed to be different according to each module, they are taught only according to the chosen module. The long and short-form elective courses are taught simultaneously if a group of at least 10 people is formed.

In the short form (50 CP), the restricted elective part offers the choice of studying in 4 modules, with a total of 12 CP.

- In the module "Educational Management", students acquire courses "Management and

Leadership in Education", "Organisation of Educational Work and Human Resources in Education", or "Sport Policy and Social Inclusion" (an elective course in the field of sport for management students who will choose sport management as an alternative to the course "Organisation of Educational Work and Human Resources in Education") (The course is taught if at least 10 students choose the course);

- In the module "Diversity and Inclusion in Education", students acquire courses "Solutions of Inclusive and Special Pedagogy for Diversity", "Innovative Pedagogy in Diversity and Digital Inclusion", and "Leadership for Diversity ".
- In the module "Teacher Mentor", students take the courses "Mentoring in Education", "Teacher's Professional Identity and Pedagogical Mastery", "Education for Sustainable Development";
- In the module "Human Behaviour and Counselling in Education", students take the courses "Psychological Aspects of Human Behaviour", "Human Behaviour in Education – Evaluation and Pedagogical Solutions", and "Pedagogical Counselling and Supervision".

Optionally (courses are taught if at least 10 students apply), the short form (50 CP) offers 4 CP of the student's choice. These could be "Teaching and Learning in Digital Era", "Development of Teaching Materials", "Mentoring in Education", "Organisation of a Technology Enhanced Learning Process", "Management Psychology", "Critical Thinking Approach in the Learning Process", "Social Emotional learning", "Intercultural Dialogue in Education", "Violence in School", "Assessment and Evaluation in Contemporary Pedagogy", as well as any other course from the long-form or other programmes.

In the long form (80 CP), in the restricted elective part, students take courses of 28 CP. These are "Teaching and Learning in Transformative Pedagogical Space", "Teaching and Learning Technologies", "Communication and Pedagogical Cooperation", "Contemporary Pedagogy and its System of Branches", "Competence in Preschool and School Pedagogical Process", "Competence in Adult and Higher Education Pedagogy", "Educational Leadership in the Processes of Social Transformation", "Academic Practice in Educational Sciences II".

The study courses "Academic Practice in Educational Sciences I" and "Academic Practice in Educational Sciences II" were developed and coordinated with the practice regulations of the Master's study programme "Education Sciences" (see Annex *Regulations of the practice of the Master's study programme "Education Sciences"*).

In the free elective part, it is possible to take courses of 6 CP together with short-form students of the student's choice. Students can choose from the following courses: "Teaching and Learning in Digital Era", "Development of Teaching Materials", "Mentoring in Education", "Organisation of a Technology Enhanced Learning Process", "Management Psychology", "Critical Thinking Approach in the Learning Process", "Social Emotional learning", "Systems Approach in Education Management", "Sociology of Education", "Values and Human being in the Context of Culture", "Intercultural Dialogue in Education", "Violence in School", "Assessment and Evaluation in Contemporary Pedagogy", as well as courses from the Master's study programme "Technological Innovations and Design for Education" or other courses of students' choice.

Students make choices about which courses to plan for the year they join the programme. This is done no later than September of the academic year in question, so that both the resources of the programme can be planned and the fragmentation of the programme can be avoided.

Work continues on the preparation of new elective courses, such as "Career Education".

In conclusion, the content of the MSP ES is up-to-date, interconnected, in line with current trends in education science as well as with the requirements of regulatory enactments, and there is a link

between the defined aims, objectives and learning outcomes of the study programme and the learning outcomes to be achieved in the study modules/courses and the content developed.

[1] Ministru kabineta noteikumi Nr. 569. Noteikumi par pedagogiem nepieciešamo izglītību un profesionālo kvalifikāciju un pedagogu profesionālās kompetences pilnveides kārtību [Regulations of the Cabinet of Ministers No. 569. Regulations on the necessary education and professional qualifications for pedagogues and the procedure for improving the professional competence of pedagogues]. Available in Latvian at: https://likumi.lv/ta/id/301572-noteikumi-par-pedagogiem-nepieciesamo-izglitibu-un-profesionalo-kvalifikaciju-un-pedagogu-profesionalas-kompetences-pilnveides

[2] Latvijas Universitātes studiju programmu un tālākizglītības programme NOLIKUMS, Latvijas Universitate, 2017. [Regulations on University of Latvia Study and Continuing Education Programmes] https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/3/Study_and_continuing_education_programmes.pdf

[3] Noteikumi par valsts akadēmiskās izglītības standartu (2014) Ministru kabineta noteikumi Nr.240. Pieejams: https://likumi.lv/doc.php?id=266187 [Regulations of the Cabinet of Ministers of May 13, 2014 No. 240. *Regulations on the national academic education standard.* Available in Latvian.

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

The development and implementation of the MSP ES, which is an academic programme, follows the purposeful efforts of the University of Latvia to combine studies and scientific activities to provide globally recognised higher education, to create new knowledge and apply it in solving problems of importance for the Latvian economy and society. MSP ES follows the principle that studies are implemented by researchers, involving students in research activities while integrating scientific results into the content of studies. Several aspects demonstrate this.

First, **the academic staff are actively involved in research, contributing to the development of the sector**. The most important research results are published in internationally recognised scientific journals, conference proceedings, monographs, etc. In total (from 2016 to August 2021), the academic staff and teaching staff have produced 145 publications indexed in the Web of Science and Scopus databases. The staff involved in the programme produce monographs, which are used in the study process. The lecturers of the programme also develop methodological materials, for example, Bērziņš, E. (2021). PORTFOLIO for educators and educational methodologists to work with the digital exhibition "Europe and Europeans from 1950 to the present" of the European Union History Archive. Representation of the European Commission in Latvia. Available at: https://esmaja.lv/sites/default/files/inline-files/PORTFOLIO.pdf. The academic staff of the programme are involved in the development of sections of the Latvian National Encyclopaedia on topical issues. They publish their research in journals, including the history of education journal

Paedagogica Historica: International Journal of the History of Education; *Journal of Education Culture and Society*, University of Wrocław; *Interdisciplinary Studies of Complex Systems*, Ministry of Education of Croatia; *Acta Pedagogica Vilnesia*, University of Vilnius; and *Pedagogika*, University of Vytautas Magnus; original theoretical and empirical articles on quality issues in the journal *Quality Assurance in Education*; the international academic journals *Journal of Baltic Science Education*; *Baltic Journal of Psychology*; and the journal *Foro de Educación*, which specialises in philosophy of education, educational policy and comparative education; International Journal *of Smart Education and Urban Society*; academic journals *International Journal of Psychology & Psychological Therapy*, *Journal of Happiness Studies* with an impact factor of 2.511 in 2018; *Psychology, Health & Medicine* with an impact factor of 1.706 in 2019 and *Frontiers in Psychology* with an impact factor of 2.067 in 2019. The academic staff are increasingly publishing in open-access journals, such as *Clinical and Experimental Obstetrics and Gynecology*, *Sustainability*, which is a Q1 journal in terms of citations, with an impact factor of 3.889 in 2023 and a citation factor of 5.0 in 2022, *Frontiers in Psychiatry*, with a citation factor of 5.5 in 2022.

MSP ES academic staff and teaching staff regularly present papers at annual scientific conferences of the University of Latvia, as well as at international conferences, e.g., International Scientific Conference of Latvia University of Agriculture *Rural Environment, Education, Personality* (REEP); International Scientific Conference of Rezekne Academy of Technologies *Society, Integration, Education*; International Scientific Conference *ATEE Spring*; International Scientific Conference *ICLEL* (International Conference on Lifelong Education and Leadership); *ICERI* (Conference of Education, Research and Innovation), *EDULEARN* (Conference on Education and New Learning Technologies), *HEAd* (Conference on Higher Education Advances). They present at conferences organised by other foreign universities, such as the University of Leuven, as well as international research conferences, such as the *International Society for Research on Textbooks and Educational Media*. For several years now, MSP ES lecturers have traditionally participated in the *ECER* conference organised by the European Educational Research Association (EERA).

Research results presented at conferences are published in conference proceedings by academic staff and teaching assistants: *Proceedings of the International Scientific Conference: Society. Integration, Education, Proceedings of the International Scientific Conference*: *Rural Environment. Education. Personality (REEP), Proceedings of ATEE Spring Conference*: *Innovations, Technologies and Research in Education;* UL Collection of Articles *Human, Technologies and Quality of Education; Proceedings of the International Conference on Lifelong Learning and Leadership for All*; *Proceedings of the International Conference of Education and New Learning Technologies EDULEARN*; *Proceedings of the International Conference on Higher Education Advances HEAd; Annual Conference of the International School Psychology Association; Conference of the European Network for Social Emotional Competence; Digital transformation of education and learning. Past, Present and Future; ENERDELM.*

During the reporting period, the academic staff conducted research on projects funded by the Latvian Council of Science, projects implemented by the European Social Structural Funds, various Erasmus+ projects, and priority research projects of the University. The academic staff and teaching staff are researchers in National Research Programmes; projects of the European Regional Development Fund; projects funded by the University of Vilnius and the Spanish Ministry of Economy; research carried out by the Lithuanian Educational Researchers Association; a project funded by the European Educational Research Association (EERA), UL Academic Development projects; Nordplus programme project; projects funded by the Ministry of Education and Science; contract research with the State Inspectorate for the Protection of Children's Rights, research commissioned by the State Chancellery/Cross-Sectoral Centre; project commissioned by the State Agency for Educational Development.

Academic staff are experts of the Latvian Council of Science in the field of educational sciences.

Second, academic staff inform you about current research in their classes, lectures and seminars, including research they are carrying out themselves or are involved in projects. Students agree with this. A survey of students (84 respondents - 1st year Master's students) and lecturers (17 lecturers out of 20 lecturers teaching during the period) was organised in 2020/2021, the student survey was implemented in October 2021. The results showed that all lecturers (100%) admitted that they inform their Master's students about the latest research regularly. Students are mainly introduced to the latest theoretical literature, methodological materials and education policy documents. Students are mainly informed about the latest research in lectures: 50% of students and 100% of lecturers confirm this. Information on current research is also posted on the E-environment, which is acknowledged by 33.3% of students and 58.8% of lecturers. Students also have to search for information themselves, as 26.1% of students and 64.7% of lecturers admit. Lecturers state that they inform about their research regularly (47%) or sometimes (47%), 5.8% - if personal research is relevant to the course content.

Resources are offered in English and Latvian in proportion. In other languages, studies in Russian and German are used, and up-to-date online resources are provided. The relevance of the study programme is confirmed by the different modules of the programme, which are important in the Latvian education system. The design of the study programme follows the 'scientist-practitioner' model, which is very important in the labour market for the development of academically educated and professionally competent teachers. The analysis of the course descriptions shows that in 95% of cases, the course descriptions make specific reference to current educational practice. In the survey, students emphasise that they have acquired new knowledge about the organisation of the learning process, are more competent in dealing with problems related to pupils' behaviour, and have acquired new digital tools useful for organising the learning process. Several students mentioned in the surveys that they have gained a lot of useful information and are satisfied with the study process and would recommend the programme to potential students. Overall, the quality of the structure and content of the Master's program is fully in line with what has been planned, as shown by the student survey: 72.6% of students are fully satisfied with the content of the program, while 27.4% say that the courses offered by the MSP are partly relevant to their interests. There are no completely negative evaluations.

Third, students are actively involved in research activities, integrating students into researchers' groups at the UL. This is done in two ways: through the Academic Practice in Education Sciences I and Academic Practice in Education Sciences II courses, as well as through involvement in research as a paid worker. In the Academic Practice in Education Sciences I, II course, students, under the guidance of researchers and leading researchers, engage in practical research, collecting data, summarising information and jointly implementing data processing. For example, since 2020 students have been involved in the project "DigiKlase" -10 students, in the project on autism (headed by assoc. prof. Ieva Bite) - 3 students, in the individual project "e-TAP" of LCS scientists (assist. prof. Manuel Fernadez) - 2 students, LCS project "Discourse of Childhood in Latvian Museums and its Integration in the e-Learning Environment at Universities (lzp-2020/2-0282)" - 1 student, project "Promoting Mental Health at Schools" (prof. Baiba Martinsone) - 1 student. Seven students participated in data collection (test administration in schools) in the OECD PISA 2022 pilot study within the ESF project No. 8.3.6.1/16/I/001 "Participation in International Educational Research". In some cases, students are already part of research teams during their Master's studies and are given employment contracts. For example, Maija Kulinska, a Master's student, is involved in the UL research project as a project assistant "Feasibility Study for the Development of a Common Set of Methodological Tools for the Assessment of Children's Early Development Needs". MSP student Maija Biteniece has signed a contract for data entry in the PIRLS study, and one student has

signed a work contract in the FEPA research project "The Relationship of Convergent and Divergent Thinking of Teachers to Engagement in Educational Change".

In conclusion, the Master's study programme is based on the achievements and knowledge of the field of education science and its teaching staff creates a new knowledge base for Master's studies, and the Master's students are actively involved in the creation of new knowledge.

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

External and internal experts have been repeatedly involved in the process of programme implementation, as well as student surveys have been regularly analysed, and summarised at annual meetings of the teaching staff twice a year, and focus has been laid on evaluation and improvement of individual courses as needed. Surveys and evaluations have been repeated on the recommendation of experts.

The evaluation of the implementation methods and techniques of the Master's study programme shows that the organisation of the study process has been developed and implemented following the Standards and Guidelines for Quality Assurance in the European Higher Education Area (EHEA). In general, the teaching staff design study courses linking them to the current educational practice.

Key messages:

The analysis of the surveys of the teaching staff and students shows that lectures and seminars are used most in the courses. These are followed by practical work (work with texts, analysis of sources and literature, analysis of images, comparison, exercises, practical tasks in appropriate software (e.g. SPSS), etc.), discussions, demonstrations (audio, video, etc., live demonstration, screen sharing to learn how to use a particular tool, platform, animation), problem-solving and case studies. Oral, written and combined methods of delivery and assessment are used in the acquisition of the study course and in examinations.

In the autumn semester of the academic year 2020/2021, the study process, taking into account the epidemiological situation of COVID-19, actively used remote learning opportunities using various digital tools, most often the Microsoft Teams platform and the Moodle e-learning environment. Continuing hybrid learning, the teaching staff used the MT platform and the Moodle e-learning environment was improved.

Student surveys emphasise that lessons are interactive, often consisting of, e.g., mini-lectures and practical tasks. Other activities used in the courses include brainstorming, project work, modelling, and role-playing. Despite the remote learning, a study tour to the National Inspectorate for the Protection of Children's Rights (in the study course “Human Behaviour in Education - Evaluation and Pedagogical Solutions”) on the ZOOM platform was also used. With the return to in-person studies,

the excursion has become part of the study process. The teaching staff and students describe the use of cooperative learning, group work and pair work as a form of organisation.

Videos are shown in lectures via YouTube, and students are also shown instructional videos. Practical assignments are carried out in MS Teams, in and out of class in the Moodle e-learning. Students indicate that in courses (e.g. “History of Education and Philosophy in the Perspective of the 21st Century”, “Pedagogical Counselling and Supervision”) reflection is encouraged and lecturers give feedback. Various e-tools (Mentimetr, Mindmaster, Padlet, Google Docs) are used for reflection, discussion and student collaboration. Students are fully or rather satisfied with the feedback provided by the teaching staff, the interactivity, self-directed learning (self-monitoring), collaboration, active student involvement and the acquisition of social skills (e.g. pair and group work, cooperative learning), and individual help (answering questions, tutorials). The study courses also use methods and techniques with the aim that students can transfer the knowledge and skills they acquire about methods to their professional work. There is mutual enrichment between Master students and lecturers, especially in online classes, where both sides learn new ways of working. In each case, the methods used are determined by the content of the course (e.g. work with texts in the course "History of Education and Philosophy in the Perspective of the 21st Century ", and discussions in the courses "Human Behaviour in Education - Evaluation and Pedagogical Solutions", "Pedagogical Counselling and Supervision"). The evaluation of the methods and techniques used in the study courses allows the conclusion that they provide opportunities to achieve the planned learning outcomes.

Summarising and analysing the information on the assessment methods used in the study process of the Master's study programme, it can be concluded that different assessment methods (presentation, essay, test (written extended answers to questions, assignments), report, research paper, oral examination, written examination, portfolio and various practical tasks (e.g., source analysis, evaluation of a specific text, etc.) are used in study courses during the mid-term and final examinations. For example, the course "Pedagogical Counselling and Supervision" includes a written exam "Case Study of Pedagogical Counselling"; an academic reading portfolio as a midterm test is used in the course "Introduction to the Studies of Educational Sciences"; the course "Human Behaviour in Education - Evaluation and Pedagogical Solutions" has a written examination on "Self-assessment and Professional and Personal Development Plan"; in the course "Organisation of Educational Work and Human Resources in Education" includes a test on the theoretical and practical topics of the course; "History of Education and Philosophy in the Perspective of the 21st Century” has a written essay on the history of a topical issue in education; "Psychological Aspects of Human Behaviour" - oral presentation of a research project in an educational environment, group work presentation; "Management and Leadership in Education" - a test. Students acknowledge that the teaching staff use tests, the content of which will be useful in the development of the Master's thesis, for example, in the course "History of Education and Philosophy in the Perspective of the 21st Century" they make presentations and conduct historical analysis for the chosen topic of the Master's thesis.

When assessing the methods and techniques of evaluation of study courses with the learning outcomes of study courses and the aim and learning outcomes of the study programme, the conclusion is that the content of the methods used in examinations is more oriented towards the demonstration of skills and competence, compared to the content of the methods and techniques used in the organisation of the study process, as the summative assessment also includes students’ independent work in self-directed learning. It measures students' performance against the learning outcomes of each study course separately and against the learning outcomes of the study programme as a whole. Students receive support and feedback from the teaching staff during the study process. The assessment criteria for giving marks are made public in advance. Assessment

provides an opportunity for students to demonstrate the extent to which they have achieved the expected learning outcomes. The student-centred approach is followed in the updating of the study programme and its study courses, with particular emphasis on the meaningful formulation of learning outcomes to promote a dialogue between lecturers and students on the study content, forms of organisation and methods. Correctly formulated learning outcomes, in turn, promote students' understanding and co-responsibility of their learning, self-assessment and understanding of the assessment received. In the study process, the teaching staff use methods, forms of examination and assessment criteria that are appropriate to the aim of the studies and the planned study outcomes.

Self-reflection is strongly encouraged in the examinations to foster students' active participation, to evaluate their achievements and to promote their personal development, for example, in the course “History of Education and Philosophy in the Perspective of the 21st Century", students are asked to evaluate their essay according to pre-defined criteria. In the course "Teacher’s Professional Identity and Pedagogical Mastery", after each seminar, students carry out a regular MAX assessment (*Motivation, Acquisition, Extension*) and discuss professional identity and pedagogical mastery as a phenomenon of personally meaningful awareness.

The experts' recommendations/assignments and the actions implemented by the teaching staff are presented in two tables (see Table 3.2.3.1).

Table 3.2.3.1. Experts’ recommendations/assignments and samples of lecturers’ activities

Recommendations/Assignments of the UL external and internal experts	Activities performed by the teaching staff (2022). Separate examples

1) Diversify the e-tools (Mentimeter, Slido, Padlet, Google.doc) and websites used in online learning; 2) Take more account of students' previous experience, including study experience and use more peer learning; harmonise types of tests, and workload, especially during remote learning. Ensure active involvement of students in the analysis and development of solutions to current and real problems in education, as well as the possibility of a rational balance between professional activity in the sector and studies; 3) Balance the types of tests between courses; 4) It is very important to be clear about course requirements and to agree on the culture of communication during the classes, especially during online learning. Course descriptions should be specified or the teaching staff should communicate more clearly with students to explain how the objectives of the programme correspond to the learning process being implemented; 5) Involve experts of the field, those working in the education sector - education managers, change leaders - in the learning process; 6) Promote cooperation among the teaching staff.	In the study course "History of Education and Philosophy in the Perspective of the 21st Century" (Izgl6000), the lecturers have specified the requirements for the course and changed the forms of work, for example, abandoning the time-consuming student presentations. The teaching staff explained more comprehensively the course content, objectives and outcomes in both theoretical and practical sessions, providing interconnections. The mid-term examinations were coordinated, the requirements for the course were clarified and they were posted on the E-environment. The lecturers have developed many more practical tasks, which are performed and discussed in the first part of each lesson (90 minutes). It is the dominance of practical tasks. PhD students are more involved in their implementation. All the lecture materials are available on E-studies. A separate folder has been created where the latest literature on the course topics is added. The Course Description has also been updated with the latest literature. In the course "Teaching and Learning in Transformative Pedagogical Space" (Izgl5019), the criteria for the midterm assessment are updated, and changes are made to the organisation of the course content (methods, techniques). The presentation of the course content is now more precisely structured. In the course "Psychological Aspects of Human Behaviour" (SDSK5157), the results of the course validation were discussed with the lecturers of the specialisation courses in a collaborative group. In the programme, the teaching staff of study courses reviewed the types of tests, harmonising both the types and the scope of the tests in the specialisations. In the compulsory part, the types of tests were aligned to avoid repetition and overlap (in terms of time). Regular meetings of the teaching staff and work in the general meeting of the programme as well as by specialisation. Based on students' recommendations and lecturers' self-evaluation of the course implementation ("Psychological Aspects of Human Behaviour", SDSK5157), as well as discussions in the lecturers' group of the short module specialisation, the course content has been restructured and reduced by selecting and emphasising the most relevant topics for the educational context (based on students' opinions and recommendations). The number of mid-term examinations (based on students' feedback and recommendations) has been reduced. The form of midterm examinations (added knowledge and comprehension test) (based on students' feedback and suggestions, discussing results and suggestions with other course developers) has been diversified. The final examination has been integrated with the other specialisation course, in cooperation and discussion with colleagues in the working group, to allow the assessment of the results achieved in the two courses, based on the development of one paper (discussing the results and recommendations with the developers of the other courses). Changes were made to the wording of the midterm test ("Psychology for Education", SDSK6052). The changes were made in consultation with students on the feasibility of the number of midterm examinations in part-time studies and taking into account that students are all working, also in full-time studies. The previously planned type of the midterm tests - 9 seminars - exceeds the actual number of lectures, e.g. in PT, where there are only 4 lectures and an examination. In full-time studies, it is 8 times and an examination. Also, The current changes are justified by the experience of the approbation.

The research transversal component is important and is developed in all courses. To foster the development of students' research competence, students have the opportunity to analyse and study in-depth problems of interest to them in the field in successive courses. Senior students are involved in peer teaching-learning and mentoring of junior students. Students generally recognise that the physical environment of their studies is also changing: classrooms can be easily converted for group work, and individual work and students can use digital technologies.

The principles of student-centred education promote student mobility (recognition of learning outcomes), and students engage in research and social activities in the community initiated by academic staff, thus gaining significant experience in putting what they have learned in their studies into practice. Through the internal quality assurance policy, study programmes are implemented in such a way that students are encouraged to actively participate in the development of the study process. Policies and procedures are in place for the submission of students' suggestions and complaints and the handling of students' appeals. The results of student surveys are evaluated and taken into account in the development of the study process. Students willingly express their suggestions for the improvement of the study programme and the study process in discussions with the teaching staff and the programme director.

Students are admitted to the program every year in one of the branches and according to the model they have chosen (the choice is already made during the admission process). For example, in recent years, a group has been completed in the short module, specialization "Educational management" in the Cēsi branch. Work in fiials is organized in a hybrid format. This means that part of the lessons, in accordance with the regulatory framework, but no more than 50%, are organized face-to-face, lecturers go to branches where face-to-face lessons take place. Some classes are conducted remotely. Students from branches have the opportunity to study remotely, which is especially important, not taking into account the fact that almost 99% of all MSP students work at the same time and in parallel with their studies.

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

The academic internships (practices) of the MSP ES are carried out by the practice regulations (see the annexe *Regulations of Practice of the Master's Degree Programme in "Education Sciences"*). Two study courses are implemented at the MSP ES: "*Academic Practice in Education Sciences I"* (for short and long-form students) and "*Academic Practice in Education Sciences II*" (for long-form students). Both courses define the learning outcomes to be achieved, but in essence, the academic practice aims to strengthen students' research skills, academic work skills and leadership competencies, pedagogical competencies, as well as to enhance their understanding of current scientific and pedagogical issues in education, involving students in the scientific and academic activities of the UL, paying attention to the forms of organisation of scientific and academic work and the socialisation of future young scientists, performing common tasks under the guidance of experienced lecturers and researchers, cooperating in small groups.

During the practice, students perform the following tasks i the n the study course "*Academic Practice in Education Sciences I*":

Participation in the international scientific conference of the UL – Master students take part in the chosen sessions as listeners, give an overview and present their ideas both on the papers they have heard and on the organisation and course of the conference. Master students have also presented papers on their research, and participated in chairing or organising sessions. Participation in the conference provides an opportunity to be acquainted with the latest scientific knowledge in the field of education. For most of the Master students, this is their first experience of participating in a scientific conference.

Participation in scientific and/or academic work of the FEPA - Master students, under the guidance of FEPA teaching staff and researchers, are involved in the implementation of the study process (evaluation of study work and provision of feedback, e.g, in study courses "Research in Education", "Basics of Teacher's Professional Activities", evaluation of teacher practice reports and participation in seminars, conducting seminars, etc.), or in research work by participating in projects implemented by the FEPA, e.g. international comparative educational research (OECD PISA, OECD TALIS, IEA PIRLS, IEA TIMSS), DigiKlase project, e-TAP programme, etc. By engaging in scientific and academic work, Master's students develop their academic and research competence under the guidance of experienced lecturers and researchers.

A pilot study of the selected topic of the Master's thesis - to confirm the relevance of the selected topic of the Master's thesis, as well as to identify the problems to be investigated and to test the developed research instruments, Master students conduct pilot studies - interviews or surveys with experts in the field. Based on the results obtained, the Master's student concludes the topicality of the topic and the possibility of developing it in the Master's thesis; the problems raised by experts and their possible solutions, the usefulness of the instruments used, the need for improvement, and the sampling conditions. During the pilot study, Master's students improved their skills in planning and implementing the study and received regular feedback and support from the lecturers as well as from other Master's students.

Reviewing a qualification or Bachelor's thesis - Master students read one qualification or Bachelor's thesis and write a review of this thesis according to the requirements of the final thesis and using the review forms of the respective programme. Master students submit the reviews to the reviewer (lecturer) of the respective thesis, who provides feedback. Master students also have the opportunity to participate in the defence of Bachelor's theses. Thesis reviewing contributes to the student's understanding of the requirements of the final thesis, student research, research and academic ethics.

The organisation of the practice:

Introductory seminar - explains the objectives and organisation of the practice.

Before the introductory seminar, the Master's students have received information about the UL conference and the e-studies offer academic and research work - the Master's students can choose the one that suits them best.

Within 3 weeks, Master students submit their practice plan in e-studies, indicating their participation in the UL Scientific Conference, their chosen participation in the UL FEPA scientific and/or academic work and the schedule for the pilot study.

During the practice, two more seminars/consultations are organised on the tasks of the practice. One of the seminars is devoted to the final thesis review - Master students are introduced to the review process and requirements. Master students are invited to apply for a programme/sub-

programme to review the thesis, according to the graduation plan of the semester. Each Master's student receives one paper from the selected sub-programme.

End of the practice - a report is uploaded for each assignment in e-learning. In the final seminar, each Master's student gives a presentation on the main lessons learnt during the practice for each assignment. The presentations follow a common template uploaded in the e-studies.

The practice is implemented according to the study plan - FT in the 2nd semester, and PT in the 3rd semester. Master students are already informed about the practice at the beginning of their studies, which allows them to complete the practice tasks earlier.

Equivalent academic practice is also offered to students studying in a foreign language. Good cooperation has been established with all teacher education programs, including the English language teacher program, whose work can be evaluated by master's students studying a foreign language.

The course "*Academic Practice in Education Sciences II*" is implemented for long-form FT and PT students. The course builds on and deepens the results achieved in the first academic practice, with additional tasks. Students have to engage in scholarly communication by preparing and publishing one article (scientific or journalistic) on a topic of relevance to education/own research; to take leadership in a scientific event/pedagogical or other activity by participating in the planning, implementation, evaluation of the event; to reflect on and develop their practice and learning skills, contributing to further studies in an autonomous or self-directed way. Students work in groups, independently or under the guidance of a lecturer/researcher. To enable students to work independently, they are given clear criteria for the assessment of their work. Students have an introductory seminar and may have several individual or group meetings as required.

The relationship of the learning outcomes of the two courses to the outcomes of the programme is reflected in the mapping of the programme (See Annex *Course Mapping of the MSP* "*Education Sciences*", *long form*).

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

Not applicable

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

MSP ES has a defined system for the development of the Final Thesis (Master's Thesis): starting from the student's choice of a thesis topic that is both relevant to the chosen specialisation and topical in the specialisation, obtaining the necessary approval from both the programme director and the specialisation lecturers, as well as from the potential thesis supervisor. During the elaboration process, the Master student cooperates with the supervisor, and the topic may be specified or changed according to the topicality of the field. The critical evaluation of the thesis

takes place within the study course "*Master's Thesis I*", both during the introductory seminar, when the relevance of the topic is discussed, and during the pre-defence, when the Master student presents the research idea, theoretical framework and empirical research plan to the teaching staff. The reviewer gives his/her opinion both at the pre-defence and at the defence. After the pre-defence, students have the opportunity to develop their work and continue the empirical research.

During the reporting period, students defended their research on a wide variety of topics that reflect current issues in educational practice. For example, in the specialisation "Educational Management": *Remote work for improvement of the functioning of educational institutions; Creation of support system for teachers in Riga X pre-school educational institution*; *Teachers' digital literacy and its role in implementation of qualitative remote communication*; *Opportunities for development of social-emotional health of pupils in planning the work of school's management*; *Promoting the well-being of special educators and teaching assistants working with pupils with mental disabilities in educational institution X*; *Integrating textile specialists into vocational education*; *Developing a support programme for parents of children with special needs*; *The impact of the management style of educational institutions on the development of school culture* and *Professional prestige of pre-school teachers in Latvia*. For example, in the specialisation "Pedagogy": *Students' Motivation during distance learning*; *Childhood Discourse of the Second World War in Latvian Museums*; *Self-directed learning of Adolescents in Social Studies*; *Self-directed Learning in Music for the emotional well-being of primary school students*; *Acquisition of photo art in the self-regulated learning of young people in vocational secondary school*, *Interrelation of adolescents' learning motivation and parenting style*, *Adolescents' social emotional learning methods in-class lessons, The personality of the academic staff and mental leadership in students' education: coaching experiences, Teacher's use of digital skills in Mathematics lessons in primary school*, *Teaching motivation of adolescents in Youth Guard interest education*, *Inclusive education for emigrant pupils in an educational institution.* For example, in the specialisation "Human Behaviour and Counselling in Education": *Improvement of teacher's social-emotional competence and its relation to teacher's self-efficacy, Technoference as a challenge in the development process of social skills in children (7-10 years), Pedagogical strategies in working with quiet children*. For example, in the specialisation "Diversity and Inclusion in Education": *The quality of differentiation in inclusive education in Science primary school*, *Supporting teachers for inclusive education of students with autism spectrum disorders*, *Developing civic participation skills in Primary Social Studies (Grades 7 - 9), Sense of belonging for promoting inclusion in distance learning secondary school, Organisation of inclusive education in pre-schools of Marupe municipality, Sex education for development of social skills of adolescents with moderate and severe mental disabilities.*

To assess the relevance of the topics of the student's final theses to the market needs, the teaching staff of the programme were surveyed (N=15). According to the survey, there is a very good system regarding the pre-defences of Master's theses, where the whole commission and other lecturers present can give their suggestions. However, there is also room for improvement in this process, e.g. when agreeing on the topic of the Master's thesis, both the supervisor and the programme director, to invite students to pay attention to the relevance of the topic already at the moment of agreeing on the topic. To outline more clearly what the background to the problem is (not only personal experience and anecdotal evidence but also results of the previous research, statistical data, analysis of policy documents, etc.).

In general, lecturers indicated that the topics are relevant to the market needs (see Figure 3.2.5.1).

Figure 3.2.5.1. Assessment of themes of students' Master's thesis in the field given by lecturers (Question: Please provide your assessment of the students' work topics, their relevance in the industry, including the labor market.).

The Master's thesis is defended in the presence of the commission, which assesses in detail the scientific and practical contribution of the thesis. Both the thesis supervisors and other lecturers of the programme participate in the thesis defence. Each member of the commission individually assesses the quality of the thesis by marking it. The reviewer's evaluation of the thesis is particularly respected. However, the final evaluation is the result of the discussion of the commission, taking into account the individual evaluation of each member of the commission. The evaluation of the student's final work varies considerably, which reflects the objective application of the evaluation criteria and the high expectations of the final work. The grades of the final theses during the reporting period have ranged from 5 to 10. It is very positive that almost every year there are research papers that are graded "excellent" by the commission, and accordingly these students receive a certificate of recognition from the Rector of the University of Latvia. In the survey of the teaching staff, lecturers give their opinions on whether the evaluations have been adequate. The majority of them consider that the grades have been adequate. (see Figure 3.2.5.2)

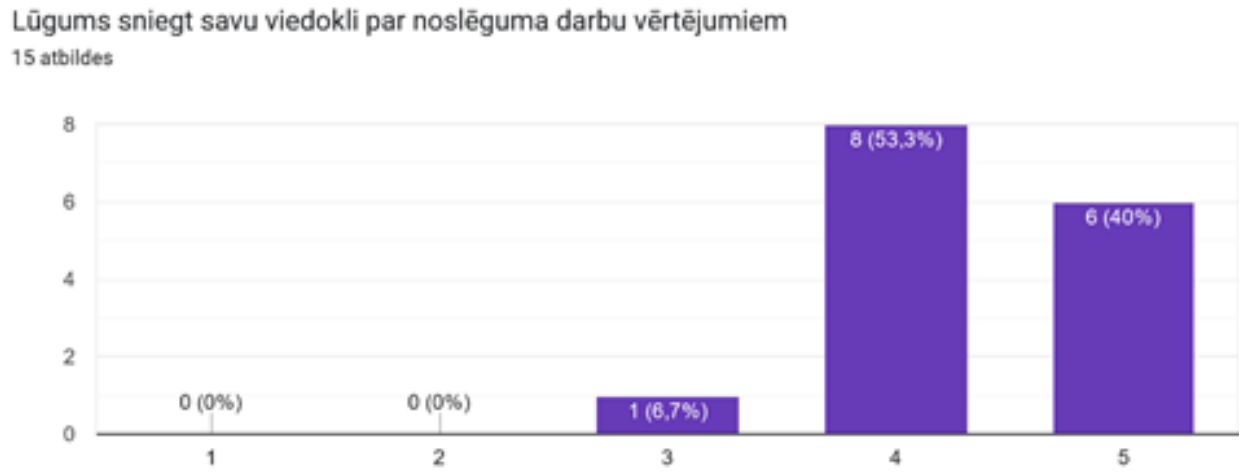


Figure 3.2.5.2. Opinion given by the lecturers about the grades of students' final works (Question: Please give your opinion on the evaluations of the final work.).

Recommendations received from the teaching staff for further development in this area:

Although the themes are topical and relevant to the field, thought should be given to their originality, perhaps involving a wider range of experts in the field to approve the themes.

Conduct a survey or discussion with those working in the education sector about what their needs are. Monitoring labour market research could also probably be useful, and employers could be invited to suggest topical themes for future MSP ES research.

3.3. Resources and Provision of the Study Programme

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

At the University of Latvia, the Master's study programme "Education Sciences" is implemented at the Faculty of Education, Psychology and Art, Imantas 7 linija 1, Department of Education Sciences and Pedagogical Innovation, and at the regional branches of the University.

The Department of Education Sciences and Pedagogical Innovation (DESPI) was established on 28 May 2018 in accordance with the Decision No 219 of the Senate of the UL, by merging the previously traditional "Education Sciences" and "Pedagogy" departments of the UL FEPA.

The DESPI implements higher level study programmes - Master's and doctoral study programmes, which means that according to the informative report of the Ministry of Education and Science

"Proposals for conceptually new competence-based teacher education in Latvia", DESPI will be responsible for the implementation of Master's study programmes "Education Sciences" and "Technological Innovation and Design for Education", after the new study programmes are accredited and SAM 8.2.1 project is completed.

The department aims to develop research in the field of education sciences and to transfer the achievements of education sciences to society.

The programme director is responsible for the implementation of the Master's degree programmes at DESPI, under the direct authority of the Head of the DESPI. The department has study administrators who plan and organise the study process, administer student files, and provide all services necessary for students in the study process (see Table 3.3.1.1). The Vice-Dean of the FEPA regularly, at least once a month, invites the programme directors to meetings during which topical issues in the implementation of programmes are discussed; information is provided on the latest changes in the regulatory framework, and problems are solved if they arise carries out the methodological supervision of the programme. The Head of the study field is also invited to the meeting, as well as specialists in charge, as necessary. The Dean also attends the meeting and keeps the academic and teaching staff regularly informed of current developments.

An IT specialist is assigned to the programme to support both students and lecturers regarding the use of It in the study process.

Table 3.3.1.1. Description of the support staff involved in the implementation of the study programme**.**

Staff	Number	Responsibilities
Study administrator	0.5	Planning and administration of the study process
Study administrator	1	Administration of students’ files
IT specialist	0.5	IT support (computers, software, peripheral equipment, user systems, etc.)

The study and material-technical facilities are detailed in Part II, Chapter 3, Sections 2.3.1 to 2.3.3.

The technical and information provision of MSP IZ in the branches and in person in Riga does not differ in essence, as the branches have adapted their work in such a way that students can study both in person and remotely. During the COVID period, when initially students did not have access to equipment to participate in remote classes, these issues were resolved, students were able to participate in distance learning in person at branch facilities. Gradually, branches acquired the technological capabilities to broadcast in conference mode, when it is possible to participate in classes in both environments. Work on the technical support of the branches continues.

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

Not applicable

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

The financing of the study programme is calculated annually according to the income and the tuition fees charged. The current calculations were based on the MSP ES tuition fees for academic years 2020/2021/2022. For the 2023 admission, an increased fee is set: full-time intramural studies EUR 2300 (including EU/EEA/Swiss citizens, permanent residents and their family members)/ EUR 4000 (for non-EU citizens); part-time intramural studies, short-form EUR 1600 (including branches), part-time intramural studies, long-form - EUR 1800

The income and expenditure of the programme is calculated annually for the programme as a whole, but can also be calculated separately for the long form and the short form, and further broken down for the FT and the PT. A separate calculation is made for the part of the programme implemented in English. The calculations include several variables each year, determined by the economic situation, national rules on salaries, and variable infrastructure costs, which also include utility costs (e.g. lower costs during Covid-19 due to remote learning). The calculations are based on student data for the academic year 2022/2023.

Programme expenditures for full-time intramural studies, short-form

During the reporting period, 62 students (32 study places subsidised by the state budget) are studying in the short form in all specialisations. Figure 3.3.3.1 shows the ratio of the prime cost to the number of students.

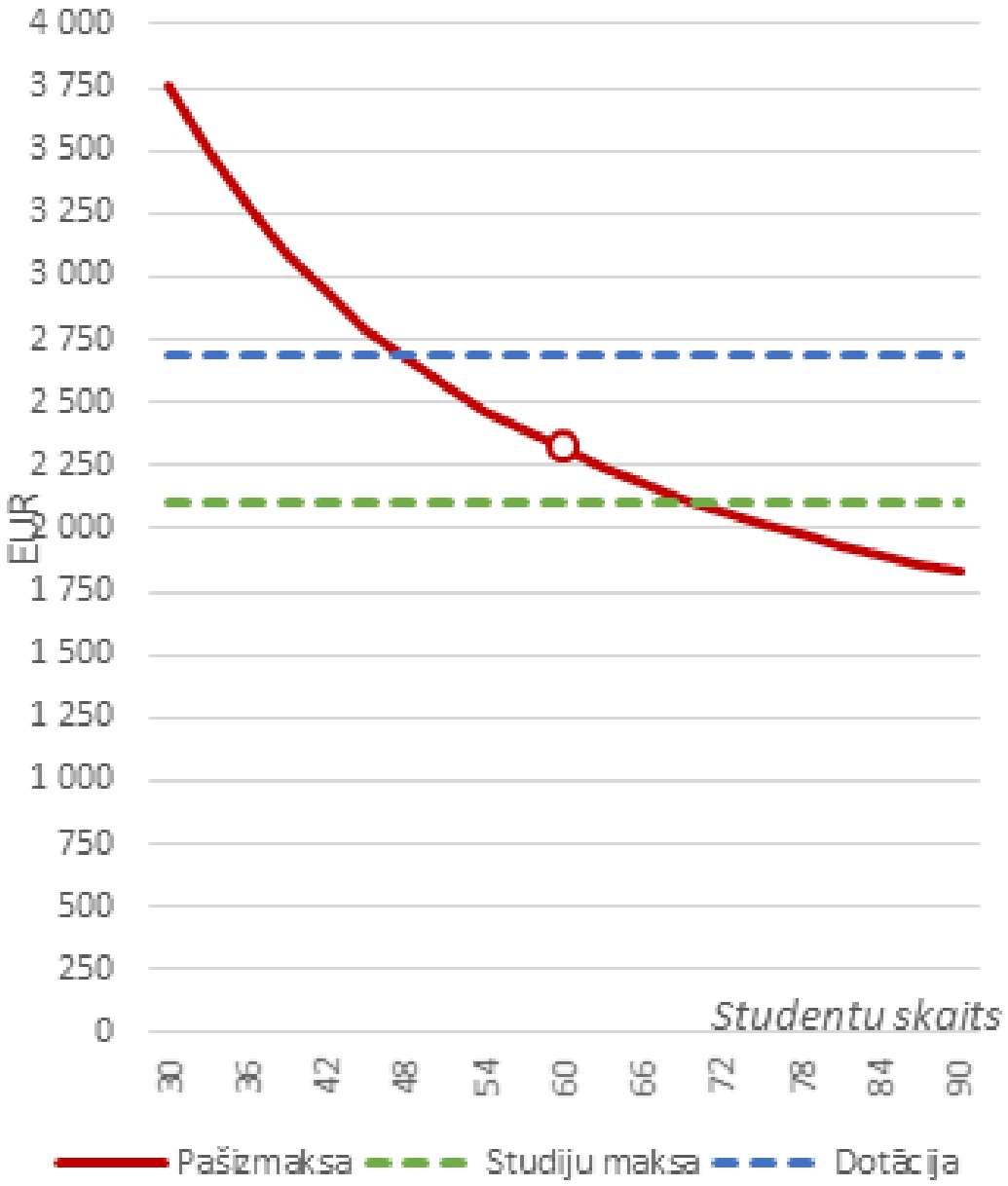


Figure 3.3.3.1. The cost as a function of number of students (FTI, short form) (In the Figure: Number of students. Cost price. Study fees. Grant from the state.)

Students, .

As can be seen in the figure above, the short form of the FTI short form is cost-effective and all the necessary prerequisites are in place to ensure a qualitative process.

Programme expenditures for part time intramural studies, short form

During the reporting period, 65 students (fee-paying) studied at PTI, short form specialisation "Educational Management". Figure 3.3.3.2 shows the ratio of the cost of the programme to the number of students.

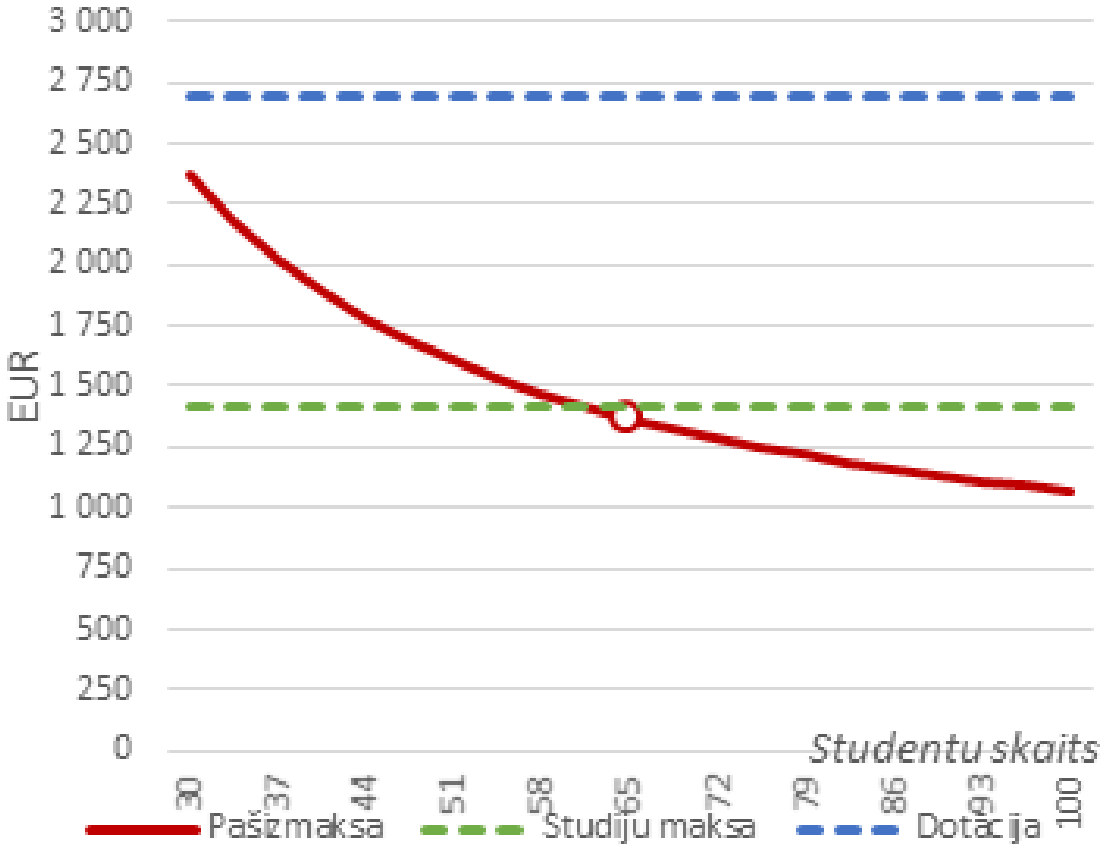


Figure 3.3.3.2. The cost as a function of number of students (PTI, short form). (In Figure: *Number of students. Cost price. Study fees. Grant from the state).*

As can be seen in the figure, the short form of PTI is cost-effective and all the necessary prerequisites are in place to ensure a qualitative process.

Programme expenditures for full-time intramural studies, long-form

During the reporting period, 13 students (8 of them subsidised by the state budget) are studying in the long-form of the FT studies. Figure 3.3.3.3 shows the ratio of the cost of the programme to the number of students.

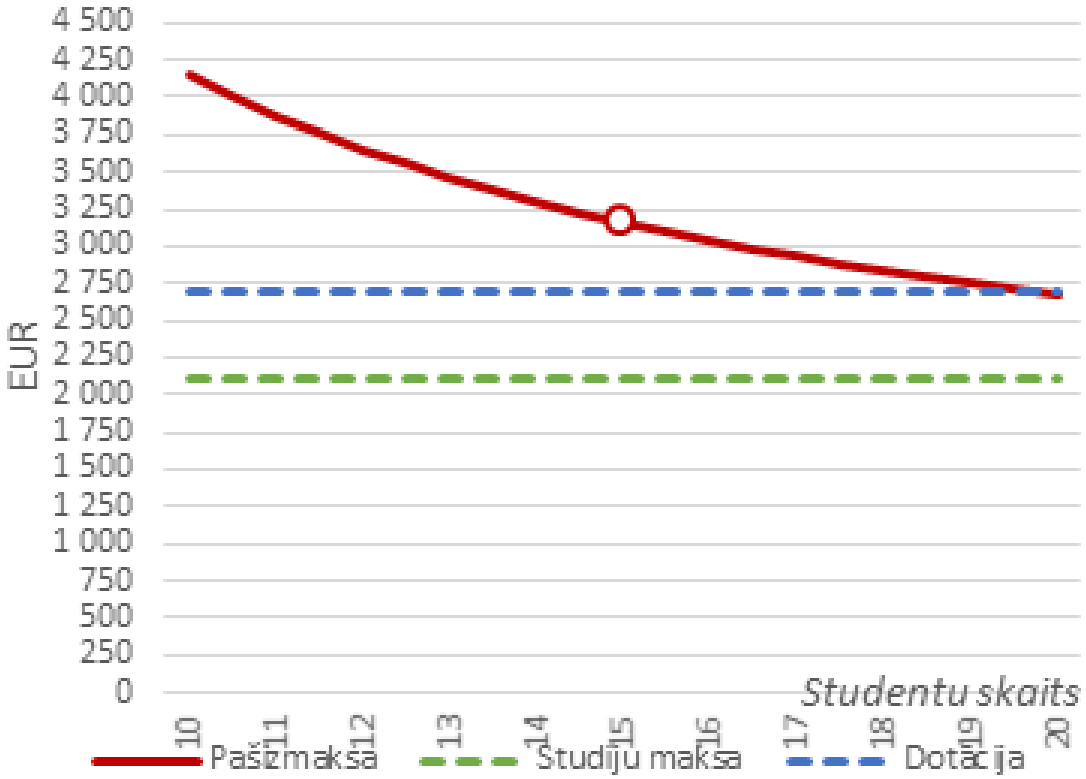


Figure 3.3.3.3. The cost as a function of number of students (FTI, long form). (In Figure: *Number of students. Cost price. Study fees. Grant from the state).*

The figure shows that the long form of the FTI would be cost-effective if it had at least 20 students and the tuition fee was EUR 2750.

Programme expenditures for part time intramural studies, long form

During the reporting period, 25 students (all fee-paying) are studying in the long-form of the PT studies. Figure 3.3.3.4 shows the ratio of the cost of the programme to the number of students.

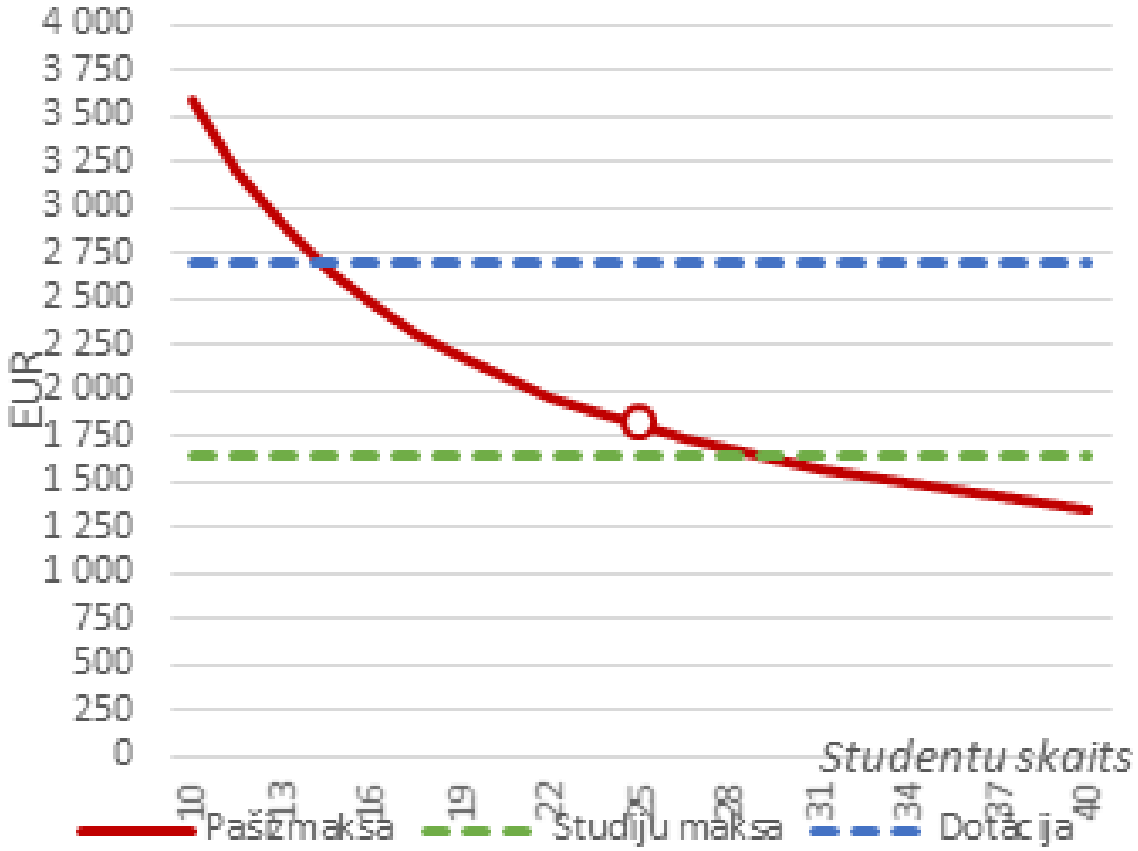


Figure 3.3.3.4. *The cost as a function of number of students (PTI, long form).* (In Figure: *Number of students Cost price. Study fees. Grant from the state).*

The figure shows that the long form of the PTI would be cost-effective if it had at least 29 students.

Programme expenditures for full time intramural studies, short form (English)

During the reporting period, 4 students are studying in the short form (English). Figure 3.3.3.5 shows the ratio of the cost of the programme to the number of students.

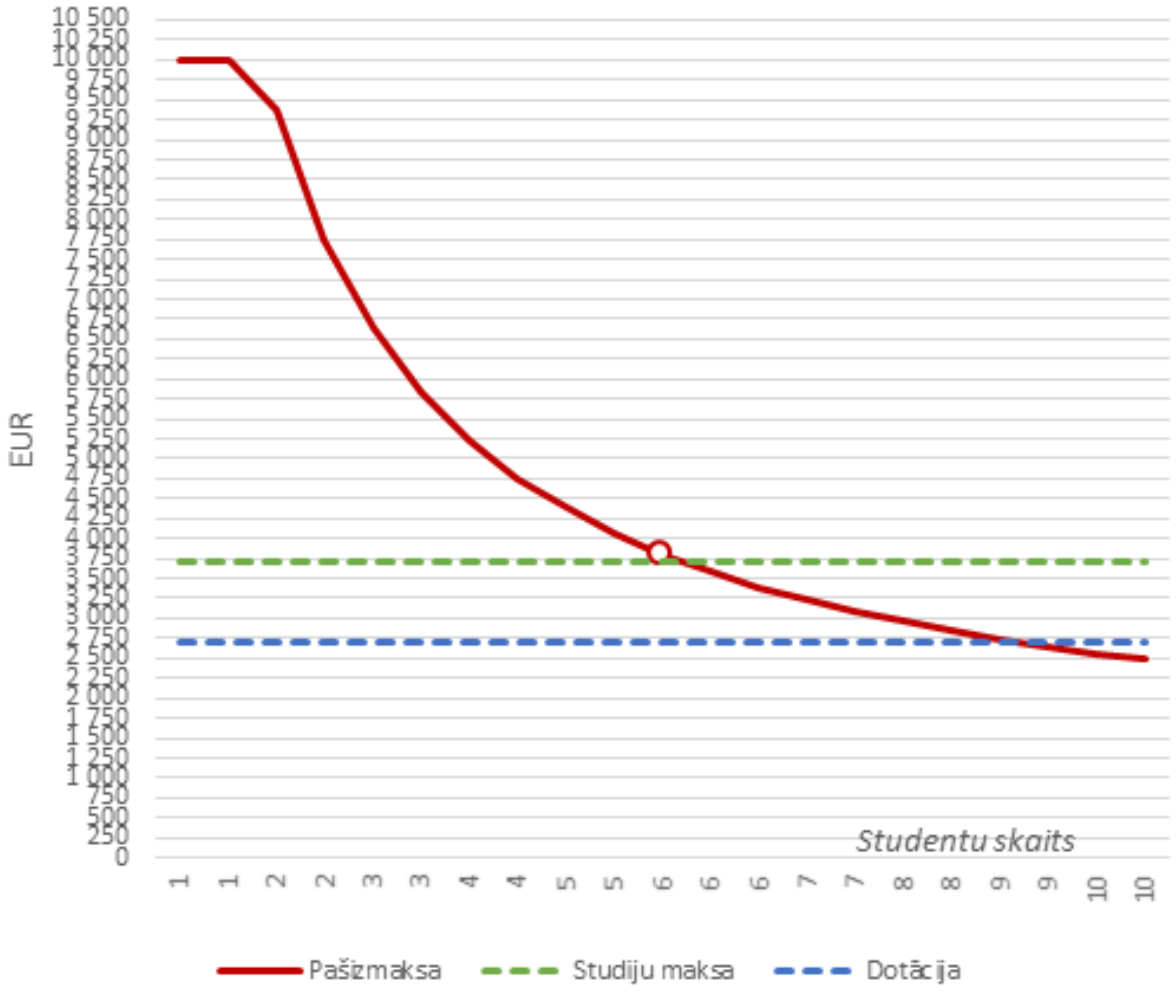


Figure 3.3.3.5. The cost as a function of number of students (FTI, short form, English). (In Figure: *Number of students. Cost price. Study fees. Grant from the state).*

As can be seen in the figure above, the short form of the FTI (English) is cost-effective and all the necessary prerequisites are in place to ensure a qualitative process.

The calculations for the reporting period indicate that the lowest cost of the programme is in the short form for the FTI specialisations, while the highest cost of the programme is in the long form FTI, also in the long form PTI. This can be explained basically by the lower number of students studying full-time and part-time in the long form. In the English section of the short-form FTI programme, income versus costs is positive. Looking to the future, there is potential and room for growth in attracting international students.

Table 3.3.3.1 summarises the revenue of the programme based on the number of students, the government grant and tuition fees, and the expenditure of the programme at this number of students.

Table 3.3.3.1. Summary of the revenue and expenditure in the programme (during the reporting period)

1. Type of study	2. Number of students	3. Study fee/ state budget (EUR)	**4. Total revenue (EUR)**	5. **Total expenditure** 6. **(EUR)**
7. FTI, short form (budget/tuition fee)	8. 62	2100 /2690	9. 149070	10. 143121
11. PTI, short form (tuition fee)	12. 65	1414	13. 74636	14. 70957
15. FTI, long form (budget/ tuition fee)	16. 13	2100/2690	17. 32017	18. 40862
19. PTI, long form (tuition fee)	20. 25	1650	21. 34375	22. 36503
23. FTI, short form, English (tuition fee)	24. 4	25. 3700	26. 25900	27. 23415
28. Total	29. 169	**30.**	**315998**	**31. 314858**

The data in the table show that the short form of the FTI and PTI programmes, including English, are cost-effective. They partially, but not fully, cover the unprofitability of the long form of the FTI and PTI, which is due to insufficient student numbers. Although the financial loss is not large, it indicates an important trend that should be taken into account when planning the enrolment of students in the FTI long and PTI long forms, respectively by opening a group only on condition that there are at least 12 students in the group. The current losses can be financed by the FEPA from the revenues of lifelong learning and other fee-based services as well as from accumulated financial resources. In the future, it is possible to increase the profitability as the UL is planning to increase the tuition fee.

3.4. Teaching Staff

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

The implementation of the MSP ES is ensured by 44 lecturers from the Department of Education Sciences and Pedagogical Innovation (DESPI) and other departments of the FEPA, 4 lecturers from other faculties of the University, including 11 professors, 9 associate professors, 15 assistant professors, 2 lecturers, 5 teachers, who meet the requirements set out in the third paragraph of the first part of Article 55 of the Law on Higher Education (see *Appendix with the confirmation of compliance with the requirements*). The majority of the teaching staff (39) are scientists with doctoral degrees, which ensures that following the regulatory framework, they can both qualitatively implement the study process and supervise the development of Master's theses. In the period between the licensing of the programme and the present moment, several lecturers have had a positive change in their election status: three have been elected assistant professors, four have been elected associate professors, two have been elected professors, and one has been elected as a professor at the University of Latvia (previously at LiepU). One obtained a PhD and was elected as a lecturer. One also obtained a PhD and was elected as an assistant professor. These changes have a positive impact on the quality indicators of the MSP ES.

MSP ES has recruited new lecturers to ensure the renewal of the teaching staff for the programme, including lecturers who co-teach courses with colleagues, including courses in English. The involvement of new teaching staff in the programme is justified from several aspects:

1. Students recommend that the programme should involve more experts in their field, practitioners.
2. At the UL Faculty of Education, Psychology and Art, a gradual change of generations of lecturers is taking place, where colleagues are terminating their employment with the FEPA and, accordingly, younger colleagues are teaching the course instead of them.
3. Doctoral students, potentially planning to work at the UL in the future as lecturers, or researchers, who see an opportunity to continue their professional career at the university, are involved in the programme. They teach the course together with the leading professors or under the supervision of the leading lecturers, gradually taking over the management of the course, and gaining valuable experience. This approach helps to ensure continuity, and the sustainability of the MSP ES, and to attract new researchers to the programme while maintaining a high quality of teaching.

During the reporting period, the teaching staff of the programme have **purposefully improved their English language skills** in the further education programme "Improvement of Scientific and Academic Capacity of Academic Staff in English" delivered by the Centre of Applied Linguistics of the UL Faculty of Humanities, obtaining C1 (5 lecturers) and B2 (5 lecturers) and B1 (1 lecturer) certificates. Respectively, more than 50% of lecturers have received the certificate of C1 level foreign language proficiency. Several lecturers continue to improve their English language skills in further training courses organised outside the University of Latvia.

During the reporting period, lecturers (20 teaching staff) continued to participate in **the professional development courses** offered by the UL, which are implemented in the framework of ESF projects and directly organised to increase the competence of the teaching staff. For example, "Public Speaking", "Learning E-environment - Moodle", "Scientific Publishing Skills", "Digital Media Literacy", "Development of Digital Skills", and "Development of Leadership Competence of the Academic Staff". In the autumn of 2021, the ESF project "Motivated, Modern and Competitive Academic Staff" provided the opportunity to take several courses specifically designed to support the teaching staff in organising distance and hybrid learning processes: “Subject-Specific Interactive Solutions in Lesson Design”, “Planning of Remote Lessons”. The courses are taught by both UL lecturers and a visiting professor from Germany.

More than half of all lecturers in the programme have participated in courses between autumn 2019

and autumn 2022.

The teaching staff also attend continuing education courses organised by the UL outside the ESF project, with a third of the programme's lecturers attending such courses.

Several lecturers have taken the opportunity to undertake traineeships in educational institutions in line with their professional interests and specific to their field. Eight lecturers have done so and 2 lecturers have hosted trainees from other higher education institutions in their classes.

Lecturers have implemented both physical and remote mobility, despite the constraints of COVID-19 and the fact that physical mobility opportunities decreased in 2021/2022. Seven lecturers continue to participate in Erasmus Plus projects, collaborate with foreign colleagues in international research activities, improve competencies, enrich experience and develop communication skills in foreign languages in a multicultural environment.

The high qualification of the teaching staff contributes to the achievement of the study results, which can be verified by the students' evaluations of the courses they have taken - students highly rate (highest possible score - 7) the teaching staff, the content of the courses they teach and the performance of the lecturers themselves (see Table 3.4.1.1, Table 3.4.1.2).

Table 3.4.1.1. Assessment of the teaching staff implementing the Master's programme, data of 2022 Spring semester

Course code	Number of students who completed the questionnaire	Average assessment	Content evaluation	Assessment of the lecturer
Compulsory courses				
Izgl5008	73	6.44	6.42	6.47
Izgl5008	8	6.20	6.17	6.22
Elective courses				
Izgl5044	5	5.16	5.37	4.98
Izgl5044	22	5.82	5.75	5.89
Izgl5024	24	6.41	6.42	6.41
Izgl5034	38	5.76	5.84	5.69
Izgl5012	44	6.27	6.26	6.27
Izgl5046	7	6.65	6.47	6.76
Izgl6003	3	7	7	7

Table 3.4.1.2. Assessment of the teaching staff implementing the Master's programme, data of 2022 Autumn semester

Course code	Number of students who completed the questionnaire	Average assessment	Content evaluation	Assessment of the lecturer
Compulsory courses				
Izgl6000	30	5.96	5.91	5.99
Izgl6000	6	6.05	6.04	6.05
Izgl6000	24	5.91	5.83	5.96
Izgl6000	36	6.48	6.39	6.53
Izgl6000	18	6.47	6.43	6.49
Izgl5049	60	5.39	5.65	5.24
IzglN004	23	6.07	6.05	6.09
Restricted elective courses Specialization "Diversity and Inclusion in Education"				
Izgl5045	8	6.30	6.47	6.2
Izgl5008	8	6.20	6.17	6.22
Izgl5045	8	6.55	6.53	6.56
Izgl6001	8	5.98	6.06	5.93
Izgl6001	8	6.54	6.5	6.57
Izgl5051	8	6.68	6.67	6.68

Restricted elective courses Specialization “Human Behaviour and Counselling in Education”				
Izgl5035	7	5.86	5.62	6
Izgl5035	7	5.59	5.52	5.63
Izgl6015	7	6.93	6.95	6.91
SDSK5157	7	6.77	6.86	6.71
Restricted elective courses Specialization “Educational Management”				
Izgl5038	21	6.53	6.27	6.68
Izgl5050	19	6.61	6.57	6.63
Izgl5050	21	6.41	6.35	6.44

Targeted support is provided for the scientific activity of lecturers, which ensures the adequacy of the qualifications of teaching staff for the implementation of specific parts of the study program and the achievement of the set results of the entire program. Latvian experts in specific fields work in the program. The lecturer of each course strives for excellence by combining academic and scientific activities. Such examples can be found in almost every course. For example, the course "Research" is taught by scientists who themselves organize and implement OECD international comparative studies in Latvia. Students have the opportunity to be involved in the data collection and analysis of these studies. For example, the course "Psychological aspects of human behavior" is implemented by a lecturer/researcher who, together with the lecturer/researcher of the course "Socio-emotional learning", implements international comparative studies on socio-emotional learning. For example, the course "Proficiency in adult and university pedagogy" is implemented by a lecturer/researcher who participates in the National Research Program on effective professional development and transfer of adults into practice.
The academic staff are involved in specialised training and projects, such as “Motivated, Modern and Competitive Academic Staff” (60 hours) during the election period. A mentoring scheme is being developed to support at least one new lecturer per year, as the involvement and proportion of junior academic staff and the proportion of elected academic staff are important. The

involvement of young lecturers, young PhDs or PhD candidates contributes to the sustainability of the programme.In general, it can be concluded that during the reporting period, the changes in the qualifications of the teaching staff are positive, the high qualifications of the teaching staff contribute to the achievement of the learning outcomes and the quality of studies at MSP ES, and no non-compliance with the requirements of regulatory enactments was detected.

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

There have been no changes of the teaching staff in the reporting period (2022/2023), the changes previously made are described in the Accreditation Report and approved.

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

Not applicable

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

Not applicable

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

Cooperation between teaching staff in the MSP ES is implemented at several levels, improving the quality of the study programme:

1. Regular seminars/meetings of the teaching staff of the programme. The programme director organises seminars/meetings three times per academic year - in August, before the beginning of the study process, in September or October, when the academic year has started, and in January, after the 1st semester. At the introductory seminars before the academic year, a topical issue is selected and discussed by the lecturers. For example, in August 2020 on changes in regulatory documents, in summer 2021 on the implementation of a student-centred study process. At the beginning of the academic year in September/October, a seminar is held to update the teaching staff on issues related to the implementation of the programme, e.g. to discuss admission results, discuss necessary changes to the admission rules and criteria, and to analyse the results of the new student surveys. The seminar organised in January usually analyses the results of the first semester, discusses other topical issues, e.g. taking into account students' suggestions, discusses student evaluation procedures and discusses the interconnection between lecturers in courses to implement a common approach.
2. Implementation of collaboration within the course delivered by several lecturers. As a large part of the courses is taught with the involvement of several lecturers, flexible and effective collaboration is essential. At the start of the programme, some student feedback indicated that collaboration was not yet effective. Accordingly, we discussed this a lot in the meetings and made sure that there was no overlap. According to the lecturers in the October 2022 and January 2023 surveys, the teaching staff cooperated within the framework of the lecture course. Common interim tests are being developed across several courses, but with different aspects of each course being put forward for assessment. In such cases, the course content and requirements are discussed, and one examination paper is assessed in two courses according to the outcomes to be achieved. Lecturers acknowledge that they can contact their colleagues at any time to address issues related to the study process.
3. Implementation of transfer and interdisciplinary cooperation within the specialisation and the whole programme, mutually updating the course content, as well as working on students' Final Papers. For example, in the course "*Master's Thesis I*", students participate in introductory seminars in which all supervisors are invited to participate, and, accordingly, at the end of the course there is a pre-defence during which several lecturers engage in the discussion on the development of the Master's Thesis after it has been assessed by the reviewer. Mutual consultation is a typical feature among MSP ES teaching staff in supervising the Master's thesis at all stages.

The interaction between lecturers ensures the integrity of the study programme, non-overlapping, as well as making necessary improvements within individual courses, and modules, significantly increasing the quality of the whole programme.

The director of the study program promotes cooperation among the teaching staff:

1. Involvement of lecturers in meetings with students, for all forms of study and all courses (regularly - at the beginning of semesters 1 and 2).
2. Individual work with lecturers who have received lower student evaluations for teaching courses.

Individual meetings with lecturers and/or students about the teaching of the course.

3. Work with the Student Admissions Commission (information meeting with the Admissions Commission).
4. Work with the Final Thesis Commission (information meeting with the Final Thesis Commission).
5. Individual e-correspondence, solving individual problems directly related to the work with students, the implementation of the course content, assessment, and course examinations.

In general, lecturers have evaluated the cooperation positively (see Fig. 3.4.3.1).

Figure 3.4.3.1. Cooperation of the teaching staff in the programme (Question: Please evaluate the cooperation between the lecturers in the program to realize the interconnection of the courses)

In the future, the teaching staff have also suggested organising work in smaller groups per module.

Topics for future seminars/meetings have been proposed:

- Developing the structure and content of the Master's thesis in each course (suggestion from the lecturers: each course should be able to support one of these components. For example, by crystallising in conversation with the lecturers that course x emphasises skill/knowledge y, which will be helpful, e.g., in concluding).
- Collegial lecture observation (each lecturer should observe at least one colleague per semester); joint workshops where the teaching staff share examples of their practice, and discuss and agree on the formats, and content of the tests.
- Linking research activities (what is being researched, what is being worked on, studies, projects, current issues, etc.) with the topics of the course.
- Coherence of examination formats across study courses.

When describing the ratio of the number of students and teaching staff within the MSP, at the time of preparing the self-evaluation report (2023./2024.), the information in LUIS shows that there are 20 students per PLE lecturer's workload.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	22_7_MSP_IZ_diploma paraugs_Sample_diploma transcript_LV_EN (1).docx	22_7_MSP_IZ_diploma paraugs_Sample_diploma transcript_LV_EN (1).docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	24_7_MSP_Educational_Sciences_Statistics on students enrolled in the reporting period, with corections.docx	24_7_MSP_Izglitibas zinatnes_Statistika par studejosajiem, ar lab..docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	25_7_MSP_IZ_atbilstiba valsts standartam. angl.docx	25_7_MSP_IZ_atbilstiba valsts standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
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	28_7_MSP IZ kartejums_mapping.xlsx	28_7_MSP IZ kartejums_mapping.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	29_7_MSP IZ plans_Plan(1).docx	29_7_MSP IZ plans_Plan(1).docx
Descriptions of the study courses/ modules	30_MSP IZ Kursa apraksti, anglu, ar lab..docx	30_MSP IZ Kursa apraksti, latv., ar lab..docx
Description of the organisation of the internship of the students (if applicable)	Annex_31_MSP_IZ_Description of the organisation of students_practice.docx	31_MSP_IZ_prakses organizacijas apraksts.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	27.06.2023 - 30-37_92 - Apliecinājums AL55 Izglītības zinātnes 45142 ENG.edoc	27.06.2023 - 30-37_91 - Apliecinājums AL55 MSP Izglītības zinātnes 45142.edoc

Technological innovations and design for education (45142)

Study field	*Education and Pedagogy*
ProcedureStudyProgram.Name	*Technological innovations and design for education*
Education classification code	*45142*
Type of the study programme	*Academic master study programme*
Name of the study programme director	*Linda*
Surname of the study programme director	*Daniela*
E-mail of the study programme director	*linda.daniela@lu.lv*
Title of the study programme director	*Dr.paed.*
Phone of the study programme director	*26408896*
Goal of the study programme	*To facilitate the development of students' academic and professional competence and competitiveness in the field of education, innovative and research activities, change management, pedagogical activity. To promote their academic growth through learning and creating new pedagogical and design solutions for a technology-enriched learning process in educational organizations and providers of educational services.*
Tasks of the study programme	*1. To facilitate students' research expertise by integrating the latest results of technological progress, scientific knowledge and innovative ideas in interdisciplinary contexts;* *2. To facilitate the development of students' pedagogical competence and readiness to plan, implement and evaluate the possibilities of a technology-enriched learning process against the learning needs, abilities, and prior knowledge of different educational target groups (at all stages of a person's life)* *3. To facilitate the development of students' digital, pedagogical and design competencies, necessary in educational science, by implementing the study courses provided for in the study program;* *4. To develop students' ability to develop creative and innovative technological solutions for the educational environment;* *5. To develop students' research and analytical competence to independently solve problems, develop new research directions and present their research results;* *6. To foster students' competitiveness in changing socio-economic conditions in the local and international labor market;* *7. To foster students' competence to transform the teaching content to make it attractive for today's learners, develop and implement various teaching strategies that can be used online, advise and support colleagues in the use of technology in education;* *8. To foster students' competence to communicate in a multicultural environment*

Results of the study programme	*Knowledge:* *1. understands the trends and contemporary research in educational science and its subfields (integrating other sciences related to human activity) in an interdisciplinary context in Latvia, Europe, and the world;* *2. understands the connection of educational theories, research and pedagogical rationale with the implementation of a technology-enriched learning;* *3. understands the principles of development and operation of technology, technological solutions and digital teaching aids, the opportunities and risks of organizing a technology-enriched learning process;* *Skills:* *4. analyses education-related societal processes, theories, research data, education policies and legal issues in Latvia, Europe and the world in the analogue and digital environment;* *5. plans, implements, evaluates and improves pedagogical activity according to the needs of different educational target groups in different contexts, creating a technology-enriched learning environment;* *6. independently applies theories, methods, and problem-solving skills to carry out research activities in educational sciences; explains and discusses research results;* *7. independently selects, uses and evaluates various technologies, technological solutions, digital teaching aids, combines them with analogue teaching aids in order to promote knowledge construction processes in a technology-enriched environment;* *Competence:* *8. independently formulates and critically analyses problems in the education sector, justifies decisions by applying acquired knowledge and skills in new situations, uses digital solutions in the teaching process and performs mentoring activities in the organization of a technology-enriched learning process;* *9. integrates knowledge and skills from various fields in the decision-making process, contributes to the creation of new knowledge, development of research and professional methods, observing norms of ethical responsibility for the possible impact of scientific results and professional activity on society in the context of sustainable development* *10. conceptualises own knowledge and competences to support learners in constructing new knowledge and competences; develops and tests new technological solutions and integrates own ideas into the learning process.*
Final examination upon the completion of the study programme	*Master thesis*

Study programme forms

Full time studies - 2 years - latvian

Study type and form	*Full time studies*
Duration in full years	*2*

Duration in month	*0*
Language	*latvian*
Amount (CP)	*80*
Admission requirements (in English)	*1. First-cycle higher education or equivalent higher education in pedagogy or educational sciences, and a general entrance examination. 2. First-cycle higher education or second-cycle higher education, implemented after acquiring secondary education, or equivalent higher education in the natural sciences, engineering and technology, medicine and health sciences, agricultural, forestry, and veterinary sciences, social sciences (excluding pedagogy and education sciences), humanities and arts. Entrance examination in education sciences and general entrance examination.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master's degree in educational sciences*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Full time studies - 2 years - english

Study type and form	*Full time studies*
Duration in full years	*2*
Duration in month	*0*
Language	*english*
Amount (CP)	*80*
Admission requirements (in English)	*1. First-cycle higher education or equivalent higher education in pedagogy or educational sciences, and a general entrance examination. 2. First-cycle higher education or second-cycle higher education, implemented after acquiring secondary education, or equivalent higher education in the natural sciences, engineering and technology, medicine and health sciences, agricultural, forestry, and veterinary sciences, social sciences (excluding pedagogy and education sciences), humanities and arts. Entrance examination in education sciences and general entrance examination. 3. English language skills at least at B2*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master's degree in educational sciences*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

3.1. Indicators Describing the Study Programme

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

Several changes were made in the parameters of the academic master's study program "Technological Innovations and Design for Education'' (hereinafter - MSP). First, taking into account the advice of experts, the title of the MSP degree was changed from Master of Social Sciences in Educational Sciences to Master of Educational Sciences. On 15.05.2020, licence No. 04047-113 (the study program is licensed) was issued to the University of Latvia (hereinafter - UL) for the right to implement the academic MSP for obtaining the Master's degree in educational sciences. Secondly, based on the recommendation of the experts from the Academic Department of UL, the number of MSP outcomes was reduced from 24 to 10, with the systematic re-formulation and wording clarified in December 2021. Thirdly, taking into account the decision No. 2022/12-SPI by the AIC Study Quality Committee of 03.08.2022 (he study program is included within the study direction), in October 2022, admission requirements, different for applicants with prior teaching education and those without such education, were clarified, namely:

- applicants with first-cycle higher education (Bachelor's degree, second-level professional higher education, or equivalent higher education) in pedagogy or educational sciences take the general admission exam;
- applicants with first-cycle higher education (Bachelor's degree, second-level professional higher education, or equivalent higher education) or second-cycle higher education (second-level professional higher education that can be gained after secondary education) in natural sciences, engineering and technology, in medical and health sciences, agricultural, forestry and veterinary sciences, social sciences (except pedagogy and educational sciences), humanities and arts, take the general admission exam and the admission exam in educational sciences.

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

The relevance of MSP to the field of study is determined by the specifics of educational science as a field, which includes study courses with a practical orientation, as well as studies based on research and science. The appropriateness of the MSP name is justified by several interrelated aspects below. Implementation of MSP helps to achieve the common goals of the study direction at different

levels, specializing in several competitive areas, especially focusing on the digital transformation of education and technology-enriched learning. New, innovative study materials are developed to ensure the implementation of MSP. This ensures creating pedagogical conditions for professional education of modern, educated, creative, and capable teachers who can solve current educational problems, including using the latest information technology, as well as compete in the labor market. MSP helps to achieve global goals and promotes the development of a smart society. It employs innovative pedagogical approaches to prepare educators able to synthesize basic knowledge of pedagogy and psychology and technological progress, thus ensuring sustainable development of society. MSP students carry out innovative research in technology-enriched learning, develop innovative learning tools and solutions for organization of the learning process, thus creating a cumulative impact both on the development of innovations in Latvia and its inclusion in the global scientific space. MSP successfully complements the study offer for specialists in the field of education, opening new professional opportunities.

MSP code 45142 complies with the Cabinet Regulation No. 322 of the Cabinet of Ministers, Regulations regarding Classification of Education of Latvia[1], on June 13, 2017, which corresponds to the seventh qualification level of the Latvian educational qualification structure. The MSP volume and duration, mandatory content, parts of the programme and their scope, degree to be awarded, basic principles and procedure of assessment, principles of implementation, etc. are regulated by the regulations of the Cabinet of Ministers No. 240 "Regulations on the standard of state academic education"[2]on May 13, 2014. The content of the program has been developed based on Article 55 of "The Law on Institutions of Higher Education of the Republic of Latvia. Study programs"[3] and the regulations of the University of Latvia "Regulations of study programs and continuing education programs of the University of Latvia"[4] (approved by Senate decision No. 102 of April 24, 2017) and complies with the Cabinet Regulations on the state standard of academic education. The content of MSP comprises courses in the volume of 80 CP (120 ECTS), which include courses of research and application of theoretical knowledge (50 CP (75 ECTS)), Master's thesis development (20 CP (30 ECTS)), practice courses (6 CP (9 ECTS)) and free elective courses (4 CP (6 ECTS)). MSP has a clearly defined goal, objectives, and outcomes, which are interconnected with the outcomes of individual courses (this is confirmed by the mapping of learning outcomes of the program, which is available in the relevant annex of this report). Starting from academic year 2022/2023, there are differentiated admission requirements[5] for those applicants who have previous pedagogical education and those without such. Besides, additional requirements are set for those who plan to study in English (i.e. English language proficiency at least at B2 level). This ensures the correspondence of the admission requirements to other parameters (MSP goals, objectives, learning outcomes, language of instruction, awarded degree). The evaluation criteria of the admission competition, formulas for calculating their values, and the admission procedure are defined in the UL admission rules for the current academic year and published on the LU portal https://www.lu.lv/gribustudet/uznemsanas-kartiba/ (Available in Latvian). The volume and duration of MSP correspond to the specified expected learning outcomes, which adequately correspond to the set goals and objectives. Upon completing the MSP, a Master's degree in Educational Sciences is awarded.

In accordance with the *UL 2021-2027 Strategy's* direction of internationalization and openness to collaboration, the studies are offered in both Latvian and English, since the MSP is relevant, useful, and corresponds to the current trends and industry needs globally as well as current Latvian policy planning documents for 2021-2027. (Latvia's National Development Plan for 2021-2027[6]; Educational Development Guidelines for 2021-2027 "Future Skills for the Future Society"[7]; Science, Technology Development and Innovation Guidelines for 2021-2027[8]; Digital Transformation

Guidelines for 2021-2027[9]). It also corresponds to the set of goals, including development of technology and digital skills, digitization of the education system, digital transformation of the R&D system, transfer of knowledge and technology for the development of innovation and increasing the competence of teachers in the implementation of innovations in the student-centered study process. The program fully complies with the following criteria mentioned in the Educational Development Guidelines 2021-2027: "modern", "qualitative", "interdisciplinary", "diverse" and "flexible", "individualized and differentiated" (see table 3.1.2.1).

*Table 3.1.2.1.**Correspondence of the MSP to the defined criteria for education service***

No.	Criteria	Conclusion
1.	Modern	Current trends in the labor market and society, as well as in research, are taken into account.
2.	Qualitative	It is aimed towards specific goals and outcomes, a comparison with other similar programs has been made.
3.	Interdisciplinary	An interdisciplinary approach is used.
4.	Diverse	The use of various platforms, diverse virtual reality options, workplace learning during internship (workplace learning) are offered, blended learning is promoted, providing both face-to-face learning in an educational institution and related environments (laboratories, companies, etc.) and remote learning, and online learning.
5.	Flexible	A flexible system for continuing education has been created, identifying previously gained education and skills. Openness of MSP to professionals from various fields.
6.	Individualized and differentiated	There are differentiated admission requirements for those applicants who have previous pedagogical education and those without such education. Adapted educational offer according to students' needs, abilities, skills, and previous experience.

In the course descriptions, the academic staff responsible for branch of science is indicated - this is the faculty member who verifies and approves the relevance of the course content to the industry. Each course has at least one course developer (author). The course developer is not always the same as the course instructor, so it may happen that the responsible faculty members indicated in the study course plans do not fully coincide with those mentioned in the course descriptions. This is usually due to the fact that one course author cannot ensure the implementation of the course for all students (due to workload considerations) or because there have been changes in personnel. However, in such cases, the takeover of teaching responsibilities for study courses occurs in close collaboration with the course developer.

[1] Ministru kabineta 2017. gada 13. jūnijā noteikumi Nr. 322 “Noteikumi par Latvijas izglītības klasifikāciju” [Cabinet of Ministers Regulations No. 322. *Regulations on the Classification of Education in Latvia*. Available in Latvian at: https://likumi.lv/ta/id/291524#piel2]

[2] Ministru kabineta 2014. gada 13. maija noteikumi Nr. 240 “Noteikumi par valsts akadēmiskās

izglītības standartu" [Regulations of the Cabinet of Ministers of May 13, 2014 No. 240. *Regulations on the national academic education standard.* Available in Latvian at: https://likumi.lv/doc.php?id=266187]

[3] Latvijas Republikas Augstskolu likums [Law on Higher Education Institutions of the Republic of Latvia. Available at: https://likumi.lv/ta/id/37967-augstskolu-likums]

[4] Latvijas Universitātes studiju programmu un tālākizglītības programmu nolikums. https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_LV/3._STUDIJU_UN_ZINATNES_PROCESU_REGLAMENTEJOSIE_DOKUMENTI/Latvijas_Universitates_Studiju_programmu_un_talakizglitibas_programmu_nolikums.pdf [*Regulations of study programs and continuing education programs of the University of Latvia.* Available in Latvian]

[5] Details of admission requirements can be found online: https://www.lu.lv/en/studies/faculties/faculties/faculty-of-education-psychology-and-art/graduate-studies/translate-to-english-tehnologiju-inovacijas-un-dizains-izglitibai/

[6] Latvia's National Development Plan for 2021-2027. https://www.pkc.gov.lv/sites/default/files/inline-files/Summary_Latvian%20National%20Development%20Plan%202021-2027_final_pdf.pdf

[7] Izglītības attīstības pamatnostādnes 2021.-2027. gadam "Nākotnes prasmes nākotnes sabiedrībai". https://likumi.lv/ta/id/324332-par-izglitibas-attistibas-pamatnostadnem-20212027-gadam [Educational Development Guidelines for 2021-2027 "Future Skills for the Future Society". Available in Latvian]

[8] Science, Technology Development and Innovation Guidelines for 2021-2027. https://likumi.lv/ta/en/en/id/322468-regarding-guidelines-for-science-technology-development-and-innovation-20212027

[9] Digitālās transformācijas pamatnostādnes 2021.-2027. gadam. https://likumi.lv/ta/id/324715-par-digitalas-transformacijas-pamatnostadnem-20212027-gadam [Digital Transformation Guidelines for 2021-2027. Available in Latvian]

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

MSP was developed to achieve the specific support goal 8.2.1 of the European Social Fund "Reduce the fragmentation of study programs and strengthen the sharing of resources", as well as to initiate a significant change in the development of the entire society, as it is the educational environment that prepares of the new generation for the future challenges. Among those are life and work in a society transformed by technology, thus, it is necessary to know the basic principles of technology use, cooperation with virtual and augmented reality, artificial intelligence and use it to promote sustainable development. Therefore, MSP provides an opportunity to both gain the knowledge about pedagogical processes, the creation of learning materials and platforms, and the psychology of learning, as well as master digital competences, programming, robotics, media literacy, etc. MSP is based on applying pedagogical and psychological knowledge to practically develop digital learning materials, digital solutions, and new research directions. In this aspect, the MSP offered by

the LU is unique, because the knowledge of these fields is still not synergised in Europe. In Latvia, this is the only Master's study program in education sciences that offers such a wide use of technological innovations both in the study process and in the field of knowledge transfer and research (e.g., Cyber psychology and its cognitive aspects, Information architecture and infographics, SMART pedagogy, 3D prototyping, Robotics in education, Virtual and augmented reality technology for education, Universal design in the education, etc.). There are equivalent study programs in universities in the Baltic States, too.

The need for MSP is acute, and the current situation in Latvia and the world, in which educational institutions of various levels are trying to provide fully the learning process remotely, is increasing it even more. The main MSP components are equally balanced - people, technology, and content. The content and form of MSP is compliant with the standards, successively created and oriented towards the acquisition of high-quality study outcomes. The wide network of local and international cooperation partners increase its implementation and development possibilities. The expected functions of a graduate - administrative, technical, pedagogical, scientific research and social mediator function - significantly increase their demand and stable position in the labour market. Studying in MSP provides the opportunities to work as a teacher (if you have previously obtained a teacher's qualification or a master's thesis is developed in the didactics of a subject), a non-formal education teacher, a developer of digital teaching aids, and an educational methodologist. Another option is working as an educational technology mentor at the level of an educational institution or municipality; as an expert familiar with the opportunities provided by digital technology who knows how to use them purposefully in the learning process and can encourage and support other teachers to use technology in the planning and implementation of the learning process, as well as support the digitization processes of the educational institution/s. MSP is intended for managers and teachers of educational institutions, non-formal education, developers of teaching aids, and everyone who wants to improve their qualifications by learning technology innovations in education. According to the labor market trends analyzed by the State Employment Agency in 2023, the employment level of UL graduates in the field of teacher education and educational sciences is included in the Top 5 (**Figure 3.1.3.1**).

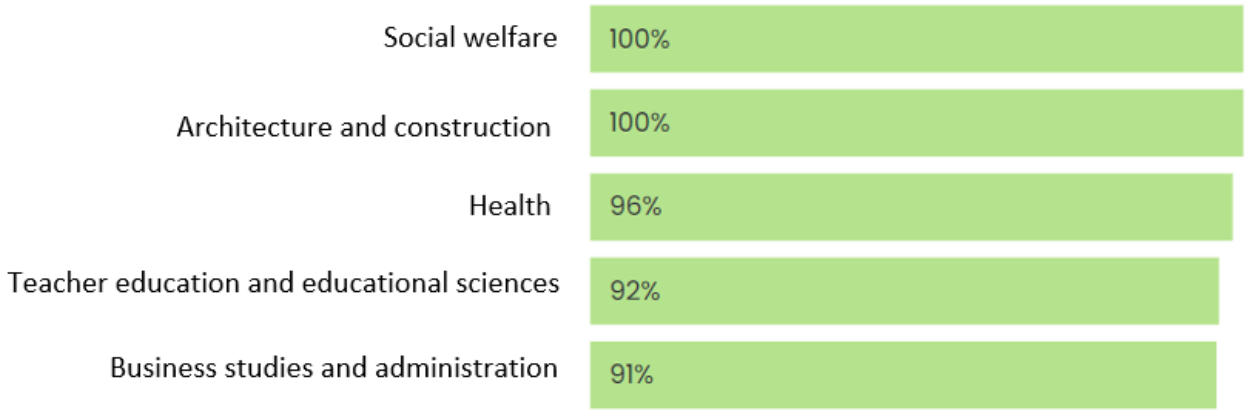


Figure 3.1.3.1. ***Top 5 sector groups by level of employment (employed vs UL graduates)****

* Data based on the SEA labour market prognosis (https://prognozes.nva.gov.lv/en; accessed 19.06.2023.)

As the result of the implementation of the MSP, the educational development guidelines for 2021-2027[1] will be achieved. The goal is to prepare highly qualified, competent and excellence-oriented, internationally competitive specialists in the field of education, who would be able to promote the development and integration of digital learning management platforms, digital learning resources and support materials in the learning process, thus creating high-performance

digital educational ecosystems.

Upon completing the MSP, students are offered the opportunity to continue their studies and obtain an internationally recognised doctoral degree in educational sciences. During their studies, several MSP students start working as ICT teachers, IT support specialists in educational institutions, employees of the IT Educational Foundation – Start (IT); some of the graduates are self-employed and develop mobile applications and digital learning games, or are involved in educational digitization projects implemented by the UL.

MSP offers theoretical and practical opportunities for specialists to acquire competence needed for rapid development, to freely navigate the development and adaptation of digital learning materials (principles of robotics, programming, virtual reality, etc.), as well as create appropriate technology-enriched methodologies. In other words, graduates will know how to organize technology-enriched learning and how to use technological solutions to make learning more interesting, more effective, and suited to the needs of modern students. These specialists will not only be experts themselves, but will also be able to provide educational and practical support to others, acting as mentors to other colleagues, both coordinating and implementing the introduction of technological and teaching solutions for education. The potential graduates' contribution would also be in reducing societal stereotypes and barriers against technology integration in the teaching process, arguing and demonstrating its practical value in structuring learning experience. A potential graduate is someone who is familiar with educational technologies already developed, knows how to creatively adapt them to different needs, and is able to develop digital teaching and learning tools (apps, games, materials, etc.). The knowledge of the current situation at schools, higher education institutions, educational technology and digital learning materials companies, as well as other companies and institutions in need to strengthen employees' competence indicate high demand for the graduates and potential employment opportunities.

The Latvian education policy planning documents for the new stage (2021-2027) pay a significant attention to the challenges of the near future. Digitization, individualized, personalized and differentiated approach, openness of the educational program to adults as a reaction / response to the aging of the society, interdisciplinarity, as well as the expansion of the number of stakeholders in education are among the biggest ones. MSP has sufficient resources to meet such challenges as digitization, interdisciplinarity, as well as expanding the range of education stakeholders. Moreover, MSP pays sufficient attention to individualized, personalized and differentiated approaches, and is open to professionals from various fields.

The UL MSP meets the goals set in the European Union Digital Education Action Plan (2021–2027).[2] Among those are supporting sustainable and effective adaptation of EU member states' education and training systems to the digital age, offering a long-term strategic vision for high-quality, inclusive and accessible European digital education; solving the problems and taking advantage of the opportunities associated with the Covid-19 pandemic, which facilitated the unprecedented use of technology for education and training; offering opportunities including qualitative and quantitative improvements in digital education, supporting the digitization of educational pedagogies and provision of the infrastructure needed for inclusive and sustainable distance learning. In order to achieve these goals, the action plan defines two priority areas: 1) facilitating the development of a high-performance digital education ecosystem (including preparing competent and reliable educational personnel in the digital field), 2) strengthening digital skills and competences necessary for the implementation of digitization.

The UL MSP reflects the industry trends in the European Union and the world, and the set goals for digitalization of higher education and increasing the competence of teaching staff in implementation of innovations in the student-centered study process. MSP is based on the

traditions of European and global educational sciences, complies with the latest development trends, and offers solutions for the 21st century challenges in the higher education space in Latvia. This is done by preparing specialists, competitive in the labour market, turning students from users of new technologies into their developers, teaching in-depth understanding of technologies; development of the technological solutions design, effective communication, leadership in teamwork, promoting the use of the cutting edge technological progress and supporting construction of new knowledge of learners and the development of a smart society. By combining innovative pedagogical knowledge and competences in the use of technologies, students will become skilled educators, able to use their competences in pedagogical work with pupils/students of different ages and different educational levels, develop innovative teaching materials, collect and analyse data, and customise the learning process for the specific interests and needs of pupils/students, thus ensuring sustainable development of education. Education system is the basis for preparing the next generation for work and life in the society transformed by technology, where knowledge of the basic principles of technology use, working with virtual and augmented reality, artificial intelligence and using those for sustainable development is necessary.

[1] Izglītības attīstības pamatnostādnes 2021.-2027. gadam "Nākotnes prasmes nākotnes sabiedrībai". https://likumi.lv/ta/id/324332-par-izglitibas-attistibas-pamatnostadnem-20212027-gadam [[Educational Development Guidelines for 2021-2027 "Future Skills for the Future Society". Available in Latvian]

[2] Digital Education Action Plan 2021-2027 https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en

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

In academic year 2020/2021, 24 candidates applied for studies in the MSP. The study agreements were signed by 13 Master's students (11 financed from the state budget, 2 used personal funding). Four Master's students cancelled studies voluntarily, and one was expelled for not meeting the obligations of the study agreementt, i.e., not fulfilling the programme requirements. From the students enrolled in academic year 2020/2021, eight graduated from the MSP in June 2022.

In academic year 2021/2022, 29 individuals applied for studies. Twenty-two Master's students started studies in the 1st year (18 financed from the state budget and 4 on personal financing). Two students dropped out, four students were granted a leave in accordance with the requirements of the UL document "Procedures for Interrupting Studies at the University of Latvia"[1], and one Master's student has returned and continues studies.

In academic year 2022/2023, there were 19 candidates. Thirteen Master's students (11 financed from the state budget, 2 from personal financing) signed the study agreements. Two Master's students were granted study leave.

Changes in the number of students are influenced by several factors: in most cases, they are related to students' health, family and work conditions, and funding opportunities.

Currently, the group of students studying in English has not been fully completed to a financially justified extent.

The official representatives of the faculty and program always participate in the student recruitment events organized by the University of Latvia (open doors, study festivals for high school students at L-Universs, previously also at the national-level exhibition Skola). These activities involve the program director, students, and alumni, showcasing the possibilities of technology laboratories. Faculty members working in bachelor's degree programs inform about further study opportunities in master's programs.

By participating in international education technology projects, study and research opportunities in the program are popularized. A community of program graduates and students is also formed, communication and collaboration with program academic staff continue even after graduation, and at least once a academic year, program graduates, students, and faculty members meet to share experience, work on program development.

[1] Studiju pārtraukšanas kārtība Latvijas Universitātē. Dokuments apstiprināts Senāta 01.12.2008. sēdē, lēmums Nr. 178. https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_LV/3._STUDIJU_UN_ZINATNES_PROCESU_REGLAMENTEJOSIE_DOKUMENTI/11_Studiju_partrauksanas_kartiba.pdf [UL document "Procedures for Interrupting Studies at the University of Latvia. Available in Latvian]

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

Not applicable

3.2. The Content of Studies and Implementation Thereof

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

The MSP code according to the Latvian education classification is 45142.[1] The content of the MSP has been developed based on Article 55 "Study Programmes" of the Law on Higher Education of the Republic of Latvia and the Regulations of the University of Latvia "Regulations on Study Programs and Continuing Education Programs of the University of Latvia" (Decision No. 102, approved by the

Senate on 24 April) and complies with the Regulations on the National Academic Education Standard[2]. The MSP plan for full-time intramural studies in Latvian and English can be found in the appendix "*Technological Innovations and Design for Education. The plan for full-time academic Master's study programme*". Students, who have not met the requirements set out in the Environmental Protection Law and the Civil Protection Law in a lower-level study programme, study these in addition to the Master's programme.

MSP Part A (44 CP (66 ECTS)) comprises:

- Cyberpsychology and its cognitive aspects (4 CP (6 ECTS));
- Transformations of pedagogical communication in the digital culture (2 CP (3 ECTS));
- SMART[3] pedagogy (4 CP (6 ECTS));
- Academic English (2 CP (3 ECTS)) *or* Basic Latvian[4] (2 CP (3 ECTS));
- Educational research (4 CP (6 ECTS));
- Legal aspects of the digital environment (2 CP (3 ECTS));
- Use of technology in education: Introductory cpourse (2 CP (3 ECTS));
- Development and approbation of technology-enhanced learning process solution (4 CP (6 ECTS));
- Master's thesis I (6 CP (9 ECTS));
- Master's thesis II (14 CP (21 ECTS));

MSP Part B (32 CP (48ECTS)) comprises:

- Principles of website development (2 CP (3 ECTS)) *or* Visual literacy in education (2 CP (3 ECTS));
- Sustainable education and adaptive learning (4 CP (6 ECTS));
- Information architecture and infographics (4 CP (6 ECTS));
- Basics of programming (4 CP (6 ECTS));
- Robotics in education (4 CP (6 ECTS));
- 3D prototyping (2 CP (3 ECTS));
- Educational work uysing e-learning platforms (2 CP (3 ECTS)) *or* Universal design in education (2 CP (3 ECTS));

18) Teaching practice (2 CP (3 ECTS));

19) Virtual and augmented reality technology for education (4 CP (6 ECTS)) *vai* Printed materials in smart education (4 CP (6 ECTS))

20) Creative project on teaching- learning tool prototyping (4 CP (6 ECTS));

MSP part C (4 CP (6 ECTS)) comprises:

Cybernetics and systems theory in education (4 CP (6 ECTS)), any other course of 4 CP (6 ECTS), or several (e.g. 2-4) courses, to the total volume of 4 CP (6 ECTS), which a student chooses and studies in accordance with the UL procedure at any UL or other higher education institution in the programme of the same (i.e. , Master's degree) or higher level.

Since the MSP is intended to provide an opportunity to also master aspects of technology design, students can choose between individual technology-oriented courses and design-oriented courses. Three points in the above list (11, 17 and 19) offer a choice between two courses.

The MSP concept envisages that students not only acquire the theoretical and practical knowledge in organization of a technology-enriched learning process as well as the educational, pedagogical and psychological aspects of the development of technological solutions, but also use and test the acquired competences in practice. Two practices are included in the programme. The first

"Practice" course (2CP) is planned for the 2nd semester. Students observe the educational process in one of the educational institutions and/or are acquainted with companies operating in education, technology, technological solutions, and digital learning tools or in the field of development of technical teaching aids. The second practice is planned as a "Creative project in teaching-learning tool prototyping" course (4CP) in the 3rd semester. The students' task is to develop a concrete prototype of a digital learning tool, technical learning tool and/or interactive learning content/process solution for one of the educational fields. This course is planned in synergy with the "Development and approbation of technology-enhanced learning process solution" course. Thus, appropriate research methodology will be modeled for the evaluation of the prototypes developed during the practice, the evaluation procedure will be carried out and the obtained results will be summarized in a research report to make sure that the students' developed digital teaching aids for teaching technical aids have a high potential of use in promoting the educational achievements of the learners.

Thus, within the framework of the MSP, students develop analytical and data-based thinking and an approach to both information processing and creation and testing of new innovative ideas, as well as conceptualization of conclusions. Students will be able to apply this scientific approach and skills in the development of a Master's thesis, in accordance with Article 16[5] of the Regulation on the State Academic Education Standard, which states that the content of the Master's study program ensures learning outcomes that include the acquisition of in-depth theoretical knowledge and research skills and developing skills in the chosen field of science or art. The 4th semester is dedicated to the development of the final variant of the Master's thesis. In the 1st part scheduled for the beginning of the 4th semester (6 CP) students develop their thesis' plan, perform a systematic analysis of theoretical literature and develop a research methodology. In the 2nd part, they analyse the obtained results and triangulate them with the insights obtained from the theoretical literature analysis.

The MSP also includes the "Academic English" course (2CP), which is necessary for students to master both the ability to read academic texts and to prepare a publication about their developed creative solution. As a whole, the studies will enable students to integrate into international educational research networks and to develop and present their ideas both in Latvia and abroad. Besides, as the total of 8 CP courses are taught in English, it improves the level of the English language, fosters the ability to read the latest scientific literature in English, and facilitates the inclusion of students in the international research environment.

The courses were developed after the MSP development team formulated the programme's goals, objectives, and learning outcomes in terms of knowledge, skills and competences and agreed on the necessary content. The wording of MSP outcomes was clarified several times. The MSP individual course outcomes were checked and clearly shown in the mapping. Because of the mapping, some formulations of the course outcomes were specified. The lecturers involved in the development of the MSP discussed the content of the courses in the context of learning outcomes, improved the developed courses to prevent overlapping of their content and ensure they are consistent and complement each. The mapping results show that the planned course outcomes lead to the expected outcomes of the study program. Thus, the mapping allows concluding that, upon graduating from the MSP, all expected outcomes of the MSP will be achieved (see appendix "*Mapping of study courses*").

The relevance of the content of study courses and their correspondence to the needs of the industry, the labor market and scientific trends are regularly assessed, and updates are made accordingly. During the piloting of the MSP, regular student surveys were conducted on the implementation of the MSP, the results achieved and the necessary improvements. The results of the surveys are collected, discussed with the teaching staff, and the content of the MSP is

continuously improved to ensure that the latest scientific knowledge, digital teaching aids, teaching technical aids and other latest technological solutions are studied. Continuous evaluation and continuous implementation of innovative solutions in the MSP are necessary because of the rapid technological progress, so that lecturers working in the MSP are able to offer the most recent solutions and ensure that students have acquired the most relevant competencies upon entering the educational environment as employees.

[1]Ministru kabineta 2017. gada 13. jūnijā noteikumi Nr. 322 "Noteikumi par Latvijas izglītības klasifikāciju" https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitibas-klasifikaciju[Cabinet of Ministers Regulations No. 322. *Regulations on the Classification of Education in Latvia*. Available in Latvian]

[2] Ministru kabineta noteikumi Nr.240 "Noteikumi par valsts akadēmiskās izglītības standartu". https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitibas-standartu [Regulations of the Cabinet of Ministers of May 13, 2014 No. 240. *Regulations on the national academic education standard.* Available in Latvian]

[3] Daniela, L. (2019). Smart Pedagogy for Technology Enhanced Learning. *Didactics of Smart Pedagogy: Smart Pedagogy for Technology Enhanced Learning*, ed. L.Daniela, Springer ISBN 978-3-030-01550-3, pp. 3-22

[4] According to Section 56 of the Law on Higher Education Institutions, foreign students who are matriculated at the University of Latvia and their studies in Latvia are visible for more than six months or exceed 20 credit points, and who does not have a certificate of Latvian language proficiency corresponding to the Level A1, should study the course "Basic Latvian".

[5] Ministru kabineta noteikumi Nr.240 "Noteikumi par valsts akadēmiskās izglītības standartu". https://likumi.lv/ta/id/266187-noteikumi-par-valsts-akademiskas-izglitibas-standartu [Regulations of the Cabinet of Ministers of May 13, 2014 No. 240. *Regulations on the national academic education standard.* Available in Latvian]

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

Qualifications of the teaching staff involved in the implementation of the MSP meet the conditions of the MSP implementation and the requirements of the normative acts, ensure the achievement of the goals and outcomes of the MSP and the corresponding study courses. Five (5) professors, 2 associate professors, 8 assistant professors, 4 lecturers, 2 external lecturers and 1 researcher (Dr.) are involved in the implementation of MSP. They include 16 teaching staff with doctoral degrees: 6 in pedagogy, 3 in educational sciences, 1 in educational management, 1 in psychology, 1 in art, 1 in economics and business, 1 in philology, 1 in chemistry and 1 in geography. The new teaching staff are involved as the second teachers in seven courses. Some of them have already been elected as lecturers, while some are UL research assistants or external lecturers with a Master's degree: 2 in educational sciences, 2 in pedagogy, 1 in art and 1 in law, and some of them are doctoral students. Such planning is designed purposefully, both to ensure scientific quality in the realization of the Master's study programme and to attract new lecturers, ensuring the transfer of experience and

knowledge.

MSP teaching staff regularly work on the creation of new scientific and methodological materials and teaching aids, edit and publish books, collections of articles, publish the research results in journals, conference proceedings, etc. The content of the courses is based on the research results of the teaching staff, and their publications are included in the course descriptions as (1) mandatory sources; (2) additional sources and/or (3) periodicals and other sources of information. Some examples are mentioned in appendix "*Linking study courses to research results of the teaching staff*".

The teaching staff engages in scientific research and artistic creativity in the fields corresponding to the content of the MSP both at the national and international level. MSP lecturers have established successful cooperation within the framework of various international projects with universities in Europe, Asia, USA, and Canada. The MSP has already benefited and continues to benefit from several international projects, e.g.:

- Erasmus+ project “Developing virtual reality resources of assistive technologies for the SEN teaching undergraduates” (2019-2021);
- Erasmus+ project “MyHUB – a one-stop-shop on inclusion practices, tools, resources and methods for the pedagogical staff at formal and non-formal educational institutions” (2019-2022);
- Erasmus+ project “Innovative educational ROBOtics strategies for PrImary SChool ExperienceS (RoboPisces)” (2019-2022);
- Erasmus+ project “Digital adult educators: Preparing adult educators for a digital world” (2019-2021);
- Erasmus+ project “Motivating secondary school students towards STEM careers through robotic artifact making (RoboScientists)” (2018-2021);
- Erasmus+ project “eMedia: MEdia literacy and digital citizenship for all” (2018-2021);
- Erasmus+ project “Developing teaching materials for preschool teaching undergraduates on computational thinking and introduction to coding (EarlyCode)” (2018-2021);
- Hubert Curien OSMOZE programmas project “The gap between political development documents and real practice of digitalization of higher education" (2018-2020);
- Erasmus+ project “Erasmus+ projekts “Navigating social worlds: Toolbox for social inquiry (SocialWorlds)” (2021-2023);
- DiverAsia - Embracing diversity in ASIA through the adoption of Inclusive Open Practices (2021-2024);
- Designing and supporting inclusive practices in Higher Education (2020-2022);
- CERV-2022-GE project “A drone to promote equality on political and economic decision making (ProPEGE)” (2022-2024);
- Erasmus+ project “Fighting the online Post-Truth conspiracy” (2022-2024);
- Erasmus+ project “Blended learning to increase math success through robotic applications” (2021-2024);
- Erasmus+ project “RbtsInMath - Developing mathematics achievement through using robotics applications in flipped learning” (2022-2025);
- Erasmus+ project “Developing reading skills with and through digital technologies” (2022-2025);
- etc.

Through these projects, lecturers gain experience by conducting research, developing innovative materials, and they generously share it with students within the framework of their courses.

Master's students actively participate in research projects and present and publish the results of their master's research at international conferences and scientific publications. Every year, several graduates of the program continue their studies in doctoral program. Research directions are related to robotics, digital pedagogy, technology enhanced learning, virtual reality, and artificial intelligence in education.

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

Oral, written, and combined study and assessment methods are used in MSP courses and exams. Implementation of student-centered education and observance of its principles is an essential structural element of MSP quality assurance. "Standards and guidelines for quality assurance in the European higher education area"[1] state that the standard of student-centered learning, teaching and evaluation is to ensure that the study programme is implemented in such a way as to encourage students to actively participate in the formation of the study process. Student-centered teaching and learning play an important stimulating role in student motivation, self-reflection and involvement in the learning process, which means careful and well-thought-out creation, implementation and evaluation of results of the study programme. **Table 3.2.3.1** provides examples on how the principles of student-centered learning and teaching are observed in MSP.

Table 3.2.3.1 ***Principles of student-centered education in MSP***

Principles of student-centered teaching and learning	MSP examples
The students as a target group and the diversity of their needs are taken into account and respected, creating suitable learning paths	The MSP target group is very heterogeneous both in terms of previous study experience and professional fields represented. From the beginning of the studies, the motivation and needs of the students are known at MSP, the lecturers are informed about those before teaching a course, thus the learning needs of the students are taken into account. MSP lecturers admit that initially there were some difficulties for students whose previous education and/or experience is not related to pedagogy or ICT. However, certain aspects of the course content were explained to students individually in consultations. The students' various experiences (study and work) were also very well incorporated into the learning process, for example, in pairs, group work, discussions. Most of the students are highly motivated; they perform the course assignments with interest and passion, make connections with their topics of interest, and support each other. Many students share their experience of how they already use what they learned in the course in their work or in other study courses. Tests include tasks of various levels of difficulty.
Different ways of implementing MSP are considered and used, depending on the opportunities and needs	MSP is intended to be implemented in the in-person mode; however, in academic years 2020/2021 and 2021/2022 due to the epidemiological conditions, the studies were mostly carried out via distance learning (which, according to the Education Law, is "a part of the face-to-face education process, where students learn, also using information and communication technologies, without being physically present in the same room or place of study together with the teacher"). Students’ surveys indicate that quality study materials are available on e-learning platforms for all courses, lecture and class recordings are available on MS Teams individual courses, which allows students to listen to lectures again. There are sufficient technical resources to ensure distance studies and the study process was carried out qualitatively.

Principles of student-centered teaching and learning	MSP examples
Various pedagogical methods are used	In the study process in general, methods are chosen based on the expected learning outcomes, and the specifics of the course content. The lecturers admit that in the remote study process, it was not possible to implement all forms of cooperation with students, but there were opportunities to learn and use new online tools to ensure the interactivity of studies. In the opinion of both students and lecturers, e-learning (Moodle), MS Teams environment, as well as various e-tools (Padlet, Mentimeter, Google Drive) are successfully used in the study process. In the opinion of both lecturers and students, prior to that, face-to-face studies also utilised a variety of methods suitable for a modern learning environment. Students indicate that, for example, in the *Cyberpsychology and its cognitive aspects* course, the lectures are very valuable, well-developed and useful, based on the lecturer's understanding of how a person learns. Video recordings of abstract lectures are evaluated as a very good and useful solution in distance learning.
Teaching methods and pedagogical methods are regularly evaluated and adjusted	Taking into account that the course lecturers received a summary of student feedback every month, the necessary improvements could be made promptly, which were also appreciated in the following surveys. By getting to know the students and their learning needs, lecturers are able to apply flexibly teaching methods and techniques. For example, in the Basics of programming and Principles of website development courses, the teacher adapts learning content and methods to students with different levels of prior knowledge.

Principles of student-centered teaching and learning	MSP examples
Student independence is encouraged, while at the same time providing guidance and support of the lecturer	Students indicate that most courses encourage in-depth and independent further learning of the content, improving knowledge and skills. In certain study courses (Introductory course in the use of technology in education), students indicated that initially they tended to organise their work themselves; however, the lecturer, encouraged by the students, began to provide more of his own guidance and support. The teachers also admit that the students verbally ask for clarification of certain questions, and knowing their learning needs, questions, and suggestions were very useful in the organization of the course.
Mutual respect is fostered in the student-teacher relationship	The relationship between students and lecturers is formed collegially. As evidenced by the statements of students and lecturers, it is related to forming mutual trust, with the emphasis on regular student reflection and lecturers' feedback to students. Students acknowledge that they can communicate freely with lecturers, and information is always given in a timely and correct manner.
There are appropriate procedures for dealing with student complaints	UL has procedures for solving student complaints. However, so far, considering that students write individual evaluations every month, problematic situations are solved preventively, lecturers are informed and recommendations are taken into account in the further study process.

Principles of student-centered teaching and learning	MSP examples
Assessors are familiar with testing and examination methods and receive support to improve their skills in this area	The teaching staff have the opportunity for professional development (SAM courses). For example, about evaluation methods, including providing feedback through continuing education courses "Development of competencies of academic staff in the field of leadership", "Improving the quality of the innovation learning process" "Development of online learning and digitization of learning content", etc. The forms of examination in the courses were diverse and differed in each study course. Lecturers are available for consultations, provide formative assessment, and feedback both verbally and in writing. The students positively evaluate that the exam tasks were created in such a way that the student could prepare for them beforehand. In addition, they were designed for the student to be able to argue their point of view; therefore, tests are based on understanding and knowledge construction.
Evaluation criteria and methods, as well as criteria for grades, are published in advance	Evaluation criteria and methods are included in the course descriptions, as well as explained in more detail at the beginning of each course and before each test, as well as posted on the e-learning environment.
Assessment gives students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes	Evaluation criteria have been developed based on learning outcomes. Student self-evaluation in individual courses also takes place based on the expected outcomes, thus consolidating both external evaluation (lecturer's and fellow students' evaluation) and self-evaluation.
Students receive feedback that, if necessary, provides advice regarding the learning process	Students indicate that in most study courses they receive regular feedback, which allows them to understand what improvements are necessary in their learning process.

Principles of student-centered teaching and learning	MSP examples
If possible, the assessment is carried out by more than one lecturer (examiner)	In academic years 2020/2021, 2021/2022, 2022/2023, in the autumn semester, two courses *Sustainable education and adaptive learning* and *Information architecture and infographics* were team-taught by two lecturers, complementing each other, and several assessments were carried out together. Several examiners (including involving employers) participate in the evaluation of the results of MSP practice courses and the MSP final exam (Master's thesis) commission.
The evaluation rules take into account various extenuating circumstances for students	Students are evaluated according to uniform criteria. At the same time, oral, written, and combined forms of testing are used, as well as individual and pair/small group tasks. Thus, everyone has the opportunity to demonstrate their strengths, as well as develop their weak points. For example, a student’s wish to do the task alone, not in a pair/small group is respected if it is related to their specific professional interests; however, if the expected outcome includes the development of communication and cooperation skills, students work in pairs/small groups.
Evaluation is consistent, fair to all students, and conducted in accordance with approved procedures	Students are evaluated according to uniform criteria and previously known conditions. For example, at the end of the *Sustainable education and adaptive learning* course, students were asked to evaluate how they achieved the planned learning outcomes and they made suggestions how they should be supplemented.
There is a procedure for student appeals	UL operates procedures for considering student appeals; however, they have not yet been applied in this MSP; students and lecturers solve issues through a dialogue.

Outcomes are discussed with students in order to promote a dialogue between students and the teaching staff about the course content, organizational forms and methods. Correctly formulated outcomes foster students' understanding and co-responsibility for their learning, self-evaluation, and understanding of the received evaluation

In the study process, the teaching staff use methods, forms and criteria of assessment appropriate to the study purpose and planned outcomes. The MSP includes courses where students develop various solutions for technology-enriched learning processes, both using technology laboratories

and in cooperation with developers of educational technology solutions. This form of the study process organization ensures development of new, innovative ideas that can be tested and piloted. This provides the opportunity for the innovative technological solutions to be tested, adapted and used in the pedagogical process according to the learning goals and promoting the development of cognitive and social processes. The students are assessed twice: through mid-term and final examinations. The assessment criteria are made public in advance. Assessment gives the students the opportunity to demonstrate their knowledge vis-a-vis expected learning outcomes

The study process is dominated by methods emphasising constant student activity, as well as methods encouraging students' communication while performing tasks, solving real industry problems, modeling learning situations and developing innovative pedagogical solutions, using the possibilities offered by technological progress. The teaching staff mostly use methods that encourage active participation, critical thinking, work in the development of research papers and reflection. The e-learning environment (Moodle), which is available to students, is used in the study process and in promoting independent studies.

Results of the MSP teaching staff survey on the implementation of the MSP student-centered approach in academic year 2021/2022 are summarized in **table 3.2.3.2.** All the respondents consider the number of students in the group to be optimal for achieving the goals and learning results of each study course. 90.9% of the respondents believe that the study facilities were appropriate for the implementation of their study course (comments: *1) At the beginning of the semester, it was possible to study face-to-face in the auditorium 318 for a month and a half – a suitable environment for an innovative study program. 2) Studies took place only remotely*.)

Table 3.2.3.2. ***Results of the MSP teaching staff survey on the implementation of the student-centered approach in academic year 2021/2022***

Statement	Disagree	Rather disagree	Rather agree	Agree	Mean value (Std.deviation)
In my assessment, the students' overall level of previous preparation was appropriate for the study course	-	6.2%	43.8%	50.0%	3.44 (0.629)
The diversity of students in the group, including the level of preparation, significantly impacted the course	18.8%	25.0%	12.4%	43.8%	2.81 (1.223)
I consider the number of students in the group to be optimal for achieving the goals and study results of each student	-	-	-	100%	4.00 (0.000)
As a part of the course, I made myself available to the students for individual consultations and recommendations for the learning process.	-	-	18.8%	81.2%	3.81 (0.403)
I consider the implementation of students' independent learning within the study course as successful	-	-	25.0%	75.0%	3.75 (0.447)

Statement	Disagree	Rather disagree	Rather agree	Agree	Mean value (Std.deviation)
During the entire course of study, there was mutual respect between students and lecturers	-	-	18.8%	81.2%	3.81 (0.403)
Students were interested in the relationship of assessment criteria and methods with study results	-	-	18.8%	81.2%	3.81 (0.403)
SThe study facilities were suitable for my study course	-	-	9.1%	90.9%	3.91 (0.302)
Study environment and equipment, including e-environment, etc. was appropriate for the implementation of my study course	-	6.2%	6.2%	87.6%	3.81 (0.544)
I consider the information resources provided by the library as appropriate for the needs of my study course	-	-	26.7%	73.3%	3.73 (0.458)

More than 80% of the respondents believe that during the course, students had access to individual consultations, recommendations for the learning process, mutual respect prevailed in the relationship between students and lecturers during the entire study; students were interested in the relationship of evaluation criteria and methods with study results (comment – *in the end of the course, the students were asked to evaluate how they achieved the planned study results; the students highly appreciated the course and made suggestions as to how the course outcomes should be supplemented*), study environment and equipment, including e-learning environment, etc. was appropriate for the implementation of their study course (comment - *the arrangement and technical equipment of auditorium 318 is very suitable for my course. I managed to successfully use both the e-learning platform (Moodle) and the MS Teams environment, as well as various e-tools (Padlet, Mentimeter, Google Drive*). More than 70% of the surveyed students evaluate the independent studies within their course as successful (comment - *Most of the students were very motivated, performed the course tasks with interest and passion, connected them with topics that interest them, supported each other. Many students shared their experience of how they already use what they learned in the course in their work or in other study courses*). They also consider the information resources provided by the library as appropriate to the needs of their course. There is no unanimity in the opinions of lecturers, regarding whether student diversity including the levels of previous preparation of the students significantly influenced the implementation of the study course: 18.8% disagree with this statement, 25% rather disagree, 12.4% rather agree and 43.8% agree (comment - *Initially, there were some difficulties for students whose previous education and/or experience is not related to pedagogy. Certain aspects were explained individually. The students' various experiences (study and work) were also very well used in their mutual learning process, for example in pairs, group work, discussions*.). A student-centered approach is implemented purposefully at all stages of the study process. Even before the beginning of studies, students' motivation to study in this MSP has been investigated, and summary notes sent to the lecturers. That, in turn, allows the lecturers to update the content of the study courses in line with the interests, prior knowledge or lack thereof of individual students.

In the MSP study process, the diversity of students' learning needs is taken into account when

choosing pedagogical methods, encouraging students' learning motivation, self-reflection and participation in the study process. Employers are involved in the implementation and improvement of MSP courses (invited to teach separate seminars, classes are organized as experience exchange visits to workplaces, etc.). For example, a virtual study tour was organized within the study course "Sustainable education and adaptive learning". MSP students are a relatively heterogeneous group; not all of them have initial pedagogical education. During the studies, they complement each other by sharing their experiences. In the study process, students' prior knowledge, previous experience and students' different learning styles are taken into account, therefore the MSP is implemented flexibly.

If a group of students studying in English were also completed, there would be no differences in terms of content and organization; the only difference would be that all courses would be taught in English, and students would also would also have to take a Latvian language course.

In general, it can be concluded that the implementation of the MSP studies is based on a research-based practical approach. Students develop competence in the latest research areas, including educational technologies, use practical approach and connect with real working life, where these competences can be used. An innovative and technology-enriched study environment is provided during the study process. The courses provide the opportunity to master interdisciplinary competences and practices, which are necessary for ensuring a technology-enriched learning process, pedagogical evaluation of various technological solutions and development of new learning materials using digital solutions.

[1] ESG. (2015). Standards and guidelines for quality assurance in the European higher education area. http://ehea.info/media.ehea.info/file/ESG/00/2/ESG_2015_616002.pdf

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

The MSP concept states that students not only acquire the theoretical and practical about organization of a technology-enriched learning process, the educational, pedagogical and psychological aspects of the development of technological solutions, but also use and test the acquired competences in practice. The MSP study plan includes two combined practices: Practice (2 CP (3 ECTS)) planned in the 2nd semester; Creative project on teaching-learning tool prototyping (4 CP (6 ECTS)) is planned for the 3rd semester. The goals, objectives, and expected learning outcomes of the practices are determined by the relevant course descriptions and MSP practice regulations[1] (see appendix "*Description of the Student Practice Organization*"). Students who choose to study in English are provided with practice placements in international and Latvian companies (e.g. Accenture, Exonicus, Lielvārds, Tilde, etc.). The range of practices is wide and diverse, it is not limited only to the offer of the UL FEPA; students can choose their own practice placement after coordinating it with the director of the MSP.

The purpose of the practice is to improve the Master's students' practical competence by familiarising them with the implementation of a technology-enriched learning process in educational institutions and companies that develop digital learning tools, or helping them to learn technical tools. Thus, they can understand the perspective of both use and practical creation of a digital learning tool or learning technology, develop a prototype of the tool and test it in practice.

The Practice study course will provide students with the opportunity to get to know companies operating in the field of education, technology, technological solutions, digital teaching aids, or the development of technical teaching aids and to observe the educational process in one of the educational institutions. The total scope of the practice is 80 hours, of which the student must spend 30 hours at a specific practice location in one of the companies, 30 hours in one of the educational institutions, and 20 hours preparing the practice report formulating lessons learnt. The practice in this program is planned as a combination of learning the pedagogical perspective of a technology-enriched learning process and familiarising themselves with the perspective of developing digital teaching aids and teaching aids. Hence, 1 CP is allocated to practice in an educational institution observing and getting to know the progress of the learning process while focusing on the use of technology in the educational process, and 1 CP is allocated to getting to know the developers' perspective and synthesizing these two perspectives at a conceptual level. The order of practices at a company and an educational institution is not essential. Students will have to conceptualize the knowledge gained during the practice and prepare a practice report. The results are discussed at the presentation, which serves as a practice defence.

The total scope of the "Creative project on teaching-learning tool prototyping " course is 160 hours, 60 of which are intended for students to familiarise themselves with the specifics of the products offered by developers of digital or technical learning tools; to start developing an innovative digital learning tool or prototype of a technical learning tool, both from an industrial perspective and from the perspective of a technology-enriched learning process (learning designing). The second part of this practice is planned for 60 hours, which students spend in an educational institution in order to test the designed prototype and learning process in real pedagogical practice to then make necessary improvements. 20 hours are allocated for independent work, during which the developed learning tool prototype is refined according to the results of the piloting process. 20 hours are intended to prepare the practice report and present lessons learned during a discussion, which is also the defense of the practice, thus facilitating the development of scientific reasoning skills. Initially, students do the practice at a company where they develop a prototype of a digital learning tool, a technical learning tool, or interactive learning content, and then there is a practice at an educational institution, where the prototype is tested. If a student proves they are able to develop a prototype independently, the developed material can be considered as a result of the part of the practice spent in the company. The practice supervisor makes the comparison and decision. Appropriate research methodology is modelled for the evaluation of the prototypes developed during the practice to ensure that the digital teaching aids for teaching technical aids developed by the students have a high potential for the use in enabling students' learning achievements.

The prototype developed during the practice, the results and evaluation of its piloting are summarized in the practice report. In the “Development and approbation of technology-enhanced teaching process solution” course, students learn the specifics of the organization of a technology-enriched learning process and the evaluation of learning outcomes, develop a research methodology, skills in scientific research and the ability to independently collect, select, analyse and critically evaluate and use information from various sources. When developing a research project, students use analytical and critical thinking and prepare a scientific publication. Such planning of the study process allows students to understand the unity of theory and practice, to learn the skill of scientific reasoning, to get acquainted with the specifics of scientific activity, to

practice the use of the English language. Besides, it facilitates the increase of cumulative knowledge, wider international recognition of the scientific environment of Latvia, the development of scientific thought, and fosters the development of a smart society in Latvia.

During the practice, the practice organiser and the practice supervisor from the UL, as well as an experienced teacher assigned by the head of the educational institution - a mentor competent in practice managing, preferably with a mentor qualification, support the students. When during the practice in the company, the student receives support from the practice supervisor from the UL and from the mentor in the host company. The specific objectives of pedagogical practice are indicated in the course descriptions. In the introductory seminar, the practice supervisor familiarises students with the general rules of the organization, documentation, and the content of the practice. The practice supervisor leads seminars. Students prepare review documents on the tasks performed for the practice, students and share their experiences. Problem situations are analysed, and solutions are sought for the improvement of the pedagogical process and for the improvement of the prototyping process of the digital teaching tool or the technical teaching tool. In practice seminars, a very important place is reserved for the exchange of students' experiences, because the student group is at the same time a mutual support and learning group and can be a valuable emotional and professional support during the study process and during the start of a career.

By using the combined practice method, students' understanding of different perspectives (educational environment and production environment) is fostered, and the interrelatedness of these fields is facilitated, creating an understanding of educational sciences that make a direct contribution to the development of the national economy. As mentioned above, students can choose the place of practice themselves: in academic year 2020/2021, the following companies were selected in the 2nd semester: "Lielvārds" SIA, professional education competence center "Rīgas Valsts tehnikums", UL Faculty of Education, Psychology and Art, UL Institute of Literature, Folklore and Art, etc. In both practice courses, it is planned to achieve specific outcomes that correspond to the outcomes of thye programme (summarized in **table 3.2.4.1**).

Table 3.2.4.1 ***Outcomes of the practice courses***

MPS outcomes	***Practice***	***A creative project prototyping a learning tool***
Knowledge		
1. understands the trends and contemporary research in educational science and its subfields (integrating other sciences related to human activity) in an interdisciplinary context in Latvia, Euro-pe, and the world;		
2. understands the connection of educational theories, research and pedagogical rationale with the implementation of a technology-enriched learning;	x	x

3. understands the principles of development and operation of technology, technological solutions and digital teaching aids, the opportunities and risks of organizing a technology-enriched learning process;	x	x
Skills		
4. analyses education-related societal processes, theories, research data, education policies and legal issues in Latvia, Europe and the world in the analogue and digital environment		
5. plans, implements, evaluates and improves pedagogical activity according to the needs of different educational target groups in different contexts, creating a technology-enriched learning environment;	x	
6. independently applies theories, methods, and problem-solving skills to carry out research activities in educational sciences; explains and discusses research results;	x	x
7. independently selects, uses and evaluates various technologies, technological solutions, digital teaching aids, combines them with analogue teaching aids in order to promote knowledge construction processes in a technology-enriched environment;		x
Competence		
8. independently formulates and critically analyses problems in the education sector, justifies decisions by applying acquired knowledge and skills in new situations, uses digital solutions in the teaching process and performs mentoring activities in the organization of a technology-enriched learning process;		x
9. integrates knowledge and skills from various fields in the decision-making process, contributes to the creation of new knowledge, development of research and professional methods, observing norms of ethical responsibility for the possible impact of scientific results and professional activity on society in the context of sustainable development		x
10. conceptualises own knowledge and competences to support learners in constructing new knowledge and competences; develops and tests new technological solutions and integrates own ideas into the learning process	x	x

The first-year MSP students in academic year 2020/2021 (N=9, 100% of potential respondents) and in academic year 2021/2022 (N=17, 89.47% of potential respondents) evaluated practice on a 7-point scale: 0 - I don't know, I can't say, 1 - completely disagree, 2 - mostly disagree, 3 - rather disagree , 4 - neutral, 5 - rather agree, 6 - mostly agree, 7 - completely agree (see **Tables 3.2.4.2 and 3.2.4.3**).

Table 3.2.4.2. ***Results of the 1st-year student survey on practice in academic year 2020/20201***

Criteria		Indicators	Mean	Ave. Eval.
Evaluation of the practice supervisor	1.	I had the opportunity to consult with the UL practice supervisor.	6.8	6.6
	2.	Ul practice supervisor provided valuable advice.	6.4	
	3.	UL practice supervisor evaluated my practice report objectively.	6.6	
Evaluation of the supervisor from the host company	4.	At the beginning of the practice, the host supervisor introduced me to the company.	6.8	6.7
	5.	The host practice supervisor managed my work well.	6.6	
Self-assessment of skills	6.	I used the knowledge gained in my studies in practice.	6.3	6.3
	7.	The knowledge gained in the studies was sufficient for performing practice tasks.	6	
	8.	I gained useful experience in the practice.	6.8	
	9.	I am satisfied with my workload at the practice.	6.2	
Practice evaluation	10.	At the start of the practice, the tasks were clear to me.	6.7	6.4
	11.	I understood how to prepare the practice report.	6	
	12.	Presentation of the practice (Defence) was not difficult for me.	6.4	
	13.	I would be happy to recommend this practice to others.	6.3	

MSP students in academic year 2020/2021 have rated the highest the opportunity to consult with the UL practice supervisor (=6,8), to get to know the practice site (=6,8) and to gain useful experience at the host company (=6,8) (**Table 3.2.4.2**). On the other hand, in academic year 2021/2022 1st-year students mostly agreed that defending the practice did not cause them

difficulties (=6,7) and also, when starting the practice, the host supervisor introduced them to the company (=6,6) **(Table 3.2.4.3).**

Table 3.2.4.3. ***Results of the 1st-year student survey on practice in academic year 2021/2022***

Criteria		Indicators	Mean	Ave. Eval.
Evaluation of the practice supervisor	1.	I had the opportunity to consult with the UL practice supervisor.	6.4	6.2
	2.	UL practice supervisor provided valuable advice.	6.2	
	3.	UL practice supervisor evaluated my internship report objectively.	6.1	
Evaluation of the supervisor from the host company	4.	At the beginning of the practice, the host supervisor introduced me to the company.	6.6	6.4
	5.	The host practice supervisor managed my work well.	6.2	
Self-assessment of skills	6.	I used the knowledge gained in my studies in practice.	6.4	6.3
	7.	The knowledge gained in the studies was sufficient for performing practice tasks.	6.3	
	8.	I gained useful experience in the practice.	6.3	
	9.	I am satisfied with my workload at the practice.	6.2	
Practice evaluation	10.	At the start of the practice, the tasks were clear to me.	6.4	6.3
	11.	I understood how to prepare the practice report.	6.2	
	12.	Presentation of the practice (Defence) was not difficult for me.	6.7	
	13.	I would be happy to recommend this practice to others.	6	

[1] Akadēmiskās maģistra studiju programmas "Tehnoloģiju inovācijas un dizains izglītībai" prakses nolikums (available only in Latvian: https://www.ppmf.lu.lv/fileadmin/user_upload/lu_portal/projekti/ppmf/Prakse_un_darba_piedavajumi/MA_TIDI_prakses_nolikums.pdf [*Regulation on Student Practice in the academic Master's Study Programme "Technological Innovations and Design for Education]*

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

Not applicable

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

In the MSP, students develop analytical and data-based thinking and an approach to both information processing and creation and testing of new innovative ideas, as well as conceptualization of findings. Students apply this scientific approach and skills in the development of a Master's thesis, in accordance with the Article 16 of the Regulation on the State Academic Education Standard, which states that the content of the Master's study programme ensures achievement of the outcomes that include the acquisition of in-depth theoretical knowledge and development of research skills and abilities in the chosen field of science or art.

At the end of the MSP, students defend a Master's thesis, which constitutes 20 CP (30 ECTS) in the programme. From the start of their studies (in the 1st semester), students are encouraged and directed to choose their research topic in accordance with the development trends of the industry, labour market, and science in various course assignments to develop purposefully the theoretical basis and research methodology. Oftentimes, the choice of the subject of Master's theses is related to students' workplaces (pre-school education institution, general education school, vocational education institution or higher education institution), as well as the fields in which students work or plan to work. The topics of Master's theses presented by MSP graduates and topics of future Master's theses of students are summarized in **table 3.2.6.1**. As a part of the Master's theses, new digital tools and teaching aids, technical teaching aids, and other technological solutions are developed and tested, which provides answers on how to organize a technology-enriched learning process, and promotes digitization and the development of pedagogical innovations at various levels of the Latvian education system.

Table 3.2.6.1. ***MSP theses topics***

Master thesis topic	**Defence**
Development of a Goal Setting and Analysis (MAPI) tool	*June, 2022*
Hypertext in knowledge construction	*June, 2022*
Professional development programme for educators mastering game-based learning and game-playing methodology	*June, 2022*
Using Augmented Reality technologies to achieve learning objectives in interior design in secondary school	June, 2022
Development and testing a training program "Piloting unmanned aircraft".	*June, 2022*
Application prototype for promoting students' understanding of geometric bodies for 8 – 9 grade mathematics.	*June, 2022*

Development and testing methodological materials for educational robotics to implement improved curriculum and approach in basic school	*June, 2022*
The potential of museums' digital online resources integration into the pedagogy culture- and arts-related subjects	*June, 2022*
Exploring the usability and design of multi-user VR learning apps in higher education	*June, 2023*
Adaptive learning environment in primary school	*June, 2023*
Principles and methods of developing programmes for integrating traditional cultural aspects into general eduation for grades 1-9.	*June, 2023*
Development content for a digital design e-course	*June, 2023*
Teaching materials for the development of analytical algorithmic thinking in the 3rd stage of pre-school education using educational robot "Photon"	*June, 2023*
Methodological material for educators on teaching children safe interaction with dogs.	*June, 2023*
Attention management in the VR learning process to improve a learner's cognitive load	*June, 2023*
Augmented reality for fostering understanding of natural science laws in preschool (3rd stage)	*June, 2023*
A tool to support implementation the “school as a learning organization” approach in educational institutions (the wording may change a little)	*June, 2023*
Development and testing of interactive virtual reality learning material for comparing types of volcanoes	*June, 2023*
Development of the digital learning tool "E-diary for secondary school students' self-directed learning in English".	*June, 2024*
Design of pedagogical principles for digital prompting in virtual learning environments in higher education	*June, 2024*
Public involvement in the mobile co-creation process in memorial museums	*June, 2024*
Effects of digital storytelling on children's understanding of STEAM concepts and skills.	*June, 2024*
Teaching materials for the development of listening and storytelling skills in the 3rd stage of preschool education with mTiny robot	*June, 2024*
Responsible use of VR in education: the potential of mindfulness practice to reduce the risks of dissociation	*June, 2024*

Piloting of the 1:1 model implementation support system and process	*June, 2024*
Development of the digital learning tool (DLT) "Physical Chemistry Practice".	*June, 2024*
Mobile application for a preschool teacher working in a multicultural environment	*June, 2024*
Using technology in the learning process for successful interior design and research	*June, 2024*
VR learning platform with game-themed visualization	*June, 2024*
Development of a “Digitization of documents” e-learning course based on the principles of andragogy for school librarians on the Moodle platform	*June, 2024*
Personalised Latvian e-course for English-speaking adults	*June, 2024*
Artificial intelligence and academic integrity	*June, 2024*
Developing educational material for creating games in ICT classes in basic school	*June, 2024*
Digital learning material for dog owners	*June, 2024*
"Gamification" as an element of student motivation in learning process	*June, 2024*
Digitization of the dictionary of psychology terms (English-Latvian)	*June, 2024*

Students' final theses were evaluated in different ways, which shows the application of objective assessment criteria and the high requirements for the final work. In the period from 2021 to 2023, only 18 final theses were defended in the MSP "Technological Innovations and Design for Education". Seven students were graded 10 (outstanding), 4 students were graded 9 (excellent), 6 students - 8 (very good), and one student - 6 (almost good) **(Table 3.2.6.2).**

Table 3.2.6.2. **Distribution of assessments for final theses (number and proportion).**

Grade	2021/2022 ac. year	2022/2023 ac. year
Outstanding (10)	4 (50%)	3 (30%)
Excellent (9)	2 (25%)	2 (20%)
Very good (8)	2 (25%)	4 (40%)
Good (7)	-	-
Almost good (6)	-	1 (10%)
Satisfacory (5)	-	-

Almost satisfactory(4)	-	-
Weak (3)	-	-
Very weak (2)	-	-
Very, very weak (1)	-	-
Total	8 (100%)	10 (100%)

3.3. Resources and Provision of the Study Programme

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

Research and teaching base

The MSP is implemented in cooperation with the Department of Education Sciences and Pedagogical Innovation of the UL FEPA, the Scientific Institute of Pedagogy of the UL FEPA, the Education Research Institute of the UL FEPA, the Art and Technology Department of the UL FEPA and other structural units of the UL. In the implementation of the MPS, two programme coordinators provide necessary services to students and the teaching staff, and FEPA ICT support staff help solve technological problems. The material and technical base of UL FEPA (including virtual reality solutions, robotics, 3D, etc.) is used for study and research activities.

Information and methodology provision

Methodological support for the implementation of the MSP is extensive and corresponds to the specifics of the field. The principles of the UL Information System (ULIS) provide that all courses of all study programmes are placed on e-studies (Moodle environment). In FEPA, all study courses are updated in accordance with the procedure established by the University, and course developers decide on the fit between the literature and course requirements. THE MSP teaching staff regularly publish and develop new methodological materials and teaching aids, which are placed in the e-study environment. The e-study environment (Moodle) provides students with access to study materials and information remotely from home.

Material and technical base

All UL FEPA study halls are equipped with computers and multi-projection equipment, some also with interactive whiteboards and/or document cameras. Modern and ergonomic furniture allows for a change in the layout and function of the auditorium depending on the need. Students can use various resources:

- copiers, computers, printers;

- two stationary and one portable presentation programme equipment;
- computer room with internet connection, overhead projectors, high-quality whiteboards (white and magnetic), paper flip boards;
- data modeling package *Hierarchical Linear & Nonlinear Modeling HLM6* from *Scientific Software International*;
- research data processing programmes *IBM* programmas *SPSS 22, AQUAD 7, AMOS, Mplus;*
- scaling package from *PARCSALE Scientific Software International IRT*;
- statistical data processing package *STATA 12* from *StataCorp LP*;
- visualization package *Adobe Professional*.

During the reporting period, UL FEPA implemented a development project "Innovative technologies - materials for a modern study environment for the new education, pedagogy and sports study programs". The aim of the project was to purchase innovative technologies and software for a modern study environment to provide necessary material and technical equipment for the courses of the new study programmes. As a result of the project, UL FEPA is equipped with various innovative technologies, software and other physical solutions for a modern study environment. As a part of the project in 2020-2021:

- 3D printing technology workshop equipped with a total of 20 units of 3D printers (16 units - *STEAM Education Ender-3 Pro*, *STEAM Firmware 1.8* and 4 units - *Makerbot REPLICATOR*), 50 units – 3D pens and additional 3D printing rolls and materials for successful implementation of the study course.
- A classroom was created with a live broadcast and video recording capability. It is equipped with a 360-degree tracking camera, a multifunctional live media station, an interactive screen and new ergonomic furniture for a more modern studio environment. The classroom is suitable for online lectures (displaying the screen, the instructor, and the audience - 3 windows of different sources), as well as for recording and saving lectures (in the memory of the media station or in external memory). The teacher's workplace is also arranged.
- A computer laboratory equipped (24 tablets (17 inches), ActivInspire Professional Edition software licenses for development of teaching materials and ergonomic, interactive screen, furniture for modern study environment). The teacher's workplace is also arranged.
- The room is completely transformable, as all the furniture has wheels and its layout can be adjusted both for working in groups (two conference tables with adjustable height and on wheels) and for individual work (12 chairs with a drop-down table and the possibility to store things under the chair). Also, the auditorium is equipped with live and recorded video and technologies, etc. - 12 tablets, 12 laptops and a movable 75-inch interactive screen). The laptops are also equipped with ActivInspire Professional Edition software licenses for the development of educational materials. The room has a full-wall whiteboard, mobile shelves, and a wall of 12 soft seats with soft flooring. The teacher's workplace is also arranged.
- A robotics workshop and warehouse have been created, the auditorium is equipped with 200x100cm height-adjustable tables according to the basic principles of Makerspace workshops. The auditorium is also equipped with an interactive screen, and the instructor's workplace is also arranged. At least 15 different groups of educational robotics sets (suitable for work from preschool education level to secondary education stage), ready-made robots, parts and constructor type, are placed in the warehouse. Lockable tablet cabinet with 11 Apple tablets.
- ICT equipment purchased (49 laptops, 36 tablets, 3 document cameras, 6 interactive whiteboards, 5 charging and storage cabinets (for tablets and laptops).
- A virtual reality workshop was created for the implementation of the "Virtual and augmented reality technology for education" course. There students have the opportunity to work and learn virtual and augmented reality technologies and their use in educational processes. It is

equipped with new furniture suitable for technology and student needs.

Because of the Covid-19 pandemic, during academic year 2020/2021, studies were conducted remotely. Each member of the teaching staff was offered the opportunity to connect to MS Teams or another remote access programme from the auditoriums, using laptops, thus providing opportunities for remote study process. In academic year 2021/2022, to ensure remote streaming of lectures, two lecture rooms were equipped with video-recording and streaming equipment with the instructor video/audio tracking capabilities by movable video cameras. In addition, 10 classrooms have the film and stream lecture capability through wide-angle video cameras with microphones. The faculty renews computer equipment every year and gradually switches to the use of portable computers, thus providing opportunities for both face-to-face and remote work. On working days (Monday - Saturday), computer specialists are on duty at the premises, to provide technical support to the teaching staff and students.

Initially, the equipment of the technology laboratories was purposefully arranged specifically for the implementation of this master's program, but over time, it is supplemented and updated (virtual reality, relevant robotics software, drones, etc.) and used in study courses on robotics, 3D printing, virtual reality, and technology project courses. Students can also use all resources (robots, tablets, drones) for their research (even outside the faculty's premises) with prior agreement.

The material and technical provision and its availability to students and teaching staff can be considered as fully adequate for the study field and the needs of implementation of corresponding study programmes.

In the autumn of 2025, UL FEPA plans to move to the new House of Letters in the UL academic centre in Torņkalns, wherelecture rooms and work spaces meet modern requirements and will be equipped with the latest educational technology equipment.

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

Not applicable

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

Revenues from students’ tuition fees and the state budget (grant) ensure the financial base of UL FEPA, which is necessary for the implementation of programmes. Research projects carried out at FEPA provide the opportunity to involve students and to attract funding for the innovations

necessary for the implementation of study programmes. Significant support is provided by ERASMUS+ and other scholarships, which enable students and teaching staff to implement mobility, as well as by projects of various ESF structural funds. The financial basis of UL FEPA is sufficient to ensure the study process and is monitored regularly; the costs of study programs and tuition fees are regularly reviewed in order to maintain their profitability.

Programme revenues

To provide the funds necessary for the implementation of the MSP "Technological Innovations and Design for Education", UL uses:

- state budget grant from the Ministry of Education and Science, which in 2022/2023 academic year was 2689.7 EUR for full-time studies (Full-time, in Latvian);
- tuition fees, taking into account all the factors mentioned in the section "Financial provision", which in 2023/2024 academic year, was 2300 EUR per year (Full-time, in Latvian) and 2500 EUR (Full-time, in English for citizens of the European Union/European Economic Area/Swiss Confederation, permanent residents and their family members), as well as 4200 EUR (Full-time, in English for citizens of other countries);

Considering the above, the total MSP budget is expected to be EUR 159 021 per year. See the details in **Table 3.3.3.1**.

Table 3.3.3.1. ***Student numbers and annual revenues***

Type of study	LV budget	LV Tuition fee	EU/EEA/S* Tuition fee	Other** Tuition fee	Total	State grant	Tuition fee for LV and EU/EEA/S citizens	Tuition fee citizens of other countries	Annual income
	number	number	number	number	number	EUR	EUR	EUR	EUR
	1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*1*6+(2+3)*7+4*8*
Full-time (Latvian)	27	3			30	2689,7	2300	4000	79521
Full-time (English)***			15	10	25		2500	4200	79500
Total					**55**				**159021**

* EU/EEA/S – European Union/European Economic Area/Swiss Confederation

** Other – outside EU/EEA/S

*** Studies are also offered in English, but at the moment there is not a sufficient number of willing students to financially afford a group in English; therefore the number of Full-time students in English is indicated hypothetically (i.e. predicted distribution).

Programme costs

To estimate required financial funds, the cost of a study programme is calculated based on the methodology developed by the UL. It considers the costs of ensuring the study process described in the section "Financial support SF" and the information on the study programme's plan, the participating teaching staff, the planned number of students, and other indicators to the reliability of the forecast.

Cost for a full-time intramural programme (Full-time, in Latvian)

For calculations, the student data for the 2022/2023 academic year is used - the number of students as of 01.10.2022, the existing MSP plan and the existing teaching staff structure. Considering the above, the total costs of the MSP is 78 886 EUR per year and the breakdown is shown in **table 3.3.3.2.**

Table 3.3.3.2. ***Programme cost breakdown***

Cost item	**% of total**
Faculty costs	58 %
General personnel	10 %
Infrastructure	5 %
Property and services	1 %
Indirect costs	26 %
TOTAL COSTS	**100 %**

Figure 3.3.3.1 shows the cost of the study programme as a function of the number of students and the comparison with the proposed tuition fee and state budget grant. The estimated cost per full-time MSP student is 2630 EUR per year, taking into account that 30 students study in the programme Full-time, in Latvian.

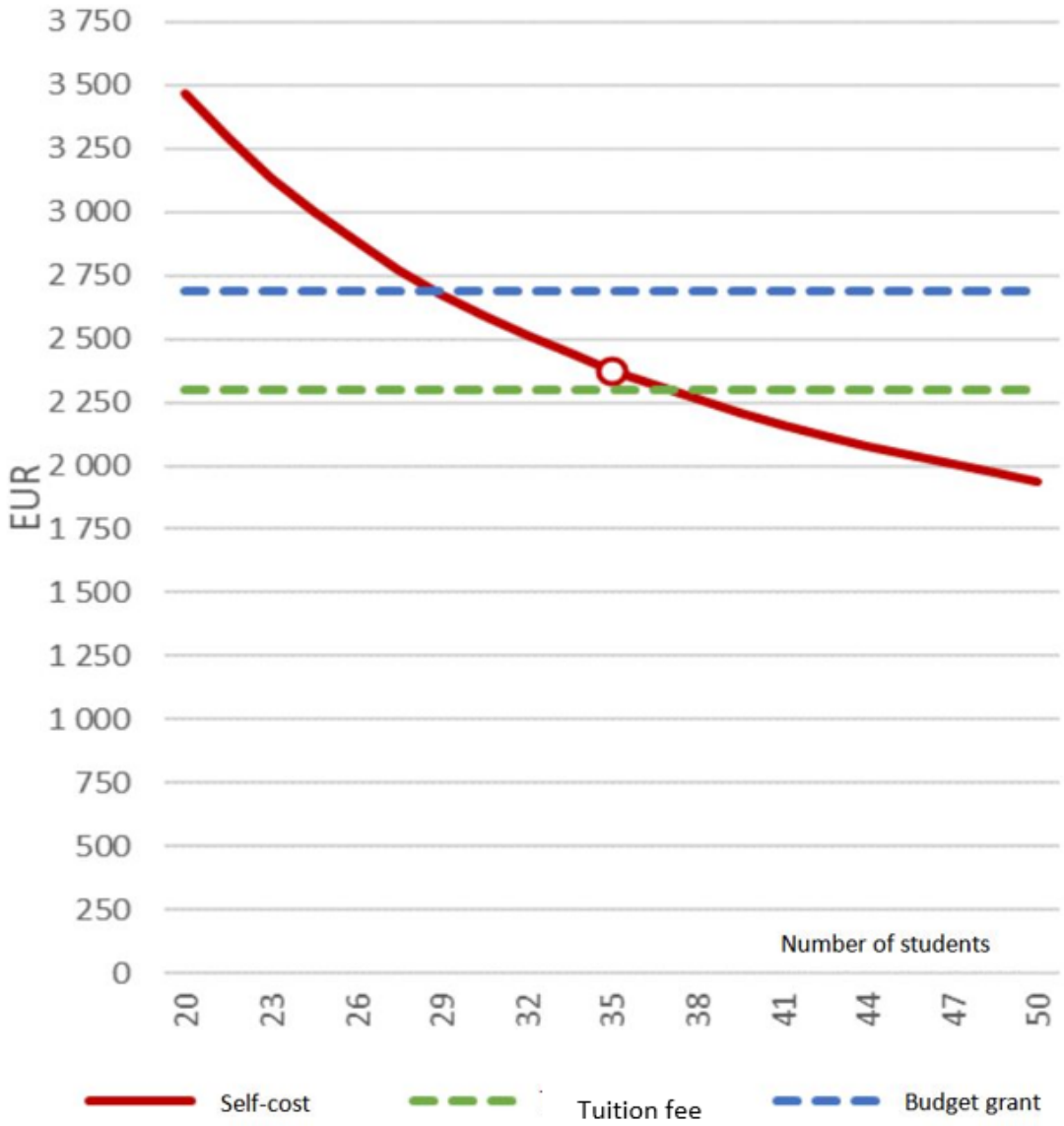


Figure 3.3.3.1. ***The cost of the "Technological Innovations and Design for Education" programme in Latvian as a function of number of students***

Based on the calculation, it is evident that for the programme to be profitable and for students to have a quality study process, the number of MSP fee-paying students (all courses in Latvian together) should be at least 37 (the intersection of the red (self-cost) and green (tuition fee) lines is projected on the x-axis). On the other hand, if the MSP enrolled only budget students, then their number should be 29.

Cost for a full-time intramural programme (Full-time, in English)

For calculations, the projected student data, the existing MSP "Technological Innovations and Design for Education" plan, and the existing teaching staff structure were used. Considering the above, the total cost of the MSP is 78879 EUR per year and its breakdown is shown in the table. 3.3.3.3.

Table 3.3.3.3. ***Programme cost breakdown***

Cost item	% of total
Faculty costs	58 %

General personnel	10 %
Infrastructure	5 %
Property and services	1 %
Indirect costs	26 %
TOTAL COSTS	**100 %**

Figure 3.3.3.2 visually represents the cost of MSP as a red line (vertical axis) as a function of the student number (horizontal axis), and the average weighted tuition fee is indicated (green line). The estimated annual cost per student of full-time MSP in English is 3155 EUR, forecasting 25 students in MSP Full-time, in English.

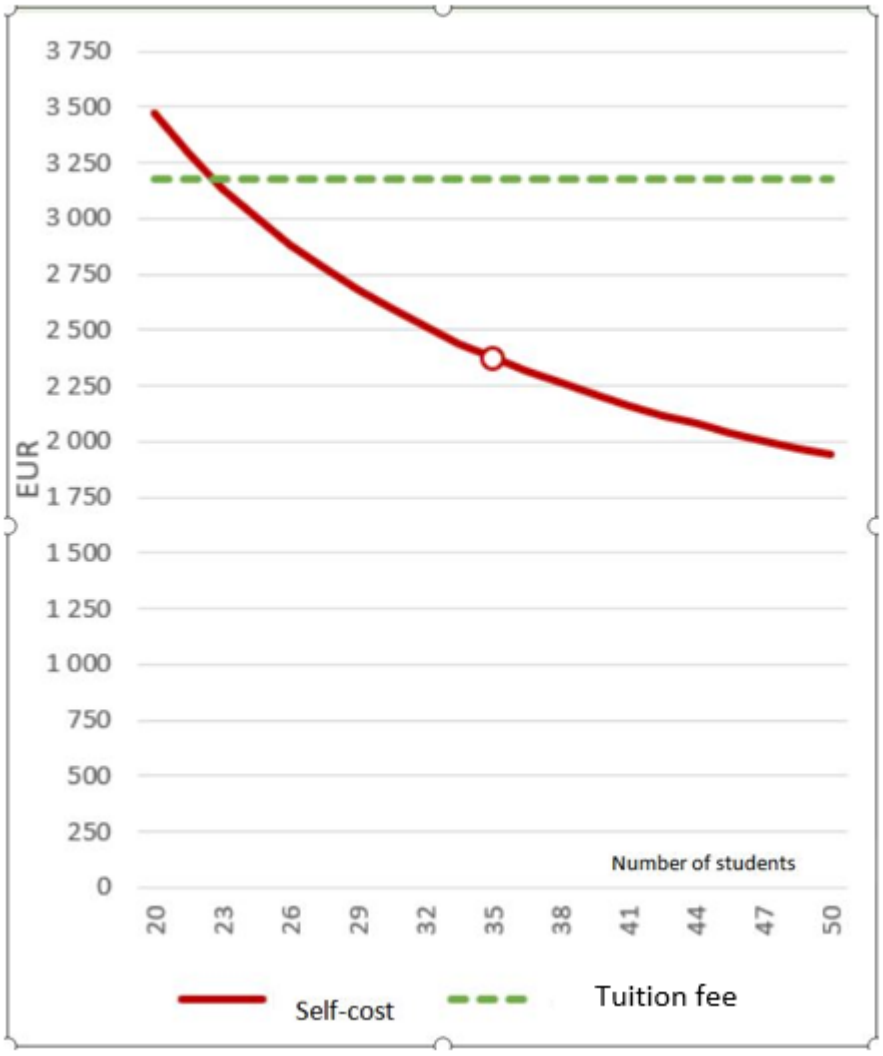


Figure 3.3.3.2. ***The cost of the "Technological Innovations and Design for Education" programme in English as a function of number of students***

Based on the calculation, it is evident that for the programme to be profitable and for students to have a quality study process, the number of MSP fee-paying students (all courses in English together) should be at least 23 (the intersection of the red (self-cost) and green (tuition fee) lines is

projected on the x-axis).

Summary of the programme's revenues and costs

Table 3.3.3.4 summarizes MSP revenues as a function of student numbers (current and planned), state grants, and tuition fees, and expenses for this number of students (n=55), profit and profit margin (profit against revenue, %) for all programme types.

*Table 3.3.3.4**. Annual MSP revenue forecast, EUR***

Type of study	Number of students	Total revenues, EUR	Total expenses, EUR	Profit, EUR	Profit margin, %
Full-time, (budget) Latvian	27	72621	78886	635	1%
Full-time, (tuition fee), Latvian	3	6 900			
Full-time, (tuition fee), English	25	79500	78879	621	1%
Total	**55**	**159021**	**157765**	**1256**	**1%**

The data in the table clearly prove that the UL has sufficient funds to implement this MSP and to ensure its further development. In general, the expected revenues exceed the expenses, and the MSP implementation does not require additional financial support. However, if necessary, additional MSP development can be financed from revenues received from continuous education and other services, as well as from the financial resources accumulated by the structural unit. Faculties also receive financial support for programme development from the UL Study Quality Improvement Fund. The faculty evaluates the tuition fees and costs every year and, considering the increase in costs, the tuition fees are revised.

3.4. Teaching Staff

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

The academic staff of MSP meets the requirements set forth in the third paragraph of Article 55, Part 1 of the Law on Universities (see appendix "*Certification that the academic staff of the academic study program meets the requirements set out in the third paragraph of Article 55, Part*

One of the Law on Universities"). Five (5) professors, 2 associate professors, 8 assistant professors, 4 lecturers, 2 external lecturers and 1 researcher (Dr.) are involved in the implementation of the MSP (including 16 lecturers with a doctorate degree: 6 in pedagogy, 3 in educational sciences, 1 in educational management, 1 in psychology, 1 in art, 1 in economics and business, 1 in philology, 1 in chemistry and 1 in geography). Seven courses are taught by new faculty members as second teachers. Some of them have already been elected as lecturers, while some are UL research assistants or lecturers with a Master's degree: 2 in educational sciences, 2 in pedagogy, 1 in art and 1 in law, and some of them are pursuing a doctoral degree. Such a plan is designed purposefully both to ensure scientific quality of the Master's study program and to attract new lecturers, ensuring the transfer of knowledge and experience.

MSP teaching staff continuously improve their professional qualifications, thus ensuring qualitative study processes and the achievement of study outcomes. For example, in academic years 2020/2021 and 2021/2022, the MSP teaching staff improved their English language skills through the continuous education programme of the Centre for Applied Linguistics of the UL Faculty of Humanities "Improving the scientific and academic capacity of the English language of academic staff", in the program "English for academic staff" implemented by the training center "MC Alfa" and in the William Jones Language Centre, earning proficiency level C1 (five members of the teaching staff) and B2 (seven members of the teaching staff). The level of English language knowledge of all teaching staff involved in the implementation of the MSP corresponds to at least B2 level and this allows them to teach their courses in English. The knowledge of the national language of the academic staff employed in the study programs complies with the state regulations and allows any course in the study field to be fully taught in the official state language.

In academic year 2020/2021, three members of the MSP teaching staff improved their professional competence during internships at Vaivaru Elementary School and Youth Center "Altona", in academic year 2021/2022, one MSP faculty member did an internship at Viļaka State Gymnasium. Several members of the UL MSP teaching staff have been on mobility (remote or on-site) in various foreign universities: University of Osijek (Croatia), University of Buffalo (USA); University of Erlangen-Nuremberg (Germany), University College Dublin and National University of Ireland (Ireland), University of Helsinki (Finland), University "Kadri Zeka" (Republic of Kosovo), University of Leipzig (Germany) and University of Roskilde (Denmark). At the same time, the programme hosted visiting lecturers from the University of Mannheim (Germany), Kenyon College (USA), Frederick University (Cyprus) and the company "Exonicus" (Latvia).

During the reporting period, five members of the teaching staff participated in specialized training courses for the academic staff of the UL, financed by the ESF fund within the project "Motivated, modern and competitive academic staff". For example, "Development of digital skills of the academic staff", "Publishing skills for scientific activity", "Public speaking, the art of speech, and presentation basics for cooperation with industry and audience", "Learning analytics", " Development leadership competencies of academic staff", "Field-specific interactive solutions in lessons development", "Blended learning" and "Distance learning planning".

In the period from 2019 until 2022, the number of publications by the MSP teaching staff indexed in *Web of Science* and *Scopus* increased by 149 (WoS – 73 publications; Scopus – 76 publications). Analysing professional qualities of the MSP teaching staff in the autumn and spring semester in academic year 2020/2021, students identified the following strengths - competent, professional experts in their field, responsive, nice, knows how to interest, encourages discussion, respects class times, communicates well with the audience, clearly defines the requirements for assessment, high-quality and meaningfully organizes the distance learning process, provides support, uses an individualised and differentiated approach. Professional qualities of the MSP teaching staff in the autumn and spring semesters of academic year 2021/2022, have been evaluated very positively by

the Master's students:

- *All lecturers are professionals in their field. Everyone has their own approach to organising learning activities. Seminars and lectures offer both group work and individual work. There are discussions and presentations of independent work. Love the way the courses are taught. The instructors are welcoming, there is an opportunity to consult if necessary.*
- *Faculty deliver lectures professionally, upload materials and tasks on e-studies on time. The tasks have understandable rubrics and evaluation criteria. The professional activity of teachers can be evaluated as excellent.*
- *The teachers are great! A special compliment for the professional team, it's a great pleasure to study with very welcoming teachers!*

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

During the reporting period, there has been a change in the teaching staff involved in the MSP (table 3.4.2.1). Since the autumn semester of academic year 2021/2022, two new lecturers with a PhD degree have joined the MSP, three lecturers no longer wanted to teach (but only engage in research) and stopped teaching. In the reporting period, one associate professor was elected a professor, one assistant professor - an associate professor. One teacher (lecturer's position) obtained a PhD degree in the summer of 2020, defending the doctoral thesis "Taxonomy of virtual reality learning" and was elected as a researcher; another teacher (associate professor) earned a doctor's degree in the spring of 2022, defending the doctoral thesis "Financial education at the primary education level in Latvia". In the autumn semester of academic year 2022/2023, the number of the teaching staff involved in the implementation of the MSP decreased by 3, the number of MSP teaching staff with a PhD degree has not changed. Changes in the composition of the teaching staff contribute to the teaching quality and student satisfaction.

Table 3.4.2.1. ***Changes in the composition of MSP teaching staff***

N	Indicator	2020./2021 ac. year	2021./2022 ac. year	2022./2023 ac. year
1.	**Number of teaching staff, including:**	**26**	**25**	**22**
1.1.	professors	6	5	5
1.2.	associate professors	4	2	2
1.3.	assistant professors	5	8	8
1.4.	lecturers, including:	8	7	4
1.4.1.	*PhD students*	*3*	*3*	*2*
1.5.	elected faculty – foreign nationals	-	-	-
1.6.	external lecturers, including	3	2	2

1.6.1.	*PhD students*	*2*	*1*	*-*
1.7.	Researchers (Dr.)	-	1	1
2.	**Number of academic staff with a doctoral degree**	**16**	**16**	**16**

During the first two years of study, students had monthly reports on the work of teaching staff, and after analyzing them, it was possible to observe how the quality of work improves. The director of the program regularly holds discussions with teaching staff, monitors the situation, recommends improvements. In one case, there has been a change of teaching staff. The increase in the scientific capacity of the teaching staff is also related to how they share their expertise with students, involving students in research-based studies.

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

Not applicable

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

Not applicable

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

The MSP is implemented in cooperation with the Department of Education Sciences and Pedagogical Innovation of the UL FEPA, the Scientific Institute of Pedagogy of the UL FEPA, the Education Research Institute of the UL FEPA, the Art and Technology Department of the UL FEPA and other structural units of the UL (for example, the Faculty of Humanities, the Faculty of Computer Science, the Faculty of Chemistry, for the Department of Environmental Science). Two lecturers involved in the realization of nine study courses, cooperate with each other. For example, the "*Sustainable education and adaptive learning*" and "*Information architecture and infographics*" courses are team-taught by two lecturers who complement each other, as well as cooperate in several evaluation procedures. There is also cooperation between the lecturers of different courses. For example, students positively evaluate the cooperation between the lecturers of the study courses "*Academic English*" and "*Virtual and augmented reality technologies in education*": *(1) it is nice to see that the lecturers communicate with each other as it is seen in English where assignments are related to virtual reality works; 2) there are courses where assignments are combined, for example, in academic English and virtual reality).* Within the framework of several courses, there is cooperation with invited experts - industry specialists, foreign visiting lecturers. For example, in the spring semester of academic years 2020/2021 and 2021/2022, as part of the MSP "*Virtual and augmented reality technology for education*" course, an industry specialist was invited to talk about the virtual reality content product Trauma Simulator. Within the framework of the "*SMART pedagogy*" course, two foreign visiting lecturers from the University of Mannheim (Germany) and Frederick University (Cyprus) worked with students alongside the course lecturer. In the spring semester of academic year 2021/2022, a Fulbright scholar from Kenyon College (USA) assisted in teaching the "*Academic English*" course, so students had the opportunity to deepen their knowledge of English by communicating with a native English speaker. Other examples of cooperation include joint work of MSP lecturers in research projects, organisation of international conferences, preparation of joint scientific reports and publications, which give the opportunity to improve the content of study courses, based on the latest research in the field.

As regards the MSP student-teacher ratio, at the time of preparation of the self-evaluation report, the information on ULIS shows that there are 24.42 students per one teaching staff FTE. In 2023, 30 students are actively studying (per 1.18 teaching staff FTE).

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	22_8_MSP_TIDI_diploma paraugs_Sample_diploma transcript_LV_EN (1).docx	22_8_MSP_TIDI_diploma paraugs_Sample_diploma transcript_LV_EN (1).docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	24_8_MSP_TIDI_Statistics on students enrolled in the reporting period.docx	24_8_MSP_TIDI_Statistika par studejosajiem.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	25_8_Compliance of the Master_s study programme Technological Innovations and Design for Education with the academic education standard.docx	25_8_MSP_TIDI_atbilstiba valsts standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
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	28_8_MSP_TIDI_kartejums_mapping.xlsx	28_8_MSP_TIDI_kartejums_mapping.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	29_8_MSP_TIDI_plans_Plan.docx	29_8_MSP_TIDI_plans_Plan.docx
Descriptions of the study courses/ modules	30_MSP_TIDI_Study_courses_descriptions.docx	30_MSP_TIDI_Studiju_kursu_apraksti.docx
Description of the organisation of the internship of the students (if applicable)	Annex_ 31_MSP_TIDI_Description of the organisation of students_practice.docx	31_MSP_TIDI_prakses organizacijas apraksts.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	27.06.2023 - 30-37_90 - Apliecinājums AL55 TIDI ENG.edoc	27.06.2023 - 30-37_89 - Apliecinājums AL55 TIDI.edoc

Educational Sciences (51142)

Study field	*Education and Pedagogy*
ProcedureStudyProgram.Name	*Educational Sciences*
Education classification code	*51142*
Type of the study programme	*Doctoral study programme*
Name of the study programme director	*Zanda*
Surname of the study programme director	*Rubene*
E-mail of the study programme director	*zanda.rubene@lu.lv*
Title of the study programme director	*Dr.paed., Mg.phil.*
Phone of the study programme director	*+371 67034833*
Goal of the study programme	*To improve the doctoral students' research and academic competence in educational sciences and enable them to conduct independent and innovative research activities, develop theories in educational science, improve pedagogical practice at various levels of education (from pre-school to adult education) in Latvia and internationally. Students are expected to independently develop and publicly present doctoral thesis, which contains original research results and contributes to the body of knowledge in educational science.*
Tasks of the study programme	*1. To ensure research-based studies by promoting the learning and use of theoretical and empirical research methodologies in educational sciences. This is done through involving doctoral students in research activities led by the academic staff, as well as in other national and international research.* *2. To develop directions in education science relevant to the context of research in education sciences in Latvia, Europe, and the world, to promote creation of new knowledge, replication and piloting of research findings, and their transfer to practice.* *3. To facilitate scientific communication, presentation, and publishing of doctoral students' research in sources recognised in the field of education science in Latvia and internationally.* *4. To arrange and promote research cooperation between doctoral students and academic supervisors, other academic staff, and among themselves.* *5. To promote the understanding by doctoral students of scientific and academic careers and to improve their pedagogical competence necessary for academic work.* *6. In collaboration with other University of Latvia's doctoral programmes and doctoral schools, to organise joint doctoral seminars, to involve professors from other faculties as guest lecturers, to implement joint research projects.* *7. To promote mobility and experience gain of doctoral students and academic staff through cooperating with foreign universities and international research organisations, attracting visiting professors, implementing joint research projects, thus facilitating comprehensive and independent growth opportunities in the context of the European higher education.*

Results of the study programme	*Knowledge:* *1. Understands the historical experience of the development of educational sciences and current theories and knowledge of educational sciences, the context of their formation in Latvia, Europe and the world;* *2. Understands the theoretical and empirical research methods and methodologies in the field of education science, their connection to other of scientific fields, and interdisciplinary approach to research;* *3. Understands the role of a researcher in the field of educational sciences in the development of society, solving educational problems in the context of comparative education policy;* *Skills:* *4. Systematically analyses, interprets, and compares the concepts related to educational sciences, theory and issues in education policy and pedagogical practice in a local and international context, independently evaluates and selects research methods appropriate to scientific research in educational sciences.* *5. Independently formulates and critically analyses research problems at different levels of education, addresses the challenges in educational research and practice to broaden understanding, provides new insights to existing knowledge and offers research-based solutions for improving professional practice.* *6. Communicates and discusses verbally and in writing, offers scientifically based solutions to educational problems, supports their opinion in the field of education with justified arguments, initiates and implements research-based changes in Latvia and international environment;* *Competences:* *7. Justifies and puts forward innovative research ideas, conducts independent, critical analysis and evaluation of topical complex research challenges in the education research, contributing to the expansion and deepening of knowledge in the field of education sciences, and offers a perspective on the future development of different aspects of education;* *8. Independently and responsibly plans, structures and manages research projects, including international ones, conducts research relevant to educational science, taking into account ethical responsibility for the possible impact of educational sciences on relations between education and society, promotes the introduction of innovations in science and pedagogical practice;* *9. Publishes research results in internationally recognised Latvian and foreign publications, communicates with colleagues, the scientific community and society as a whole in their field of scientific and academic activity, and contributes responsibly to sustainable technological, social and cultural development of the knowledge society.*
Final examination upon the completion of the study programme	*Final examinations and doctoral dissertation*

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)	*1. Second-cycle higher education (Master's degree) in education, teaching or psychology and entrance examination. 2. Second-cycle higher education (Master's degree) in humanities, social science, arts, engineering, medicine, sports, or natural sciences or equivalent higher education and at least two years of pedagogical work experience in an educational institution and an entrance examination..*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Doctoral Degree of Science Doctor of Science (Ph.D.) in Social Sciences*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Full time studies - 3 years - english

Study type and form	*Full time studies*
Duration in full years	*3*
Duration in month	*0*
Language	*english*
Amount (CP)	*144*
Admission requirements (in English)	*1. Second-cycle higher education (Master's degree) in education, teaching or psychology and entrance examination.. 2. Second-cycle higher education (Master's degree) in humanities, social science, arts, engineering, medicine, sports, or natural sciences or equivalent higher education and at least two years of pedagogical work experience in an educational institution and an entrance examination.. 3. English proficiency at a minimum level of B2*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Doctoral Degree of Science Doctor of Science Ph.D. in Social Sciences*
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

3.1. Indicators Describing the Study Programme

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

JDSP “Educational Sciences” was licensed on 27 May 2020, and the first students were enrolled in all partner universities in the autumn of 2020. On 26 October 2022, a decision was taken to include JDSP “Educational Sciences” in the accredited study field “Education, pedagogy and sports.”

Based on the experts’ recommendations to include the JDSP “Educational Sciences” into the study direction (AIC Decision No 2022/27-SPI of 26 October 2022), the following changes were made to the parameters of the programme:

1. Based on the clarified translation of the programme’s characteristics into English, “*Educational Sciences*” will be henceforth consistently used as the English version of the programme title. The name of the scientific field in English has been agreed in consultation with the team of researchers of the study “Online Dictionary of Educational Terms” (Project UL reg. No. ESS2021/435), a part of the European Social Fund Project No. 8.3.6.2/17/I/001 “Establishment and Implementation of the Education Quality Monitoring System”, Action No 3.2 “Implemented Research Programs Components Studies in Education”. The directors of all the represented partner institutions have agreed on a common title for the programme and the degree to be awarded, and inform the relevant structural units of their universities.
2. As per the amendments to the regulatory framework[1] governing the granting of a doctoral degree in science, from 1 October 2022 the scientific degree shall be defined according to the scientific area. In the current case, the scientific field “educational sciences” is a part of the branch of social sciences. Thus, the degree to be awarded for the successful completion of the study programme is to be named as a ‘Doctor of Philosophy (*Ph. D.)* in social sciences', to which partner universities do not object.
3. Based on the potential students’ interest in the programme, the admission criterion of a Master's degree in education, pedagogy or psychology, the humanities, social, art, medical, sports, natural sciences, or equivalent higher education and at least two years of pedagogical experience in the educational institution is supplemented by a Master's degree in engineering, to which partner institutions do not object.
4. Based on the experts’ recommendations to include the JDSP “Educational Sciences” into the study field(AIC Decision No 2022/27-SPI of 26 October 2022), programme outcomes were re-formulated and consolidated through aggregating and generalising the original 23 outcomes, which were found to be too detailed. The process resulted in 9 programme outcomes that comprise all the essential aspects.
5. Based on the experts’ recommendations to include the JDSP “Education Science” into the study direction (AIC Decision No 2022/27-SPI of 26 October 2022), elective courses are added to the study plan: “Civil Protection” (1CP) and “Environmental Protection” (1CP). These are offered to students who have not studied them at lower-level programmes, as per the regulatory framework.
6. Based on the experts’ recommendations to include the JDSP “Educational Sciences” into the

study field (AIC Decision No 2022/27-SPI of 26 October 2022), the study course “Trends in the development of learning theories”, which overlapped with the course “Learning theories for inclusive competences”, was removed from the programme; it has been replaced by a study course “Current issues in developmental psychology”.

[1] "Amendments to the Law on Scientific activities”, adopted: 14.07.2022., shall come into force: 29.07.2022 (the document is only available in Latvian) and Cabinet of Ministers Regulations No. 595 of 27 September 2022, *Regulations regarding Scientific sector groups, Science sectors and Sub-sectors of Latvia*, came into force on 30.09.2022. (the document is only available in Latvian)

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

The compliance of the joint doctoral study program "Educational Sciences" with the study direction is determined by the specificity of educational science as a field, which includes research and science-based studies.

JDSP "Educational Sciences" was developed in accordance with the informative report of the Ministry of Education and Science (hereinafter referred to as the MoES) “Proposals for ensuring teacher education that meets the requirements of a conceptually new competence-based education in Latvia”[1], which is implemented by UL in partnership with DU, LiepU and RTA. The partnership ensures resource sharing and synergy of various competences among the universities at the doctoral level, promotes the internal mobility of doctoral students in Latvia, increases the research capacity of universities and facilitates the quality of research in educational science both in Riga and in the regions of Latvia.

In the course descriptions, the academic staff responsible for branch of science is indicated - this is the faculty member who verifies and approves the relevance of the course content to the industry. Each course has at least one course developer (author). The course developer is not always the same as the course instructor, so it may happen that the responsible faculty members indicated in the study course plans do not fully coincide with those mentioned in the course descriptions. This is usually due to the fact that one course author cannot ensure the implementation of the course for all students (due to workload considerations) or because there have been changes in personnel. However, in such cases, the takeover of teaching responsibilities for study courses occurs in close collaboration with the course developer.

Implementation of JDSP "Educational Sciences" helps to achieve the common goals of the study field at different levels. The implementation of a PhD-level programme is justified by ensuring excellence, internationalisation and interdisciplinarity of the studies, science integration, specialising in several competitive areas, focusing on the internal mobility of doctoral students and increasing the research capacity of universities.

The title of the JDSP “Educational Sciences”, the degree to be awarded, as well as the correspondence of the parameters of the study programme to achieving the specified programme

outcomes shall be regulated externally by, i.e., Section 55.1 of the Law on Higher Education Institutions of the Republic of Latvia. Joint study Programme[2], Amendments to the Law on Scientific activities (adopted: 14.07.2022, came into force on 29.07.2022)[3], Cabinet of Ministers Regulations No. 595 of 27 September 2022, Regulations regarding scientific sector groups, science sectors and sub-sectors of Latvia (came into force on 30.09.2022), Cabinet of Ministers Regulations No. 322. (13.06.2017)[4] on the classification of education in Latvia.

The Programme code *51142* complies with the Cabinet of Ministers Regulations No. 322, Regulations regarding Classification of Education of Latvia[5]. It corresponds to the eighth qualification level of the Latvian Qualifications Framework and the qualification level of the third cycle of the European higher Education area qualifications Framework (information is available in English)[6]. The volume and duration of the JDSP "Educational Sciences", its mandatory content, parts of the programme and their volume, awarded degree, principles and procedures of assessment, principles for implementation are regulated in accordance with the UL Order on study programmes and continuing education programmes of the UL[7] and the Cabinet of Ministers Regulations No. 345 of June 25, 2020 on the conceptual Report "On introduction of a new model of doctoral studies in Latvia"[8].

The content of the programme has been developed on the basis of Article 55 of the Law on Higher Education Institutions of the Republic of Latvia[9] "study programmes", and the UL Order "Order on study programmes and continuing education programmes of the University of Latvia[10]" (approved by the Senate decision No. 102 of 24 April, 2017; amended by decision No. 2-3/98 of 28 November, 2022). It also complies with the Cabinet of Ministers Regulations No. 345 of 25 June, 2020 on the conceptual Report "On introduction of a new model of doctoral studies in Latvia"[11].

The programme outcomes correspond to the 8th level of the European Qualifications Framework[12] (EQF) and the Latvian Qualifications Framework[13] (LQF) and the qualification level of the third cycle of the European Higher Education Area Qualifications[14] (information available in English). The UL developers of the programme used the outcomes formulated in the doctoral study program "Education" (Doctor of Education) of Oxford Brookes University (Great Britain), which they investigated in detail on a study visit in March (information is available in English)[15]. Oxford Brookes University's doctoral study program "Education" includes study outcomes in four groups: 1) knowledge and understanding with a focus on contribution to education, 2) knowledge and understanding with a focus on collaboration with stakeholders, 3) research skills and 4) knowledge transfer skills and attitudes[16] (information is available in English).

Based on expert recommendations in AIC decision No. 2022/27-SPI on the inclusion of JDSP "Educational Sciences" in the study field on October 26, 2022, consolidation of study results was carried out.

The doctoral study programme has been developed considering the interconnectedness and sequencing of the study courses, which enables to achieve the objective of the programme. To ensure this and keeping in mind the goal of the programme and its outcomes, the outcomes of the study programme have been formulated, which include knowledge, skills, and competences. The content of the courses has been developed considering the purpose of the study program and the expected learning outcomes. Thus, the outcomes of each individual study course were formulated in accordance with the overall outcomes of the program. To evaluate the correspondence of the outcomes achieved in study courses to those of the program, the courses have been mapped into a framework (see Annex "*DSP* "*Educational Sciences*" *mapping*" submitted in Excel format), based on their descriptions (see the Annex "*Study course and module descriptions of the JDSP* "*Educational Sciences*"*).* The framework is divided into three parts: knowledge, skills, and competences. Competences represent the highest level of the outcomes and are formed through the synergy and

interaction of the knowledge, skills, and attitudes gained in the study program. The learning outcomes are included in the description of each course, and the criteria for their achievement are included in the mid-term and final course assessment. The analysis of the information in the mapping of the study program leads to the conclusion that the knowledge, skills, and competences ensured in the study courses facilitate the achievement of the goal set by the study program and the interconnection of study courses.

The implementation of the program in Latvian is aimed at strengthening the capacity of educational sciences in Latvia, implementing a research-based educational process and developing and strengthening educational terminology in Latvian. The implementation of the program in English gives the opportunity to attract young educational scientists to Latvia, who would contribute to the increase of the capacity of educational sciences as well as international networking.

According to Article 6 of the conceptual report “On the introduction of a new model of doctoral studies in Latvia”, credit points in academic doctoral programmes should reflect the time allocated for research (~ 70%) and study courses (~ 30%). DSP study courses should correspond to the topics and specifics of the scientific field of DSP and the developed doctoral theses; provide the acquisition of widely applicable skills, as well as academic ethics studies. Thus, the learning outcomes of JDSP "Educational Sciences" surpass the boundaries of individual study courses and are strengthened in various research activities implemented within the program, such as methodological seminars, colloquia, individual and group consultations, participation in research projects and scientific conferences, involvement in their organisation, etc.

The content of the study programme comprises 144 CP divided into a mandatory part (104 CP), including:

1. development of the Doctoral thesis (65 CP); preparation of publications and participation in scientific conferences (21 CP) i.e., the total of 86 CP implemented in all four institutions involved in the programme;
2. study courses in the field of educational sciences (12 CP) – as the leading partner in the joint programme the UL is responsible for the content and delivery of study courses;
3. final examinations: a doctoral exam in a foreign language (2 CP), a doctoral examination in the field of educational sciences (2 CP) and a doctoral examination in the sub-field of educational sciences (2 CP) - a total of 6 CP.

The restrictive elective part of the JDSP's “Educational Sciences” is 40 CP, including:

1. general skills study courses of 10 CP. As the leading partner in the joint programme the UL is responsible for the content and delivery of study courses as well as for the Professor’s assistant practice (8 CP), which is implemented in all four institutions involved in the programme;
2. courses in education sciences – five optional modules (14 CP) implemented in 4 partner institutions.
3. participation in think tanks or equivalent experience in foreign institutions of higher education or research institutions (8 CP), implemented in 4 partner institutions.

The scope and duration of the JDSP "Educational Sciences" facilitate the achievement of the specified study programme outcomes, the study outcomes correspond to the defined goals and objectives. Upon completing the JDSP "Educational Sciences", a degree of Doctor of Philosophy (Ph.D.) in Social Sciences is awarded. The length and scope of studies in the program in Latvian and English do not differ.

The admission criteria of JDSP "Educational Sciences" are in accordance with the goals and objectives of the study program. The admission requirements are in accordance with the set

outcomes of the study program. Student enrolment is in line with a previously approved procedure and criteria, which are published on the websites of the UL and partner universities. Students are admitted at all universities participating in the program based on the correspondence of their scientific interests with the study modules implemented by the universities.

The JDSP “Educational Sciences” enrols candidates with the second cycle higher education (Master's degree) in education, pedagogy, or psychology, as well as a Master's degree in humanities, arts, social, engineering, medicine, sports and natural sciences or comparable higher education and at least two years of pedagogical experience in an educational institution.

Although the enrolment takes place at all partner universities, the applicants' documents and presentations are assessed according to the UL (as a leading partner university) enrolment criteria for PhD programmes (https://www.lu.lv/en/admission/admission-procedure/doctoral-studies/). This ensures uniform requirements for potential doctoral students and the quality of the JDSP.

During the interviews, an applicant makes a five to ten-minute presentation on the intended research topic. As the JDSP is implemented in both Latvian and English, the discussion takes place in Latvian as well as the foreign language chosen by the potential doctoral student. Proficiency in the foreign language is an essential condition for studying in a doctoral programme, considering the internationalisation of higher education. If the applicant has chosen to study in English, the admission interview is conducted in English. It is important to emphasise that previous education and professional experience of potential students are recognised and taken into account in the admission process.

[1]Informative Report “Proposals for provision of Teacher Education in Latvia conforming to the requirements of conceptually New competence-based Education”. Available in Latvian at: https://www.izm.gov.lv/lv/media/1831/download

[2]Law on institutions of higher Education. https://likumi.lv/ta/id/37967-augstskolu-likums

[3]Law “Amendments to the Law on Scientific activities”, adopted: 14.07.2022., effective: 29.07.2022. Available in Latvian at: https://www.vestnesis.lv/op/2022/144.7

[4]Cabinet Regulations No. 322. Regulations regarding Classification of Education of Latvia. Available in Latvian at: https://law.lv/ta/id/291524#piel2

[5]Cabinet Regulations No. 322. Regulations regarding Classification of Education of Latvia. Available in Latvian at: https://law.lv/ta/id/291524#piel2

[6]EHEA. Paris Communiqué. Appendix III: Overarching Framework of qualifications of the European higher Education area (revised 2018) the Framework of qualifications for the European higher Education area. http://www.ehea.info/media.ehea.info/file/2018_Paris/77/8/EHEAParis2018_Communique_AppendixIII_952778.pdf

[7] UL Order on study programmes and further training programmes, VII. Academic doctoral programmes. (Senate Decision No 102 of 24.04.2017). https://www.ppmf.lu.lv/fileadmin/user_upload/lu_portal/projekti/ppmf/Studijas/Nolikumi/LU_studiju_programmu_un_talakizglitibas_programmu_nolikums.pdf

[8]Cabinet Regulations No. 345. On the conceptual report 'on the introduction of a new PhD model in Latvia'. Available in Latvian at: https://likumi.lv/ta/id/315685-par-konceptualo-zinojumu-par-jauna-doktoranturas-modela-ieviesanu-latvija

[9] Law on Higher Education Institutions of the Republic of Latvia in https://likumi.lv/ta/id/37967-augstskolu-likums

[10] Order on study programmes and further education programmes of the University of Latvia in https://www.ppmf.lu.lv/fileadmin/user_upload/lu_portal/projekti/ppmf/Studijas/Nolikumi/LU_studiju_programmu_un_talakizglitibas_programmu_nolikums.pdf

[11] Cabinet Regulations No. 345. On the conceptual report 'On the introduction of a new PhD model in Latvia'. Available in Latvian at: https://likumi.lv/ta/id/315685-par-konceptualo-zinojumu-par-jauna-doktoranturas-modela-ieviesanu-latvija

[12] Description of the levels of the European qualifications Framework. Available in Latvian at: http://www.nki-latvija.lv/content/files/EKI-limenu-apraksti_1.pdf

[13] Descriptions of knowledge, skills and competences relevant to the level of the Latvian qualifications Framework (LCI). Available in Latvian at: http://www.nki-latvija.lv/content/files/LKI%20limenu%20aprakstu%20tabula%202017.pdf

[14] EHEA. Paris Communiqué. Appendix III: Overarching Framework of qualifications of the European higher Education area (revised 2018) the Framework of qualifications for the European higher Education area. http://www.ehea.info/media.ehea.info/file/2018_Paris/77/8/EHEAParis2018_Communique_AppendixIII_952778.pdf

[15] Doctor of Education, Oxford Brookes University. https://www.brookes.ac.uk/courses/postgraduate/doctor-of-education

[16] Learning Outcomes at doctor level. Programme handbook. Doctor of Education. 2018./2019. Oxford Brookes University, School of Education, pp.23-25.

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

The JDSP “Educational Sciences” was established in accordance with the informative report of the Ministry of Education and Science entitled "Proposals for ensuring teacher education that meets the requirements of a conceptually new competence-based education in Latvia" (2017), wherein specialisation of the institutions of higher education involved in the programme was defined:

- *UL – inclusive education and technological solutions in education at school and university level, as well as general pedagogy and history.*
- *DU – school and university pedagogy in the context of sustainable development;*
- *LiepU - pre-primary, primary, and basic school education;*
- *RTA – sectoral, social pedagogy, special education.*

The informational report of the MoES envisaged the creation of one joint doctoral study program in educational sciences in Latvia in order to ensure the sharing of resources and synergy between different competences of universities at the doctoral level. According to OECD data of 2017, Latvia has a very low proportion of people with a doctoral degree (0.3% in Latvia, 1.1% on average in other OECD countries)[1] (information is available in English). Thus, establishing strong and competitive doctoral study programs is considered one of the priorities of higher education.

The MoES report supposed that, as the largest university in Latvia, important for the development of the entire education system, as well as for the growth of the overall national economy, the UL will take the leading role in the implementation of JDSP "Educational Sciences". In 2020, 15,000 students studied at the UL in more than 140 programs, from 2016 to 2019, the number of students at the UL increased by 23%. On November 1, 2022, 15,250 students studied at the UL.

JDSP “Educational Sciences” was licensed on 27 May 2020, and the first students were enrolled in all partner universities in the autumn of 2020. On 26 October 2022, a decision was taken to include JDSP “Educational Sciences” in the accredited study field “Education, pedagogy and sports.”

Doctoral programmes are an important part of the university research; therefore the JDSP “Educational Sciences” was designed and implemented in accordance with the development directions set out in the UL Strategy (2021 - 2027): scientific excellence, study development and contribution to society. It also corresponds to the UL strategic objectives: UL as an internationally recognised science centre; UL as a unique study destination ensuring high competitiveness for the graduates; UL's activities as a basis for Latvia's growth.[2]

Graduates of the doctoral program in educational sciences work as school principals and educational policy makers, and also work in higher education as researchers or teaching staff. In the spring of 2024, it can be concluded that 3 out of 10 graduates of the program work in universities (1 has already defended, 1 has submitted his doctoral thesis for defense and 1 plans to do at the end of 2024); 2 work in colleges; 4 work in schools, 1 of them is the head of the teachers' association.

The JDSP “Educational Sciences” is implemented in accordance with the following documents:

- National Development Plan of Latvia 2021-2027;[3]
- Latvian Science, Technology Development and Innovation Guidelines 2021-2027;[4]
- Latvian Education Development Guidelines 2021-2027 “Future skills for the society of the future”[5];
- as well as the conceptual report “On the introduction of a new model of doctoral studies in Latvia”.[6]

In its Communication 2018 to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, the European Commission: Building a stronger Europe: the role of youth, education and culture policy has set two criteria for the Education Reform Strategy: modernisation and employment. (https://eur-lex.europa.eu/legal-content/LV/TXT/PDF/?uri=CELEX:52018DC0268&from=en (Available in Latvian))

The UL partnership in the JDSP “Educational Sciences” with DU, LiepU and RTA focuses on the implementation of the following criteria: combining four doctoral programmes into one common; reworking and updating their content and form means modernising doctoral programmes in the field of educational sciences. The programme promotes the sharing of resources and synergy between the different competences of institutions of higher education at the doctoral level, increases the internal mobility of doctoral students, increases the research capacity of institutions of higher education, strengthens the quality of educational science research, as well as develops and expands employment opportunities for graduates in Riga and regions of Latvia.

JDSP "Educational Sciences" was established in accordance with the development trends of the field and doctoral studies in Europe and the world, based on the recommendations from the World Bank researchers. Those specifically included implementation of the studies at doctoral level in the higher education system of Latvia, emphasising the goal of doctoral studies as the growth of young

researchers and the promotion of innovations based on original research[7] (information is available in English).

Much attention is paid worldwide to the employment prospects of PhD holders and to the support for the career development at the post-doctoral stage. It is expected that the holders of a doctoral degree are critical-thinking, creative, autonomous, and responsible researchers who both contribute to science and promote the transfer of new knowledge into economic practice. According to the conceptual report "On the introduction of a new model of doctoral studies in Latvia", the JDSP "Educational Sciences" also increases career development opportunities for doctoral students.

The JDSP "Educational Sciences" corresponds to the trends of the formation of a European unified higher education space, or the Bologna process, as it was developed as a third-cycle study program with study outcomes formulated in accordance with the European Qualifications Framework.

Given the ageing trends of academic staff in European higher education, doctoral students are essential in ensuring the renewal of scientific and academic staff. In the world, developing an academic and research career, as well as obtaining an expert status, require a high scientific qualification, which is most often confirmed by obtaining a doctoral degree. A PhD degree is essential to be able to assume an academic position, as well as for the development of an academic career in most European countries[8],[9] (information available in English).

The content and organisation of the program contribute to the development of doctoral students' pedagogical competence for work in higher education institutions. This corresponds to a growing trend in Europe, where university didactic courses and pedagogical practice are a mandatory element of doctoral study programmes [10],[11] (information is available in English).

[1]*OECD Education Statistics 2018*:
http://www.oecd.org/science/inno/careers-of-doctorate-holders.htm; Excel Table:
https://doi.org/10.1787/888933941538

[2]In the Strategy of the University of Latvia 2021-2027.

https://www.lu.lv/fileadmin/user_upload/lu.lv/www.lu.lv/dokumenti/dokumenti_lv/1._visparejie_dokumenti/lu_strategija_buklets_2021.pdf

[3]National Development Plan of Latvia 2021-2027.
https://www.pkc.gov.lv/sites/default/files/inline-files/NAP2027__ENG.pdf

[4]Science, Technology Development and Innovation Guidelines 2021-2027 in
https://likumi.lv/ta/id/322468-par-zinatnes-tehnologijas-attistibas-un-inovacijas-pamatnostadnem-20212027-gadam

[5]Education Development Guidelines 2021-2027 "Future skills for future society. Available in Latvian at:
https://likumi.lv/ta/id/324332-par-izglitibas-attistibas-pamatnostadnem-20212027-gadam

[6]On the introduction of a new PhD model in Latvia (2020). Available in Latvian at:
https://www.izm.gov.lv/lv/konceptualais-zinojums-par-jauna-doktoranturas-modela-ieviesanu-latvija

[7]Andrée Sursock. *Doctoral education: European trends*.
https://www.izm.gov.lv/lv/petijums-par-augstakas-izglitibas-parvaldibu-sadarbiba-ar-pasaules-banku/doctoral_education_european_trends_sursock1_0.pdf

[8]European Commission/EACEA/Eurydice. *Modernisation of Higher Education in Europe: academic Staff* - 2017. Eurydice Report.
https://eurydice.eacea.ec.europa.eu/publications/modernisation-higher-education-europe-academic-

staff-2017

[9] *Academic career in Latvia.* Recommendations from the World Bank study. Available at: https://www.izm.gov.lv/lv/media/1525/download?attachment

[10] Report to the European Commission on *Improving the quality of teaching and learning in Europe's Higher Education institutions*. 2013. https://publications.europa.eu/en/publication-detail/-/publication/fbd4c2aa-aeb7-41ac-ab4c-a94feea9eb1f

[11] European Commission/EACEA/Eurydice. The European Higher Education area in https://op.europa.eu/en/publication-detail/-/publication/2fe152b6-5efe-11e8-ab9c-01aa75ed71a1/language-en 2018

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

The first students of the JDSP "Educational Sciences" were enrolled in the academic year 2020/2021. At the time of writing the report, the program has been operating for three academic years.

The data on 1 October 2020 show that 13 students were enrolled in the first year (12 financed by the state budget, one used personal financing), and 7 students were transferred from the UL doctoral study programme “Pedagogy” to the 2nd year of study of the JDSP “Educational Sciences.” Thus, the programme had a total of 20 UL doctoral students.

Two first-year students interrupted studies in 2020/2021. A self-financed student dropped out for financial reasons. The other student, who studied on the state budget funds, made the decision in the first weeks of the semester, having learned the doctoral student’s grant described in the conceptual report "On the introduction of a new model of doctoral studies in Latvia" will not be provided.

The data on 1 October 2021 (academic year 2021/2022) show 14 UL students enrolled in the first year (13 financed by the state budget, one international student from China on personal funds). Thus, 32 UL doctoral students studied in the programme. The international student was on the individual study plan: the classes were in English, she was provided with the opportunity to take a basic Latvian language course of 2CP, the doctoral board had appointed doctoral students from the 2nd year of study as mentors.

In the academic year 2021/2022, due to serious health problems one second-year student interrupted studies without completing the 4th semester. One first year student was exmatriculated from the programme due to not meeting academic requirements. The international student from China interrupted both her studies and communication with the programme administration and her academic supervisor without any explanations.

In September 2022, the first two doctoral students completed the program. The other five students, who were supposed to study in the 3rd year, were on academic leave for various personal reasons. One of the graduates of the program submitted her doctoral thesis for the defence in December 2022, the defence took place on April 6, 2023.

The data on 1 October 2022 (academic year 2022/2023) show 13 UL students enrolled in the first year of study (all on the state budget), so the total of 42 UL doctoral students studied in the programme at the time. During that academic year, a 3rd-year student transferred from DU to UL within the framework of the JDSP. Eight students plan to complete the programme in September 2023. During that academic year, a doctoral student from Vytautas Magnus University in Lithuania studied in the program as a part of the mobility program (see the Annex "*Statistical data on the outgoing and incoming mobility of students*").

Five students terminating their studies at JDSP "Educational Sciences" within three years is not considered a critical indicator. Nevertheless, the dropout of doctoral students during their studies, as well as the low number of doctoral degree holders compared to the number of doctoral program graduates, is a significant problem for Latvia.

To solve it, at the end of 2022, the amendments were made to the Law on Higher Education Institutions in Latvia on the introduction of a new model of doctoral studies in Latvia. From the beginning of 2022, a gradual implementation of a new model of financing doctoral studies is being introduced. The new funding model provides that doctoral students are admitted for a state-funded study place in accordance with the established procedures. At the same time, an employment agreement will be signed for at least a part-time employment for a doctoral student without the need to be elected to a position of a researcher, assistant, lecturer, or other. This will free doctoral students from having to work a paid work in parallel with their studies; thus providing the opportunity to focus fully on the development of their doctoral research. This will reduce student dropout rates and increase the number of doctoral degree holders. As the UL has been involved in the implementation of the new doctoral funding model, in the period from September to December 2022, 12 UL students of the JDSP "Educational Sciences" received doctoral grants, and on 6 April, 2023, the first grant recipient defended her thesis. The scientific supervisor and the program director interview the doctoral students, who consider interrupting their studies, individually, looking for possible solutions for continuing their studies. They are offered the possibility to take a voluntary break with the right to resume studies later.

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

The JDSP "Educational Sciences" was developed in accordance with the informative report of the Ministry of Education and Science "Proposals for ensuring teacher education that meets the requirements of a conceptually new competence-based education in Latvia" (2017). It envisaged the development of one joint doctoral study program in educational sciences in Latvia to ensure the sharing of resources and synergy between different university competencies at the doctoral level. The MoES had foreseen that it would be implemented by four Latvian universities - UL in partnership with DU, LiepU and RTA, outlining the specialisations of the partner universities. The informative report defined the role of the UL as the leading partner of the programme.

On March 1, 2024, Liepaja University as a separate structural unit joined Riga Technical University, maintaining its autonomy, becoming RTU Liepāja Academy (see in the appendices the cooperation agreement between RTU and Liepāja University and the RTU Liepāja Academy regulations).

UL, DU, LiepU and RTA form the parts of the doctoral study program "Educational Sciences" in accordance with Article 55 [1] of the Law on Higher Education Institutions of the Republic of Latvia. UL

as the leading partner university responsible for the courses of the compulsory part of the program and the general courses in the restricted elective part, implements all 144 CPs of the programme.

DU, LiepU and RTA implement 118 CP of the program - development of a doctoral thesis (65 CP), development of publications (21 CP), Professor's assistant practice (8 CP), doctoral examination in a foreign language (2 CP), as well as an optional module (14 CP) and doctoral school courses (8 CP) according to the specialisation of the university. Therefore, the partner universities implement 82% of the CPs included in the program, which is more than ¾ of the program.

The "Salzburg (II) recommendations"[1] by the Association of European Universities in the Bologna process were followed in the development of the content of the JDSP (information available in English). It is research that distinguishes doctoral studies from previous study cycles. Doctoral students should be provided with independence and flexibility in their growth as young researchers, ensuring an individual approach and systematic cooperation with the scientific supervisor, opportunities to consult with high-level academic staff during the study process, implementing interdisciplinary, inter-institutional and sectoral cooperation-based studies. The doctoral program must be implemented in an autonomous and responsible institution that promotes the research thinking and activity of doctoral students for them to develop original research.

On November 5 2019, the universities (UL, DU, LiepU and RTA) involved in the development and implementation of the joint study program signed an agreement on the implementation of a joint doctoral study program "Educational Sciences" and quality assurance of studies (UL No. 6012-A55.2/192). The first students were admitted to the program in the autumn semester of 2020.

The JDSP "Educational Sciences" is implemented in all participating universities using both offline and online delivery options. The use of online or remote study modalities is one of the tools for ensuring the mobility of students and lecturers. 22 CPs are taught as distance studies, (the courses taught to doctoral students from all partner universities) in accordance with Article 1 of Chapter I of the Education Law of the Republic of Latvia, which states that "*distance learning is a part of the in-person education processs, in which students learn, including using information and communication technologies, without physically being in the same room or place of study with the teacher*"(https://likumi.lv/ta/en/en/id/50759).

The quality assurance of studies in the JDSP "Educational Sciences" is implemented through two-level doctoral councils - the joint doctoral council (hereinafter - JDC) and the subordinate doctoral councils of the university and partner institutions (hereinafter - SDC). They divide the functions of strategic and operational quality management, the procedures to be implemented and responsibility for them. The proportion of representation of the partner universities involved in the implementation of the program allows them to be equally involved in the management of the quality assurance of studies, as well as provides for the possibility to administer and supervise the implementation of the system by the partner universities. The JDC consists of 9 representatives of the academic staff of the science sector, 3 from the University of Warsaw and 2 from each of the participating partner universities. The chairperson and deputy chairperson of the JDC are elected. In its turn, the principles of SDC establishing are determined by the individual practice of each HEI.

The responsibilities of the JDC include: 1) to decide on significant changes in the content or implementation of the joint study program; 2) to ensure effective operation, assessment and continuous improvement of the quality assurance system of the joint study program. If necessary, to revise the quality assurance elements of the joint study program in accordance with the changes in the international, national and participating HEI; 3) to determine the principles of selection, planning, evaluation and development of teaching staff; 4) to determine uniform procedures and principles for the admission of students, the implementation of the study program, incl. for assessment, development of methodological materials, etc.; 5) if necessary, to determine

guidelines for the organisation of administrative processes for the needs of the joint study program; 6) to determine a uniform set of quality assessment measurements and standards for their performance; 7) to administer doctoral examinations in the field of sciences and to organise discussion of doctoral theses; 8) to determine uniform principles of academic ethics, as they are not uniform for all HEIs in Latvia; 9) to perform regular evaluations of the quality of the joint study program and to decide on further improvements, including: reviewing the program's annual report; approving the implementation plan of the joint study program for 1 (one) year and carrying out its regular monitoring; recommending long-term improvements for inclusion in the 6 (six) year development plans of the study field implemented by HEIs, involved in the implementation of the joint study program.

The activity of the SDC of each participating higher education institution is regulated by its internal rules, which define their functions including, among other things, the responsibility for changes in study courses, student admission, confirmation of meeting the requirements, granting of academic leave, awarding scholarships, etc., as well as the organisation of the doctoral examination in sub-fields. The SDC acts in accordance with the procedures and internal regulations of the relevant participating HEI, as well as in accordance with the decisions made by the JDC on the common elements of the quality assurance system.

At the national level, the joint doctoral study program "Educational Sciences" is unique. As stated in the decision of the Study Quality Commission on the inclusion of the program in an accredited study field on October 26 2022, “JDSP "Educational Sciences" is relevant, meets the goals of higher education in Latvia, the necessity of its development is clearly justified at the national, regional and international level. It corresponds to the study field and creates a new concept for doctoral studies in the field of educational science”.

[1]European University Association. *European uniforms achievements Since 2005 in implementing the Salzburg principles*.
https://eua.eu/downloads/publications/salzburg%20ii%20recommendations%202010.pdf

3.2. The Content of Studies and Implementation Thereof

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

The content of the JDSP “Educational Sciences” has been developed in accordance with the specialisation of institutions of higher education defined in the Project SAM 8.2.1. The content of the programme is based on:

- Law on the Higher Education Institutions of the Republic of Latvia Article 55.[1] Joint study programme (https://likumi.lv/ta/en/en/id/37967).

The Law on scientific activity (https://likumi.lv/ta/en/en/id/107337);
- Procedures and criteria for the promotion of a scientific doctoralship (Cabinet Regulations No. 1001 of 27.12.2005).
- Regulations on the delegating the right to confer (promotion) of a doctoral degree to institutions of higher education (Cabinet Regulations No. 1000 of 27.12.2005).
- The procedure for issuing documents certifying higher education, recognized by the state (Cabinet Regulations No. 202 of 16.04.2013).
- Regulations on science groups, scientific fields, and sub-fields of Latvia (Cabinet Regulations No. 595 of 27.09.2022).
- The procedure for granting the rights of an LSC expert. Issued in accordance with the Cabinet Regulations No. 724 Paragraph 3 of 12 December 2017 "Regulations on the qualification criteria of experts of the Latvian Science Council, establishment of expert commissions and organisation of their activities".
- Doctoral studies at the University of Latvia (LU Senate decision No. 169 of 26.05.2003);
- Statutes of the Doctoral Studies Council of the University of Latvia (Decision No. 166 of 30.03.2015 of the Senate of the University of Latvia);
- UL Regulations on doctoral defence boards and promotion (Order No. 1/95 of 12.04.2006).
- Conceptual report "On the implementation of a new model of doctoral studies in Latvia" (25.05.2020. MK order No. 345).

In the Regulations on science groups, scientific fields, and sub-fields of Latvia (Cabinet Regulations No. 595 of 27.09.2022), educational sciences are attributed to the field of social sciences. The Regulations define the following sub-fields of educational sciences: didactics of biology, didactics of physics, didactics of chemistry, didactics of mathematics, general pedagogy, social pedagogy, preschool pedagogy, school pedagogy, university pedagogy, adult pedagogy, sector pedagogy, as well as other sub-fields of educational sciences.

The regulations state that the field of science comprises general education, including training, pedagogy, didactics, and special education (for gifted students and students with special learning needs). (https://likumi.lv/ta/id/335928-noteikumi-par-latvijas-zinatnes-nozaru-grupam-zinatnesnozarem-un-apaksnozarem - available only in Latvian). The JDSP "Educational Sciences" treats special pedagogy, which is one of RTA's areas of specialisation, as part of sectoral pedagogy.

The JDSP "Educational Sciences" has been established to include all the mentioned sub-fields of educational sciences according to the "Regulations on science groups, scientific fields, and sub-fields of Latvia". To provide opportunities to study in such sub-fields of educational sciences as didactics of biology, didactics of physics, didactics of chemistry and didactics of mathematics, the elective module "Didactics of educational subjects" was included in the program. The doctoral examination in the sub-fields of educational sciences, such as biology didactics, physics didactics, chemistry didactics and mathematics didactics will be administered by an interdisciplinary doctoral examination commission. The latter will include representatives of the doctoral council in the field of educational sciences as well as doctoral councils from the fields of biology, physics, chemistry, mathematics, etc., depending on the doctoral student's scientific interests.

The JDSP “Education Science” was assigned a code 51142 according to the education classification of Latvia. It takes into consideration the regulations governing the implementation of a joint study programme as per the Law on Higher Education Institutions of the Republic of Latvia, Article 55^1 (see Annex "*Compliance of the Joint Study Program with the Requirements of the Law on Higher Education Institutions*").

In accordance with paragraph 44 of the Order on study programs and continuing education

programs of the University of Latvia,[1] the study plan of the JDSP "Educational Sciences" comprises 144 CP, with students earning 24 CP in each of the 6 semesters. According to the specifics of the doctoral programme and the decision by the joint doctoral board of the JDSP “Education Science”, 8 contact hours per CP are ensured for theoretical courses if the students work in the group (minimum 5 students) and 4 contact hours per CP - if an individual study programme is implemented.

The division of credit points in the programme is drawn up in accordance with Article 46 of the UL Order on study programmes and continuing education programmes, which ensures:

1. at least 80 CP for the studies and the development of the doctoral thesis,
2. at least 12 CP for the general skills courses,
3. at least 14 CP for the final doctoral examinations, courses in the scientific field or subfield,
4. at least 6 CP for the participation in doctoral schools or equivalent experience in foreign institutions of higher education or research institutions.[2]

The mandatory part of the JDSP “Educational Sciences” comprises 104 CP. It consists of:

- development the doctoral thesis (65 CP); preparing publications and participating in scientific conferences (21 CP) to the total of 86 CP, which is implemented in each of the four partner institutions involved in the programme;
- courses in the field of educational sciences (12CP) - the content and delivery of the courses is the responsibility of the UL as the leading partner in the joint program. The content of this part of the program includes courses in history and theories of education, methodology of educational research, scientific writing, as well as pedagogical psychology. A faculty member from DU with significant international scientific experience in the field was invited to teach the research methodology of an educational sciences course together with the UL faculty. In academic year 2020/2021, a visiting professor from the University of Mannheim (Germany) was involved in teaching the research methodology of educational sciences and scientific writing courses.
- Final examinations: examination in a foreign language (2CP), a final examination in the field of educational sciences (2CP) and a final examination in the sub-field of educational sciences (2CP) – a total of 6 CP. Examinations in the field and subfield of educational sciences are administered by the joint doctoral board of educational sciences. Each of the four universities participating in the program administers the examination in a foreign language.

The restricted elective part of the JDSP's “Educational Sciences” comprises 40 CP. It consists of:

- general skills courses (10 CP), which are mandatory elective courses in research ethics, scientific communication, project management, and university didactics. The UL as the leading partner in the joint program is responsible for the content and delivery of these courses. In academic year 2021/2022, a visiting professor from St. Norbert College (USA) taught these courses, and in academic year 2022/2023 - a visiting professor from Tartu University (Estonia). This part of the program also includes the Professor's assistant practice (8 CP), which is provided by each partner university.
- courses in education sciences –elective modules (14 CP) implemented by 4 universities.
- The programme includes five optional modules. The content of the four modules was thematically constructed in accordance with the university specialisation defined in the project SAM 8.2.1. The most renowned university in the field is responsible for the content of the study courses. The program also includes an optional module "Didactics of subjects", which was created to provide doctoral students with the opportunities to develop doctoral research in such sub-fields of educational sciences as didactics of biology, didactics of physics, didactics of chemistry, didactics of mathematics, as well as in the didactics of other

academic subjects. The titles of the modules, their aims, objectives, and expected learning outcomes are as follows:

Module 1. *Didactics of study subjects.*

The goal of the module is to enable doctoral students conduct independent and innovative research activities, enhance and develop theories of educational sciences, and pedagogical practice through development of their research and academic competence in the didactics of subjects.

The objectives of the module:

1. To implement research-based studies, promoting the learning of the methodology of theoretical and empirical studies of didactics of subjects and its use in research.
2. To develop relevant research directions in the didactics of subjects in the context of Latvian, European, and global educational science research. To facilitate creation of new knowledge, piloting of research findings and their transfer into practice in the field of educational sciences.
3. To facilitate scientific communication, presentation and dissemination of research results of doctoral students in the field of didactics of subjects in recognized publications in Latvia and internationally.
4. To organise and promote the cooperation of the doctoral student and the scientific supervisor in conducting scientific research in the field of didactics of subjects

Knowledge:

Understands theoretical and empirical research methods and methodologies in the field of didactics of subject, and, in connection to other scientific fields, interdisciplinary approach to research;

Skills:

Systematically analyses and interprets the didactics-related concepts, relevant theory and education policy as well as pedagogical practice in comparative local and international context, independently evaluates and makes informed decisions on research methods appropriate for research in educational sciences.

Competences:

Puts forward justified and innovative research ideas, conducts critical analysis and evaluation of complex research problems relevant to the didactics of subjects, contributes to the increasing and deepening of knowledge in the field of educational sciences, and offers a perspective on the development of various aspects of education in future.

Module 2. *Inclusive education and technology integration in school, university, and adult education*

The goal of the module is to improve the research and academic competence of doctoral students in the field of inclusive education and technology integration in school, university and adult education for independent and innovative research activities, improvement and development of theories of educational sciences and pedagogical practice.

The objectives of the module:

1. To implement research-based studies, facilitating the learning of the methodology of theoretical and empirical studies for inclusive education and technology integration in education.
2. To develop relevant research directions in the field of inclusive education and technology integration in education in the context of Latvian, European, and global educational science research. To facilitate creation of new knowledge, piloting of research findings and their

transfer into practice in the field of educational sciences.
3. To facilitate scientific communication, presentation and dissemination of research results of doctoral students in the field of inclusive education and technology integration in education in recognized publications in Latvia and internationally.
4. To organise and promote the cooperation of the doctoral student and the scientific supervisor in conducting scientific research in the field of inclusive education and technology integration in education.

Knowledge:

Understands theoretical and empirical research methods and methodologies in the field of, inclusive education and technology integration in education and, in connection to other scientific fields, interdisciplinary approach to research;

Skills:

Systematically analyses and interprets concepts related to inclusive education and technological integration in the field of education, relevant theory and education policy as well as pedagogical practice in comparative local and international context, independently evaluates and makes informed decisions on research methods appropriate for research in educational sciences.

Competence:

Puts forward justified and innovative research ideas, conducts critical analysis and evaluation of complex research problems relevant to the field of inclusive education and technology integration in education, contributes to the increasing and deepening of knowledge in the field of educational sciences, and offers a perspective on the development of various aspects of education in future.

Module 3. *Education for sustainable development at school and university*

The goal of the module is to improve the research and academic competence of a doctoral student to promote sustainable development at school and university for independent and innovative research activities, improvement and development of theories of educational sciences and pedagogical practice.

The objectives of the module

1. To implement research-based studies, facilitating the learning of the methodology of theoretical and empirical studies for sustainable development in schools and universities.
2. To develop relevant research directions to promote sustainable development in education in the context of Latvian, European, and global educational science research. To facilitate creation of new knowledge, piloting of research findings and their transfer into practice in the field of educational sciences.
3. To facilitate scientific communication, presentation and dissemination of research results of doctoral students for sustainable development in education in recognized publications in Latvia and internationally.
4. To organise and promote the cooperation of the doctoral student and the scientific supervisor in conducting scientific research for sustainable development in education.

Knowledge:

Understands theoretical and empirical research methods and methodologies for promoting sustainable development in the field of education and in contact with other scientific sectors, interdisciplinary approach to research;

Skills:

Systematically analyses and interprets concepts related to promoting sustainable development in the field of education, theory and education policy as well as pedagogical practice in comparative local and international context, independently evaluates and makes informed decisions on research methods appropriate for research in educational sciences.

Competence:

Puts forward justified and innovative research ideas, conducts critical analysis and evaluation of complex research problems to promote sustainable development in education, contributes to the increasing and deepening of knowledge in the field of educational sciences, and offers a perspective on the development of various aspects of education in future.

Module 4. *Special and social pedagogy*.

The goal of the module is to improve the research and academic competence of a doctoral student in the field of special and social pedagogy for independent and innovative research activities, improvement and development of theories of educational sciences and pedagogical practice.

The objectives of the module

1. To implement research-based studies, facilitating the learning of the methodology of theoretical and empirical studies in the field of special and social pedagogy.
2. To develop relevant research directions in the field of special and social pedagogy in the context of Latvian, European, and global educational science research. To facilitate creation of new knowledge, piloting of research findings and their transfer into practice in the field of educational sciences.
3. To facilitate scientific communication, presentation and dissemination of research results of doctoral students in the field of special and social pedagogy in recognized publications in Latvia and internationally.
4. To organise and promote the cooperation of the doctoral student and the scientific supervisor in conducting scientific research in the field of special and social pedagogy

Knowledge:

Understands theoretical and empirical research methods and methodologies in the field of special and social pedagogy and in contact with other scientific sectors, interdisciplinary approach to research;

Skills:

Systematically analyses and interprets concepts related to the field of special and social pedagogy, theory and education policy as well as pedagogical practice in comparative local and international context, independently evaluates and makes informed decisions on research methods appropriate for research in educational sciences.

Competence:

Puts forward justified and innovative research ideas, conducts critical analysis and evaluation of complex research problems in the field of special and social pedagogy, contributes to the increasing and deepening of knowledge in the field of educational sciences, and offers a perspective on the development of various aspects of education in future.

Module 5. Pre- and primary school pedagogy

The goal of the module is to improve the research and academic competence of a doctoral student in the field of pre- and primary school pedagogy for independent and innovative research activities, improvement and development of theories of educational sciences and pedagogical practice.

The objectives of the module

1. To implement research-based studies, facilitating the learning of the methodology of theoretical and empirical studies in the field of pre- and primary school pedagogy.
2. To develop relevant research directions in the field of pre- and primary school pedagogy in the context of Latvian, European, and global educational science research. To facilitate creation of new knowledge, piloting of research findings and their transfer into practice in the field of educational sciences.
3. To facilitate scientific communication, presentation and dissemination of research results of doctoral students in the field of pre- and primary school pedagogy in recognized publications in Latvia and internationally.

4.To organise and promote the cooperation of the doctoral student and the scientific supervisor in conducting scientific research in the field of pre- and primary school pedagogy.

Knowledge:

Understands theoretical and empirical research methods and methodologies in the field of pre- and primary school pedagogy and in contact with other scientific sectors, interdisciplinary approach to research;

Skills:

Systematically analyses and interprets concepts related to the field of pre- and primary school pedagogy, theory and education policy as well as pedagogical practice in comparative local and international context, independently evaluates and makes informed decisions on research methods appropriate for research in educational sciences.

Competence:

Puts forward justified and innovative research ideas, conducts critical analysis and evaluation of complex research problems in the field of pre- and primary school pedagogy, contributes to the increasing and deepening of knowledge in the field of educational sciences, and offers a perspective on the development of various aspects of education in future.

- participation in think tanks or equivalent experience in foreign institutions of higher education or research institutions (8 CP), implemented by all partner universities.
- the following courses have been added to the program plan: "Basic Latvian" (2CP) for foreign students permanently studying in the program who do not have a certificate of proficiency in the Latvian language at A1 level as specified by the National Centre for Education of the MoES (Article 56 of the Law on Higher Education Institutions); "Civil protection" (1CP) and "Environmental protection" (1CP), which are offered to those students who have not studied them at lower level studies, as per regulations.
- The students of the JDSP "Educational Sciences" can choose modules according to their scientific interests; after completing a module, they take a final examination in one sub-field of educational sciences according to the thematic group reflected in those as follows:

Module 1. Didactics of subjects

It is possible for a student to choose an examination in didactics according to the subject. This module includes an elective course "Contemporary didactics in theory and international practice" (4 CP), taken outside the JDSP "Educational Sciences" framework.

Module 2. Inclusive education and technology integration in school, university, and adult education.

There is a choice of an examination in school, university, adult, or sectoral pedagogy.

Module 3. Education for sustainable development at school and university. There is a choice of an examination in school, university, adult, or sectoral pedagogy.

Module 4. Special and social pedagogy. There is a choice of an examination in special, social or sectoral pedagogy.

Module 5. Pre-school and primary school pedagogy. There is a choice of an exam

If a student’s research interest is related to general pedagogy, they can choose corresponding courses of 14 CP from the offered modules and sit the final examination in the sub-field of general pedagogy.

Students are also entitled to create an individual module by choosing courses from all the 5 modules offered (14 CP in total) and to take the final examination in the sub-field according to their research interests. This relates to cases where the doctoral research is carried out on topic where the contents of optional modules overlap, for example digitalization in pre-school or primary education. Combining the courses of the individual optional module allows the student to achieve the learning outcomes of the modules, e.g., in the above example, the ones formulated in the 5th module "Pre-school and primary school pedagogy" supplemented with the specifics of the 2nd module.

The elective course “Contemporary didactics in theory and international practice” (4 CP) included in Module 1 allows for the transfer of credit points earned within the framework of international mobility programme (e.g. Erasms+). Doctoral students from all partner universities may choose this course if it fits their scientific interests.

Options of optional modules are summarized in the table 3.2.1.1.

Part A (104 CP)	· • development of a doctoral thesis (65 CP) · • preparation of publications and participation in scientific conferences (21 CP) · • study courses in the field of educational sciences (12KP) · • doctoral exams (6 CP)

Part B (40 CP)	· generic skills courses (10 credits) · professor assistant practice (8 CP) · optional modules (14 CP): 1. Module. Didactics of study subjects (UL and UD) 2. Module Inclusive education and technology integration in school, university and adult education (UL) 3. Module. Education for sustainable development at school and university. (UD) 4. Module. Special and social pedagogy (RTA) 5. Module. Preschool and primary school pedagogy (ULiep) · Think Tanks (8 CP): 1. Think Tank UL: Digital solutions in education I; Digital solutions in education II. 2. Think Tank UD: Transdisciplinary Problem Solving of Complex Educational Issues in Action and Evaluation Research I; Transdisciplinary Problem Solving of Complex Educational Issues in Action and Evaluation Research II. 3. Think Tank ULiep: Creativity for Personality Expertise I; Creativity for personality expertise II 4. Think Tank RTA: Supporting technologies in special education and social work I; Supporting technologies in special education and social work II
Free choice (4CP)*	*The study course included in the 1. module " Contemporary Didactics in Theory and International Practice " in the scope of 4 CP provides for the assimilation of a study course learned within the framework of international mobility (e.g. Erasmus+), i.e. it is a course of free choice.

During the study process, the academic staff use methods, ways and criteria for assessment appropriate to the purpose of the study and expected learning outcomes. For example, in the courses "UL Think Tank: Digital Solutions in Education I" and "UL Think Tank: Digital Solutions in Education II", doctoral students use diverse interactive study methods to formulate the needs in educational practice. Under the guidance of the academic staff and in cooperation with social partners, they develop products for the digital learning environment to solve the challenges in educational practice. Thus, they validate the achievement of the planned outcomes practically. Social partners take part in the evaluation of the results.

Several teaching staff are involved in the development of study courses. The developer of the study course is not always the same person who teaches the course.

Study courses must be updated regularly - course descriptions are supplemented with the latest scientific literature, as well as course content is supplemented according to the latest research in the field of science.

The courses offered by partner universities are similarly constructed: "DU Think Tank: Transdisciplinary Problem Solving of Complex Educational Issues in Action and Evaluation Research I", "DU Think Tank: Transdisciplinary Problem Solving of Complex Educational Issues in Action and Evaluation Research II"; "RTA think tank: Supporting Technologies in Special Education and Social Work I"; "RTA think tank: Supporting Technologies in Special Education and Social Work II"; "LiepU Think Tank: Creativity for Personality Competence I"; "LiepU Think Tank: Creativity for Personality

Competence II".

[1]UL Order on study programmes and continuing education programmes, VII. Point 44 of the academic PhD programme. (Senate Decision No 102 of 24.04.2017).

[2]UL Order on study programmes and continuing education programmes, VII. Point 46 of the academic PhD programme. (Senate Decision No 102 of 24.04.2017).

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

Qualifications of the academic staff involved in the implementation of JDSP "Educational Sciences" meet the conditions of the implementation of the study program, meet the requirements of relevant regulatory acts, ensure reaching the goals and outcomes of the study program and corresponding study courses. The faculty involved in the programme carry out research in educational sciences, thereby validating and developing their scientific qualifications and the fact that the content of the program is based on the latest achievements in educational sciences.

At the UL, 11 faculty members are involved in the JDSP "Educational Sciences". All of them hold doctoral degrees (8 in Educational Sciences, 2 in Psychology and 1 in English philology) and have been elected to academic positions at the UL (7 professors, 2 associate professors and 2 leading researchers/assistant professors). As of March 9 2023, 9 out of 11 members of the academic staff are experts of the LSC.

The academic staff of the program regularly work on the development of new research, methodological, and teaching materials, edit and publish books, publish their research in journals, conference proceedings, etc. The content of the courses is based on the lecturers' research results, and their publications are included in the course descriptions as mandatory or additional reference.

The publications of the teaching staff show that the lecturers involved in the JDSP "Educational Sciences" are internationally recognized researchers in their fields of science. Between January 2018 and January 2023, the total number of publications of the academic staff involved in the implementation of the doctoral study program in journals that are indexed in the *Scopus* database was 89, and the number of publications in the *WoS* database was 96. The publications of the academic staff are internationally cited. For example, the highest Hirsch index in the *Scopus* database of one lecturer is 11, followed by the faculty with a Hirsch index of 5 and 4. The highest Hirsch index in the *WoS* database is 9, followed by several teaching staff with an index of 3.

During the reporting period, the researchers involved in the programme have published several monographs related to UL's scientific specialisation in the programme, have been editors of several collective monographs in Springer, Routledge, IGI Global and UL Academic Publishing, and several entries have been developed for the Latvian National Encyclopaedia.

The quality of the program is enhanced by the results of international projects. The funding of projects is supported by the Latvian Science Council, the European Social Structural Funds, Erasmus+ projects of various levels, UL priority research projects, State research program projects, Hubert Curien OSMOZE, Vilnius University, Ministry of Economy of Spain, UL Academic Development

projects, etc.

The most important research directions of teaching staff and doctoral students are general pedagogy, research on educational technology and digitization, as well as inclusive education. Research is carried out in above mentioned topics (see the attached table with the research carried out by the teaching staff representing the doctoral study program).

The teaching staff involved in the program can be considered as Latvian and internationally recognized researchers with an impact on the development of the research field as a whole. This is evidenced, for example, by the inclusion of one professor in the top 2% of the world's most important scientists, another professor regularly publishes her research in the most recognized educational history journals.

In 2021, one of the faculty involved in the programme was elected a corresponding member of the Latvian Academy of Sciences in Pedagogy.

The teaching staff of the JDSP "Educational Sciences" are actively involved in international organisations. Since 2001, UL educational science researchers are members of ATEE (Association of Teacher Education in Europe), regularly organise ATEE international conferences and publish a conference proceeding indexed by *Web of Science*.

From 2018 to 2021, a professor involved in the JDSP "Educational Sciences" was the head (Link Convenor) of the European Educational Research Association (EERA) Network 17 (Histories of Education). Another professor is an EERA authorised representative of the University of Latvia, and one more was a member of the scientific committee of the 5th World Congress of Latvian Scientists (2023).

On September 19 2022, a member of the academic staff involved in the programme received the "European Award for Excellence in Pedagogy, Social and Humanities" from the Central European University (CEU).

The academic staff of the JDSP "Educational Sciences" are actively involved in various committees, advisory councils and working groups to address issues relevant to Latvian society and the economy, make recommendations on education policy at the national level, develop educational strategies at the municipal level, as well as develop teaching materials for the digitalization of education.

The academic staff involved in the program participate in various state administration and advisory councils. Among those are the Education, Culture, and Science Committee of the LR Saeima; the working group "On the development of recommendations for the safe and health-safe use of modern technologies for children" created as a part of the "Public health guidelines 2021-2027" (Ministry of Healthcare); the supervisory board "Implementation of the content of general education based on the competence approach" (MoES), etc.

The teaching staff of the JDSP "Educational Sciences" regularly give interviews in the media, as well as prepare publications on current events in the fields of educational sciences and psychology, informing and educating the public.

3.2.3. Assessment of the study programme including the study course/ module implementation methods by indicating what the methods are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. In the case of a joint study programme, or in case the study programme is implemented in a foreign language or in the form of distance learning, describe in detail

the methods used to deliver such a study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

The student-centred approach of the JDSP "Educational Sciences" was central throughout the development of the programme's content. It remains in the focus of the programme with special attention paid to careful formulating of meaningful outcomes, thus promoting the dialogue between lecturers and students about the content, forms and methods of delivery. Correctly formulated learning outcomes facilitate students' understanding of their responsibility for their learning, self-evaluation and understanding of evaluation results.

Oral, written, and combined study and assessment methods are used in coursework and exams.

The used teaching methods do not differ in the study process in English and Latvian. Of course, only a few doctoral students in the program study in English during the review period, so the work is organized individually, which provides an opportunity for active discussions with the lecturer, as well as receiving individualized feedback.

Various input and practice methods are used in the studies, such as introductory lectures, interactive lectures, summarising lectures, problem-oriented lectures. Practitioners and professionals from various institutions are invited to teach separate classes in courses in order to promote combining theory and practice. Practical tasks, seminars, individual, pair and group work, discussions and project work, study visits to the organisations are widely used. Employers are also involved in the implementation and development of courses, as they are invited to conduct separate seminars, classes are organised as visits to workplaces, etc.

Students' research competence is facilitated through the analysis and in-depth study of the sector-related problems. Senior students are involved in teaching their younger peers (peer teaching-learning). Students' speaking, presentation and discussion skills are developed in course seminars.

To ensure learning outcomes – gain knowledge and skills and develop competences - the study process emphases methods focused on student activity. These facilitate students' communication in completing the tasks, solving real industry problems, and modelling situations.

The physical environment of the programme is gradually changing: classrooms are easily transformed for group work, individual work, and students can use digital technologies. The academic staff mostly use methods that encourage students' active participation, critical thinking, and reflection. The e-learning environment will be used in the study process and to promote independent studies. An e-learning environment (Moodle) has been created for each study course, where students have access to course materials, descriptions of tasks, supplementary course materials, as well as course assignments (tests, fora, seminars, conferences, etc.). All course midterm and final evaluations, grades and their justification are recorded and available to students in the e-learning environment.

The academic staff use methods, test forms and assessment criteria appropriate to the purpose of the course and the course outcomes. In the study process, students receive support and feedback from the academic staff. The criteria for grading are published in advance. Assessment gives students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes.

Practising the principles of student-centred education, student mobility is promoted (study credits are recognised). Students are involved in research and social activities initiated by academic staff,

thus gaining significant experience practising what they have learned. Through the internal quality assurance policy, students are encouraged to participate actively in the improvement of the study process. There are rules and procedures in place for students to submit proposals, to resolve complaints, and consider student disputes. The results of student surveys are evaluated and considered to improve the study process. Students willingly give their suggestions for the improvement of study programs and processes in discussions with lecturers and program directors.

During the study process, doctoral students receive support and feedback from the scientific supervisor and other academic staff of the program. The assessment criteria for receiving marks are made public in advance. Assessment gives students the opportunity to demonstrate the level of the expected learning outcomes they have achieved.

The study in the JDSP "Educational Sciences" is dominated by methods focussing on the constant activity of the doctoral student, as well as methods that facilitate communication of doctoral students in performing study tasks, solving real problems of the sector, modelling learning situations.

In the implementation and improvement of the courses, the programme involves employers for example, academic staff from other universities, which can potentially become future workplaces for doctoral students. To promote the development of students' research competence, doctoral students in subsequent courses can analyse and study in-depth problems in the industry that interest them. Senior year doctoral students of the University of Latvia are involved in the study process for first-level and Bachelor's level students as teaching assistants. Students' prior knowledge, previous professional experience and experience in research are taken into account, therefore study courses are implemented flexibly.

The physical environment of the study also promotes the implementation of a student-centred approach: the auditoriums can be easily transformed for group work, individual work, and students can use digital technologies. The specifics of JDSP provide for distance study opportunities and diverse combined learning methods.

The JDSP "Educational Sciences" is implemented in 4 institutions of higher education throughout Latvia, therefore the 22 CP programmes provided by the UL to doctoral students of all partner universities are implemented remotely. Remote individual work has also been offered to foreign students. The UL e-learning environment (Moodle) is available to students in the study process in all JDSP partner universities, and it promotes independent studies. The academic staff mostly use methods that encourage students' active participation, critical thinking in the development of doctoral research and reflection. In the study process, the diversity of students' learning needs is considered when choosing pedagogical methods, encouraging students' motivation, self-reflection, and participation.

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

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

The JDSP "Educational Sciences" is implemented in accordance with the regulatory framework, i.e. the Law on Scientific Activity *(https://likumi.lv/ta/en/en/id/107337)* and the procedure and criteria for the awarding of a Scientific Doctoral degree (promotion) *(https://likumi.lv/ta/id/124787-zinatniska-doktora-grada-pieskirsanas-promocijas-kartiba-un-kriteriji (available only in Latvian)).* Doctoral students who have successfully completed a doctoral study program, passed courses in the volume of 144 CP, including the three doctoral examinations, as well as the preliminary defence of their doctoral research at the doctoral council, which is a part of the course "The Doctoral Thesis in Education Sciences VI", are eligible.

A doctoral student develops the doctoral research within the framework of the doctoral study program in cooperation with their scientific supervisor (in some cases also with the scientific consultant) and the doctoral council. The scientific adviser organises individual consultations with the doctoral student at least once a semester to discuss the work done, involves the doctoral students or helps them get involved in research projects, think tanks, hackathons, etc. related to innovations in educational sciences. The supervisor of the doctoral research monitors the doctoral student's participation in international scientific conferences (participation in at least one conference per year is mandatory), supervises the process of developing scientific publications, helps to prepare for the annual report, colloquia, field exams, and the presentation of the doctoral thesis. Attestations, colloquia, exams, and defences are carried out under the supervision of the doctoral council.

For a doctoral student, the doctoral studies end with the completion and pre-defense of all exams and tests provided for in the work plan of the doctoral studies. Within two years after the completion of the doctoral program, the doctoral thesis must be submitted for the defense of the PhD degree to the Promotional Council of the relevant scientific field, for the public defense of the doctoral thesis.

A doctoral thesis can be a dissertation, a thematically unified set of scientific publications, or a monograph - a peer-reviewed scientific book dedicated to one topic.

With the entry into force of the new model of doctoral studies, the promotion process and regulations will change.

For successful studies in the JDSP "Educational Sciences", it is also important to provide students with mobility opportunities, for example, using the opportunities of the Erasmus+ programme, international summer schools for doctoral students, etc. The students participating in the programme have been offered and used the opportunity to consult with foreign visiting professors individually.

Doctoral students from the UL can receive financial support for participation in conferences, international doctoral schools, and other research activities as a support in the development of doctoral research. The involvement of doctoral students in research projects and their election as research assistants is both research and financial support for doctoral students. In the spring of 2023, 10 doctoral students of the "Educational Sciences" programme from the University of Latvia and one doctoral student from the RTA, as well as several degree applicants, were employed in 12 research projects at the University of Latvia.

The amendments made in 2022 to the Law on Higher Education Institutions on the introduction of a new doctoral model in Latvia, gradually introduce a new doctoral funding model, which is a significant financial support for doctoral students, as it provides for employment at the university where the doctoral research is developed. As the UL has been involved in the implementation of the new doctoral funding model, in the period from September to December 2022, 12 JDSP "Educational Sciences" students from the UL have received doctoral grants.

Graduates of the JDSP "Educational Sciences" have the opportunity to defend their doctoral research at the doctoral councils in educational sciences of UL, DU and LiepU, as well as in sectoral, social and special pedagogy at RTA.

The UL Doctoral Theses Defence (Promotion Council) in educational science has been established and operates in accordance with the requirements of Cabinet of Ministers Regulations No. 1001 on the "Procedure and criteria for awarding of a scientific doctoral (promotional) degree", which stipulates that the council includes at least five scientists who have the right of an expert of the Latvian Science Council in the field of science, with two of those - in the subfield of science in which the doctoral thesis is defended. The term of office of the Council may not exceed six years. The council operates in accordance with the regulations approved by the university.[1]

[1]Procedures and criteria for the award (promotion) of a scientific doctorate. https://likumi.lv/ta/id/124787-zinatniska-doktora-grada-pieskirsanas-promocijas-kartiba-un-kriteriji 1001 of Cabinet of Ministers Regulations No.1001 (*available only in Latvian)*

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

Application for studies in a doctoral program at the University of Latvia must include both the potential research topic and some evidence of the scientific contribution to it. Thus, the selection of topics for the doctoral thesis is carried out in several ways.

1. New doctoral students choose a topic of their doctoral thesis based on their previous professional or research experience, the needs of the doctoral student's employer, etc. Doctoral studies in educational sciences are mostly chosen by those working at various levels in the education system. The field of study represented by a potential doctoral student very often determines their scientific interests and is reflected in the topic of the doctoral dissertation. For example, a doctoral student who works at an art school conducts research on "Learning the semiotics of contemporary fine arts in vocational cultural education", while a student who works in a general education school develops a doctoral thesis on "Development of self-directed learning skills in the learning process", while a doctoral student working in a medical college conducts research "Digital competence of health care students and the factors affecting it".
2. A potential doctoral student already during their Master's studies, or upon starting their doctoral studies, gets involved in research projects implemented by the UL FEPA, the topic of which also determines the topic of his doctoral thesis. For example, within the framework of the ESF project "Assessment of the competences of students in higher education and the dynamics of their development during the study period" (project contract number: 8.3.6.2/17/I/001 (No. ESS2022/442) several doctoral theses are developed. Their topics are related to the students' research in transversal competences, which is one of the topical

issues of the MoE S of the Republic of Latvia as a way to ensure quality of higher education. On April 6 2023, the doctoral thesis "Conceptualization of pedagogical entrepreneurship for the improvement of teacher education" was defended, other doctoral theses are being developed within the framework of this project: "Social innovations in educational sciences" , "Development of pedagogical digital competence for providing online learning", "Integration of augmented reality technology in the design learning process in high school" and "High school students' transition skills in mathematics education".

3. A new doctoral student cooperates with a potential scientific supervisor based on common scientific interests and UL specialisation in educational sciences, i.e. inclusive education and technological solutions in education at the school and university level, as well as general pedagogy and history. Thus, for example, technological solutions for education are researched in doctoral theses such as "Pedagogical concept model of gaming for the development of learning motivation", "Development of pedagogical digital competence for online learning", "Language teaching to adults in face-to-face, online, and mixed formats". Inclusive education is represented by studies "Enabling bystanders for the prevention of mobbing at school", general pedagogy and history of education: "Developing narrative competence in the history education", "Understanding of visuals as a transversal skill in general education", "Formation of professional identity of young teachers in the first year of work", "Educational institution management model for sustainable development of team performance", " Educational goals in theatre pedagogy".

The table summarizes the names of the studies developed during the reporting period.

Table 3.2.6.1. **Title of doctoral theses in the review period**

Nr.	**Title**	**Defense of the doctoral thesis**
1.	*Conceptualization of pedagogical entrepreneurship for improving of teacher education*	Defended in 2023
2.	*Professional development of science teachers for changes of the practice*	Submitted for defense in 2024
3.	*Empowering bystanders to prevent bullying at school*	Planned to defend 2025
4.	*Educational goals in theater pedagogy*	Planned to defend 2025
5.	*Creative Confidence to Develop Secondary School Students' Transversal Skills in English Language Lessons*	Planned to defend 2025
6.	*Implementation of clinical teaching and its influencing factors in Health care study programs*	Planned to defend 2025
7.	*Developing self-directed learning skills in the learning process*	Planned to defend 2024

8.	*Developing Educators' Pedagogical Digital Competence for Teaching Online (PDO) through Learning Online*	Planned to defend 2024
9.	*Digital competence of health care students and the affecting factors*	Planned to defend 2024
10.	*Social innovations in educational sciences*	Planned to defend 2024

The doctoral research presentations chosen by the doctoral students enjoy the interest and appreciation of the international education research community, as evidenced by the citation of the doctoral students' publications, discussions at international scientific conferences, and reviews by international guest professors.

3.3. Resources and Provision of the Study Programme

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

The JDSP "Educational Sciences" is implemented in the premises of UL FEPA in Riga, at Imantas 7.linija 1. The total area of the building is almost 9000 sq. m., and the building is in good technical condition. It has 38 classrooms suited for a comfortable study process, with a capacity of 12 to 200 seats. Among those are four computer classrooms, 96 workstations. There is a library with a reading room and the wireless internet throughout the whole building. Free access to printers/copiers (via electronic cards) is available for students. In the FEPA library, students can work on their study papers. The building has a cafeteria, a gym and a dance hall, a large yard with recreational areas, and an outdoor sports field. The building is accessible for people with limited mobility; there is a lift at the stairs and an appropriately equipped toilet. The location of the premises is very convenient in terms of transport; there is a parking lot on the territory for the needs of students and teaching staff. The **infrastructure** is considered fully adequate for the implementation of study programs. All study rooms are equipped with computers and multi-projection equipment, some also with interactive whiteboards and/or document cameras. On weekdays, 2 technical support specialists are on duty at the faculty premises, to provide assistance to the academic staff and students. UL offers students and, as of 1 April 2015, employees (academic and administrative staff) the opportunity to use Microsoft Office 365 ProPlus software on a personal computer for the duration of their studies (or employment agreement) for free. The user can activate the product on up to 5 devices simultaneously. It is planned that in 2024 the study process will be implemented in a new building in the UL Academic Centre.

Since 2019, UL FEPA has been implementing a development project "Innovative technologies - materials for a modern study environment for the new education, pedagogy and sports study programs". The aim of the project is to purchase innovative technologies and software for a modern

study environment to provide necessary material and technical equipment for the courses of the new education, pedagogy and sports study programs. In 2019, these were accepted by the UL Quality Evaluation Committee (QEC) and the Advisory Council of the MoES in accordance with the specific support goal of SAM 8.2.1 "To reduce the fragmentation of study programs and strengthen the sharing of resources" and the informative report of the MoES "Proposals for ensuring teacher education in Latvia that meets the requirements of conceptually new competence-based education". These documents define the guidelines for a modern competence approach to education at all levels of higher education.

As part of the project, the faculty is equipped with various **innovative technologies**, software and other physical solutions for a modern study environment. The mentioned technologies are used in the optional module "Inclusive education and integration of technology in school, university and adult education" implemented by UL, as well as in the LU Think Tank.

A lecture room was created that allows live streaming and video recording, equipped with a 360-degree tracking camera, a multifunctional live media station, an interactive screen and new ergonomic furniture for a modern studio environment. This classroom, which allows to conduct hybrid lectures (with the screen, the instructor, and the audience as 3 sources on different windows) as well as to record lectures and save them in the media station's memory or external memory, was created with the specifics of the JDSP “Educational Science" in mind. This ensures remote participation of the students from four different universities located in different regions of Latvia. Since the specialisation of UL in the JDSP is related to technological solutions in education, the use of the innovations purchased within the project at FEPA is justified in the implementation of the programme.

The 3D printing technology workshop is equipped with 3D printers, 3D pens and additionally 3D printing rolls and materials. An equipped computer classroom (with 24 tablets), ActivInspire Professional Edition software licences for the development of teaching materials and an ergonomic, interactive screen, furniture for a modern study environment. A classroom for active collaboration has been created, suitable for group work of 12 students, with the space completely transformable, as all the furniture is movable and its layout can be adjusted both for group work and individual work. The lecture room is also equipped with technology - 12 tablets, 12 laptops and a mobile 75-inch interactive screen. The laptops of this classroom also have ActivInspire Professional Edition software licences for the development of educational materials. The room has a full-wall whiteboard, mobile shelves and a wall of 12 soft seats with soft flooring. A robotics workshop and warehouse have been created, the room equipped with 200x100cm height-adjustable tables according to the basic principles of Makerspace workshops, an interactive screen, and the instructor's workplace. A virtual reality workshop is currently being created, where students will have the opportunity to work and learn virtual and augmented reality technologies and the possibilities of their use in the educational process. Innovative technologies will be used within the framework of all study programmes in the field of educational sciences implemented by FEPA, including the doctoral study program "Educational Sciences”.

The E-learning environment (Moodle, MS Teams and Zoom) is also used for student assessment and student-faculty communication. The student assessment system and criteria, as well as regulatory acts, are transparent and available on the UL information system (ULIS).

The description and analysis of the infrastructure and material and technical provision of the partner institutions of the joint doctoral study program "Educational Sciences" is available in the *Other appendices* section.

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

The doctoral study programme is implemented in cooperation with several research institutions. Firstly, there are the partner universities implementing the program together - DU, LiepU and RTA. Secondly, cooperation with FEPA Scientific Institute of Pedagogy within the priority research project "Human, technologies and quality of education" is important for the doctoral students of the UL (https://www.lu.lv/en/science/research/research-priorities/).

PhD students have access to SIP resources. The e-learning environment Moodle is available to students of all partner universities participating in the programme. The specialization of the UL module in the program is inclusive education and technological solutions in education and the UL doctoral students have access to e-learning environments of partner universities, as well as access to UL e-studies, UL Library resources and databases. The material and technological support provided for the implementation of the study programs, its availability to the students and teaching staff fully corresponds to the needs of the study direction. The work stations created and equipped for the study process are sufficient for students.

The UL FEPA implements research projects, which gives the opportunity to involve doctoral students, as well as to attract funding for the innovations necessary for the programme. Erasmus+ and other scholarships, which enable mobility of students and teaching staff is an important support, as well as projects of various ESF structural funds, such as grants for doctoral students. Likewise, the UL Academic Department provides support to students for covering various research-related expenses (Rules on the procedure for receiving funding for doctoral studies, Ul Order No. 1/434 of 29.11.2019).

The JDSP "Educational Sciences" students can use SIP performance funding, which is awarded for research results, as a research base. Doctoral development funding is received every year, which doctoral students use for conferences, international summer schools for doctoral students, attending research events, etc. This funding is also used to cover English language editing and publishing expenses. International mobility funding is also used for scientific research purposes.

Doctoral students are actively involved in research projects that are financed from various sources, such as LSC, ESF, European Commission, etc. Students act as research assistants in the projects, receiving remuneration for this. Within the projects, access to other resources related to project implementation is also provided.

The UL provides students with access to international research databases, and pays for data acquisition and processing programs, such as SPSS and QuestionPro.

Since 2022, UL has been involved in the implementation of the new PhD funding model - PhD grants are seen as crucial support for PhD research and studies.

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

each language, type and form of the study programme implementation).

Programme revenues

To provide the funds necessary for the implementation of the Doctoral study program "Educational Sciences", the UL uses:

1. State budget grant from the Ministry of Education and Science allocated EUR 5379.36 for full-time intramural studies in the academic year 2022/2023;
2. Tuition fees, taking into account all the factors mentioned in the section "Financial provision", defined in the academic year 2022/2023 as follows:

- Full-time intramural studies for citizens of the European Union/European Economic Zone EUR 25 00 per annum;
- Full-time intramural studies for citizens of other countries EUR 4300 per annum.

Based on the above, the total budget of the study programme is expected to be EUR 182898, 24 per year, with a breakdown in Table 3.3.3.1.

Table 3.3.3.1 **Estimated annual income of the programme, EUR**

TyType of study	Number of students	Study fee/State grant	Total income
1. Full-time (budget)	34	5379,36	182 898,24
2. Full-time (fee for EU/EEA citizens)		2500	
3. Nationals of other countries		4300	
4. Total			182 898,24

Programme costs

To estimate required financial funds, the cost of a study programme is calculated based on the methodology developed by the UL. It considers the costs of ensuring the study process described in the section "Financial support SF" and the information on the study programme's plan, the participating teaching staff, the planned number of students, and other indicators to the reliability of forecast.

Programme cost **full-time studies**

For calculations, the data from the academic year 2022/2023 are used: 34 full-time students, the existing study programme plan, and the structure of the academic staff. Taking into account the above, the calculated cost per full-time student is 5,368 EUR per year, and the total cost of the programme is 182 516 EUR per year. The costs of the study programme in Latvian and English do not differ.

Table 3.3.3.2 shows a more detailed cost breakdown.

Table 3.3.3.2. **Cost breakdown in the PhD programme "Educational Sciences"**

Cost item	**% of total**
Faculty costs	62%
General personnel	6%
Infrastructure	5%
Property and services	1%
Indirect costs	26%
TOTAL COSTS	**100%**

Figure 3.3.3.1 shows the cost of the study programme as a function of the number of students and the comparison with the proposed State budget grant for studies.

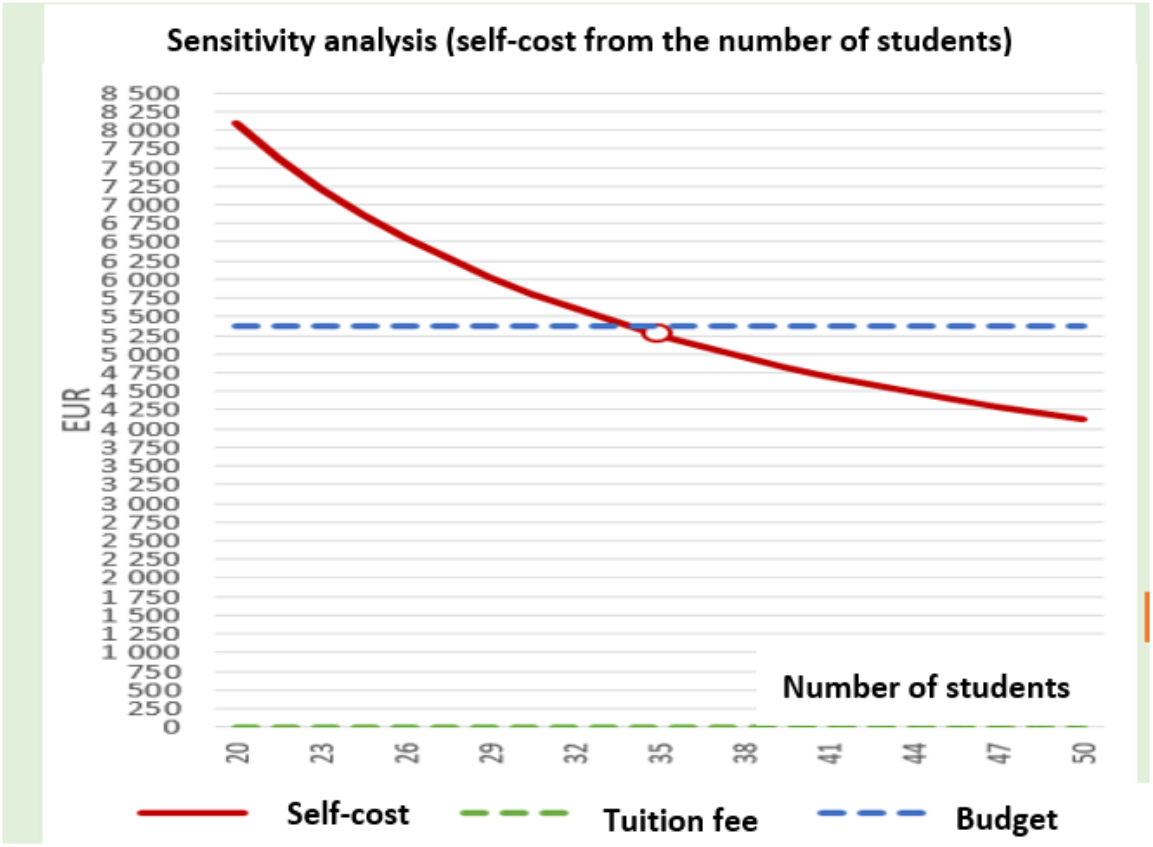


Figure 3.3.3.1. Cost of the doctoral programme "Education Sciences" as a function of the number of students

Based on the calculation, it is evident that for the programme to be cost-effective and for students to have a quality study process, the number of budget students in the programme must be at least 34 (the intersection of the red (cost) and blue (grant) lines if projected to the x axis).

Summary of revenue and costs of the programme

Table 3.3.3 summarises the revenue of the programme, based on the number of studies, State grants and study fees, and the expenditure of the programme for these student numbers.

Table 3.3.3. **Revenue of the programme**

Type of study	Number of students	Study fee/State grant	**Total income**	**Total cost**
Full-time (budget)	34	5379,36	182 898,24	182 516
Full-time (fee for EU/EEA citizens)		2500		
Nationals of other countries		4300		
Total	**34**		182 898,24	182 516

The data shown in the table clearly prove that the UL has sufficient funds to implement the study program and ensure its further development. In addition, the development of the program can be financed from the income received from lifelong learning programmes and other services, as well as from the financial resources accumulated by the structural unit. Faculties also receive financial support for programme development from the UL Study Quality Improvement Fund. The faculty evaluates tuition fees and costs every year and, considering the increase in costs, the tuition fee is revised.

3.4. Teaching Staff

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

In accordance with the requirements set out in Paragraph 3 of Article 55 of the Law on Higher Education Institutions, at least five doctors of sciences in the field corresponding to or related to the study programme, who have been elected to academic positions in the relevant university, of whom at least three are experts approved by the Latvian Science Council, are involved in the implementation of the doctoral study programme.

Only academic staff with a doctoral degree who are elected professors, associate professors or leading researchers at a certain university have the right to teach at the doctoral level study programmes; a doctoral thesis supervisor must be an LSC expert in a certain field of science.

Individual courses are allowed to be taught by elected teaching staff with a doctoral degree, but without the title of a LSC expert.

Therefore, the selection of the academic staff for the JDSP was based on the following specific criteria:

- doctoral degree in a scientific field corresponding to the research field;
- elected professor, associate professor, or leading researcher in one of the partner universities;
- active LSC expert status in the scientific sector corresponding to the research field.

11 lecturers from the UL teach in the JDSP "Educational Sciences". All of them hold a doctoral degree (8 represent educational sciences, 2 – psychology and 1 – English philology) and have been elected to academic positions at the UL (7 professors, 2 associate professors and 2 leading researchers/docents). 9 out of 11 lecturers are LSC experts. The level of English language proficiency of the teaching staff (C1 for 8 faculty, B2 for 3) allows the programme to be implemented in English. The knowledge of the state language of the academic staff employed in the study program complies with the state regulations and allows any course in the field of study to be fully taught in the official state language.

Information on the publications of the academic staff is added in chapter 3.4.3, while information about research projects implemented by the academic staff involved in the JDSP "Educational Sciences" is provided in chapter 3.4.4.

The academic development of the teaching staff shows the continuous improvement of qualifications, which is an important indicator of the quality of the study program.

Academic staff were recruited to the program based on their qualifications and research interests. It was the research experience that was the reason for attracting a specific colleague to teach a certain course in the program. The content of the program as a whole was formed in joint discussions about the results to be achieved in various sub-fields of educational sciences, represented by the professors, associate professors and leading researchers attached to the program. In order to achieve specific results, for example, in the didactics of specific fields of science, supervisors or consultants from the mentioned fields of science are invited.

Within the framework of the ESF SAM 8.2.2 project 10 lecturers of the program, i.e., all who do not represent English philology, took the English language courses. The knowledge of the state language of the academic staff employed in the study programs complies with the state regulations and allows any course in the field of study to be fully taught in the official state language.

Since the licensing of the program, the academic staff have improved their professional competence in several professional development courses. They are: Academic integrity (2), Development of digital skills of academic staff (3), Public speech, rhetoric and presentation skills for cooperation with industry and audience (2), Commercialization studies (3), Skills of research work and publishing (5), Digital media literacy (1), Development of academic staff’s competences in leadership (3), Blended learning (2), Field-specific interactive solutions in designing lectures (1), Planning the remote studies (1), The analytics of learning (2), E-study environment Moodle (2), etc. The faculty had internships in educational institutions, for example, Children and Youth Centre "Altona", Alsunga Middle School, Vaivaru Primary School, Āgenskalns Primary School, etc.

In the reporting period, the teaching staff of the programme successfully adjusted the study process for remote teaching and were able to adapt to the restrictions set by the country due to COVID-19. The readiness of lecturers to learn working on MS Teams, ZOOM and other platforms is positively evaluated.

The UL teaching staff involved in the JDSP also actively use the opportunities for mobility - remotely during the pandemic and in person after it.

In 2020, the possibilities of virtual mobility were used by 2 teaching staff from the programme, working at the University of Osijek in Croatia and the University of Sonora in Mexico. One UL professor was a visiting researcher at Vilnius University in Lithuania from 01.09.2019. until 31.12.2020 - this was implemented in a hybrid form.

In-person ERASMUS + mobility opportunities have been used 6 times in 2022 and 2023 by 5 members of the teaching staff participating in the programme, performing internships and teaching at the University of Helsinki and the University of Lapland in Finland, the University of Leipzig in Germany, Mikolas Romeris and Vilnius University in Lithuania, G. d'Annunzio of Chieti - Pescara university in Italy.

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

In order to ensure a high quality and innovative implementation of the study programme, several criteria were used for the selection of the academic staff to be involved in the JDSP "Educational Sciences". The goal is to ensure that the study courses are conducted by qualified, scientifically and methodologically prepared academic staff, specialists in the specified field of study, who use modern approaches in their work.

The minimum selection criteria for teaching staff are:

- compliance of the teaching staff's qualifications with the requirements set by the regulations;
- correspondence of the research interests to the content of the study program/course;
- adequate knowledge of the official state language and foreign languages.

Ensuring that the academic staff involved in the study program has a clear orientation to innovations in the field of educational sciences, provides the link of theory and practice, international competitiveness, and quality of doctoral research.

The selection of the academic staff of the JDSP “Educational Science” was based on the following documents:

- Section 55.1 of the Law on Higher Education Institutions of the Republic of Latvia. Joint study programme (https://likumi.lv/ta/en/en/id/37967).
- Regulations on science groups, scientific fields, and sub-fields of Latvia (Cabinet Regulations No. 595 of 27.09.2022)
- The procedure for granting the rights of an LSC expert. Issued in accordance with the Cabinet Regulations No. 724 "Regulations on the qualification criteria of experts of the Latvian Science Council, establishment of expert committees and organisation of their activities" paragraph 3 of 12 December 12, 2017.
- Regulations of the Sectoral Doctoral Council of the University of Latvia. (LU Senate decision No. 166 of 30.03.2015).
- Methodology for filling out the project application form of the first round of project application selection for the specific support goal 8.2.1 “To Reduce Fragmentation of Study Programmes and to Strengthen Sharing of Resources” of the Operational Programme “Growth and

Employment" (2018).

Article 9 of the Regulations of the UL Sectoral Doctoral Council (LU Senate decision No. 166 of 30.03.2015) stipulates that the council consists of no fewer than five representatives of the academic staff of the science sector, of whom minimum three are professors in the relevant science sector. Besides, the qualification of the council members must meet the Latvian Science Council's requirements for granting expert rights in the field of science.

Since the programme was licensed, there have been no significant changes in the composition of the academic staff. One professor has retired from the UL, two associate professors have become professors and two assistant professors have become associate professors. Since 2022/2023, one associate professor has stopped teaching because in the programme's piloting process it was found that the content of the course overlaps with that of another one included in the program. Thus, the course was replaced and a new faculty member from the field of psychology joined the program.

In 2020/2021, a visiting professor from Germany worked in the program and taught several courses together with LU teaching staff. In 2021/2022 guest professors from Cyprus, Lithuania, Germany, and the USA worked in the programme, and in 2022/2023 there was one from Estonia. Three of the mentioned professors worked in the program thanks to the funding of the ESF project, which ended in 2023, so the lack of funding may cause difficulties in attracting visiting professors in the future. However, considering that one visiting professor was on the Fulbright scholarship, and two more on the ERASMUS+ mobility program, in general the possibility of attracting foreign lecturers to the program is not at risk.

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

11 lecturers from the UL teach in the JDSP "Educational Sciences". All of them hold a doctoral degree (8 represent educational sciences, 2 – psychology and 1 – English philology) and have been elected to academic positions at the LU (7 professors, 2 associate professors and 2 leading researchers/docents). As of March 2023, 9 out of 11 lecturers are LSC experts (7 of them are experts in educational sciences and 2 in psychology). From January 2018 to January 2023, the total number of scientific publications of the academic staff involved in the implementation of the doctoral study program published in journals that are indexed on the Scopus database was 89, and on the WoS database was 96 (the list of publications is in the Annex "*List of publications, patents, artistic creative works of the academic staff for the reporting period*"). It should be noted that many publications are written jointly by the lecturers involved in the programme.

When characterising the content of the publications of the academic staff involved in the JDSP "Educational Sciences", it should be emphasised that the topics of the indexed publications correspond to the UL specialisation in the educational sciences: general pedagogy and history of

education, educational technologies and technology-enriched learning, inclusive education, university pedagogy, etc. Faculty involved in the programme publish in journals indexed in international scientific databases such as "Sustainability" (Q1), "Paedagogica Historica" (Q1), "Technology, Knowledge and Learning" (Q1), "Frontiers in Education" (Q2), "Acta Paedagogica Vilnensia" (Q4), etc.

The publications of the JDSP academic staff are cited internationally. For example, the highest Hirsch index on the Scopus database for one lecturer is 11, followed by lecturers with a Hirsch index of 5 and 4. On the other hand, the highest Hirsch index on the WoS database for a professor participating in the programme is 9, followed by several faculty with an index of 3.

Table 3.4.3. The most important articles of the teaching staff of the doctoral study program "Educational Sciences" indexed in the Web of Science and Scopus databases (2018 - 2023)

	Citēts/ Quoted Web of Science	**Citēts/ Quoted Scopus**	**Žurnāla Vērtība/ Value of journal**
Daniela, L., & Lytras, M. D. (2019). Educational robotics for inclusive education. *Technology, Knowledge and Learning*, *24*, 219-225.	43	66	Q1
Martinsone, B., Supe, I., Stokenberga, I., Cefai, C., Camilleri, L., Bartolo, P., & Grazzani, I. (2022). Social emotional competence, learning outcomes, emotional and behavioral difficulties of preschool children: parent and teacher evaluations. *Frontiers in Psychology*, *12*, 760782.	17	17	Q1
Visvizi, A., **Daniela, L.**, & Chen, C. W. (2020). Beyond the ICT- and sustainability hypes: A case for quality education. *Computers in Human Behavior*, *107*, 106304.	18	38	Q1
Daniela, L., Visvizi, A., Gutiérrez-Braojos, C., & Lytras, M. D. (2018). Sustainable higher education and technology-enhanced learning (TEL). *Sustainability*, *10*(11), 3883.	58	90	Q2
Daniela, L., Rubene, Z., & Rūdolfa, A. (2021). Parents' perspectives on remote learning in the pandemic context. *Sustainability*, *13*(7), 3640.	18	28	Q2
Daniela, L. (2020). Virtual museums as learning agents. *Sustainability*, *12*(7), 2698.	22	30	Q2
Slišāne, A., Lāma, G., & **Rubene, Z.** (2021). Self-assessment of the entrepreneurial competence of teacher education students in the remote study process. *Sustainability*, *13*(11), 6424.	8	9	Q2

Kestere, I., & Kalke, B. (2018). Controlling the image of the teacher's body under authoritarianism: the case of Soviet Latvia (1953–1984). *Paedagogica Historica*, *54*(1-2), 184-203.	7	8	Q2

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

One of the criteria for evaluating the qualifications of professors and associate professors is their involvement in research projects and the management of those. Teaching staff involved in the programme actively participate in the development of project applications, as well as work in the approved projects both as managers and as lead researchers.

Since the start of the implementation of the JDSP "Educational Sciences " in 2020, 10 out of 11 academic staff have been involved in the programme, 8 of them have led the projects, and 9 out of 11 teaching staff of the programme have been involved in various projects as leading researchers and experts.

In total, during the period from 2020 to 2023, the academic staff of the JDSP "Educational Sciences" have worked on 43 research projects (see Annex "*Participation of academic staff of DSP "Educational Sciences" in research projects*").

23 Erasmus+ projects have been implemented, of which 3 are Erasmus+ K3, 8 Erasmus+ K2 projects. Erasmus + projects are thematically related to technology-enriched learning, for example, "Developing Teaching Materials for Preschool Teaching Undergraduates on Computational Thinking and Introduction to Coding", "Motivating secondary school students towards STEM careers through robotic artefact making", pedagogical psychology, for example, "Promoting Mental Health at Schools", as well as with inclusive education, for example "MyHUB - a one-stop-shop on inclusion practices, tools, resources and methods for teaching staff of formal and non-formal educational institutions".

In the period from 2020 to 2023, the academic staff of the JDSP "Educational Sciences" have also participated in projects financed by INTERREG, EERA, Latvia-Lithuania-Taiwan project grant, as well as CERV (Rights and Values Programme) financed by the European Commission.

In 2020, the academic staff of the JDSP "Educational Sciences" participated in the National Research Program (NRP) study "Life with COVID. Assessment of the overcoming of the crisis caused by the coronavirus in Latvia and proposals for the future resilience of the society", in which a tool for evaluating the functionality of various digital learning platforms was developed. Representatives of the MoES, NCE, and Skola 2030 have praised its usefulness for teachers for the implementation of blended learning. The representatives of the MoES expressed their gratitude to the group of researchers from UL, RTA, RSU and EDI for the recommendations developed for policymakers on the implementation of the digital transformation in education.

The academic staff implements several European Social Fund projects, financed through the SAM 8.3.6 of the specific support goal "Implement the education quality monitoring system", Action 8.3.6.2 "Establishment of Education Quality Monitoring System", Activity "National level research in education", for example, "Evaluation of competences of students in higher education and the dynamics of their development during the study period," rounds 1 and 2, as well as the "Online Dictionary of Educational Terms".

Since 2020, the LSC Fundamental and Applied Research Programme has been implementing 2 projects: "Childhood discourse in Latvian museums and its integration in the e-learning environment at a university" and "Scientific culture in secondary education for the sustainability of society". Several projects are also being implemented at the request of the Interdepartmental Coordinating Centre, Ministry of Education and Science, and NCE.

The academic staff of the UL FEPA can also participate in the basic funding projects implemented by the faculty's Scientific Institute of Pedagogy (SIP). This opportunity is used by the academic staff involved in the doctoral program.

Doctoral students of the JDSP “Educational Science” work in the research projects alongside teaching staff.

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

There are three perspectives in cooperation of the academic staff of the JDSP "Educational Sciences": 1) cooperation among the teaching staff involved in the programme within the framework of the LU; 2) cooperation of teaching staff of partner universities involved in the programme; 3) cooperation with teaching staff from other universities in Latvia and abroad.

To ensure the quality of the content, the teaching staff of the UL involved in the programme cooperate both in the joint development and teaching of courses, and by attracting specialists representing other fields of science as lecturers, for example, psychology and English philology. Some of the ways of promoting cooperation are joint work of programme lecturers in research projects, preparation of joint scientific publications, which give the opportunity to improve the content of study courses, based on the latest research. In a similar way, cooperation with partner universities is realised through joint research and publications, as well as the representation of UL the academic staff the promotion councils of DU and LiepU. JDSP "Educational Sciences" has successfully cooperated with Riga Technical University, Jāzeps Vītols Academy of Music of Latvia, Vidzeme University, whose lecturers have given lectures to LU doctoral students during the three years of study. Two colleagues from the Jāzeps Vītols Academy of Music of Latvia have completed internships at the JDSP "Educational Sciences". The DU professor supervises a doctoral thesis, which is being developed at the UL, while the doctoral thesis supervised by the UL professor is planned to be defended at the DU in the autumn of 2023. Cooperation with the academic staff from other universities is also promoted by attracting colleagues as advisors for doctoral theses if the research is interdisciplinary.

Active international cooperation has also been realised. During the three study years of the

programme, lectures have been given by visiting professors from the University of Tartu in Estonia, the University of Helsinki in Finland, the University of Tübingen in Germany, Mikolas Romeris University in Lithuania, Mannheim University in Germany, Frederick University in Cyprus and St. Nobert College in the USA, Leuven University in Belgium. A colleague from Vilnius University in Lithuania had an internship at the UL.

The academic staff from the JDSP "Educational Sciences" have given guest lectures to doctoral students at Mikolas Romeris University, Vilnius University in Lithuania and Osijek University in Croatia. They also reviewed doctoral theses at UCLAN University and Alcala University in Spain, Università Politecnica delle Marche and University of Palermo in Italy, University of Sonora in Mexico, University of Shiauliai, Vytautas Magnus University and Vilnius University in Lithuania.

Experience exchange visits have been carried out with doctoral students and heads of doctoral programs at Oxford Brookes University in Great Britain, University of Helsinki in Finland, University of Leuven in Belgium, etc. Cooperation with the academic staff from abroad is also implemented by engaging colleagues as advisors for doctoral theses if the research is comparative. For example, an associate professor of the University of Helsinki is the scientific consultant for the doctoral research, which is being developed in the JDSP "Educational Sciences" of the UL, while the lecturer from the UL involved in the JDSP is the scientific consultant for the doctoral research, which is being carried out at the University of Leuven in Belgium. Joint scientific research is carried out (see chapter 9.4.4 and the Annex "*List of publications, patents, artistic creative works of the academic staff for the reporting period*"), and international research groups organise international conferences, where both lecturers and doctoral students are involved.

Describing the student-teacher ratio within the study programme, at the time of writing the self-evaluation report, the information on ULIS shows that the total number of study hours per program is 658, keeping in mind that the study workload for lecturers is 1000 hours.

The specifics of the doctoral program provide for the fact that in the 600-hour part of the annual workload allocated for research, the academic staff has 50 hours for supervising 1 doctoral thesis, 20 hours for reviewing the manuscript before the defence of the thesis, as well as for work in the doctoral council, and 2 hours for each doctoral student for each member of the doctoral council.

In 2023, there are 25 active doctoral students, which means that for the implementation of the program, 1,250 hours of thesis supervision are paid from the research work. Reviewing the pre-defence manuscripts of 9 doctoral theses (2 reviewers for each paper) requires 360 hours. And 500 hours are planned for the 10 doctoral council members, considering that 25 students are actively studying in the program. A total of 2110 hours of scientific work are planned for the implementation of the program.

A total of 658 study hours and 2110 hours of scientific work are foreseen for the implementation of the programme, i.e. 1.73 FTE for 25 students.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	22_9_DSP_Izglitibas zinatnes_diploma paraugs_Sample_diploma transcript_LV_EN.docx	22_9_DSP_Izglitibas zinatnes_diploma paraugs_Sample_diploma transcript_LV_EN.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)	Annex_23_Compliance of the joint DSP Educational Sciences_requirements of the Law on HE.docx	23.pielikums_DSP_IZ_atbilstiba kopigas programmas prasibam.docx
Statistics on the students in the reporting period	24_9_DSP_Educational_Sciences_Statistics on students enrolled in the reporting period.docx	24_9_DSP_Izglitibas zinatnes_Statistika par studejosajiem.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Annex 27_Compliance of the DSP "Educational Sciences" with the specific regulatory framework.docx	27.pielikums_Atbilstiba, ja tiek istenota DSP.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	28_9_DSP_IZ_kartejums_mapping.xlsx	28_9_DSP_IZ_kartejums_mapping.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	29_9_DSP IZ plans_Plan.docx	29_9_DSP IZ plans_Plan.docx
Descriptions of the study courses/ modules	30_9_Study course descriptions_DSP_Educational Sciences_EN.docx	30_9_Studiju kursu apraksti_DSP_Izglitibas zinatnes_LV.docx
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)	17.01.2024 - 30-37_2 - Declaration - 5 doctors - DSP Educational Sciences.edoc	17.01.2024 - 30-37_1 - Apliecinājums - 5 doktori - DSP Izglītības zinātnes.edoc
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	24.03.2023 - 30-37_72 - Apliecinājums AL55 Izglītības zinātnes ENG.edoc	23.03.2023 - 30-37_71 - Apliecinājums AL55 DSP Izglītības zinātnes.edoc

Teacher (46141)

Study field	*Education and Pedagogy*
ProcedureStudyProgram.Name	*Teacher*
Education classification code	*46141*
Type of the study programme	*Second level professional higher education programme (after bachelor, professional bachelor, second level professional higher education study programme) (short programme)*
Name of the study programme director	*Ieva*
Surname of the study programme director	*Margeviča-Grinberga*
E-mail of the study programme director	*ieva.margevica-grinberga@lu.lv*
Title of the study programme director	*Dr.paed.*
Phone of the study programme director	*25706840*
Goal of the study programme	*To provide students with a Bachelor's or Master's degree in a field of science (or equivalent field in higher education) other than pedagogy, but relevant to the field of study, with the opportunity to develop the competences necessary for pedagogical activity and to obtain the qualification of the teacher in accordance with the professional standard "Teacher" in one of the modules of the fields of study (the field of technology, the field of science, the field of cultural awareness and self-expression in the arts, the field of mathematics, the field of social and civic studies, the field of languages, the field of health and physical activity) in order to carry out professional pedagogical activity in one of the levels and types of education.*
Tasks of the study programme	*1. To organise research and work-based studies for the development of knowledge, skills and competence necessary for the teaching profession in the planning, implementation and evaluation of the teaching process and in the self-assessment of pupils' performance.* *2. To promote students' readiness and development of experience to carry out pedagogical activities in accordance with the current content and teaching methodology of the educational standards and subject areas of the respective science fields.* *3. To facilitate the acquisition of the content and knowledge in pedagogy and psychology necessary for a teacher in the relevant field to carry out professional pedagogical activity and use integrated teaching methodology in practice.* *4. To promote the development of leadership skills in students for collaboration with colleagues, pupils, and parents of pupils, and the involvement of students as teachers in the development of the field of education and the teaching profession at the level of the educational institution, the local community and the national level.* *5. To encourage students' awareness of their own learning needs and motivation for continuous development of their professional competence in lifelong learning.*

Results of the study programme	*Knowledge:* *1. understands the key concepts and patterns of the field of educational sciences in the contexts of teachers' professional activity;* *2. theoretically justifies the principles of planning, implementation, and evaluation of the teaching process;* *3. understands the content and teaching methodology of the subject area relevant to their qualification.* *Skills:* *4. plans an inclusive learning process in accordance with the developmental needs and learning outcomes of pupils;* *5. implements a teaching/learning process that is appropriate to the learning outcomes, the pupil's individual development needs and life situations; 6. assesses the pupil's learning performance and growth.* *Competence:* *7. using various sources of information, obtains, selects and critically analyses information about the pedagogical process, own professional activity and pupils' performance and growth, and makes decisions, finds creative solutions in changing or uncertain situations in the teacher's professional activity;* *8. reasonably assesses, plans and develops his/her professional competence and cooperation with other teachers, observing the requirements of professional ethics, in order to purposefully improve pedagogical practice in an educational institution.*
Final examination upon the completion of the study programme	*Diploma Paper/Teacher’s Experience Paper.*

Study programme forms

Full time studies - 1 years - latvian

Study type and form	*Full time studies*
Duration in full years	*1*
Duration in month	*0*
Language	*latvian*
Amount (CP)	*40*
Admission requirements (in English)	*1. First-cycle higher education or second-cycle higher education or equivalent higher education in a relevant field of science of the chosen field of learning, and entrance examination 2. First-cycle higher education or second-cycle higher education, or equivalent higher education, and study courses of relevant field of learning mastered in the study programme amounting to at least 12 CP(18 ECTS), and entrance examination. 3. First-cycle higher education or second-cycle higher education, or equivalent higher education in a field of learning that is unrelated to the field, but have mastered study courses relevant to the field of learning of 8 CP(12 ECTS), acquired grades of "very good", "excellent" or "with distinction" (8-10 points) in the UL qualification examination in the chosen field of learning, and entrance examination.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-

Qualification to be obtained (in english)	*teacher*

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

3.1. Indicators Describing the Study Programme

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

There are no changes in the parameters and they are not planned.

Program license no. 04047-111, licensed on 06.05.2020.

Confirmed inclusion of the study program in the study field: on May 18, 2022.

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

The aim of the second-level professional higher education programme study programme "Teacher" (hereinafter referred to as the study programme) of the study field "Education, Pedagogy and Sport" is to provide students with a Bachelor's or Master's degree in a field of science (or equivalent field in higher education) other than pedagogy, which is relevant to the field of study being studied, develop the competences necessary for pedagogical work and acquire a teaching qualification in accordance with the professional standard “Teacher” in one of the modules of the subject areas (technology, science, cultural awareness and self-expression, mathematics, social and civic education, languages, health and physical activity) in order to carry out professional pedagogical activities at one of the educational levels and types.

The selection of those who want to study takes place in three stages: evaluation of educational suitability; evaluation of the selection questionnaire, individual interview and role-play task to assess the potential student's orientation to people, solutions and development.

The aim of the study programme is in line with the aim of the study field “Education, Pedagogy and Sport” to provide studies and research at a high level oriented towards excellence, internationalisation and interdisciplinarity.

The relevance of the programme to the field of study is determined by the inclusion of teacher education-related study programmes in the study field since its beginning. The title of the study programme, the professional qualification, as well as the compliance of the study programme parameters with the achievement of the outcomes of the specified study programme are regulated by external regulations, i.e. Cabinet of Ministers Regulation No. 305 of June 13 2023, "Regulations on the State Standard of Professional Higher Education"[1], CM Regulations No. 322 (13.06.2017)

on Latvian Classification of Education[2] and the Teacher Professional Standard (agreed in the Tripartite Sub-Council for Vocational Education and Employment 12.06.2020) [3].

The title of the study programme and the professional qualification correspond to the title and qualification requirements of the Teacher's Standard.

The code of the study programme is in accordance with CM Regulations No. 322 "Regulations on Latvian Classification of Education"[4], which corresponds to the fifth qualification level of the Latvian education qualification structure for the group of teacher education programmes. The scope of the study programme, the duration of implementation, the parts of the study programme and their scope, the compulsory content, the professional qualifications, the basic principles and procedures of evaluation, the principles of implementation of the practice, etc. are regulated by the CM Regulations No. 305 of June 13 2023, "Regulations on the State Standard for Professional Higher Education"[5].

The choice, content and scope of study courses, as well as the content of the practice according to the professional qualification to be acquired is determined in line with the Teacher Professional Standard[6] and the study content includes a set of knowledge, skills and competence corresponding to the knowledge, skills and competence of level 6 of the European Qualifications Framework as defined in the Latvian Classification of Education[7].

The content of the study programme consists of study courses of 40 CP (60ECTS) (CM Regulations No.305) **[8]**, divided into theoretical courses in the field (6 CP (9ECTS)), diploma/experience paper (10 CP (15ECTS)) and practice (20 CP (30ECTS)) and integrated teaching methodology courses (4 CP (6ECTS)), which are designed according to the subject areas developed by the project "Competence Approach in Curriculum" ("Skola2030"): Science; Mathematics; Languages; Technology; Cultural Awareness and Self-Expression in the Arts; Social Studies and History; Health and Physical Activity (CM Regulations No. 747) **[9]**.

Highly qualified teaching staff, who also teach in other study programmes (Bachelor's and Doctoral) and supervise teaching practices, implement the study programme. An innovative form of study in the Latvian teacher education system, i.e. work-based studies, is used in the implementation of the study programme.

The study programme has clearly defined aims, objectives and learning outcomes, which are interlinked with the learning outcomes of the courses.

After completion of the study programme, in accordance with the conditions of the short professional programme, a sixth level professional qualification is awarded, corresponding to level 6 of the Latvian Professional Qualification Framework (LQF) and level 6 of the European Qualification Framework (EQF) [10].

[1] MK 2023.gada 13.jūnija noteikumi Nr.305 "Noteikumi par valsts profesionālās augstākās izglītības standartu https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu [Regulations of the Cabinet of Ministers of June 13, 2023 No. 305. *Regulations on the State Standard of Professional Higher Education*.] Available in Latvian

[2] MK noteikumi Nr. 322. Noteikumi par Latvijas izglītības klasifikāciju [Cabinet of Ministers Regulations No. 322. *Regulations on the Classification of Education in Latvia*. Available in Latvian at: https://likumi.lv/ta/id/291524#piel2]

[3] Skolotāja profesijas standarts (saskaņots Profesionālās izglītības un nodarbinātības trīspusējā

sadarbības apakšpadomē 12.06.2020) [*Teacher Professional Standard* (agreed by the Tripartite Cooperation Sub-council of Professional Education and Employment as of 12.06.2020). Available in Latvian at: https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf]

[4] MK noteikumi Nr. 322. Noteikumi par Latvijas izglītības klasifikāciju.[Cabinet of Ministers Regulations No. 322. *Regulations on the Classification of Education in Latvia*. Available in Latvian at: https://likumi.lv/ta/id/291524#piel2]

[5] MK 2023.gada 13.jūnija noteikumi Nr.305 "Noteikumi par valsts profesionālās augstākās izglītības standartu https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu [Regulations of the Cabinet of Ministers of June 13, 2023 No. 305. *Regulations on the State Standard of Professional Higher Education*.] Available in Latvian

[6] Skolotāja profesijas standarts (saskaņots Profesionālās izglītības un nodarbinātības trīspusējā sadarbības apakšpadomē 12.06.2020) https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf [*Teacher Professional Standard* (agreed by the Tripartite Cooperation Sub-council of Professional Education and Employment as of 12.06.2020).] Available in Latvian at:

[7] MK noteikumi Nr. 322. Noteikumi par Latvijas izglītības klasifikāciju.[Cabinet of Ministers Regulations No. 322. *Regulations on the Classification of Education in Latvia*. Available in Latvian at: https://likumi.lv/ta/id/291524#piel2]

[8] MK 2023.gada 13.jūnija noteikumi Nr.305 "Noteikumi par valsts profesionālās augstākās izglītības standartu https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu[Regulations of the Cabinet of Ministers of June 13, 2023 No. 305. *Regulations on the State Standard of Professional Higher Education*.] Available in Latvian

[9] MK noteikumi 747. Noteikumi par valsts pamatizglītības standartu un pamatizglītības programmu paraugiem [Regulations of the Cabinet of Ministers of 747. *Regulations on the Standard of Basic Education and Sample programmes] Available in Latvian at: https://likumi.lv/ta/id/303768-noteikumi-par-valsts-pamatizglitibas-standartu-un-pamatizglitibas-programmu-paraugiem*

[10] Latvijas kvalifikāciju ietvarstruktūra. (2017). [*Latvian Qualifications Framework*]. https://www.nki-latvija.lv/en/lqf

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

The need for the programme is justified by the regulatory documents governing education policy planning and the actions already implemented and planned on this basis. For example, the "Sustainable Development Strategy of Latvia until 2030" (approved by the Saeima on June 10, 2010) includes a recognition of the need for a paradigm shift in education at all levels; the "Latvian National Development Plan 2021-2027" (approved by the Saeima on June 2, 2020); the "Latvian National Development Plan 2021-2027" (approved by the Saeima on July 2, 2010) - one of the priority goals is a knowledgeable, inclusive and creative society in an efficient, innovative and productive economy; while the medium-term education policy planning document "Education

Development Guidelines 2021 - 2027", approved by the Saeima on June 22 July 2021, defines the overarching goal as "to provide quality education opportunities for all Latvian citizens in order to promote the development and realisation of their lifelong potential and to build their capacity to change and responsibly manage the constant changes in society and the economy" and, in order to realise the overarching goal, sets four objectives: highly qualified, competent and excellence-oriented teachers and academic staff (1), modern, qualitative and labour market-oriented education supply focused on the development of highly valued competences (2), support for everyone's development (3) and sustainable and efficient management of the education system and resources (4). These documents provide for contextual education and the increasing of the prestige of the teaching profession, as well as the qualitative and quantitative renewal of teachers and academic staff and their professional competence, the development of educational institutions, and the expansion of their functions, which requires the improvement of the content and organisation of teacher education at all stages of its implementation. Although various measures have been taken to raise the prestige of teachers, it is still low. The study programme does not contribute to an immediate increase in the prestige of the teaching profession, but it does contribute to attracting new specialists to teacher education, which is one of the objectives of improving the attractiveness of the profession. In this way, the country is contributing to improving the attractiveness of the teaching profession by generating interest among potential students in the study programme, both through the new content and format (work-based studies) and the duration of studies (one year).

The programme ensures the entry of highly qualified specialists into the education system, which contributes to the implementation of the competence approach to learning, as employers receive employees - teachers who have acquired the skills and knowledge necessary for their professional activity through work-based studies. Work-based studies have been welcomed by employers in recent years (since 2016) and is supported and promoted at national policy level, facilitating also the involvement of interested businesses. Employers and experts already value the knowledge and skills acquired by graduates of the work-based study programme, as highlighted at the meeting of sector experts on the study programme on June 14, 2021 and October 27, 2022. The in-depth experience that students gain in the work environment enables them to acquire more successfully the competences needed for an active professional career already during their studies. In addition, the relatively short duration of the studies makes them competitive with other study programmes and, in a shorter period, the student obtains a teaching qualification while being all the time connected to practical activity. Not only are future teachers experts in their field, having already acquired a profound understanding of a particular field in their undergraduate, Master’s or Doctoral studies, but they also acquire professional knowledge and skills in practical teaching during their year of study.

Global trends show that the future labour market will be influenced by technological developments, with automation processes being the main future trend, so that industries will depend on professionals with multidisciplinary skills. Employers will be looking for professionals who are not only able to perform the skills of a specific job, but who are also able to combine in their work a variety of tasks that were previously performed by individual professionals in specific sectors, each in their own position. To help school graduates compete in such a labour market, teachers will also need to be able to work with an emphasis on cross-curricular links and interdisciplinary teaching. The programme is based on the new competence approach, which emphasises the importance of interdisciplinarity in the teaching/learning process. The professional activity of a teacher no longer consists only in knowing one's subject field and organising the teaching/learning process, and this is a major challenge for both teachers themselves and universities when designing study programmes. The programme incorporates this aspect and the study process promotes students' understanding of the development of the pedagogical competence in the planning, implementation and assessment of a learner-centred teaching/learning process, helping to guide the learner in a

self-directed learning process that promotes the pupil’s growth.

Further analysing the labour market, the Latvian state's priority of moving towards a knowledge-rich society is underpinned by knowledgeable and professional teachers. Although the negative impact of demographic trends on the supply of workforce has been mitigated by the increase in economic activity of the population, the assessment of the Latvian Economic Development Report prepared by the Ministry of Economics shows that future labour market challenges will be related to an ageing workforce and a shortage of suitably skilled workers in all sectors of the economy. The Report highlights that the most significant decrease in the number of employees during the period from 2025 to 2030 is expected in the public service sectors, mainly in state administration and education. This expectation considers the planned reduction of employees in state administration and the continuation of optimizing the school network. The number of employees in the education sector could decrease by approximately 5,900 by 2030.[1]. Here, the need for multi-modal professionals is foreseen in advance, with a significant contribution to be made by the new generation of teachers. Since 2014, Latvia has seen an increase in the average age of teachers. OECD (2018) "Results of the TALIS 2018 International Learning Environment Survey: teachers and school principals - qualifications, employment and workload, induction and professional development" reveals that in 2018 the average age of a Latvian teacher was 48 years. **51% of Latvian teachers are over 50 years old**[2]**. This means that Latvia will need to replace every second teacher in the next decade.** There has not been a rapid generational change of teachers in recent years, so, given the trends in change management processes, this is to be expected in the near future. In the Citadele Index survey, employers point to staff shortages as a threat to business operations[3]. It is expected that this is why there will be a need for specialists who can fulfil several roles simultaneously. Teachers in educational establishments will play an important role in training specialists. New, qualitatively trained teachers could also make an important contribution. The change of generation of teachers is not expected to be rapid, but it will be essential to prepare specialists for work in the future. In addition to retraining professionals in various fields, the programme also promotes the possibility for people of working age who have completed tertiary education but are not working in their profession to engage in teacher training and be active in the labour market. The current increase in teacher vacancies needs to be addressed to ensure quality education in schools. Every year, more than 300 teaching vacancies open up in Latvia's schools, which do not need to be filled at the start of the new school year. As of May 24 2023, 771 vacancies in general education schools have been published on the "Be a teacher" portal. Of these, 669 are teacher vacancies, the rest are support and administrative staff vacancies (School vacancy map[4], Vacancy list[5]). The LV portal[6] provides a breakdown of vacancies (see Table 3.1.3.1).

*Table 3.1.3.1.***The breakdown of vacancies***

	Number of vacancies
Preschool	49
Elementary school	195
Primary school	439
Secondary school	215

At the start of each school year, demand for teachers in certain subjects varies, but demand for

teachers in the natural sciences - science, mathematics and technologies - remains relatively high. For example, in the 2022/2023 school year, the most available vacancies in Latvian schools were for teachers of mathematics (40), primary school teachers (32) and teachers of the Latvian language and literature (32), with particular demand for teachers of computer science (31), physics (30) and English (29) [7]. The highest vacancy rates are expected to be for teachers of theLatvian language (190), mathematics (188), English (135), literature (118) and computer science (100) [8]. There will also be shortages of teachers in sport and health education, history and all sciences (physics, chemistry and biology). Teachers in these fields will continue to be highly employable and in demand on the labour market. Teacher turnover is high and is mainly influenced by the work load, salaries and public evaluation of the work.

From 2020, the programme offers professionals who already have a higher education qualification in one of the fields the opportunity to follow courses in pedagogy, psychology and teaching methodology in a specific field, leading to a qualification as a teacher. As of 2020, 1306 candidates have applied for the selection process, and 361 have passed, 122 of them at the UL. Two hundred and fifty-four (111 at the UL) new teachers have started working in schools, in all subjects. The average age of students starting their work in schools is 36.

The contribution of the new teachers to the economy is highly valued, as the participants come with a wide range of previous work experience and life perspectives. The young teachers are keen to bring new initiatives to the school, promote change and ensure diversity in the teaching process, which in turn gives pupils the opportunity to receive a quality education. By adding 75-100 new teachers to the number of teachers each year, schools are able to fill vacancies without overloading their existing teachers, balancing their daily workload equally.

The Culture and Art module, in addition to providing theoretical and practical training for future teachers, teaches modern principles of teaching methodology to enable pupils to learn about cultural phenomena and works of art, and to develop positive experiences in creative activity, which the education reform requires pupils to acquire over 12 years in all the arts - music, visual arts, theatre arts, literature and the cultural content that unites them.

The Science module provides teachers with the possibility to acquire both subject-specific (biology, science, geography, chemistry and physics) knowledge and interdisciplinary approaches. Thus, it ensures teacher training in STEM subjects, which is particularly important at national level due to the increased shortage of STEM teachers, as well as the shortage of STEM specialists, because STEM has a positive impact on the growth of GDP and productivity. It is increasingly recognised worldwide as essential for national development and productivity, economic competitiveness and social wellbeing. (see "Latvia Productivity Report 2022"[9]).

In Mathematics module, teachers plan, model and analyse the most effective approach to achieving complex outcomes in mathematics teaching. During the study process, mathematics teachers work together with science teachers, learning mathematical modelling skills, implementing joint extra-curricular and cross-curricular projects.

The Languages module enables students to acquire the knowledge, skills and competences needed to teach a foreign and/or second language at different levels of general education. In response to the plan announced by the Ministry of Education and Science (MoES) to provide the teaching of a second foreign language, which is one of the European Union languages or a foreign language regulated by intergovernmental agreements in the field of education in all educational institutions from the school year 2026/2027, the delivery, number and monitoring of the Language module have been given increased attention[10]. English is the most frequently chosen first foreign language in schools, but there are still vacancies for English teachers in the country[11]. A shortage of teachers of other foreign languages is also foreseeable, given the initiative of the MoES to

change the status of Russian as a second foreign language. It is therefore essential to attract new and talented foreign language teachers – specialists of the foreign language who are prepared to teach language subjects with methodological competence.

The Social and Civic module provides the knowledge, skills and competences to fill vacancies for primary school teachers in history and social studies, as well as for secondary school teachers in optimal and advanced courses in social studies and history. Teachers are also successfully involved in extracurricular activities through civic participation activities and activities, participating with pupils in various competitions, such as preparing a pupils' learning project for the *Cits bazars* ("Junior Achievement Latvia"). In the second semester/year, they get involved in educational management processes, e.g. becoming deputy head teachers of the school.

The aim of the Health and Physical Activity module is to enable students to develop their competence for the quality delivery of the Health and Physical Activity education field in general education.

In addition to the content and pedagogical approaches of the individual subject areas, students also acquire significant knowledge in pedagogy and educational psychology. This enables teachers to work more effectively in their daily work, understanding both the general patterns of human development and specific issues of intellect, emotions and relational dynamics, as well as promoting their skills in organising and managing an inclusive teaching/learning process.

[1] Ministry of Economics (2023). Latvian Economic Development Report. Available: https://www.em.gov.lv/lv/media/18390/download?attachment

[2] LU (2019). Starptautiskā mācību vides pētījuma OECD TALIS 2018 rezultāti: skolotāji un skolu direktori – kvalifikācija, nodarbinātība un slodze, darbā ievadīšana un profesionālā pilnveide. Pieejams: https://www.ipi.lu.lv/fileadmin/user_upload/lu_portal/projekti/ipi/Publikacijas/TALIS2018ZinojumsB.pdf [Results of the TALIS 2018 International Learning Environment Survey: teachers and school principals - qualifications, employment and workload, induction and professional development. Available in Latvian]

[3] Citadele (2019). Citadele index. Latvijas uzņēmēju aptaujas rezultāti. Pieejams: https://www.cblgroup.com/media/W1siZiIsIjIwMTkvMDYvMDUvMnhtbjB4MDNmb19DWF9JXzIwMTkucGRmIl1d?sha=50f5e24dab8029df [Citadele Index. Results of Latvian entrepreneurs' survey. Available in Latvian]

[4] Skolu vakanču karte. Pieejama: https://esiskolotajs.lu.lv/vakances/ [School Vacancy map. Available in Latvian]

[5] Vakanču saraksts. Rīgas domes Izglītības, kultūras un sporta departaments. Pieejams: https://izglitiba.riga.lv/lv/izglitiba/vakances/skolu-vakances[List of vacancies. Riga City Council, Department of Education, Culture ans Sport. Available in Latvian]

[6] Mikuda, S. (2023). Pedagogu vakanču aizpildīšana – neiespējamā misija? Pieejams: https://lvportals.lv/norises/352009-pedagogu-vakancu-aizpildisana-neiespejama-misija-2023 [Filling the Teachers' vacancies – mission impossible? Available in Latvian]

[7] Skolu vakanču karte. Pieejama: https://esiskolotajs.lu.lv/vakances/ [School Vacancy map. Available in Latvian]

[8] Mikuda, S. (2023). Pedagogu vakanču aizpildīšana – neiespējamā misija? Pieejams: https://lvportals.lv/norises/352009-pedagogu-vakancu-aizpildisana-neiespejama-misija-2023 [Filling

the Teachers' vacancies – mission impossible? Available in Latvian]

[9] Latvijas Universitātes Produktivitātes zinātniskais institūts "Latvijas Universitātes domnīca LV PEAK" "*Latvijas produktivitātes ziņojums 2022*" Pieejams: https://www.lvpeak.lu.lv/fileadmin/user_upload/lu_portal/lvpeak.lu.lv/LU_domnica_LV_PEAK/Latvijas_produktivitates_zinojums_2020/2022/LPZ_2022.pdf [ULResearch Institute of productivity"ThinkTank LV PEAK of the University of Latvia"Ļatvia Productivity Report 2022. Available in Latvian]

[10] IZM (2022). Otrajai svešvalodai vispārējā izglītībā jābūt kādai no Eiropas Savienības valodām. Pieejams: https://www.izm.gov.lv/lv/jaunums/otrajai-svesvalodai-vispareja-izglitiba-jabut-kadai-no-eiropas-savienibas-valodam [MoES.The second foreign language must be one of the languages of the EU. Available in Latvian]

[11] Skolu vakanču karte. Pieejama: https://esiskolotajs.lu.lv/vakances/ [School Vacancy map. Available in Latvian]

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

The programme is being implemented until June 2023 within the framework of the project "Study Development and Management Improvement Programme "Innovative Research-Based Study Programme of the University of Latvia in the Study Field "Education, Pedagogy and Sport"" agreement No.8.2.1.0/18/I/004 (see. *Mācītspēks* (*www.macitspeks.lv*)), and until then the number of students was defined by the MoES. Currently, the study programme with the same title - "Second Level Professional Higher Education Study Programme "Teacher" and content is licensed and implemented in three universities of Latvia, i.e. the University of Latvia (UL), Daugavpils University (DU) and Liepaja University (Liepaja University). Based on the agreement between the above-mentioned universities and the MoES, 100 budget places are allocated each year for the implementation of the programme - 50 places for the UL as the leading developer of the study programme, 25 places for DU and 25 places for LiepU. Despite the allocated budget places, potential students, when applying in the uniform admission process, mostly indicate UL as the priority study place, which led to the situation that the MoES revised the allocation of budget places and in academic year 2020/2021 increased the number of budget study places at the UL, i.e. 62 students started their studies. The competition per study place was 6 students. The breakdown by fields: languages - 23, mathematics - 11, sciences - 8, technology and design - 9, social and civic education - 6, health and physical activity -2, cultural awareness and self-expression in the arts - 3.

On July 2 2021, the first graduation ceremony took place. Fifty-eight (58) students successfully completed their studies. Of the four students who did not complete their studies, one student is on academic leave due to childcare and three students were unable to complete their studies due to serious health problems.

In the second year of the programme, i.e. academic year 2021/2022, 89 successful applicants indicated that the first priority was to enrol at the UL. Instead of the planned 50 students, 60 students were enrolled at the UL. The breakdown by field: languages - 20, mathematics - 9, sciences - 7, technology and design - 5, social and civic education - 15, health and physical activity

-1, cultural awareness and self-expression in the arts -3.

In the third year of the study programme, i.e. academic year 2022/2023, 93 successful applicants had indicated the first priority of the study programme at the UL. Sixty-nine (69) students were enrolled at thye UL instead of the planned 50.The breakdown by field is as follows: languages - 22, mathematics - 15, sciences - 10, technology and design - 2, social and civic education - 14, health and physical activity - 4, cultural awareness and self-expression in the arts - 2.

Only successful candidates are considered for admission to the project *Mācītspēks* and the study programme. It is implemented at all three universities implementing the study programme - the University of Latvia, Daugavpils University and the University of Liepaja. At the start of the application campaign for the *Mācītspēks* project, there has been a strong public interest in the teaching profession every year (1839 applicants in academic year 2020/2021), although the number of applications is on a downward trend (963 in academic year 2022/2023). This can be explained by the low prestige of the teaching profession in society, as well as the low level of remuneration for the amount of work to be done compared to other sectors of the economy, including the negative demographic situation[1] (Latvian Demographic Situation Projections, 2020).

The number of students enrolled in the programme has a stable dynamics: 62 students started and continued their studies in academic year 2020/2021 and 60 in academic year 2021/2022. In the second year of the programme, the situation was affected by the Covid-19 pandemic, as the teaching profession was subject to various restrictions and requirements, such as a mandatory vaccination certificate, daily testing, and remote working. By 2022, the situation had stabilised and the daily life of a teacher had become more predictable again. Sixty-nine (69) students were enrolled in the programme in academic year 2022/2023.

Each year, the programme prioritises subjects where there is a shortage of teachers, based on regularly identified and forecasted teacher vacancies in the country. For example, science subjects - physics, chemistry, but it should be admitted that it fails to attract large numbers of students because of the low number of graduates each year in this field in Bachelor’s programmes. Some science graduates are successful in finding employment in the sector that offers greater research possibilities or higher salaries. Other critical subject areas, according to national teacher vacancies (see subsection 3.1.3), are technology and languages. The country has a severe shortage of teachers in computing science, who also need to be proficient in programming. We forecast that the demand for the first and second language teachers will only increase (see sub-chapter 3.1.3).

The programme includes part-time work at the school from September of the enrolment year and university studies, as well as participation in development groups that provide additional support, contributing to the gradual development of the teacher's professional competence.

Students have a heavy workload, as they are required to carry out study tasks in addition to their teaching work. Not all participants are able to continue their studies, even with additional support, because of the heavy workload. The most common reasons for dropping out are overwork, difficulties in coping with schoolwork and in building cooperation relationships in the classroom, low salary, personal reasons such as family problems. Some of the participants are currently on a study break. Two students have resumed their studies in 2023 after a study break.

The number of graduates since 2021 is 111.

The first graduation took place on 2 July 2021. Fifty-eight (58) students successfully completed their studies. Of the four students who did not complete their studies, one student is on parental leave and three students were unable to complete the programme due to health reasons. In December 2022, an application was received from a student to resume her studies after her study break (maternity leave) from February 2023.

In the second year of the programme, 2021/2022, the number of students who did not complete the programme was seven, of whom two students were on study break, two students were withdrawn from the programme as having failed to fulfil the programme requirements and three students withdrew because they did not wish to be vaccinated. The pandemic and the various national regulations adopted to limit it (e.g. mandatory vaccination against Covid-19 for teachers) also played an important role during this period. This is also one of the factors, which led students to discontinue their studies.

In the academic year 2022/2023, eight students have exmatriculated, two of them in the summer without even starting school. The reason for dropping out is health problems, which rapidly aggravated due to the workload.

[1] Ministry of Economics. (2020). Demographic forecasts. Available: https://prognozes.em.gov.lv/en/demographic-forecasts

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

Not applicable

3.2. The Content of Studies and Implementation Thereof

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

The programme mapping (see Annex 28) was carried out to assess the interrelationship between the outcomes and objectives of the study courses/modules and the objectives and outcomes of the study programme. The mapping verified and demonstrated that the implementation of the study courses provides opportunities for students to achieve all the intended lesarning outcomes of the study programme.

The information included in study courses is derived from aims and learning outcomes of the course, which in turn are derived from the aim and learning outcomes of the programme.

All study courses ensure that students acquire the following **knowledge**: understand the key concepts and regularities of the field of educational sciences in the contexts of a teacher's professional activity; theoretically justify the principles of planning, implementation and evaluation

of the teaching/learning process; understand the content and teaching methodology of the education field relevant to their qualification. **Develop their skills**: to plan an inclusive teaching/learning process in accordance with the learners' developmental needs and learning outcomes; to implement a teaching/learning process that is appropriate to the learning outcomes, the individual developmental needs of the learner and relevant to life situations; to assess the learning performance and growth of the learner. **Competence**: using various sources of information, to obtain, select and critically analyse information about the pedagogical process, own professional activity and learners' performance and growth, as well as to make decisions, to find creative solutions in changing or uncertain situations and to assess reasonably, to plan and develop one's own professional competence and cooperation with other teachers, observing professional ethical requirements, in order to improve purposefully pedagogical practice in the educational institution. The closest link to the learning outcomes of the course/module was with the learning outcome of the programme relating to students' competences, "*Plans an inclusive teaching/learning process according to learners' developmental needs and learning outcomes"*. The second closest link is to the learning outcome of the programme "*Theoretically justifies the principles of planning, implementation and evaluation of the learning process*". The third closest link is "*Implements a teaching/learning process that is relevant to the learning outcomes, the learner's individual development needs and life situations*", which directly relates to the students' knowledge and skills that form the basis of the teacher's professional field of activity. In contrast, the learning outcome of the study programme "*Reasonably assesses, plans and develops own professional competence and cooperation with other teachers, in accordance with professional ethics, in order to improve teaching practice in an educational institution in a purposeful way*" (competence) is not as closely linked to the learning outcomes of the modules/courses. It is because this competence develops over time in the course of working in an educational institution.

Each year, the content of study courses is updated in line with the sector and labour market requirements, as well as scientific developments. The relevance to the trends of the labour market and requirements of the professional environment is ensured by cooperation with employers and attraction of professionals to conducting the study courses.

The information included in the study courses is based on the aims of the study course and the learning outcomes. These aims and outcomes are derived from the programme's aim and learning outcomes to be achieved.

The results of the mapping show that the intended learning outcomes of the study courses included in the programme are in line with the learning outcomes of the study programme. Therefore, it can be concluded that the study programme provides students with the opportunity to achieve all the intended learning outcomes of the study programme.

All modules are developed in line with the *Skola2030* competences approach, the current standards for primary and secondary education, taking into account current developments in the field and scientific research. The Technology module emphasises the design thinking approach, planning the learning process and assessing pupils' learning performance. The general section of the methodology also covers topics such as information design, computer graphics and multimedia teaching methodology, 3D printing, CNC milling and other computer-controlled workbenches, engineering teaching methodology, specifics of the development of methodological support in the field of technology, presentations, their teaching methodology. Development of robotic solutions, teaching methodology, learning needs and pedagogical support for gifted and learning disabled learners in the technology domain.

The science module focuses on the study of 21st century science by acquiring a solid grounding in the subject, learning the practical skills needed to engage in scientific enquiry and developing

sophisticated epistemological views to understand the nature of science. To achieve this, the emphasis in teacher education is on the development of general cognitive skills (literacy, numeracy, text literacy, problem-solving, information literacy, ICT skills, etc.) and STEM subject-specific skills (science literacy understanding, research); as well as interpersonal (communication, collaboration, etc.) and personal skills.

The mathematics module ensures teachers's skills to develop pupils' values-based uniform worldview. Particular attention is paid to teachers' ability to organise the understanding and application of mathematical concepts in different contexts, teaching problem-solving skills, literacy, critical thinking, self-directed learning skills and strategies to their pupils. In the study process, teachers plan and implement a teaching/learning process that is oriented to attaining the learning outcomes and assessment of these outcomes.

In the language module, by studying language teaching methods, learning strategies and techniques for the development of all aspects of the language and skills, new teachers develop the skills to effectively plan and implement their methodological work in teaching Latvian, a foreign and/or second language. They use examples of good practice, learn practically the principles of planning language lessons; develop their methodological competence, learning how to apply the most appropriate teaching/learning methods and principles for the set learning outcomes and pupils' language proficiency level.

In the social and civic module, students learn practice-based methodological solutions, taking into account the challenges of today's digital world - the use of technology in blended learning. Students learn planning and assessment techniques to create their own unique methodological approach through which to implement the acquisition process of pupils' knowledge, skills and competences. There is also a strong emphasis on the integration of content and skills, given the diversity of the content and skills to be taught in this domain.

The aim of the *Pedagogical Psychology* course is to address both the general psychological issues of human cognitive, emotional and social development that are relevant to the teaching/learning process, and to make connections with the current goals of the enhanced learning approach. For example, during the course, students make practical plans for developing transversal skills, while also taking into account the developmental psychology principles they have learned. The course materials are complemented with current scientific research as well as materials produced by various governmental institutions and relevant non-governmental organisations (e.g. handbooks or methodological materials).

The aim of the study course "*Professional Activity of Teacher*" is to promote the student's pedagogical competence and readiness for the teacher's professional activity by developing an understanding of the inclusive nature of the learning process, the management of pupils'learning, based on Latvian and international experience, the latest interdisciplinary research; as well as studies in the work environment. In the Health and Physical Activity module, students acquire and develop their professional competences in accordance with the competences envisaged in the Teacher Professional Standard and the content requirements of the Health and Physical Activity General Education Standard. Students prepare independently for seminars, practical classes and interim examinations, study and analyse literature related to the course topics, prepare and submit independent assignments.

3.2.2. In the case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and findings in the field of science or artistic creation. In the case of a doctoral study

programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

Not applicable.

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

Both oral and written, as well as combined study and assessment methods are used in the implementation of the study programme.

The study programme uses a variety of methods for acquiring and consolidating knowledge, such as introductory lectures, interactive lectures, problem-oriented lectures and seminars. Practitioners, professionals from different institutions are invited to give individual lectures in study courses in order to promote the unity of theory and practice. Practical exercises, seminars, individual, pair and group work, discussions and project development, study excursions are widely used. Employers are involved in the implementation and development of study courses (invited to lead individual seminar sessions, participate in the evaluation and development of the study process, etc.).

To foster the development of students' research competence, students have the ability to analyse and research problems of interest to them in the field in successive courses. Graduates are involved in the implementation of the study process (peer learning).

Speaking, presentation and discussion skills are promoted in lectures and seminars.

In order to achieve the learning outcomes - to acquire and consolidate knowledge, skills and develop competence - methods in which students’ activity plays an important role dominate in the study process. Methods that promote students' communication in performing tasks, solving real problems in the field, modelling situations are used in the study process.

The physical environment of studies is also gradually changing: classrooms can be easily converted for group work, individual work, and students can use digital technologies. Teaching staff mostly use methods that encourage students' active participation, critical thinking and reflection. The e-learning environment is used to support the learning process and independent learning. An e-learning environment (Moodle) has been created for each study course, where students have access to lesson materials, assignment descriptions, additional learning materials related to the course topics, as well as assignments (tests, forums, seminars, conferences, etc.). All interim and final examination grades, with the reasons for the grade, are recorded and are available to students in the e-learning environment.

The student-centred approach is followed when updating study programmes and the study courses within them, paying special attention to the meaningful formulation of study outcomes, thus

promoting the dialogue between the teaching staff and students on the content, forms and methods of organisation of studies. Correctly formulated learning outcomes promote students' understanding and co-responsibility for their own learning, self-assessment and understanding of the assessment received. In the study process, the teaching staff use methods, forms of examination and assessment criteria that are appropriate to the aim and the planned outcomes of the study process.

Students receive support and feedback from the teaching staff, subject specialists and programme graduates during their studies. The assessment criteria for grading are made public in advance. Assessment provides an opportunity for students to demonstrate the extent to which they have achieved the expected learning outcomes.

Following the principles of student-centred learning encourages students to engage in research initiated by the teaching staff and social activities in the community, thus gaining important experience in applying what they have learned in their studies in practice. Implementing the internal quality assurance policy, study programmes are realized in such a way that students are actively involved in the improvement of the study process. There are policies and procedures for the submission of student suggestions and complaints, and for handling the student appeals. The results of student surveys are evaluated and taken into account in the improvement of the study process. Students express their suggestions for the improvement of the study programmes and the process in discussions with the teaching staff, programme directors.

The programme provides students with additional support over two years, providing emotional and professional support in individual and cooperation groups. The participant receives daily support from a mentor in the school, who helps the student to get to know the daily routine, rules and requirements of the specific school, and provides professional communication and guidance after observing the lessons on a monthly basis. Students also receive support in their own professional development groups, led by experienced teachers (including graduates from previous years). The professional development groups meet 1-2 times a month to discuss current developments in the school, professional issues and reflect on students' performance and professional development. The main aim of the professional development groups is to create a collaborative environment between the students - new teachers - through co-creation or the development of teaching materials, providing emotional support, professional development guidance, etc. Students positively evaluate the work in these groups.

The main benefits of the development groups mentioned by students are regular lesson observations and feedback from the curator on the delivery of the lesson, which leads to growth, new ideas and helps to formulate the next task to achieve their professional goal. Reflection skills are developed with the curator; ideas and answers are found among the group members for different situations already experienced in the classroom or for which the new teacher is preparing. The work in the development group promotes the sharing of experiences and methodological support, both among themselves and in collaboration with the curator.

Students can continue their professional development in the induction year after obtaining the qualification. This is ensured by a 240-hour professional development programme, as well as support in development groups. During the induction year, the University of Latvia currently offers four programmes - *Organisation of Technology-Enhanced Learning, Special and Inclusive Education, Classroom Management for Effective Lessons and Change Management in Education*. Participants of the induction year acquire new theoretical knowledge, which is complemented by practical experience through meetings with experts in various fields and visits to schools to experience the implementation of different ideas and discuss real-life experiences. The lesson plan of the induction year is complemented by development group sessions and individual collaboration with the group

leader. The induction year also includes observation of the participant-led lessons, and providing the guidance and growth-oriented feedback, as well as ensuring other professional and emotional support.

In the induction year, the focus is more on building and strengthening the "*Mācītspēks*" community by fostering collaboration between new teachers who have graduated from the programme throughout the year. Mutual cooperation, sharing experiences and generating new ideas together reduce the risks of overwork and burnout for teachers. Individual supervision is also available.

In the module of Teacher of Culture and Art, innovative study methods and forms are used to achieve the study aim and the learning outcomes, such as study excursions, field trips, outdoor classes, small group classes in educational institutions, pedagogical supervision, as well as diverse cooperation with experts in various fields who participate in idea workshops and field trips. For the development of innovative educational solutions and modelling of collaborative work in the implementation of the study programme, cooperation with the teaching staff of the University of Liepaja takes place. In addition to knowledge and skills, the assessment of acquired competences is of particular importance in the development of learning outcomes. The student has to prove in theoretical and practical activity: his/her cultural experience, performing creative and practical assignments, which include all elements of the content of the field, reasoned discussion about culture and art processes with pupils, cultural workers and wider society. The study process focuses on the student's ability to model the learning process and to develop the pupil's competence, both by promoting the transfer of knowledge, skills and creative self-expression in different contexts and in practical application, and by making innovative proposals for the development of the teaching/learning process and cultural understanding in the field of culture and arts.

In the field of technology teaching, lecturers respect students' opinions and use experiential learning. The lecturer uses the tasting method and laboratory work to learn the methodology of nutritional education. The cooperative group teaching method is used for acquiring planning. The teaching methodology is based on the methods of working with texts (first individually, then in groups), asking different questions, brainstorming. The methodology for learning product design and material processing is based on narration, demonstration, presentations, individual work, pair work, experimentation with materials and techniques. Robotics skills are mastered in a virtual laboratory. To learn how to evaluate pupils' performance, students were asked to evaluate real design products and compositions prepared by pupils in pairs according to specific evaluation criteria and descriptions of performance levels, so that they develop their evaluation skills by exchanging opinions with each other. The students were acquainted with the design products created by talented students at the Design and Technology Olympiad, so they can get an idea of the achievements of talented students. At the end of each lecture, the teaching staff organise a discussion on what has been learnt, as well as a reflection.

For students of the Science module, classes are organised both together to cover the content and teaching methods of the whole subject area, and separately, divided by subject, to cover the specifics of each subject area. During the summer school, students are introduced to thematic planning, standard and learning outcomes of the curriculum and effective lesson design. The autumn semester focuses more on the teaching methods used to master the content of the field, as well as on the design of tests and assessment criteria. Due to the Covid-19 remote learning process, much attention was paid to the use of laboratory work, experiments and simulations in a virtual environment. The learning process involves individual student work as well as pair and group work, with students reflecting on their experiences and sharing their problems, working together to find theoretical and practical solutions to problems.

During their studies, students of the Mathematics module acquire and demonstrate planning and

assessment skills by analysing the effectiveness of teaching/learning methods and approaches in achieving and assessing different learning outcomes in lessons, at the end of acquiring the theme and the educational phase. In lesson planning, particular attention is paid to the achievement of complex outcomes. Students observe, model, analyse lessons, outdoor and project activities, and discuss their effectiveness.

To learn educational psychology effectively, students are introduced to both the most important theories and the latest research findings (e.g. on pupils' intelligence, development, learning approaches, relationships). Based on the topic of the lesson, students raise and discuss different possible or real problems in the context of everyday teaching work and create solutions. Such tasks combine both individual and group work. Discussions are successful because students have a wide range of experience in teaching, and it is evident that the exchange of experiences during lectures is invaluable and relevant, especially for younger teachers. The course also aims, as an essential objective, to promote the teacher’s self-reflection about his/her chosen methods, their effectiveness and to be able to relate them to theory and evidence-based insights (both in oral discussions and in individually written and submitted essays). One of the tasks was to peer-assess the essays in pairs, based on set criteria, which contributed to teachers' structured and informed assessment skills.

The study course "Professional Activity of Teacher" uses innovative study methods and forms, such as study excursions, field trips, outdoor classes, classes in small group educational institutions, pedagogical supervisions, as well as diverse cooperation with experts from different fields who participate in think-tanks/workshops, field trips and study excursions. The teaching staff from the University of Latvia, the University of Liepaja and Daugavpils University collaborate in the development of innovative educational solutions and modelling of collaborative work in the implementation of the study course.

The organisational forms, teaching and assessment methods chosen to achieve the aims, objectives and learning outcomes of the language module are implemented in accordance with the aims of the study programme and the student-centred approach to education. In addition, in order to learn the specifics of the subject in the field of language teaching in practice, students get acquainted with sample lesson plans, analyse them, exchange ideas and opinions for improving the lesson plan and adapting it to a different level of language skills. During the study process, watching sessions of language lessons are organised on *Tava Klase* website (https://www.tavaklase.lv/), reflecting on what is seen, observed, heard. Students model teaching situations and lessons individually, in pairs and in small groups, thus acquiring the skills for collegial cooperation in planning and organising the learning process, which is essential, as it is a common practice in schools to divide classes into foreign language learning groups with several language teachers working in parallel. The teaching staff design the lessons in such a way that students have the opportunity both to participate in and observe demonstrations of the use of diverse teaching and assessment methods in the study process, and to experience the impact of the applied methods from the language learner's point of view, in order to plan their implementation in their own teaching practice in a purposeful and meaningful way.

The forms, methods and techniques chosen for the social and civic module are based on aspects of interactive learning, learning-by-doing and blended learning. Students have the opportunity to try out the methods of the above-mentioned methodological approaches for themselves. They engage in group work, case analyses, try out diverse variations in working with the text, discuss, try out games and creative, strategic tasks, create new digital tasks, as well as assessment methods using different platforms, apps, and analyse, for example, materials found on *digklase.lv, manaekonomika.lv, soma.lv, skolo.lv* and other platforms, their suitability. Students are encouraged to use thematic seminars, webinars offered by experts in a social and civic field, for example, the annual conference for teachers on current issues in economics and financial literacy organised by

the Bank of Latvia.

In the field of health and physical activity, teaching methods are applied in line with the aim of the entire study programme and the student-centred education approach. Students put theory-based examples into practice.

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

In the second-level professional higher education study programme "Teacher", students are on the teaching practice in a Latvian school, which is also their workplace. The study programme is implemented as work-based studies, which involve working in school and studying in parallel. To monitor and regulate the students' workload, a tripartite cooperation agreement is concluded between the student, the school and the university. The recommended workload is 14-20 contact hours per week, depending on the subject, the age group chosen and the number of parallel class sets.

Candidates are assessed through a selection process and those who pass are offered a job in a school in Latvia. In the process of recruiting schools, successful cooperation has been established with most schools of Latvia over the past years. They are eager to welcome new teachers, support them and make recommendations for improving the study process, the induction year and cooperation. It is the school's responsibility to provide the new teacher with a mentor in school, who can provide professional, practical and emotional support. Cooperation with schools is successful.

In the process of recruiting schools, all schools in Latvia are approached to submit the topical vacancies for new teachers. In 2022, the Vacancy Map[1] was created, which allows keeping track of available teacher vacancies throughout the year, both for "*Mācītspēks*" and for any other interested parties - job seekers, local governments or the MoES for policy planning purposes. Before the start of the studies, the student agrees with the school on the cooperation, the project representatives participate in a detailed conversation to make sure that both parties (participant and school) fully understand the requirements and conditions of the agreement and will be able to implement their responsibilities in a quality manner. During the negotiations, the main focus is on the scope of work, the support needed and the form of cooperation. For each student, a suitable and supportive school is sought to ensure the young teacher's professional development, wellbeing and willingness to stay in the sector for the long term.

The school mentor works in close collaboration with the practice supervisor and the leader of the development team. The collaboration ensures the student's professional growth and achievement of goals, gaining new insights for further work. The mentor provides a monthly review of the student's performance, which allows the mentor to monitor the progress of the group and the individual student, as well as to identify the need for additional support in good time.

Regular lesson observations are carried out to ensure an objective assessment of each student's

professional performance. During the course of studies, the student is scheduled for lesson observation several times (3-5 hours) as this is the main form of support. The leader of the development team and the practice supervisor carry out lesson observation 2 times each per semester and the mentor observes lessons at least 1 hour per month. Each support person currently has a different focus for lesson observation. Induction year participants are provided with lesson observation 4 times per semester, as professional development continues not only in the chosen content of the competence programme, but also in pedagogical skills. The Teacher Professional Development Framework is used to monitor participants' performance, to enable them to assess objectively their performance and monitor their growth, to set their own professional goal and to progress towards it. Teachers in both years of the project use the Teacher Professional Development Framework, which also contributes to their own understanding of growth and different aspects of teaching.

Joint events are set up for principals and mentors of participating schools, providing opportunities for mutual cooperation and the development of common ideas.

Cooperation with schools and mentors is purposefully developed and maintained, e.g. the UL implements a professional competence development programme "Mentoring for work-based learning" for school mentors working with students of the second level professional higher education study programme "Teacher", supported by the Ministry of Education and Science. Mentor training runs in parallel with student training, so it is possible to coordinate university and mentor support for the student. For example, the use of the *e-classroom* is acquired in a real school environment rather than in a demo version at the university, and mentors provide monthly feedback on the student's (new teacher's) professional performance. The information helps to focus on the students' needs and provide individual support.

Schools appreciate the cooperation and are happy to welcome new teachers each year.

In 2023, one of the goals is to strengthen "*Mācītspēks"* School Community so that school administrations can also collaborate and share experiences with each other.

On 27 October 2022, the first meeting of the participating schools of the teacher education project "*Mācītspēks"* took place in person at the Faculty of Education, Psychology and Art (at present Faculty of Education Sciences and Psychology), with the aim to outline the further development of the project and to build closer cooperation. Forty-four school principals and management representatives took part in an informal afternoon of discussions, and it is planned to organise such talks on a regular basis.

The aim of the "*Teaching Practice I*" is to provide students with the opportunity to develop their professional competence as teachers by demonstrating their practical activity in planning and managing the teaching process.

Course objectives:

- to improve the professional competence of the teacher in planning, organising, implementing and evaluating the teaching/learning process of the school;
- to gain real experience in teaching methodology of the field, selecting diverse and appropriate teaching/learning methods and technologies, developing teaching/learning materials and test papers, assessing pupils' learning performance and analysing its dynamics;
- be able to evaluate critically the strengths and weaknesses of their own teaching, working in the classroom to eliminate weaknesses and enrich strengths.

The study course "Teaching Practice II" aims to develop teacher's research competence through

pedagogical research.

During the practice the student:

- develops a research plan for the implementation of research tasks in the educational institution;
- creates the teaching/methodological materials necessary for the pedagogical research;
- plans independently, organises and conducts lessons related to the teacher's research activity;
- develops data collection instruments and collects data;
- analyses the data collected;
- evaluates the results of their work and plan their professional development.

The outcomes of “Teaching practice I” and “Teaching practice II” are fully aligned with the outcomes set in the study programme.

In order to ensure effective research, the progress of the practice is analysed in seminars together with the UL practice supervisor.

In the field of technology education, students work in their own workplace, using the skills acquired in the technology education methodology, in regular consultation with the mentor and the practice supervisor. The practice supervisor observes the lessons, after which successes are discussed and recommendations for the future are made. The practice supervisor meets regularly with the students in practice seminars on the *MS Teams* platform, where teaching methodology problems are analysed. In the early stages of the practice, a strong emphasis is placed on lesson modelling and the development of elaborated lesson plans - outlines, as well as on the methodological support of lessons – creation of models and teaching aids. In the later stages, more emphasis is placed on the development of thematic plans according to the stages of the design thinking process. The formulation of the learning outcomes and the development of evaluation criteria are regularly discussed.

In the field of culture and arts education, students work in schools that need teachers in this domain. They have regular consultations with the practice supervisor and work under the direct supervision and availability of a mentor. The practice supervisor observes the lessons, after which recommendations are made for the future through analysis. The practice supervisor regularly meets the students in practice seminars on the *MS Teams* platform, where they not only analyse the teaching methodological problems but also the ever-present issues of education and pedagogical skills. Particular attention is paid to the development of thematic plans and evaluation criteria and the establishment of the system according to the specifics of the field and the regulation of the school.

In the science module, students undertake a three-party practice in collaboration with a mentor, a curator and a practice supervisor from the University. The documentation of the practice is uploaded on the *google* platform. The practice supervisor regularly reviews the lesson descriptions and accompanying videos submitted by the student and the learning materials created. Each month the student writes a reflection on his/her activity, the practice supervisor provides comments and, if necessary, contacts the student personally. There are also regular monthly student seminars on the *MS Teams* platform where students share their experiences.

During their practices, mathematics students work in schools, where they in cooperation with a school mentor and the practice supervisor implement a modern, student-centred learning process. Once a month, students share their experiences in planning, assessment and analysis in a seminar. During the seminars, students reflect on their professional development, analyse learning situations, and solve problem issues. Students regularly make entries in their practice diary,

evaluating the benefits and challenges of their practice.

Language students, trainee teachers, work in their own workplaces; they have regular consultations with the school mentor and the university supervisor. Seminars to discuss practice issues and share lessons learned are an important part of the practice to support trainee teachers and prevent the burnout syndrome that often occurs among young professionals during the academic year due to the workload and responsibilities of teaching. The curators, who are specifically selected by the *"Mācītspēks",* and professional development groups also provide big support during the practice.

Social and civic students carry out their practices in their workplaces, where they implement a social and civic subject(s) at primary and secondary level, according to the needs of the school. Students have supportive mentors in the schools, group curators, who help them deal with acute situations related to their practices. Seminars with the UL practice supervisors are planned to discuss methodological and pedagogical challenges in order to enrich each other's experience and discuss the problems encountered.

In the field of health and physical activity, students work in their own workplace, using the knowledge and skills acquired in theory, having regular consultations with the mentor and the practice supervisor. The practice supervisor observes the lessons, discusses the pros and cons and gives recommendations for further development. The practice supervisor meets regularly with the students in face-to-face seminars and on the *MS Teams* platform to analyse problems in teaching methodology. A strong emphasis is placed on lesson modelling and the development of support materials in the initial phase of the practice, and on the development of thematic plans in accordance with the teaching standard in the later phase. The formulation of the learning outcomes and the development of evaluation criteria are regularly discussed.

[1] Skolu vakanču karte. [School Vacancy Map. Available in Latvian] Pieejama: https://esiskolotajs.lu.lv/vakances/

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

Not applicable.

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

In the field of technology education, both diploma and teacher's experience papers have been developed in line with the new curriculum. The students have explored the problems of design and technology teaching methodology in both primary and secondary education, which is particularly topical as there is a lack of research on design and technology learning in secondary education in Latvia.

In 2021, two students received outstanding, three excellent and two very good assessment. The

outstanding works were dedicated to the research of innovative approaches for the development of pupils' transversal skills, such as "Development of teaching tools for acquiring the design process and developing self-directed learning in design and technology", which included the development of teaching/learning tools that were also evaluated by *Skola2030* experts.

In 2022, one student received an excellent assessment, two excellent and one student very good, one good and one almost average. The outstanding diploma paper was dedicated to learning-by-doing: "Methods to promote learning-by-doing in design and technology for Grades 10-12 at the stage of idea development".

The culture and arts domain diploma papers address topical, original themes. Students pay special attention to the development of transversal skills, integrating them into the subject content. For example, the paper on the importance and development of the skill of presenting a creative work in the visual arts in the 4th grade group (2022). The use of digital technologies is revealed in the diploma papers "Methodology of visual arts teaching in the distance learning process in the Grade 7" (2021) and "Game methods for Grade 6 music subject about popular personalities in music" (2022). Diploma papers, in which students explore the possibilities of the unity of theory and practice and the problematics of the secondary school stage, are of particular value. For example, how to promote understanding of the role of art history and theory in visual arts content in Grades 7-9 (2021), and the role of the visual art subject in the content of secondary school curriculum (2022).

In 2021, three students were awarded an outstanding grade. The papers were related to the topicalty of the Covid-19 pandemic - remote learning: “Immersive approach as a teaching method in remote learning in Theatre Arts in Grades 1-3” and “Teaching methodology of Visual Arts in distance learning in Grades 7”.

In 2022, one student was rated excellent, one student was rated good and one student - average. The paper graded excellently was devoted to the development of presentation skills: “The importance and development of presentation skills for creative work in Visual Arts in Grade 4”.

Science students choose both a diploma paper and teacher’s experience paper as their final project. The content of the final papers is closely related to the current topics of the science subjects.

In 2021, one student obtained an outstanding grade, two students an excellent grade, three students a very good grade, one student a good grade and one student an almost good grade. The paper “Acquisition of research skills in basic chemistry education through distance learning” was rated excellent.

In 2022, two students were rated outstanding, one student excellent, three students very good and one student almost good. The papers exploring the interdisciplinary link – “Interdisciplinary link in biology, science and design and technology subjects in secondary school” and devoted to the development of cooperation skills “Cooperative learning for the development of collaborative skills in the acquisition of electromagnetism topics in physics in Grade 9” received an outstanding evaluation.

Mostly students choose topics related to specific general teaching methods and their use in a particular subject (e.g. “Using the debate method in secondary school teaching”; “Using games and their elements in teaching”; “Project method for improving self-directed learning skills of secondary school pupils in learning physics”; “Supporting students in distance learning of chemistry in primary education”; “Incorporating environmental issues in the teaching/learning process of physics and chemistry in primary education”; “Using Quizizz for learning science and biology in primary education”; “Cooperative learning for improving collaborative learning skills in the acquisition of

electromagnetism in physics in Grade 9”; “Cross-curricular link in biology, science and design and technology subjects in secondary school”; “Problem-solving tasks in science learning in Grades 4-6” or the use of subject-specific teaching methods, such as “Using video experiments for the acquisition of “Oxidation-reduction processes” in primary chemistry course in Grade 10”: “Acquisition of research skills in chemistry in primary education by distance learning”; “Acquisition of spatial thinking in geography and sport in Grade 7”; “Practical activities in learning astronomy issues in science in Grade 4”.

Mathematics students choose themes for their final papers that are relevant to pupils' learning. These mainly involve practical action research to improve pupils' skills and assess results.

In 2021, two students obtained an outstanding grade, one student an excellent grade, three students a very good grade, four students a good grade and one student an almost average grade. The outstanding papers dealt with pupils’ learning motivation “Activating Grade 5 and Grade 6 pupils' motivation to learn mathematics using the digital environment of Minecraft”, and “How projects and tasks in mathematics help develop planning skills in Grade 5”.

In 2022, one student received an outstanding grade, one student - excellent, one student -very good, one student -good and one student - almost average. The paper "How to assess and develop self-directed learning skills of Grade 6 pupils" received an outstanding grade.

Similar to the emphasis on mathematics content learning, the topics of the papers are also chosen for the development of students' linguistic skills: “Choice of texts for the development of literacy in mathematics in Grade 5” (2021), “Acquisition of concepts in mathematics in Grade 4 in bilingual education” (2021); for the development of pupils' self-directed learning skills in mathematics: “How projects and tasks in mathematics help develop planning skills in mathematics in Grade 5” (2021), and “The development of pupils' self-directed learning skills in mathematics in grade 4' (2021); “How to assess and develop self-directed learning skills in Grade 7 pupils" (2022)”, “Developing worksheets for mathematical games in learning rational numbers to improve self-directed learning skills” (2022), “Reflection as a key component of the teaching/learning process in mathematics lessons" (2022). The development of methodological materials for the development of critical thinking and problem-solving skills plays a particularly important role in the choice of topics in mathematics: “The use of creative works in mathematics for the development of critical thinking and problem-solving skills in primary school” (2022). The introduction of technology in the learning process raises the need for digital skills for both pupils and teachers: “Activating the motivation of Grade 5 and Grade 6 pupils in mathematics learning through the digital environment of the Minecraft game" (2021).

Language students develop a diploma paper and teacher’s experience paper, choosing research topics that are topical and relevant for the development and improvement of the language teacher's professional activity.

In 2021, four students received and outstanding grade, 10 students excellent, five students very good, one student good, one student average. In 2022, three students received an outstanding grade, two students excellent, six students very good, two students good, one student almost good.

The diploma papers of 2021 graduates describe and analyse the challenges faced by language teachers under the impact of Covid-19, e.g. “Digital solutions for giving feedback to Grade 8 pupils in French lessons” (2021); “Elements of remote learning and their use in face-to-face foreign language classes in primary (Grades 5-9) school” (2021) and “Reflective techniques for engaging Grade 5 students in distance learning English lessons” (2021). Research in the field of languages is related to the search for meaningful use of technological solutions, e.g. "Integration of digital tools in the work of English teachers in Latvia" (2022), "ClassDojo online tool for improving Grade 3

pupils' mutual attitudes and respectful communication in English lessons" (2021); "Digital tools for feedback in English lessons in vocational secondary school" (2021), "Gaming elements in English lessons for vocabulary development in Grade 1" (2022), as well as to test in practice the most appropriate methods for the language field (e.g, "Inductive approach to introducing 5th graders to applied writing styles in English for promoting literacy" (2021); "Developing kinesthetic learning methods in Swedish for Grades 10-12" (2021); "Methods for the development of English word reading skills in Grade 1 in minority school" (2021), "Methods for activating attention and memory for the development of writing skills in the evocation part of English lessons in Grade 3" (2022), and to support pupils with learning difficulties (e.g., "Promoting literacy in English for learners with dyslexia or specific reading disabilities" (2021)) or differentiated approaches for individual learning needs (e.g. "Differentiation strategies for engaging higher level students in Grade 11 online English lessons" (2021), "Differentiation: experience and recomendations for improving foreign language teaching and testing in secondary school" (2021)). An innovative approach to inter-school collaboration was implemented in the study "Inter-school project method for developing collaboration skills in English in Grade 5" (2021), inspired by good practices of eTwinning projects. Important contributions were made by studies focusing on the development of pupils' transversal skills in foreign language classes, e.g. "Possibilities of developing critical thinking in Grade 6 English lessons" (2022), "Project-type tasks to promote pupils' creativity in Grade 11 English lessons" (2022), "Strategies for developing life skills in Grade 6 English lessons" (2022)).

For their diploma and experience work, students in the **social and civic domain** choose to study current and contemporary problems observed in the pedagogical process at different stages of education: "The use of digital tools and techno-technologies in the work with Grade 6 pupils" (2021), "The use of digital tools and technologies for teaching and learning of history in the Grade 7" (2021), "The use of non-formal educational methods for the development of socio-emotional learning skills in social studies lessons in Grade 7" (2022), "The use of digital tools for promoting of learning history in Grade 7" (2022), "Icebreakers as a technique for the evocation lesson phase in Grade 5 for the development of the emotional atmosphere" (2022), "Group work for promoting social emotional learning in the teaching process of social studies in Grade 4" (2022); papers offering methodological solutions: "The use of the group research method in the acquisition of the course "History and Social Studies I" in secondary school" (2022), "Developing Grade 11 pupils' learning-by-doing skills in the acquisition of the economics topic "Money and Financial sector"" (2021); "Project work as a facilitator of pupils' collaborative skills in social studies lessons in Grade 6" (2021); Possibilities of acquiring the topic "Why pay taxes?" in Grade 8" (2022); "The use of group work method in teaching prehistory in history lessons in Grade 7" (2021), "Study excursion as a method of extra-curricular activity in teaching history in Grade 8" (2022), "Pedagogical possibilities of study excursion in teaching history in Grade 9" (2022); the development of transveral skills: "Promoting creativity and entrepreneurship in secondary school" (2021), the development of the pervasive skills: "Promoting creativity and entrepreneurship through students' learning assumptions in History lessons in grade 8" (2022), the development of the learning assumptions in secondary school (2022), the development of the learning assumptions in history lessons in grade 8" (2022), "Development of Grade 7 pupils' participation skills in the acquisition of the topic "How to plan and attain aim in long term?"" (2022); "Promoting pupils' self-directed learning skills in Latvian and World History lessons in Grade 7", "Promoting pupils' self-directed learning skills in Social Studies and History lessons in Grade 6" (2022), "Promoting pupils' cooperation skills in Social Studies lessons in Grade 5" (2022). Students also explored the challenges of integrated and interdisciplinary topics: "Integrating geography in Latvian and World History Lessons in Grade 7" (2022), "Fostering collaborative skills in the interdisciplinary integrated learning of the topic "How to Plan and Consume Resources Wisely?" (2022) in Grade 4.

Students have written diploma papers on different topics that are connected with the teaching

mthodology of pupils of different age groups according to the subject standards, for example, “The use of play method in junior primary school”, “Promotion of adolescents’ understanding of the importance of physical activity in sports lessons”, “The impact of music on subject move in junior primary school”, etc. In 2021, four students obtained an excellent grade, two students - a very good grade. In 2022, three students were rated outstanding, two students excellent, four students very good and five students good.

In 2021, a student of **Latvian Language and Literature** was awarded an excellent grade for the final paper. In 2022, one student received an outstanding grade, one student an excellent and one student a very good grade. The outstanding grade was awarded to a paper on research into a topic of contemporary relevance, i.e. “The role of digital learning games in motivating students in Latvian language and literature lessons”.

In 2021, in the area of **health and physical development**, one student received and excellent and one student a very good grade. The paper on “Promoting adolescents' understanding of the importance of physical activity in sport lessons” received an excellent grade. In 2022, one student’s paper was rated as good.

3.3. Resources and Provision of the Study Programme

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

Methodological support for the implementation of the study programme is extensive and is updated continuously according to the specific content of each study course. After the first year of the study programme, the teaching staff revised the list of literature used in their courses, taking into account current developments in the field. Cooperation with the specialists of the University Library, who regularly inform the teaching staff about the latest available resources, is essential in the implementation of the programme.

The Library's collection in general is adequate for the implementation of studies and the development of scientific research, as it is updated each year with the most up-to-date information resources in accordance with the information needs of the teaching staff and students.

During the Covid-19 pandemic, in 2020/2021, studies were conducted remotely. Each member of the teaching staff had the possibility to connect to *MS Teams* or other remote access programme from the lecture rooms using portable computers, thus providing the opportunities for remote study process. In the academic year 2021/2022, in order to ensure remote streaming of lectures, video recording and streaming facilities with video/audio tracking of the lecturer have been provided in two lecture rooms by means of moving video cameras. In addition, 10 lecture rooms have the possibility to film and stream lectures using wide-angle video cameras with microphones. The faculty renews its computer equipment every year and is gradually switching to the use of laptops for both face-to-face and remote work. On weekdays (Monday-Saturday), computer specialists are on duty in the faculty premises to provide technical support to lecturers and students.

In 2024, the faculty plans to move to the new House of Letters in the academic centre of the University in Torņkalns, where lecture rooms and working spaces will be equipped with modern and latest educational technology equipment.

The existing methodological materials in MOODLE and MS Teams environments are regularly updated and modernised. For example, support materials in biology, chemistry, physics and mathematics (https://www.siic.lu.lv/mat/e_dzm.html, https://skolo.lv/mod/url/view.php?id=15345570&forceview=1). The principles of the UL Information System (ULIS) stipulate that the study courses of all study programmes are placed in e-studies (MOODLE environment), ensuring compliance with the UL Order No. 1/348 "Requirements for the development and use of e-courses in the study process at the UL" (10 December 2013). All study courses of the Faculty of Education Sciences and Psychology (FESP) are updated in accordance with the procedure established by the University of Latvia, in the framework of which the developers of study courses make a decision on the compliance of the literature with the requirements of the study course (UL Order No.1/277 "Procedure for Development and Updating of Study Courses at the University of Latvia", 10.08.2018). The e-learning environment (Moodle, MS Teams and Zoom) is also used for knowledge assessment and communication between students and lecturers; the student assessment system and criteria, as well as the regulatory enactments are clear and available in the UL information system (ULIS).

The teaching staff of the programme regularly publish and develop new methodological materials and teaching aids, which are placed in the e-learning environment. The e-learning environment (Moodle) allows students to access learning materials and information at home. At the Faculty of Education, Psychology and Art (at present Faculty of Education Sciences and Psychology), the library provides students with the opportunity to develop and designtheir study works, to process research data using the SPSS software, to print and copy the necessary materials, and get acquainted with final theses. Students can also download the SPSS software on their computers. Various virtual laboratories are used within the study courses, for example, Teacher Professional Activity and Technology Teaching Methodology. These include platforms such as Codecademy, Code.org, Repl.it, Autodesk Tinkercad, GitHub, Google Classroom, and Microsoft Teams for Education. Codecademy, Code.org, and Repl.it facilitate online coding and testing in multiple programming languages, fostering the growth of programming proficiency among students. GitHub promotes software development initiatives by promoting collaboration and the sharing of code. Google Classroom and Microsoft Teams offer a systematic approach to managing the educational process, while Canva, Inkscape, and Gimp are valuable tools for generating graphic content. Google Forms and Mentimeter (menti.com) are used to gather input.

Students receive access to cutting-edge industry trends and news, including state-of-the-art artificial intelligence tools like ChatGPT and DALL-E. This prompts them to consider the possible application of these technologies in many situations - generating assignments, formulating standards, fostering innovative concepts, and rectifying code errors.
Lectures and seminar classes are conducted in versatile and adaptable rooms, facilitating effortless changes between traditional lectures and collaborative group and pair activities. All rooms are equipped with Wi-Fi, allowing for various sorts of work. Laboratory work is conducted in specialised teaching workshops equipped with a particular technology. Examples of these workshops include a textile and sewing workshop, a multifunctional workshop, and a teaching kitchen. The computer classroom provides instruction on computer graphics, multimedia, drawing, modelling, and 3D printing. It is equipped with 3D printers and a laser cutter.

Students and school mentors have access to support materials (presentations) on the

implementation of work-based learning, the process and analysis of pedagogical practice, support materials for practice supervisors (mentors), guidelines for the development of a diploma paper/teacher's experience paper. Innovative study materials developed within the project "*Development of Innovative Study Materials for New Study Programmes in the Field of Education, Pedagogy and Sport*" are available in the Moodle environment as of 2021. For the needs of the study programme, a classroom has been set up in the premises of FESP, Imantas 7 linija 1, where it is planned to demonstrate the management of competence-based learning process. Unfortunately, due to COVID-19, it was not possible to use it with first year students.

The material and technical support provided for the implementation of the study field and the corresponding study programmes and its availability to students and teaching staff is assessed as fully adequate to the needs of the study field.

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

Not applicable.

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

Revenues of the programme

For the second level professional higher education study programme "Teacher" the University of Latvia uses the state budget subsidy from the Ministry of Education and Science, which for the academic year 2022/2023 is set at EUR 2500 for full-time intramural study programmes;

Taking into account the above, the total budget of the study programme is expected to be EUR 155 000 per year, as summarised in Table 3.3.3.1.

Table *3.3.3.1.* ***Student numbers and expected annual revenues, EUR***

Type of studies	Number of students	Tuition fee/ State budget	Annual income
Full-time (state budget)	62	2500	155 000
Total	**62**		**155 000**

Programme costs

To estimate required financial funds, the cost of a study programme is calculated based on the methodology developed by the UL. It considers the costs of ensuring the study process described in the section "Financial support SF" and the information on the study programme's plan, the participating teaching staff, the planned number of students, and other indicators to the reliability of the forecast.

Cost for a **full-time intramural programme**

For the calculations, the implementers of the second level of professional higher education study programme "Teacher" of use the data on the number of students in the academic year 2022/2023 - 64 full-time students in the programme, the existing/planned study programme plan after accreditation and the existing/planned structure of the involved academic staff. Taking into account the above, the estimated full-time intramural cost of the programme per student is EUR 2484 per year and the total cost of the programme is EUR 153996 per year. A more detailed percentage breakdown of the costs is shown in Table 3.3.3.2.

Table *3.3.3.2.* ***Programme cost breakdown***

Cost item	**% of total**
Faculty costs	61 %
General personnel	7 %
Infrastructure	5 %
Property and services	1 %
Indirect costs	26 %
TOTAL COSTS	**100 %**

Figure 3.3.3.1 shows the cost of the study programme as a function of the number of students and the comparison with the proposed state budget grant.

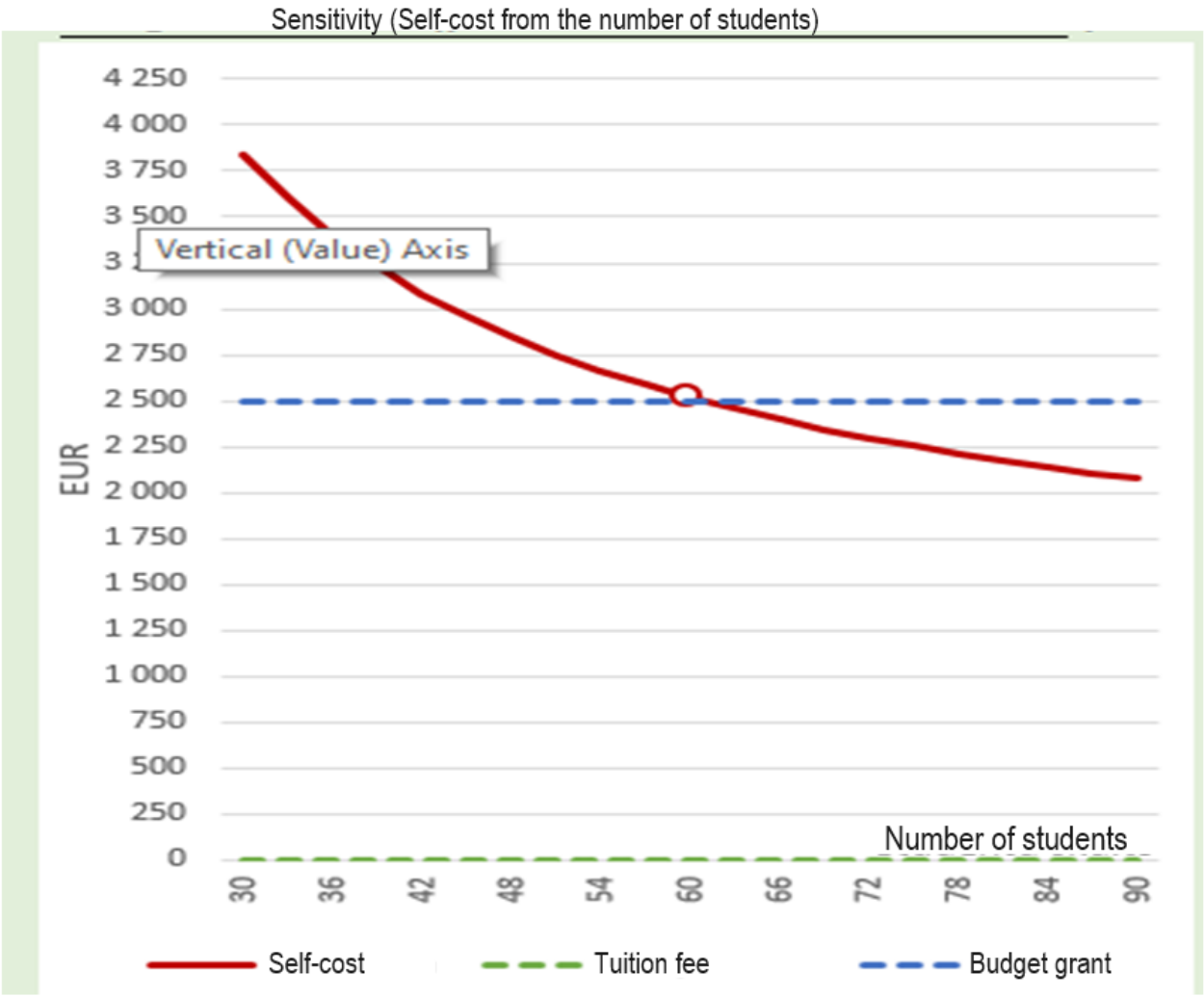


Figure 3.3.3.1. The cost of the study programme “Second level professional higher education study programme “Teacher”” as a function of number of students

Based on the calculation, it is evident that for the programme to be profitable and for students to have a quality study process, the number of students (state budget) should be at least 61(the intersection of the red (self-cost) and blue (tuition fee) lines is projected on the x-axis).

Summary of the programme’s revenues and costs

Table 3.3.3.3 summarizes revenues of the study programme as a function of student numbers, state grants, and tuition fees, and expenses for this number of students.

Table 3.3.3.3. Revenues and costs of the programme

Type of studies	Number of students	Tuition fee/ State budget	**Total revenues, EUR**	**Total expenses, EUR**
Full-time (state budget)	62	2500	155 000	153 996
Total	**62**		**155 000**	**153 996**

The data in the table clearly prove that the UL has sufficient funds to implement this study programme and to ensure its further development. In addition, the development of the study programme can be financed from revenues received from lifelong education and other services, as well as from the financial resources accumulated by the structural unit. Faculties also receive financial support for programme deelopment from the UL Study Quality Improvement Fund.

3.4. Teaching Staff

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

The provision of the teaching staff involved in the study programme requires a strong orientation towards innovation in the field of education, ensuring the link between theory and practice, supporting work-based teacher education in order to encourage effectively the acquisition of teachers' professional competence in the study process.

In order to ensure the quality and innovative implementation of the study programme, a number of criteria have been used to select the teaching staff to be involved in the programme. In particular, qualified, scientifically and methodologically trained teaching staff, specialists in the given field of study, who use modern approaches in their work, should teach the study courses.

The mandatory criteria for selecting teaching staff are:

1. the qualifications of the teaching staff must meet the requirements set by the laws and regulations;
2. the research field/interest is relevant to the study programme/course content;
3. adequate knowledge of the state language and foreign languages.

The creative and scientific biography of the teaching staff involved in the implementation of the study programme must also demonstrate fulfilment of at least one of the following additional criteria, taking into account the specific nature of the course to be taught:

1. professional development in the field of tertiary didactics/teaching methodology;
2. practical experience of working in a school (or other educational institution);
3. scientific/practical experience in school pedagogy, inclusive education;
4. participation in conferences, research projects;
5. participation in the European Social Fund project "Competence Approach to Curriculum";
6. creative activity in the field of artistic innovation.

The number of enrolled students in each area of teaching methodology determines the variable number of teaching staff involved in the program's implementation. In the study year 2023-2024,

19 teaching staff members are involved in implementing the programme: one professor, five associate professors, six assistant professors, three lecturers, and four instructors.

The Technology teaching area involves both full-time lecturers with many years of experience and *Skola2030* experts, who are also practising teachers, thus ensuring qualitative learning of all topics. The combination of the academic and professional experience of the teaching staff, for example, doctoral studies, work in the program and the work of a teacher of informatics, computer science, programming in the Tukuma Raina State Gymnasium since 2017, forms a solid foundation for the preparation of new computer science teachers. Computer science teaching staff are actively involved in various projects, such as "Ventspils IT Challenge" and "Tukuma Digital Innovation Center," as well as in the role of a mentor in the "Teacher in Shoes II" project, demonstrating the ability to integrate technology and innovation in the educational process. This experience of teaching staff allows to effectively create a study process that meets modern education trends and student needs, ensuring high-quality education in the field of computer science. The teaching staff of the technology teaching module Design and Technology Teaching Methodology regularly improve their professional competence in many continuing education programs, as well as internships, for example, in the Ādažu Free Waldorf School (60 hours) and SIA Burdas salons (40 hours) in the fall semester of 2022. Especially for the study course Teaching methodology in the field of technology taught in this program, a textbook was developed, which was published in LU Academic Press: Design and technology teaching methodology / Māra Urdziņa-Deruma, Lolita Šelvaha, Mārīte Kokina-Lilo Riga: LU Academic Publishing, 2020, 115 pages . ISBN 9789934185793.

The leader of the module Cultural Awareness and Self-Expression in Art is a full-time employee of the University of Latvia, a former head of the Bachelor's programme "Teacher of Culture and Art" (2000 - 2022), an author of textbooks, monographs, and methodological tools; expert in the education reform project Skola2030; developer of regulatory documents, sample programs and methodological tools in this field. Participated in international conferences and published articles on aspects of art, education and cultural history. Engaged in the translation of art literature from English and German. Research interests include art and cultural education, art theory, cultural history, and book arts. Member of the International Education through Art Association (InSEA), the European Visual Understanding Network (ENViL) and represents the University of Latvia in the European Art and Cultural Education Observatory Network at UNESCO (ENO).

Other teaching staff are recruited for the implementation of the module - both lecturers working at the University of Latvia and practicing teachers providing special directions in cultural theory, theater art, or music. The publications of the teaching staff in the field of cultural awareness and self-expression in art have been published in scientific articles of the University of Latvia. For example, Freehand sketching as part of the curriculum in Latvia (1920-1940) (2022), Drawing as a research method in art history studies (2021), Pēteris Upītis 120 (2020), Visual literacy as a 21st-century competence (2018), and international journals indexed in *Web of Science* and *Scopus*: Cultural Competence Portfolio as a Long-term Innovation for All Levels of Education (2020), The Role of Cultural Capital in 21st-Century Teacher Education (2018).

The science module involves staff members representing their subject areas: biology, chemistry, physics, geography and chemistry. One lecturer is involved in the development of *Skola2030* teaching materials; three are collaborating with the Interdisciplinary Centre for Educational Innovation at the University of Latvia and are involved in teachers' professional development. Teaching staff have participated in the development of textbooks and other methodological tools. For example, curriculum and materials development: 2015-2018 ERASMUS+ project International diploma for STEM teachers (No. 561771-EPP-1-EG-EPPKA2-CBHE-JP) and 2023 ESF project "Support for the development of individual competencies of learners" (No. 8.3.2.2/16/I/001). (Identification No. VISC 2023/2), "Digital authoring solutions for the development of learning strategies for

learning STEM curriculum for pandemic mitigation Biology I." The methodological materials consist of a structured lesson plan and a methodological commentary. Most lessons include additional materials such as student worksheets in editable and printable format with solutions and methodical comments, laboratory work protocols in editable and printable format with methodical comments, two versions of final theses in editable and printable format with solutions and evaluation criteria, along with methodological comments, and other materials such as videos, presentations, and games. Scientific research is also carried out in the field of subject didactics. Another interesting form of cooperation is the joint involvement of science teaching staff in the organisation of the Interdisciplinary section on science didactics at the UL conferences and their participation with scientific presentations, involving teachers and students, thus creating a bridge between theoreticians and practitioners. Recognising the importance of providing schools with qualitative teachers, the specialists of the science domain, with the support of the STEM faculty deans, have carried out a study on the choice of science students to become science teachers, identifying the challenges and learning opportunities of the teaching profession.

Publications of the teaching staff in international journals indexed in *Web of Science, ERIH+* and *Scopus:* Prospective pre-school teachers' views on STEM learning in Grade 9 (2022), The continuity principle in education (2022), A preliminary study on spatial ability for professional development of primary school teachers (2022), National Physics Olympiad participants and physics teachers' perspectives (2021), Pupils' readiness for STEM learning in the context of national education reform (2021), Quality assurance in adult education in Latvia (2020), STEM teaching and learning trends in the context of national education reform (2021), Perceptions of today's young generation on meaningful STEM learning (2020), Technology as a tool for STEM teaching and learning (2020), Student readiness for Massive Open Online Courses (MOOCs) in Latvia (2019), The impact of educational technology on learning engagement - the case of Latvian and Thai learners: Learning in Massive Open Online Courses (MOOCs) (2019), Enhancing environmental awareness of eco-school pupils in the context of Education for Sustainable Development (2019), Factors affecting the adaptation of first-year students to science studies in higher education (2019), Assessment of learning outcomes of first-year students in science and technology (2019), Piloting a teacher competence management model in schools (2019), Assessment to identify lack of teachers' competence in the context of the 21st century skills, Improvement in the 12th International Conference on Education, Research and Innovation (2019), Framework for teacher performance assessment to support 21st century teaching skills (2019), Meaningful reading skills for Improving biological literacy in primary School (2018).

Textbooks: Methodology of science teaching (2020), Information technology in formative assessment (2018)

The teaching staff involved in the mathematics module are experienced educators of pre-service mathematics teacher of the UL who have been actively involved in the development of *Skola2030* ideas and professional development of teachers, as well as in the review of mathematics teaching materials. The teaching staff of the mathematics domain are authors of many mathematics textbooks. One of the textbooks for both lecturers was based on the new *Skola2030* curriculum and standards (Mencis, J., Kumerdanka, A. (2022). Mathematics for Grade 4. Part 1, Riga: Zvaigzne ABC, 176 p.). They have developed a methodological material for students "Learning outcome in mathematics - skill" Riga: Academic Publishing House of the UL, 2020). The teaching staff also collaborate with the Interdisciplinary Centre for Educational Innovation of the UL and are involved in professional development of teachers and school leaders.

The language module is delivered by both full-time UL lecturers with many years of experience in language methodology courses, school practices and teachers' professional development courses, and practising language teachers. Teachers who have graduated from the "*Mācītspēks*" module

also share their practical advice at the Summer School, which is an important source of encouragement and support for new students who will start working at school in September. Elita Stikute is the author of "Didactics of Latvian Literature" and the winner of the Riga City Council Award "The Golden Pen" (2018) for creative, innovative and professional pedagogical work, as well as for her contribution to the education and upbringing of students. Sandra Kalniņa as a curriculum reviewer and Indra Odiņa as a scientific reviewer have evaluated the latest English curriculum models. Anita Auziņa and Evija Latkovska, as scientific reviewers, have evaluated the samples of national test papers for Grades 9 and 12 for the 2022/2023 school year. Dace Henrici, in parallel with her work at the UL, is the Board member of the German Language Teachers' Association, while A. Auziņa, S. Kalniņa and E. Latkovska are active Latvian English Language Teachers' Association members. Thus, they purposefully improve the understanding of the nature of a foreign language teacher's work and consciously actualize the unity of theory and practice in the study process. The language module's teaching staff regularly improve their qualifications in further education programmes.

Publications of language teachers in the University of Latvia's scientific articles - Foreign language teachers' activities to develop pupils' digital citizenship competences (2022),Preservice English teachers' time management and performance in an online course (2020), Teacher educators as participants in international projects: experiences, challenges and opportunities for the development of teacher education (2018), Analysis of the (Grammatical) language competence of Latvian pupils (2018). They have also published articles in international journals indexed in Web of Science and *Scopus* - Teacher competences for the challenges of Ggbalisation in education (2018).

Other scientific publications - Orthographic literacy of Latvian Russian-speaking pupils (2022), development of ten (10) sections for the electronic linguaculturological Latvian language dictionary (ELLVV) e-PUPA (2021-2022), the multifaceted pedagogical and public activity of Jānis Stiprais (1870-1946), a graduate of the Riga Polytechnic Institute (2021), The speech portraits of Latvian Russian-speaking pupils (2021), Playful Latvian poetry for children as a promoter of literacy (2020), Latvian Russian-speaking pupils' and students' cultural competence (2020), Changes in the teaching of native literature: the case of Latvia (2020), Possibilities of using dialect atlases in Latvian Language learning (2020), Role of digital resources in teaching contemporary Latvian Language and Literature (2019), Latvian Russian-speaking pupils' speech behaviour in argumentative texts (2019), Ludis Bērziņš (1870-1965) and his diverse scientific and pedagogical activities (2019), Echoes of the cautionary tale tradition in Latvian poetry for children in the 19th century and second half of the 20th century (2019), Children's Literature (Literature) National Encyclopedia Latvia (2019), The work of the scientist and pedagogue Kārlis Kārkliņš (1888-1961) for Latvian society (2018), Former students of Riga Polytechnic and Riga Polytechnic Institute (1862-1919) - literary figures (2018), Cautionary tales in children and youth literature (2018), Peaks of Latvian children's literature (2018).

Textbooks and methodological tools: Culture in art, art in culture. The domain of teacher education:

Cultural awareness and self-expression in art (2020), Russian (native, first) language learning in Latvian schools [monograph] (2018), Latvian Russian-speaking pupils' linguistic competence (2018), Improving pupils' general education skills using interactive technologies in literature (2018), Guidance for teachers (2018), Recommendations for behaviour and interaction in the classroom (2018).

Conference Proceedings: Didactics of literature and literature as a school subject through times (2021).

Knowledgeable, experienced UL lecturers and external teachers are involved in the implementation of the Social and Civic module. The teaching staff of the domain have many years of experience in

the education of future teachers both at the UL FEPA and at the Adult Pedagogical Education Centre. The external teachers are experienced teachers and practitioners - a social studies and history teacher from the international school *Exypery and* a history teacher from Riga Teika Secondary School, who writes and publishes history books and is an expert of the *School 2030* working group. The head of the module has an internship at Ogre State Gymnasium.

Publications in international peer-reviewed journals: The importance of improving posture in secondary school pupils (2020), Sarcopenia, diet, physical activity and obesity in European middle-aged and senior adults (2020), Sports teacher's activities in the Centre of children and young adults' leisure time in the Republic of Latvia (2019).

The head of the Health and Physical Activity module is a full-time UL lecturer, an expert in the education reform project *Skola2030*, and a developer of normative documents, sample programmes and methodological tools in this field. Other lecturers and PhD students working at the University are also involved in the implementation of the module. The teaching staff regularly improve their qualifications in continuing education programmes. During the Summer school, practising sports teachers are involved, thus ensuring a direct link with the school environment.

Publications of the teaching staff in international journals indexed in *Scopus, Web of Science, Google Scholar* on current topics in sport and sport education - Dual career of athletes in Europe (2022, 2021a, b), Mentoring in dual career in sport (2021), Physical activity of European citizens (2021), Analysis and use of physical tests in training of football players of different ages (2018), Football lessons in a comprehensive school (2018).

The teaching staff of the Design and technology domain are actively involved in organising various Olympiads in their field and in cooperation with schools. Publications of the teaching staff of the Design and Technology module are in the University of Latvia's scientific articles - Different aspects of education and learning systems to ensure high achievement for Grade 4 pupils and 15 year olds (2022), Design Thinking: logic or creativity (2022), Freehand sketching as part of the curriculum in Latvia 1920-1940 (2022), The impact of financial literacy factors on financial literacy achievement of Latvian pupils (2021), Understanding the design process in teacher education (2021), Latvia in the TIMSS 2019 International Trends in Mathematics and Science Education Study. First results. (2020), Quality of Home Economics and Technology. Opinions of Home Economics and Technology Teachers (2019), Latvian public opinion on the quality of Home Economics and Technology (2018). There are publications in international journals indexed in *Web of Science and Scopus* - PISA 2012 and PISA 2018 Financial literacy achievement trends in Latvia (2022), The relationship between student civic engagement and school bullying (2021), Centres of Educational Excellence in Latvia (2019), OECD PISA 2018 Financial literacy assessment of Latvian students (2020), Financial literacy assessment problem items for Latvian students (2020), Development of financial literacy in Latvian students (2018), The role of principals in managing financial education (2018), Craft and Home Economics studies abroad: differences identified by students and recommendations for teacher education in Latvia (2018), Assessment of the creativity of textile craftsmanship in Latvian pupils' competition (2018). Textbooks - Nutrition: health, culture, design (2021), Material processing technology: sewing and teaching methodology (2021).

Pedagogical (Educational) psychology is taught by Liena Hačatrjana, assistant professor and researcher at the UL, who holds a PhD in psychology and has so far conducted several studies on pupils' general skills (especially problem-solving skills, self-directed learning skills), cognitive abilities, achievement and related topics, thus specialising in interdisciplinary research where the science of psychology can contribute to the field of education. She has worked as an expert in the *Skola2030* project on defining transversal skills and development approaches, and has worked with a team on diagnostic work focusing on assessing problem-solving skills in an interdisciplinary way.

Publications of the teaching staff of the Professional Activity of Teacher course and the Pedagogical (Educational) Psychology course in scientific articles of the University of Latvia: Understanding academic integrity in primary schools (2022), Data on pupils' skills and academic achievements assessed during Covid-19 show risks of inequality (2022), Subjective perception of literary work to promote understanding of the text in Grade 5. (2022), Flexibility of the solution change: a problem-solving indicator that predicted Grade 9 pupils' learning achievement during remote learning, alongside reasoning ability and parent education (2022), Longitudinal data on high school students' grades during the Covid-19 pandemic in relation to their skills (2022), Distance learning and Covid-19 from pupils' perspective: do they have the skills to cope with an unprecedented situation? (2021), Implementing student-centred learning principles in a Master's degree programme: exploration of academic staff's experience (2021), Pupils' self-management and problem-solving skills, motivation and routines as a solution for secondary school pupils during the COVID-19 pandemic (2021), Learning national identity outside a national state (mid-1940s to mid-1970s) (2020), Teacher's image in Latvian primary school textbooks (2020), and international journals indexed in *Web of Science*, *ERIH+ and Scopus*: School leaders' competences in current Latvian educational terminology (2022), Experience of the female teaching staff in Covid-19 (2022), Women and pedagogical practice after March 2020: how did technology help women researchers during the crisis? (2022), Self-assessment of pre-school child's professional competence (2022), Needs analysis for the inclusion of sustainable financial competences in professional business education in the Baltic region (2022), Large-scale online learning supported by smart devices in the post-pandemic era (2022), Differentiation in foreign language classes (2022), Preservice teachers' experience of peer learning in the work environment (2022), Using current cultural events to shape attitudes in Latvian language teaching in secondary school (2022), Discourse on innovations in English language teaching in China from the perspective of Artificial Intelligence (2021), Mentoring for teacher education in the work environment (2021), Feasibility study of a teacher professional development programme for character education in Latvia (2021), The advantages and disadvantages of inclusive education from the perspective of preservice teachers (2021), Self-assessment of digital skills of career education specialists during delivery of remote services (2021), Active learning methods in studies: students' views and experience (2021), Self-assessment of teacher education students in the COVID-19 crisis (2021), Modern teaching methods in higher education from the perspective of students and academic staff (2021), "Solemn as the Kremlin"? Teachers' emotions in Soviet classroom photos (2021), Definition of Latvian identity in the alphabet published in Western and Soviet Latvia (2021), Students' readiness to implement inclusive education in preschool educational institutions (2020), Exploring visual sources: the teacher's image (2019), Support team for children with special needs in Latvian schools (2019), Using technology to teach meaningfully different age groups (2019), Interdisciplinarity in pupils' cognitive activity in Latvian language classes (2019), Support measures for children with special needs in a Latvian comprehensive school: implementation and evaluation (2018), The control of teacher's body image under authoritarianism: the case of Soviet Latvia (1953-1984) (2018), The importance of cultural capital in the 21st century teacher education in Latvia (2018), A tool for research: meaningful assessment in distance education (2018), Exploring teacher practice in implementation (2018).

Textbooks: Professional Activity of Teacher (2020), Modern Learning Environment for Active Student Involvement (2020), Innovative Teaching in Higher Education. Handbook for academic staff of higher education institutions (2019).

Between 2020 and 2023, four study programme staff members have developed their professional skills through internships in schools. During their internships, the teachers gained a deeper understanding of the planning, implementation and results of the first phase of the competence approach. New insights were also gained for enriching the content of the studies.

The teaching staff of the programme continue to be active in international projects, as well as writing and submitting new projects directly related to teacher education, such as the Erasmus+ Teacher Academy (lead partner Haaga-Helia University in Finland).

The teaching staff participate in various research projects and conferences, such as the conference of Rezekne Academy of Technologies "*Society. Integration. Education*" in 2021, 7 staff members participated, in 2022 - 3; 10 teaching staff members participated in the 79th International Conference of the University of Latvia; one member participated in the ECER 2021 conference "*Education and Society: expectations, prescriptions, reconciliations*", one - in "*The International Scientific Conference Rural Environment. Education. Personality (*REEP)", one member participated in the International Native Language Remote Conference "*Native Language in Education in the 21st Century: Baltic Region Experience*" 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 - in the *ATEE Spring Conference*; as well as in other international conferences in Latvia and abroad.

In general, the teaching staff have participated in a number of studies related to the specific study programme, for example, the Latvian Language Agency study "Attitudes towards the Latvian language and its teaching process" (2017-2020), the international scientific *ETAP* project on moral education; the study funded by the Latvian Council of Sciences "Investigation of the suitability and feasibility of digital curriculum for moral education of pupils in Latvian educational institutions (from 5 to 15 years of age)"; *Horizon2020* project "Spatial thinking in STEM learning: increasing enrolment and gender balance in STEM learning by addressing deficits in spatial ability among children in Europe", the creative project "Religious Text as Contemporary Environmental Object". The findings of the research are being integrated in study courses, thus positively influencing the quality of the curriculum.

In integrated learning domains, such as Cultural awareness and self-expression in the arts and Technology education, the artistic creativity of the teaching staff themselves is also important, and five teaching staff members carry it out. The teaching staff of the Cultural awareness and self-expression in the arts domain cooperate with the *European Network of Observatories in the Field 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.

In 2020/2021, six members of the teaching staff have developed innovative study materials in development project "*Development of Innovative Study Materials for New Study Programmes in the Field of Education, Pedagogy and Sport*" of the UL FEPA, which have been placed in the Moodle environment and are available to the students of the programme.

Two teaching staff members continued their activities in the development of the curriculum of the ESF project No 8.3.1.1/16/I/002 "Competence-based approach to the curriculum".

The teaching staff of the study programme improve their English language skills in the continuing education programme "Professional English Language Enhancement Course for Academic Staff " of the Centre of Applied Linguistics of the Faculty of Humanities of the UL, obtaining C1 (three teachers) and B2 (10 teachers) and B1 (6 teachers) certificates.

The teaching staff actively participate in courses offered by the University of Latvia, for example, "Public speaking", "E-study environment - Moodle", "Skills of research work and publishing", "Digital media literacy", "Development of digital skills", "Development of academic staff's competences in leadership", as well as in other seminars and courses, for example, methodological seminars of the Latvian Language and Literature Teachers Association, "Riga TechGirls", etc.

A deep understanding of the concepts and regularities of the field of educational sciences confirms the purposeful scientific activity and expert status of the teaching staff. Educational institutions and international projects regularly test theoretical knowledge in practice, utilising innovative teaching methods and technologies in the learning process. The contribution of the teaching staff in the development of teaching content and methodology, as well as practical experience in organising and managing projects related to the specific field of study, confirms the ability to theoretically justify and practically implement the planning, implementation, and evaluation of the teaching process. The experience of teaching staff during internships or working at school allows for effective planning, implementation, and evaluation of the teaching process using innovative teaching methods and technologies. These skills correspond to the objectives of the study program regarding the quality of the learning process. The participation of teaching staff in projects related to their field of study, the development and management of professional competence development programs for teachers, and the active improvement of their professional competence in Latvia and abroad ensure a deep understanding of the content of the field of study and the development trends of teaching methodology. Teaching staff publications and participation in international projects on inclusive education illustrate the ability to plan an inclusive learning process that meets the diverse needs of students and promotes their achievements, reflecting the competence of the faculty to achieve this curriculum outcome. Participation in professional competence development events, where the latest educational innovations are learned, shows the ability to critically analyze and use information necessary for improving the pedagogical process and evaluating the performance of students. The faculty's ability to adapt the learning process to the individual needs and life situations of the students, using practical examples and innovative learning methods, contributes to the achievement of the goals and results of the program.

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

The study programme has engaged 41 teaching staff from 2020 to 2023. The commitment of the teaching staff depends on the presence or absence of students in one of the fields of study offered.

As three students in the academic year 2021/2022 and two students in the academic year 2022/2023 opted to study Methodology of Russian as a Foreign Language, a new lecturer - a Russian as a Foreign Language Specialist - was attracted to the study programme. The new lecturer has been highly appreciated by the students both years for the quality of the prepared and conducted lectures and for the valuable recommendations for the improvement of the teaching practice.

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

(if applicable).

Not applicable.

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

Not applicable

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

The programme employs 41 lecturers, with a total academic workload of 2654 hours.

The number of active students is 62, i.e. 1.51 students per lecturer or 23.36 students per full-time equivalent.

Regular meetings and workshops are organised for all members of the teaching staff involved in the programme, e.g. in June (remotely in *MS Teams* and in July in person before the Summer intensive studies), where the study courses, the chosen methods, the opinions of students and approbation experts are analysed, resulting in continuous improvement of the study process. In October and January, the teaching staff and the students are invited to the introductory conference of the teaching practice, where they discuss the current issues of the practice, lesson observation and assessment of the practice.

All courses in the study programme are taught by the teaching staff with experience of working in a school, vocational education or special interest education institution.

Teachers from Latvian schools are regularly invited to share their experience in the study process.

The programme director, who has access to the student surveys in aggregate form, discusses with the teaching staff twice a year any necessary changes in the course content, organisation or the possibility of changing the teaching staff. In the future, it is planned to take into account the students' evaluation of courses and the programme when making decisions aimed at the development of the study programme.

In the Technology education domain, students have the opportunity to make suggestions, and an individual approach is implemented in the classroom. A focus group discussion was organised with students, employers, lecturers, in which students, employers, experts and lecturers expressed their

views on the studies and made suggestions, which were considered in the improvement of the content in the course "The Content of Technology Education". For example, students pointed out that too few lessons were devoted to the acquisition of assessment skills and that more emphasis should be placed on the acquisition of planning skills.

Science teaching staff meet regularly with each other, both remotely and in person. During the meetings, they talk about current issues and discuss how to improve the content and implementation of the courses. Discussions are also held with students to obtain their views on the study process. Interestingly, the students' expectations (for the academic years 2021-2023) are different. If during the first two years of the study programme the main focus was on the acquisition of learning methods, then in the final year students are more oriented towards learning how to design tests and how to define assessment criteria.

Mathematics teaching staff regularly plan, reflect on and evaluate the relevance of the study course to students' needs and they analyse the results. Students appreciate the content of the course, stating that the methodology classes are the most valuable, but too few for students to master all the important mathematical issues. This is clearly stated by students in all surveys when they ask for additional seminars on topical issues related to the teaching of mathematics. Partly this request is fulfilled by planning additional talks both during the practice and during the work on the final thesis. Good cooperation has developed with science teaching staff, with joint planning of methodological content, targeted organisation of joint sessions for all STEM subject teachers.

From the first year of the study programme, the Language module staff have been active initiators of collegial meetings to discuss current issues, especially during the teaching practice, and to agree on a common and clear approach to the evaluation of students' practice materials and final practice reports. The results of student surveys are evaluated and taken into account in the development of a meaningful Summer school programme, the improvement of course content and the organisation of the study process. Students openly express their suggestions for improving the language module and the process of the teaching practice in discussions with the UL teaching staff and practice mentors.

The teaching staff of the Social and civic education domain communicate with each other; discuss how students, they are responsible for, are coping with pedagogical and methodological challenges in the practice. Each year, they review what should be offered at the Summer school based on the students’ needs. Students' expectations have changed over the years, as at the beginning more explanations were asked specifically about methodology, now more about planning and assessment.

The teaching staff of the Health and physical activity domain regularly meet with each other, both remotely and in person. The meetings are used to discuss topical issues and to discuss how to improve the content and implementation of the study courses. Students are also involved in the evaluation process and welcome the opportunity to participate in practical-methodological study courses in other sports programmes, thus improving their professional skills.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	22_6_OLPSP_Skolotajs_Teacher_diploma paraugs_Sample_diploma transcript_LV_EN.docx	22_6_OLPSP_Skolotajs_Teacher_diploma paraugs_Sample_diploma transcript_LV_EN.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	24_6_SLSP_Teacher_Statistics on students enrolled in the reporting period.docx	24_6_OLPSP_Skolotajs_Statistikas dati par studējosajiem (3).docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	25_6_Compliance of the second level professional higher education study programme "Teacher" with the academic education standard.docx	25_6_OLPSP_Skolotajs_atbilstiba valsts standartam (1).docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	Annex_26_6_2level SP_Teacher_relevance of the qualification to the professional standard.docx	26_6_OLPSP_Skolotajs_atbikstiba profesijas standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Annex 27. Compliance with regulations.docx	27.pielikums Atbilstiba_nozares_regulejumiem.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	28_6_OLPSP_S_kartejums_mapping.xlsx	28_6_OLPSP_S_kartejums_mapping.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	29_6_OLPSP_S_plans_Plan (1).docx	29_6_OLPSP_S_plans_Plan.docx
Descriptions of the study courses/ modules	Course descriptions_EN.docx	Studiju kursu apraksti_LV.docx
Description of the organisation of the internship of the students (if applicable)	Annex_31_OLPSP_Description of the organisation of students_practice.docx	31_OLPSP_Skolotajs_prakses organizacijas apraksts.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Preschool Teacher (41141)

Study field	*Education and Pedagogy*
ProcedureStudyProgram.Name	*Preschool Teacher*
Education classification code	*41141*
Type of the study programme	*First level professional higher education study programme*
Name of the study programme director	*Antra*
Surname of the study programme director	*Randoha*
E-mail of the study programme director	*antra.randoha@lu.lv*
Title of the study programme director	*Dr.paed.*
Phone of the study programme director	*+37129336841*
Goal of the study programme	*To provide competitive high-quality studies based on the theory and practice of educational sciences that lead to professional qualifications, and to educate competent pre-school teachers oriented towards professional development and lifelong learning.*
Tasks of the study programme	*1. To implement an interdisciplinary approach to the professional development of future preschool teachers, ensuring the integration of the theory and practice of preschool pedagogy, psychology, and methodologies, and the openness to new and innovative trends in the field of education.* *2. To facilitate the students' ability to critically evaluate society's needs, global and local processes in preschool education and to implement their pedagogical activities accordingly.* *3. To develop students' professional competences in the planning, implementation, and evaluation of the preschool pedagogical process, focusing on the essential learning content for children, in order to develop competences (transversal skills) as a result of a child's learning.* *4. To encourage student scientific research activity directed towards innovations for improving the development of preschool children.* *5. To support students' awareness of values, creative and social development, promoting professional self-actualisation in the context of lifelong learning.*

Results of the study programme	*Knowledge:* *1. understands the most essential concepts of preschool education (value-based habits, transversal skills, message to a child, basics of literacy in learning areas) and guidelines for professional activity of a preschool teacher;* *2. justifies the choice of learning techniques, methods, and technologies to guide children's learning, according to their individual development and expected learning outcomes;* *3. understands the principles of planning and implementation of a child-centred learning process in preschool, where a child masters the basics of study areas in an integrated way through all-day play activities;* *4. knows the techniques of teacher's self-analysis, self-evaluation and self-reflection.* *Skills:* *5. logically evaluates and, in cooperation with colleagues, analyses problematic issues in preschool education, creates innovative solutions and improves own professional activity;* *6. integrating pedagogical and psychological theoretical framework in preschool pedagogical practice, implements a child-centred pedagogical process, respecting developmental potential of individual children and the expected learning outcomes, provides feedback;* *7. adapts learning content, techniques, materials, and resources to the individual needs and abilities of children, the set learning goal and learning outcomes, consistently supports the child;* *8. critically evaluates own pedagogical activity, prepares a plan for professional development in the context of lifelong learning.* *Competence:* *9. in cooperation with colleagues, creates an inclusive, intellectually stimulating, socially and emotionally safe learning environment that fosters a child's independence. Ensures the application of a child-centred approach in the practice of preschool education based on integrated knowledge and understanding of children's personal development;* *10. understands the place of his profession in a wider social context and, observing professional ethics, participates in the development of the field of preschool education;* *11. strategically improves own professional activity for the children's comprehensive development and is involved in the development planning of the educational institution.*
Final examination upon the completion of the study programme	*Defence of qualification work.*

Study programme forms

Full time studies - 2 years - latvian

Study type and form	*Full time studies*

Duration in full years	*2*
Duration in month	*0*
Language	*latvian*
Amount (CP)	*80*
Admission requirements (in English)	*Secondary education*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*-*
Qualification to be obtained (in english)	*Teacher*

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Part time studies - 2 years, 5 months - latvian

Study type and form	*Part time studies*
Duration in full years	*2*
Duration in month	*5*
Language	*latvian*
Amount (CP)	*80*
Admission requirements (in English)	*Secondary education*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*-*
Qualification to be obtained (in english)	*Teacher*

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050
Alūksne branch of University of Latvia	ALŪKSNE	PILS IELA 21, ALŪKSNE, ALŪKSNES NOVADS, LV-4301
Bauska branch of University of Latvia	BAUSKA	RĪGAS IELA 8, BAUSKA, BAUSKAS NOVADS, LV-3901
Cēsis branch of University of Latvia	CĒSIS	LIELĀ KATRĪNAS IELA 2, CĒSIS, CĒSU NOVADS, LV-4101
Jēkabpils branch of University of Latvia	JĒKABPILS	RĪGAS IELA 210A, JĒKABPILS, JĒKABPILS NOVADS, LV-5202
Kuldīga branch of University of Latvia	KULDĪGA	KALNA IELA 19, KULDĪGA, KULDĪGAS NOVADS, LV-3301
Madona branch of University of Latvia	MADONA	VALDEMĀRA BULVĀRIS 6, MADONA, MADONAS NOVADS, LV-4801
Tukums branch of University of Latvia	TUKUMS	PILS IELA 14, TUKUMS, TUKUMA NOVADS, LV-3101

3.1. Indicators Describing the Study Programme

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

There have not been any changes made.

On 17 June 2020 the University of Latvia was issued a licence No 04047-115 for the right to implement the first-level professional higher education study programme "Preschool Teacher" for obtaining professional qualification in the field of study "Education, Pedagogy and Sport" (Decision No 2020/33-L).

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

The correspondence of the short-cycle (first level) professional higher education study programme "Preschool Teacher" (Study Programme) to the study field determines its inclusion into the list of programmes related to teacher education since the definition of the study field. The title of the study programme, professional qualifications, as well as the conformity of the parameters of the study program to achieving specified programme outcomes are regulated externally the Cabinet of Ministers (Cabinet) Regulation No. 305 "Regulations on the State Professional Higher Education Standard" (of 13.06.2023)[1] on state standards of the first level professional higher education, regulation of the Cabinet of Ministers No. 322 (of 13.06.2017)[2] on the classification of education in Latvia, and the standard of the teaching profession (agreed on in the tripartite cooperation sub-council for professional education and employment on 12.06.2020)[3]. The title of the study program and the professional qualification correspond to the standard title and qualification requirements of the teaching profession.

The code of the study programme is in accordance with the Cabinet regulation No. 322 "Regulations on Latvian education classification"[4], which corresponds to the fourth qualification of the Latvian education qualification structure for the group of teacher education programmes. The volume and duration of the study programme, its parts and their scope, compulsory content, professional qualifications, basic principles and procedures of evaluation and the scope of practice, principles of implementation, etc. are governed by the Cabinet Regulation No. 305 "Regulations on the Standard of State Professional Higher Education" (13.06.2023)[5] and meet the requirements specified in the regulations.

The choice of the programme courses, their content, as well as the content of practice necessary for the professional qualification, are determined in accordance with the standard of the teaching profession[6].

The content of the study programme comprises courses of 80 CP (Cabinet regulation No. 305)[7], divided into general education courses (20 CP/30 ECTS), field-specific courses (36 CP/54 ECTS), practice (16 CP/24ECTS), and development of qualification work (8 CP/12 ECTS).

The content of the learning areas and the integrated learning methodology courses are designed according to the learning areas developed by the project "Competence approach in the learning content" ("School 2030"): language, social and civic, cultural understanding and self-expression in art, technology, natural sciences, mathematics, health and physical activities (Cabinet Regulation No. 716)[8]

The content of the programme includes a set of knowledge, skills and competences in accordance with the Level 5 knowledge, skills and competences of the European Qualifications Framework[9] and the standard of the teaching profession defined in the Latvian education classification[10].

The programme is a conceptually new quality study programme for preschool teacher education, which was developed based on the ESF project no. 8.3.1.1/16/I/002 "Competence approach in the curriculum" guidelines. Highly qualified teaching staff are involved in the implementation of the study program, who also teach in programmes at other levels (Bachelor's and Master's) and supervise practices.

Admission requirements: secondary education. Competition criteria for persons who have obtained secondary education since 2004: centralised final exams (CE) in Latvian, CE in English, French, German, or CE Russian, CE in mathematics*

(*For persons who obtained secondary education before 2008, the CE in mathematics can be replaced by the final grade in mathematics/the average grade in algebra and geometry in the secondary education document).

Competition criteria for persons who obtained secondary education before 2004, as well as those who obtained secondary education abroad, or persons with special needs: final average grade in Latvian and literature, final grade in English, French, German, or Russian, the final average grade in certain subjects mentioned on the LU homepage www.lu.lv: https://www.lu.lv/gribustudet/normativie-dokumenti/ (available in Latvian)

The duration of studies: 2 years full-time intramural studies and 2 years and 5 months part-time intramural studies.

The study programme is implemented in accordance with the principle of continuous improvement, taking into account the unity of the aims and objectives of the study programme, the needs of different forms and types of education, new developments, current events, providing appropriate teaching aids and other sources of knowledge.

The programme is financed by a state grant for full-time budget study places (20 budget places per year). Admission requirements for full-time intramural studies are related to budget places, therefore the average score is evaluated.

Part-time intramural students in Riga and branches finance their studies themselves, therefore the average grade is not calculated.

The study programme is implemented in Riga and its branches (Alūksne, Bauska, Cēsis, Jēkabpils, Madona, Kuldīga, Tukums), which provides extensive opportunities for cooperation with Latvian

municipalities, education administration, municipal and private pre-schools, as well as a unified approach to the implementation of pre-school education curriculum and guidelines.

The LU responds flexibly to the demand of municipalities in order to provide them with the necessary specialists. The development perspective of each branch is determined (1) on the one hand by the needs of the municipalities for specific specialists, the interest of the population in higher education and the offer of study programmes of the University and (2) on the other hand by the offer of the University in the broadest spectrum of higher education and lifelong learning, offering the population of the regions the opportunity to participate in research, projects, seminars or other activities of the University, where the branch serves as an educational centre that works closely with the municipalities and monitors the needs of the population.

The branches have the resources and material and technical support to implement the study programme relevant to the field of study.

[1] Regulations of the Cabinet of Ministers of June 13, 2023 No. 305. *Regulations on the State Standard of Professional Higher Education*. Available in Latvian at: https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu

[2] Cabinet of Ministers Regulations No. 322. *Regulations on the Classification of Education in Latvia*. Available in Latvian at: https://likumi.lv/ta/id/291524#piel2

[3] *Teacher Professional Standard* (agreed by the Tripartite Cooperation Sub-council of Vocational Education and Employment as of 12.06.2020). Available in Latvian at: https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf

[4] Cabinet of Ministers Regulations No. 322. *Regulations on the Classification of Education in Latvia*. Available in Latvian at: https://likumi.lv/ta/id/291524#piel2_

[5]] Regulations of the Cabinet of Ministers of June 13, 2023 No. 305. *Regulations on the State Standard of Professional Higher Education*. Available in Latvian at: https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu

[6] *Teacher Professional Standard* (agreed by the Tripartite Cooperation Sub-council of Vocational Education and Employment as of 12.06.2020). Available in Latvian at: https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf

[7] Regulations of the Cabinet of Ministers of June 13, 2023 No. 305. *Regulations on the State Standard of Professional Higher Education*. Available in Latvian at: https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu

[8] Cabinet of Ministers Regulations No. 716 (2018). *Regulations on Guidelines for State Pre-school Education and Model Pre-school Education Programmes*. Available in Latvian at https://likumi.lv/ta/id/303371-noteikumi-par-valsts-pirmsskolas-izglitibas-vadlinijam-un-pirmsskolas-izglitibas-programmu-paraugiem]

[9] Cabinet of Ministers Regulations No. 322. *Regulations on the Classification of Education in Latvia*. Available in Latvian at: https://likumi.lv/ta/id/291524#piel2

[10] *Teacher Professional Standard* (agreed by the Tripartite Cooperation Sub-council of Vocational Education and Employment as of 12.06.2020). Available in Latvian at: https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf]]

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

The study programme has been developed considering Latvia's situation and needs in preschool teacher education.

In most European countries, educational authorities have to deal with various problems related to the teaching profession, such as the ageing of teachers and their leaving the profession, as well as the declining prestige of the teaching profession.

Thus, one of the problems of Latvia's education system is a large number of teachers at pre-

retirement age in educational institutions, which is confirmed by the Economic Development Report of Latvia developed by the Ministry of Economy. It indicates that the future challenges of the labour market will be related to the ageing workforce and the lack of appropriately qualified employees in all sectors of the economy. The report indicates that the largest share of jobs is in education: the analysis of economic indicators and future employment forecast indicate a decrease in demand in the education sector. On the other hand, in the study conducted by the Association of Latvian Universities in 2012 on the contribution of universities to the national economy of Latvia, an increase in the workforce in education is predicted until 2040.

Analysing the number of young teachers in preschool educational institutions compared to 40-50-year-olds, it can be clearly seen that there is a small proportion of young preschool teachers in Latvia who could successfully advance the reforms initiated within the framework of School 2030. The data are reflected in Table 1.

Table 1. The number of teachers employed in preschool education institutions by age groups *(https://www.viis.gov.lv/dati/pedagogu-skaits-pirmsskolas-izglitibas-iestades)*

Age group	2021/2022 academic year	2020/2021 academic year	2019/2020 academic year
24 and younger	499	489	430
25 - 29	892	917	1051
30 - 34	1389	1213	1142
35 - 39	1317	1239	1160
40 - 44	1334	1281	1353
45 - 49	1652	1713	1841
50 - 54	1844	1724	1613
55 - 59	1476	1450	1465
60 - 64	1167	1101	1008
65 and older	440	372	367
From the total number, at retirement age	*823*	*711*	*690*
Total	**12010**	**11499**	**11430**

The reform in education, which affects the change in the approach to learning, is still gradually continuing. The implementation of the competence approach in the teaching content has brought attention to the competences necessary for teachers. Professional activity of teachers is based on knowledge of their subject, but the competence of teachers is characterised not only by knowledge,

but also by the ability to manage the learning process, and the acquired knowledge plays a large role in practice or during internship. These principles justify the necessity of the study programme, as students will acquire the knowledge and skills necessary for a practising teacher to be able to implement the learning process where competence is the result of the students' learning.

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

Four hundred and fifty-four (454) full-time and part-time students started their studies in the programme during the reporting period in the 2020/2021 academic year. See Tables 2 and 3 for the September 2022 data.

Table 2. Full-time student numbers

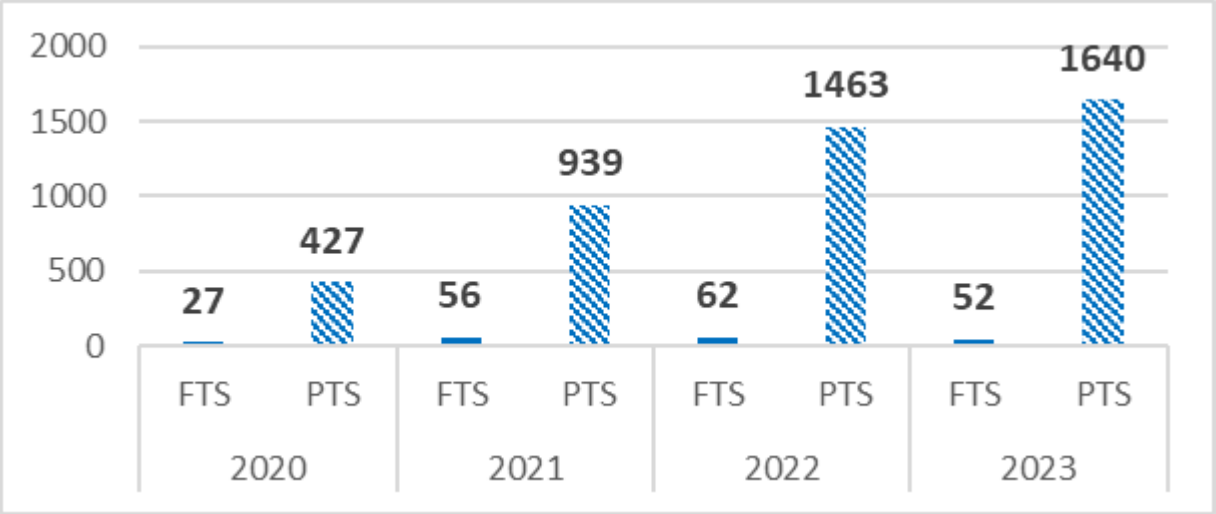
Place of studies: Riga	Year 1 (2020)	Year 2 (2021)	Year 1 (2022)	Total students
Full-time intramural	27	29	34	90

Table 3. Part-time student numbers

Place of studies	Year 1 (2020)	Year 2 (2021)	Year 3 (2022)	Total students
Part-time, intramural Riga	120	220	250	590
Part-time, Alūksne	13	20	17	50
Part-time, Bauska	40	24	45	109
Part-time, Cēsis	74	95	94	263
Part-time, Jēkabpils	28	28	37	93
Part-time, Madona	16	20	18	54
Part-time, Kuldīga	49	43	49	141
Part-time, Tukums	87	84	98	269
Total students	**427**	**534**	**608**	**1569**

Both full-time and part-time studies in Riga and regional branches are also privately funded.

In part-time studies, the largest groups have formed in Riga, Cēsis, Tukums and Kuldīga. The regional branches of Bauska, Madona, Jēkabpils and Alūksne have smaller groups of students, but the interest in studies is increasing; therefore, for example, the admission of new students was organised in Bauska in January, thus providing the opportunity for future teachers to start working in newly opened institutions.



1 Figure. The dynamics of the number of students during the reporting periodAs seen from in the figure.

During the reporting period, several students, both in Riga and in regional branches, have interrupted their studies.

Table 4. Dropout statistics

Place of studies	Number of dropouts, 2021	Number of dropouts, 2022	Number of droputs, 2023
Alūksne	3	1	2
Bauska	8	15	3
Cēsis	5	12	9
Jēkabpils	1	5	5
Kuldīga	5	12	7
Madona	1	2	1
Tukums	13	30	27
Rīga	45	82	58
Total:	**81**	**159**	**112**

There are 3 main reasons for dropping out of the programme:

- Failure to fulfil the obligations of the study agreement, which is manifested as the failure to fulfil financial obligations in time;
- Failure to fulfil the obligations of the study agreement, which is manifested in the failure to meet the programme requirements;
- Due to personal circumstances at your own will (change of workplace, change of place of residence (moving to live in another country), family growth, health problems, etc.

320 students graduated from study programs during the reporting period (see table 5).

Table 5. Number of graduates

	2022	2023
Full-time, intramural	18	2
Part-time, intramural Rīga	-	76
Part-time, Alūksne	-	13
Part-time, Bauska	-	31
Part-time, Cēsis	-	56
Part-time, Jēkabpils	-	25
Part-time, Madona	-	11
Part-time, Kuldīga	-	26
Part-time, Tukums	-	62
Total number of graduates	**18**	**302**

Graduates have the opportunity to continue their education in the Bachelor study program "Teacher of Primary Education ".

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

Not applicable

3.2. The Content of Studies and Implementation Thereof

3.2.1. Analysis of the content of the study programme. Assessment of the interrelation

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

The goal, objectives, and outcomes of the programme in terms of knowledge, skills and competence have been developed in accordance with the European Qualifications Framework[1] (EQF), Level 5 of the Latvian Qualifications Framework[2] (LQF), and professional standard "Teacher" (2020)[3]. The content of the study program has also been developed accordingly.

The content of the programme consists of courses in the scope of 80 CP (120 ECTS) (Cabinet regulation No. 305)[4]. Distribution of study courses:

- general education courses (20 CP/30 ECTS)
- field-specific courses (36 CP/54ECTS)
- practice (16 CP/24ECTS)
- development of qualification paper (8 CP/12 ECTS). See the programme planning in the appendix *Study programme plan.*

Proportion of courses in the study programme:

- Courses that ensure understanding of studies and integration of course content (General education courses) – 20 CP/30 ECTS or 25% of the total number of CP in the programme,
- Courses that ensure the acquisition of professional competencies (compulsory courses, optional courses, specific profession courses) – 36 CP/54ECTS or 45%,
- Practice – 16 CP/24ECTS or 20 %.
- State examination (Qualification paper) – 8 CP/12 ECTS or 10%,
- 40 academic hours of student workload in the programme corresponds to 1 CP.

The content of the learning areas and the integrated learning methodology courses are designed according to the learning areas developed by the project "Competence approach in the learning content" ("School 2030"): language, social and civic, cultural understanding and self-expression in art, technology, natural sciences, mathematics, health and physical activities (Cabinet Regulation No. 716) [5]. The content included in both field-specific theoretical and professional specialisation courses foresees that students master the competence to plan and implement preschool pedagogical processes for the children to acquire transversal skills.

Graduates of the study program will have the opportunity to continue their education in the professional bachelor's study program "Primary Education Teacher" by earning a bachelor's degree in education and an additional qualification in the appropriate field of education (see Figure 1). Professional bachelor's study programme "Elementary education teacher" allows the transfer of CPs, which enables students to continue studies starting from the 3rd year. When starting studies in a bachelor's study programme, students need to learn general education and field-specific theoretical courses in the volume of 12 CP. In addition, there are opportunities to study optional modules (40 CP), specifically: "Teacher of primary education (for grades 1-3)" (20 CP), "Diversity competence in inclusive education" (20 CP) or "Professional expertise in preschool methodological work" (20 CP), which significantly increases the competitiveness of graduates in the labour market.

year 1 and 2 – 78 CP
Studying in the Preschool teacher programme

Part A – 36 CP
Part B – 20 CP (including field-specific elective courses)
PRACTICE – 16 CP
QUALIFICATION PAPER – 8 CP

Year 3 and 4 - **82 CP**
Continuing studies in the professional bachelor's programme "Teacher of Primary Education"

- **General education courses 2 CP**
- **Field-specific theoretical courses 10 CP**
- **Optional specialisation modules (choice of 2) – 40 CP**

Module "Teacher of primary education (for grades 1-3)" (20 CP)
Module "Professional expertise in preschool methodological work" (20 CP)
Module "Diversity competence in inclusive education" (20 CP)

- **Elective courses – 6 CP**
- **Practice – 12 CP**
- **State examination – 12 CP**

Figure 1. ***Inclusion of the study program "Preschool teacher" in the Bachelor's study program "Teacher of Primary Education"***

The innovative potential for implementation mechanism of the programme content:

- flexible implementation of the study process in accordance with the quality requirements of the programme content and the guidelines of competence-based education, linked to the work environment, ensuring regular feedback and critical self-reflection;
- partial studying in the e-learning environment;
- interconnection of studies, practice and research, implementing the link between theory - theory approbation/practicum - practice;
- the interdisciplinary approach to the mastering of competence areas is connected with the studies and research of social, humanities, and exact sciences, providing the opportunities to access resources of all academic areas.

Types of studies: full-time intramural, part-time intramural.

In full-time and part-time intramural studies, 2 sessions are planned annually; in addition, study materials are available to students in the MOODLE environment.

In the study process, the following dimensions are taken into account for the implementation of the interaction between theory and practice to create a supportive and inclusive study environment and to ensure the quality of the learning process:

- cognitive (knowledge, theory),
- pedagogical (didactic pedagogical technologies, study process organisation),
- social (relations between interpersonal and pedagogical),
- innovative (transformation of knowledge proven in pedagogical practice and mastered skills),

- research (integration of research skills)

The implementation of the study program is ensured in accordance with the standard of the teaching profession and the results of the NCE project "Competence approach in the curriculum" related to teacher education. Some of the personnel involved in the implementation of the programme are also involved as experts and curriculum developers in the "School 2030" project. It is based on a student-centred approach and the creation of positive pedagogical relationships, involving students in the evaluation of the study process, providing feedback, and improving study programmes, while encouraging them to be independent and responsible in achieving the learning outcomes.

[1] The European Qualifications Framework. Available in Latvian at: http://www Eiropas kvalifikāciju ietvarstruktūras līmeņu apraksti (nki-latvija.lv)]

[2] Descriptions of knowledge, skills and competences complying with Latvian Qualifications Framework. Available in Latvian at: http://www.nki-latvija.lv/content/files/LKI%20limenu%20aprakstu%20tabula%202017.pdf

[3] *Teacher Professional Standard* (agreed by the Tripartite Cooperation Sub-council of Vocational Education and Employment as of 12.06.2020). Available in Latvian at https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf

[4] Regulations of the Cabinet of Ministers of June 13, 2023 No. 305. *Regulations on the State Standard of Professional Higher Education*. Available in Latvian at: https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu]

[5] *Regulations on Guidelines for State Pre-school Education and Model Pre-school Education Programmes*. Available in Latvian at https://likumi.lv/ta/id/303371-noteikumi-par-valsts-pirmsskolas-izglitibas-vadlinijam-un-pirmsskolas-izglitibas-programmu-paraugiem

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

Not applicable

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

Various methods of acquiring and consolidating knowledge are used in the studies, such as introductory lectures, interactive lectures, summary lectures, problem-oriented lectures. Practitioners, professionals from various institutions are invited to teach individual lectures of the courses in order to promote the unity of theory and practice. Practical tasks, seminars, individual, pair and group work, discussions and developing projects, study tours to industry organisations are

widely used. Employers are involved in the implementation and development of study courses (invited to conduct separate seminar classes, often classes are organised as experience exchange visits to workplaces, etc.).

Study methods: lectures, seminars, practical work (group work, discussion, role-playing, individual and pair work, case analysis, etc.) and students' independent work.

Study courses (*Play activities and interdisciplinarity, Content and learning strategies of the culture awareness and self-expression in art domain, Content and learning strategies of the language domain, Foundations of Teacher Professional Activity* etc.) s*tudent interactivity is facilitated by Quizizz, Kahoot!, which are used to test knowledge and provide feedback.*

Digital tools for presentation development Canva.com or Prezi.com. Padlet, Jamboard, Ms Teams-Whiteboard are used for seminar papers and discussions. For feedback, QRcode Monkey, Jamboard, Padlet, Mentimeter. Canva, Learningapp, Wordwall are used to create methodological materials.

The study program "Preschool teacher" and the Bachelor's study program "Teacher of Primary education" also ensure the reduction of fragmentation and the sharing of resources by the joint implementation of general education and partial theoretical study courses of the field. Examples include the content and learning approaches of the social and civic study areas, the areas of cultural understanding and self-expression in art content and learning approaches, etc., as well as joint learning of modules wherever possible. Study programme modules are offered for teachers' continuous education.

The expected learning outcomes of the study programme in the form of knowledge, skills, competence are stated in descriptions of each course, indicating the content and scope of the independent work, submitted works and participation in the study process. Students are expected to take responsibility for their studies, independent work, and implementation of practice tasks.

The choice, content, and volume of the courses, as well as the content of practice according to the qualification to be obtained, are coordinated with the standard of the teaching profession. The content of studies is divided successively into study courses and practice, which ensures the gradual acquisition of competencies. The study content is focused on the integration of theory and practical experience.

The assessment of learning outcomes is determined by the evaluation criteria and examination forms specified in the study courses. In the final examinations of the study courses, the emphasis is placed on the integration of theory into the practice of preschool education.

In the study process, multimedia technologies are used as well as study materials for successful learning of study course content. Tests and other types of assessment are available in the e-learning environment. The e-learning environment provides an opportunity to personalise the study process according to the needs and interests of each student.

In order for students to achieve their learning outcomes – to acquire and strengthen knowledge, skills and develop competence - the study process is dominated by methods in which student activity is important. In the study process, methods that promote student communication in performing study tasks, solving real industry problems, modelling situations are used.

The physical environment of the study process is also gradually changing: lecture rooms can be easily transformed for group work, individual work, and students can use digital technologies. Teachers mostly use methods that encourage students' active participation, critical thinking and reflection. The e-study environment is used in the study process and promotes independent studies. An e-study environment (Moodle) has been created for each study course, where students have access to lesson materials, task descriptions, additional study materials related to course

topics, as well as study tasks to be completed (tests, forums, seminars, conferences, etc.). All study course midterm and final exam evaluations with grade justification are recorded and available to students in the e-study environment.

The student-centred approach is followed when updating the programmes and their courses, paying special attention to the meaningful formulation of the learning outcomes, thus promoting the dialogue between lecturers and students about the study content, organisational forms and methods. On the other hand, correctly formulated learning outcomes promote students' understanding and co-responsibility for their learning, self-evaluation and understanding of the received evaluation. During the study process, the lecturers use methods, forms and criteria for assessment appropriate to the purpose of the study and the planned study outcomes.

During the study process, students receive support and feedback from lecturers. The evaluation criteria for marks are published in advance. Assessment gives the students the opportunity to demonstrate their knowledge vis-a-vis expected learning outcomes.

By observing the principles of student-centred education, student mobility is facilitated (recognition of study results). Students are involved in research initiated by the teaching staff and social activities in society, thus gaining significant experience applying what they have learned in their studies in practice. By implementing the internal quality assurance policy, study programmes are implemented in a way to encourage students to actively participate in the improvement of the study process. There are rules and procedures for submitting student proposals and resolving complaints and processing student appeals. The results of student surveys are evaluated and considered in the improvement of the study process. Students express their suggestions for the improvement of study programs and processes in discussions with lecturers and program directors.

Credit points are given for each course if a mark of at least 4 - "almost satisfactory" on a 10-point scale is received.

Special attention in the programme is paid to the courses oriented towards the learning of the methodologies of the study content areas. The evaluation includes three criteria:

- results of mid-term evaluations of the course;
- the assessment by the practice supervisor and mentor in the educational content areas;
- final assessment in the course and feedback.

At the end of the programme, students pass a state final exam - defence of the qualification paper, which is also evaluated on a 10-point scale. The state final examination commission consists of the head of the commission and at least four members. The head of the commission and at least half of the members are industry professionals or representatives of employers.

The study programme can be delivered in several branches simultaneously, on the basis that (1) the study days are different in each branch and (2) variable demand can be planned to allow flexible adaptation.

Students studying at the LU branches can use all available resources as students studying at the University of Latvia in Riga. The existing teaching and learning facilities allow to fully provide the necessary conditions for the study of the courses included in the study programme. In the study rooms there is available high-quality visual equipment - whiteboards, interactive boards, document cameras, screens, multimedia projectors, laptops, audio and video equipment. The branches have a wireless internet network that provides access to laptops, tablets, personal storage devices and smartphones. An internal fixed computer network provides communication between students, academic and administrative staff.

The branch offers students the possibility to use both the resources of the University Library (LUB)

and E-learning.

There is also a wide range of electronic resources which can be accessed from anywhere and at any time by logging in with the LUIS username.

E-learning information support is a very important resource for providing high quality learning literature in all branches. In order to ensure that the course literature is accessible to students and relevant to the number of students, the LUB PPMF library, in cooperation with the faculty of the study programmes, digitises and uploads the required course literature into the Moodle E-learning environment. This means that the core literature required for teaching does not have to be transported from library to library, but is available digitally to the extent necessary for learning the material.

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

In the implementation of the content of the study programme, the succession of courses and practices is observed. The content of the courses offered in the programme is oriented towards the acquisition of the necessary professional competencies for work in preschool education (see table 6).

Practices are planned in the amount of 16 CP/24 ECTS, which is in accordance with the regulations of the Cabinet of Ministers No. 305. They are related to study courses, which are arranged in a typical plan in full-time and part-time intramural studies.

When implementing the study process, it is important to cooperate with regional educational administrations and preschool educational institutions. The cooperation ensures not only successful practice, but also improves students' pedagogical competences, practical skills, as well as prepares them for work in a preschool educational institution through familiarising them with the preschool structure. As part of the cooperation, support is provided to students in searching for a practice placement. Considering the specifics of the field, at the beginning of the semester, heads of the preschool educational institution are contacted to find out where it is possible to implement, e.g., *early childhood pedagogical practice*, since not all preschool institutions accept children from the age of 1.6. There are educational institutions that send information about the possibility of practice at their institution for the period.

The content of study courses "*Childhood pedagogy*" and "*Psychology for teachers*" as well as other courses are created emphasising the understanding of the guidelines of the field of pedagogy and psychology. Completion of the courses builds the skills to analyse, structure the acquired knowledge, and create a link between theory and practical pedagogical activity.

The competence to solve relevant problems in preschool education in various social environments is acquired through the content included in study courses "*Organization and management of the preschool pedagogical process*", "*Psychology for teachers*", "*Education management*" and other

courses.

Study courses "*Childhood pedagogy*", "*Play activities and interdisciplinarity*" and other courses include content that creates an understanding of a child's holistic personality development and competence in the implementation of a child-centred approach in preschool education practice.

The competence to plan and implement pedagogical activity independently, purposefully and responsibly is developed in the practice, through the content of the "*Organization and management of preschool pedagogical process*" course as well as Professional specialisation courses.

To improve the knowledge, skills and competence of pedagogical and field methodology, students receive individual support during the practice from the practice mentor at the host preschool educational institution and the support of the practice supervisor at the UL.

The responsibilities of the practice mentor include:

1. to coordinate the activities of students in the educational institution;
2. to observe and analyse the student's pedagogical activity;
3. to cooperate with the student's practice supervisor providing information about what was observed in the pedagogical process, the recommendations given, the student's knowledge, skills and competence in the implementation of the content of the study areas, as well as growth indicators during the practice.

The responsibilities of the practice supervisor include:

1. advises students on practice issues and provides support for students' pedagogical practice;
2. examines and evaluates a set of practice documents;
3. organises practice evaluation seminars and provides feedback.

Educational institutions and universities pay special attention to the successful development of pedagogical practice and to cooperation between students and teachers, as well as among students. Practice supervisors develop the content of practice tasks in cooperation with teachers - mentors.

Before the practice, the students and the practice supervisor are introduced to the practice goal, the tasks to be performed, and the practice evaluation procedure. Specific tasks are indicated in the course descriptions. They suppose the student's participation in planning and managing the preschool pedagogical process, in the final seminar of the practice, pedagogical observation, as well as reflection and evaluation of one's activity using theoretical knowledge.

Practice ensures the development of the student's knowledge, skills, and competencies in accordance with the goals of the study program and the real needs of the working environment. Students' ability to use independently the previously acquired knowledge is reflected in the realisation of the goals and tasks of the practice.

The implementation of practice goals ensures the transition from semi-independent professional activity to independent professional activity. As a result, the students' research, self-evaluation and self-reflection skills are improved, as well as the skills to analyse the learning process and obtain research data for the development of the qualification paper. Implementation of practice tasks promotes students' independence, responsibility, and skills in using the previously acquired knowledge in the professional field of preschool. Thus, it creates an understanding of the professional field, obtaining information about the specifics of the work of the preschool educational institution, the organisation of the teaching and upbringing process, as well as promoting students' skills to use independently the previously acquired knowledge.

During the practice, students develop an individual portfolio of practice materials, present and

discuss it, proving the skills of using the acquired knowledge in professional work and the ability to independently obtain, select, analyse, and critically evaluate information. After the practice, a final conference is planned, where its results are analysed, and if necessary, the content of the study courses is specified, thus providing feedback.

The evaluation of practice consists of:

- assessment of the practice defence,
- assessment of practice materials,
- characteristics and evaluation of the student's work issued by the host institution.

In the closing seminar of the practice, the student presents the results of the practice, which are evaluated by the practice supervisor. The overall evaluation of the practice consists of both the evaluation given by the practice supervisor and mentor in the host educational institution regarding the planning, management, and analysis of the daily pedagogical process, as well as the evaluation of the student's self-analysis and presentation in the final seminar. The final practice seminar also includes the exchange of students' experiences, which can be a support in the study process and an important aspect of the students' professional development.

Table 6. ***Consistency and compliance of practice content to the programme (course content and expected outcomes)***

Semester	Practice	Goal of the practice	Expected outcomes of the practice	Prior knowledge (courses)
1st sem.	Preschool education practice (2 CP)	To facilitate the understanding of the preschool educational institution as a microsystem - a place of learning, upbringing and work for children and adults and its relationship with other microsystems and society.	**Knowledge:** Describes the factors affecting children's development and the specifics of daily routine in different age groups. Understands the principles of the organisation of the pedagogical process in different preschool age groups. Understands the relationship of the preschool educational institution with other microsystems and society. **Skills:** Defines and implements own individual goal during practice. Selects methods for obtaining information. **Competence:** Able to study and analyse the environment of a preschool educational institution as a microsystem - a place of learning, upbringing and work of children and adults. Performs analysis and self-evaluation of one's pedagogical activity	Basics of a teacher's professional activity in preschool Psychology for teachers Social-emotional learning Childhood pedagogy Physiology of the child’s development, hygiene, and basics of first aid

Semester	Practice	Goal of the practice	Expected outcomes of the practice	Prior knowledge (courses)
3rd sem.	Early Childhood practice (6 CP)	To improve the skills of observing, organising and leading various activities for children of early preschool age.	**Knowledge:** Understands the specifics of the learning and upbringing process in the early childhood age group. Knows the specifics of applying pedagogical methodological approaches in managing the activities of early preschool children. Understands the specifics of children's adaptation process. **Skills:** Defines one's individual internship goal to develop professional identity as a preschool teacher. Conducts research and analysis of the environment for child development in a preschool educational institution. Researches and analyses children's development. Organises individual work with children. **Competence:** Analyses the process of interaction children, teachers and other adults in a preschool educational institution Is able to analyse and self-assess own pedagogical activity.	Basics of a teacher's professional activity in preschool Psychology for teachers Social-emotional learning Legal aspects of the pedagogical process Research in education Childhood pedagogy Physiology of the child's development, hygiene and basics of first aid Play activities and interdisciplinarity Language subject area content and learning approaches Social and civics content area and learning approaches Curriculum content and learning approaches in the arts of cultural understanding and self-expression Technology curriculum content area and learning approaches Science curriculum content area and learning approaches Mathematics content area and learning approaches Health and physical activity curriculum content area and learning approaches
4th sem.	Pedagogical practice of a preschool teacher practice (8 CP)	To implement and improve professional competence in the practice of preschool education, organising and managing the pedagogical process	**Knowledge:** Understands the specifics of planning for conducting children's organised play lessons. Understands the pedagogical principles and psychological characteristics of developing children. Understands the specifics of children's independent activities. **Skills:** Defines own individual internship goal for the development of the professional identity of a preschool teacher. Integrates educational content into preschool pedagogical process. Analyses the process of upbringing and learning in a preschool educational institution. **Competence:** Analyses the data from pedagogical observations for the development of the pedagogical-psychological characteristics of an individual child and the entire group. Implements own pedagogical methodological approach in the management of preschool children's activities and thematic events. Proposes further tasks for the development of the improvement of own professional activity, performing a constructive self-analysis of pedagogical activity.	Basics of a teacher's professional activity in preschool Psychology for teachers Social-emotional learning Inclusive education Legal aspects of the pedagogical process Research in education Childhood pedagogy Physiology of the child's development, hygiene and basics of first aid Play activities and interdisciplinarity Organisation and management of preschool pedagogical process Language subject area content and learning approaches Social and civics content area and learning approaches Curriculum content and learning approaches in the arts of cultural understanding and self-expression Technology curriculum content area and learning approaches Science curriculum content area and learning approaches Mathematics content area and learning approaches Health and physical activity curriculum content area and learning approaches

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

Not applicable

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

In cooperation with representatives of the industry and social partners (for example, the centre Dardedze), the issues, needs and problems of preschools are identified. Research topics in preschool are suggested as part of pedagogical practice by surveying preschool teachers, students, practice mentors, and administration. Analysing the recommendations of employers and students themselves, the most important areas for study are the development of transversal skills in preschool everyday life, language and speech development skills, the importance of the environment, nature in the pedagogical process, social skills, digital skills, as well as inclusive education, differentiation and opportunities for individualization, and promotion of cooperation with parents within learning areas.

In the defence of the final paper, students present the most relevant and latest information found in scientific literature and sources on the issues of the chosen research, as well as practically prove the interrelation of theory and practice. The development of the final paper is an important contribution to the realisation of the content of preschool education, as well as to addressing current problems. The results of the work can be used as examples of good practice in the study process.

Evaluations of final papers reflect not only the student's knowledge of theoretical issues, but also their professionalism in solving specific pedagogical situations. The final paper is evaluated on a 10 point scale.

Examples of successfully defended qualification paper topics include: "*Facilitating motivation for preschool children in outdoor lessons*", "*Possibilities of vocabulary enrichment for 3-4 year old children in the process of learning festival traditions in preschool*", "*Cooperation of preschool teacher, speech therapist, and parents in promoting correct sound articulation for 3-4 year old children*", "*Possibilities of using digital tools in the field of technology learning in the older preschool education group*", "*Formation of emotional response to animated films for 4-5 year old children*", "*Promoting self-directed learning in the youngest preschool stage in activities with toys*", "*Science learning areas in the nature of play as a means for 3-4-year-old children to get to know nature*", "*Methods for activating the learning of mathematics for 4-5-year-old children in the competence approach in the curriculum*", "*Promoting the civic participation of 4-5-year-old children in celebrating national holidays in preschool*", "*Promoting self-directed learning for 3-4 year-old children in a group environment*", "*Preschool and family cooperation in promoting social adaptation of 1.5-3-year-old children*", *etc.*

These examples show multifaceted research interests of students and their high motivation to get involved in the preschool pedagogical process.

The author's report of the final paper (logical structure of the presentation; visual, technical quality of the presentation; presentation culture, skills, language; answers to questions; excellence, relevance, contribution to practice in the field).

Students' work was evaluated in a variety of ways, which reflects the objective application of the evaluation criteria and the high expectations for the final work.

Case study of the Tukums branch group: 31 final theses defended.

The grade 10 (excellent) was awarded to 5 students, the grade 9 (excellent) to 10 students, the grade 8 (very good) to 8 students, the grade 7 (good) to 5 students and the grade 6 (almost good) to 3 students.

5 students received the Rector's Recognition for their excellent final theses on the following topics: Promotion of crawling skills of 1.5-3 year old children in the pre-school day, Promotion of imagination development of 4-5 year old children in the process of learning literary works, Promotion of vocabulary acquisition of 1.5-2 year old children by familiarising with natural processes in the environment, Development of child's self-confidence in 3-5 year old children in pre-school, Development of listening skills of 4-5 year old children in the pedagogical process.

3.3. Resources and Provision of the Study Programme

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

The material and technical base of the study program is made up of the material and technical support of the Faculty of Education, Psychology and Art of the UL (hereinafter referred to as (FEPA). All lecture rooms are equipped with computers and multi-projection equipment, ten classrooms are also equipped with interactive screens or interactive whiteboards and/or document cameras. From the lecture rooms, the possibility to connect to MS Teams or other remote access programme is provided using portable computers, thus providing the opportunities for remote study process. To ensure the remote streaming of lectures, two lecture rooms are equipped with video recording and streaming technology, with movable video cameras providing video/audio tracking of the instructor. Additionally in 2021, 10 mobile wide-angle video cameras with microphones were purchased, which provide the opportunity to film and stream lectures from the classrooms, and a 360-degree camera with a microphone was purchased for online streaming of lectures, seminars, meetings, or discussions. Every year, the faculty renews computer equipment and gradually switches to the use of portable computers, enabling both on-site and remote work. For example, the faculty purchased 60 portable computers in 2021. During the reporting period, several lecture halls have been equipped with new, modern furniture and equipment, 3D printers and various types of robotics kits, as well as drones, providing a modern learning environment and technology. In 2022, a lecture room with virtual reality technical equipment was also installed in the faculty.

On working days (Monday - Saturday), computer specialists are on duty at the premises to provide

technical support to the teaching staff and students.

Students are also provided with an E-learning environment (Moodle), which gives them access to learning materials and information at home, as well as the opportunity to contact teachers.

Study courses (*Play activities and interdisciplinarity, Content and learning strategies of the culture awareness and self-expression in art domain, Content and learning strategies of the language domain, Foundations of Teacher Professional Activity* etc.) s*tudent interactivity is facilitated by Quizizz, Kahoot!, which are used to test knowledge and provide feedback.*

Digital tools for presentation development Canva.com or Prezi.com. Padlet, Jamboard, Ms Teams-Whiteboard are used for seminar papers and discussions. For feedback, QRcode Monkey, Jamboard, Padlet, Mentimeter. Canva, Learningapp, Wordwall are used to create methodological materials.

In the faculty's library, students can develop and design study papers, process research data using the SPSS programme, print and copy the necessary materials, and familiarize themselves with final papers. Students can also download the SPSS program to their computers.

Modern material and technical support (computer programs, improved computer laboratories, the latest ICT devices, improvement of the e-learning platform, etc.), a rich library collection of databases in both Riga and UL regional branches ensure the high-quality of the Programme.

Differences in information and material-technical support between the study programme locations are not significant and do not affect the study process.

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

Not applicable

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

Programme revenues

To provide the funds necessary for the implementation of the study program, the UL uses:

- state budget grant from the Ministry of Education and Science, which in academic year 2022/2023 is set as EUR 1793 for full-time intramural studies;
- tuition fees, considering all the factors mentioned in the section "Financial provision", which for academic year 2022/2023 were:
- For full-time intramural studies EUR 1950;

- For part-time intramural studies EUR 1550;

Taking into account the above, the total budget of the study programme is expected to be **EUR 2 256 913** per year, details can be seen in table 7.

*Table 7**. Projected annual income of the programme, EUR***

Type of studies	Number of students	Tuition fee/State grant	Total revenues
Full-time (budget)	41	1793	73 513
Full-time (tuition fee)	18	1950	35 100
Part-time	491	1550	761 050
Part-time in branches	895	1550	1 387 250
Total	**1445**		**2 256 913**

Programme costs

To estimate the required financial funds, the cost of a study programme is calculated based on the methodology developed by the UL. It considers the costs of ensuring the study process described in the section "Financial support SF" and the information on the study programme's plan, the participating teaching staff, the planned number of students, and other indicators to the reliability of forecast.

Cost for a full-time intramural programme

For calculations, the student data for the 2022/2023 academic year is used - 59 students are studying in the full-time programme, as well as the existing programme plan and structure of the involved teaching staff. Considering the above, the calculated cost per student of the full-time programme is 1923 EUR per year, and the total cost of the program is 113 462 EUR per year. A detailed distribution of costs is shown in Table 8.

*Table 8. **Programme cost breakdown***

Cost item	**% of total**

Faculty costs	56 %
General personnel	9 %
Other costs	3 %
Infrastructure	5 %
Property and services	1 %
Indirect costs	26 %
TOTAL COSTS	**100 %**

Figure 1 shows the cost of the study programme as a function of the number of students and the comparison with the proposed tuition fee and state budget grant.

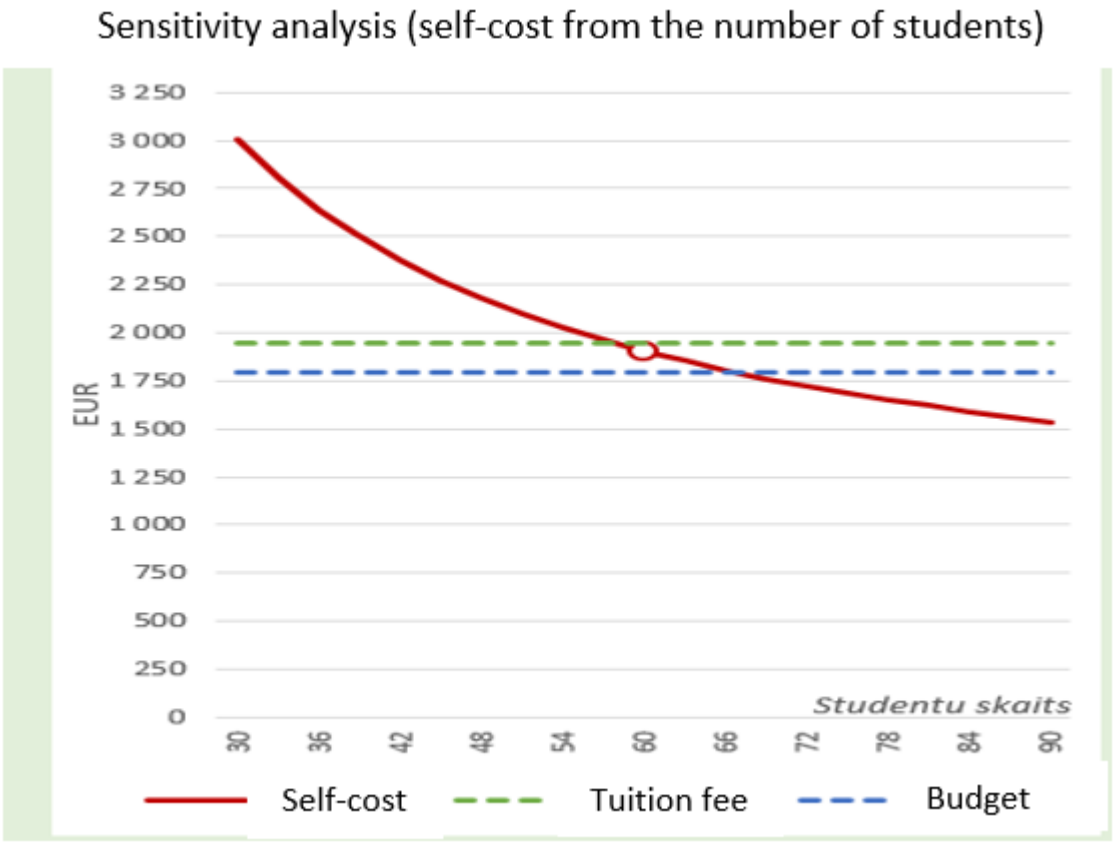


Figure 1. **Cost of the study programme as a function of the number of students**

Based on the calculation, it can be seen that in order for the program to be profitable and for students to be provided with a high-quality study process, the number of fee-paying students in the program (for all courses together) should be at least 58 (the intersection of the red (self-cost) and green (tuition fees) lines projected onto the x-axis). On the other hand, if there were only budget students in the program, then their number should reach 67.

Cost for a **part-time intramural** programme

491 part-time students are enrolled in the study programme "Preschool Teacher". With such a number of students, the estimated cost per student of the "Preschool Teacher" part-time study

program is 813 EUR per year, and the total cost of the program is 399 177 EUR per year.

A detailed percentage distribution of costs is shown in table 9.

Table 9**. *Programme cost breakdown***

Cost item	**% of total**
Faculty costs	52 %
General personnel	10 %
Other costs	6 %
Infrastructure	5 %
Property and services	1 %
Indirect costs	26 %
TOTAL COSTS	**100 %**

Figure 2 shows the cost of the study programme as a function of the number of students and the comparison with the proposed tuition fee and state budget grant.

Based on the calculation, it can be seen that for the programme to be profitable and for students to be provided with a high-quality study process, the number of fee-paying students in the program (for all courses together) should be at least 109 (the intersection of the red (self-cost) and green (tuition fees) lines projected onto the x-axis). On the other hand, if there were only budget students in the program, then their number should reach 88.

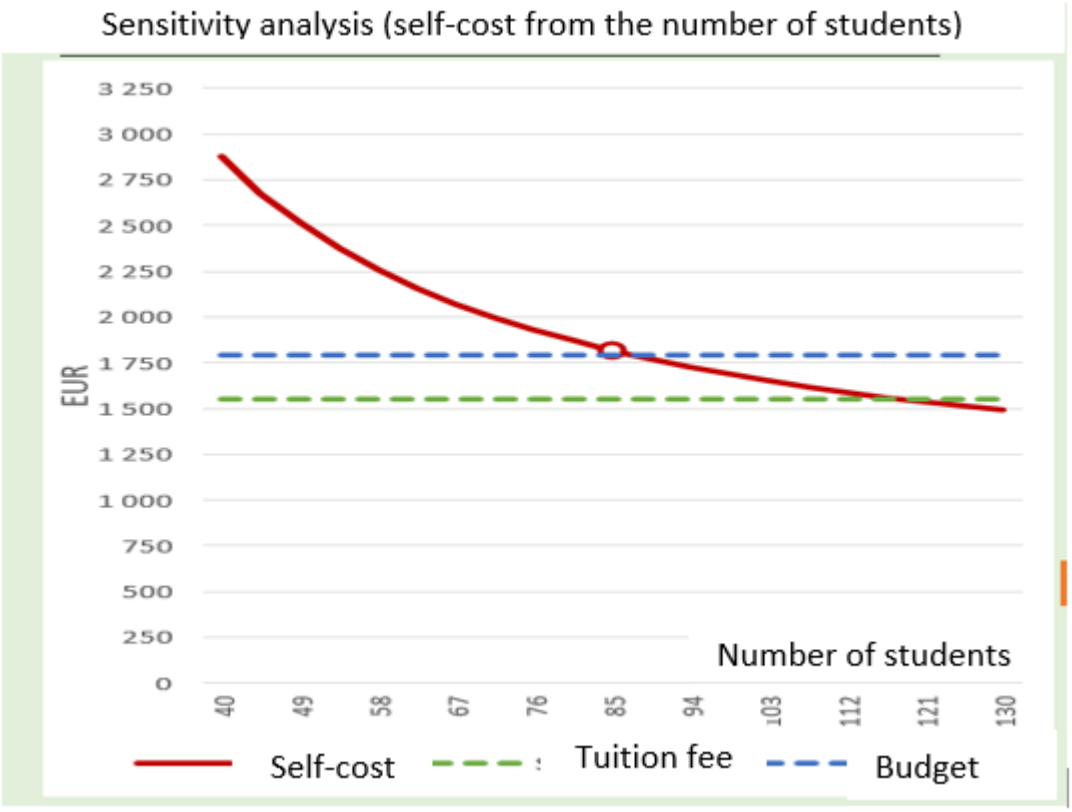


Figure 2. Cost of the study programme as a function of the number of students

Cost for a **part-time intramural** programme **in the regional branches**

895 part-time students are enrolled in the programme in regional branches.

When calculating the cost of the branches, the largest (Cēsu) branch with 226 students is taken as a basis. With this planned number of students, the estimated cost per student of the part-time study programme in the branch is EUR 1154 per year and the total cost of the programme is EUR 260 837 per year.

A detailed percentage distribution of costs is shown in table 10.

Table 10. ***Programme cost breakdown***

Cost item	**% of total**
Faculty costs	41%
General personnel	8 %
Other costs	11 %
Infrastructure	7 %
Property and services	1 %
Indirect costs	32 %
TOTAL COSTS	**100 %**

Figure 3 shows the cost of the study programme as a function of the number of students and the comparison with the proposed tuition fee and state budget grant.

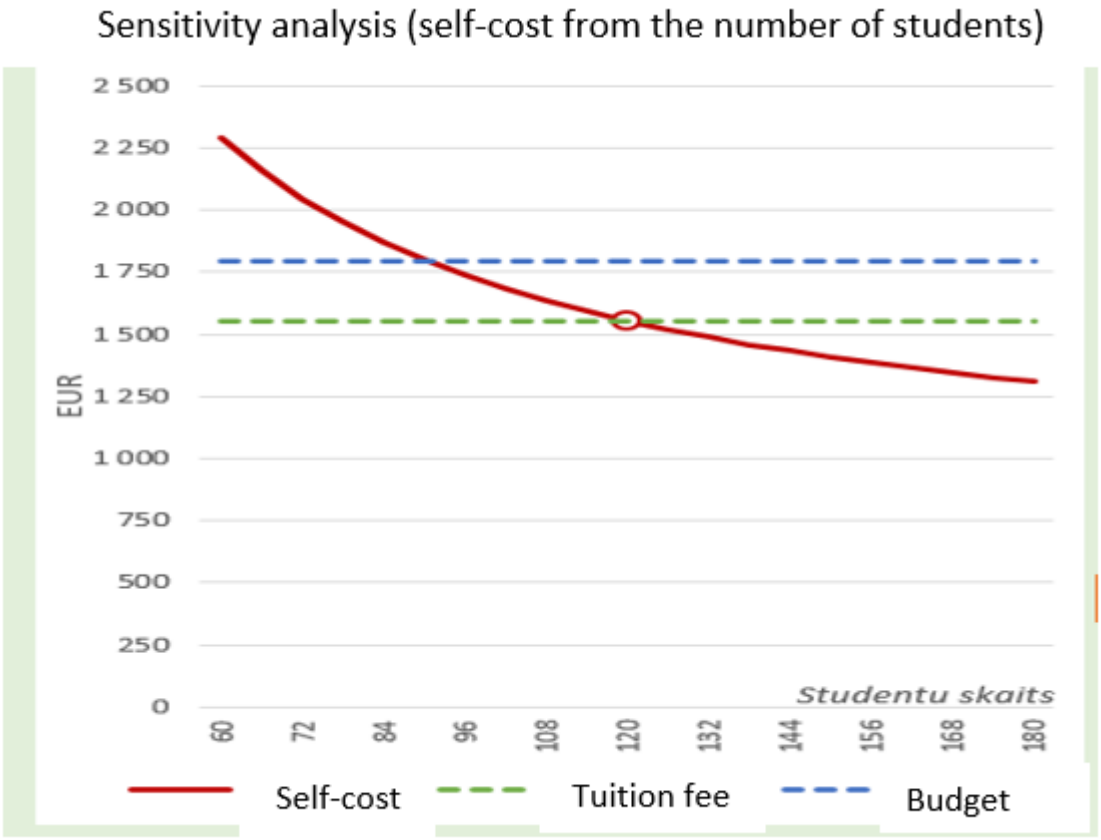


Figure 3. **Cost of the study programme "Preschool teacher" as a function of the number of students**

Based on the calculation, it can be seen that for the programme to be profitable and for students to be provided with a high-quality study process, the number of fee-paying students in the program (for all courses together) should be at least 122 (the intersection of the red (self-cost) and green (tuition fees) lines projected onto the x-axis). On the other hand, if there were only budget students in the program, then their number should reach 94.

Summary of the programme's revenues and costs

Table 11 summarises the programme's revenues as a function of student numbers, state grants, and tuition fees, and expenses for this number of students.

Table 11. ***Programme revenue forecast a year, EUR***

Type of study	Number of students	Tuition fee/state grant	Total revenues	Total costs
Full-time (budget)	41	1793	73 513	113 462
Full-time (tuition fee)	18	1950	35 100	
Part-time	491	1550	761 050	399 177

Part-time (Cēsis branch)	226	1550	350 300	260 837
Total:	**1445**		**1 219 963**	**773 476**

The data in the table clearly proves that the UL has sufficient funds to implement the programme and to ensure its further development. The faculty evaluates the tuition fees and costs every year and, considering the increase in costs, the tuition fees are revised.

3.4. Teaching Staff

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

The professionalism of the teaching staff working in the study program complies with the Law on Higher Education and Regulation No. 305 of the Cabinet of Ministers. The qualification of the teaching staff involved in the realisation of the study field is appropriate to the specifics of the study program and conditions of implementation, as well as the requirements of regulatory acts in the field of education. The teaching staff are professionals in their field of science who have proven their competence in field research and the use of e-environment in the study process, as well as participated in international projects and development of teaching aids and materials. The need not only for knowledgeable teaching staff who keep up with the latest developments in theory, but also for practitioners in the field who with the knowledge of topical issues of preschool, both at the institutional and national level, is justified by work-based studies.

The implementation of the study programme involves professionals in their areas, with practical work experience in the relevant field - mainly in those courses related to the study areas content and methodologies, practices, specific courses. Several lecturers combine their pedagogical activity with preschool, where they work as deputy heads of educational issues, methodologists, thus ensuring the unity of pedagogic theory and practice.

In the selection of the programme's academic personnel, there is a certain orientation towards innovations in the field of preschool education, linking theory and practice.

Some teaching staff have been involved in the ESF project No. 8.3.1.1/16/I/002 "Competence approach in teaching content" - in the development of the content and teaching materials of the preschool program, as well as provided courses for heads and deputy-heads of preschool educational institutions in Latvian regions.

The criteria for the selection of the teaching staff are:

1. qualifications in accordance with the requirements set by the regulations;
2. the direction/ research interests correspond to the content of the study programme/course;
3. appropriate knowledge of the national language and foreign languages.

Table 12. ***Composition of teaching staff involved in the study programme***

Indicator	2022 /2023
Number of teaching staff, including:	**33**
professors	4
associate professors	4
assistant professors	11
lecturers	11
instructors	3
Visiting professors	1
External teaching staff	6

Besides, the creative and scientific biography of the teaching staff involved in the implementation of the study programme must confirm the fulfilment of at least one of the following additional criteria:

1. professional development in the field of university didactics/teaching methodology;
2. practical experience working in a preschool (or other educational institution);
3. scientific/practical experience in school pedagogy, inclusive education;
4. participation in conferences, research projects;
5. participation in the European Social Fund project "Competence approach in curriculum";
6. creative activity in the field of art.

Ensuring the teaching staff for the study programme requires a clear orientation to innovations in the field of education, linking of theory and practice, support for work-based teacher education, to effectively stimulate the acquisition of the teacher's professional competence in the study process.

At the University of Latvia, work is focused on raising the qualifications of the teaching staff. The possibilities offered by the project No. 8.2.2.0/18/I/004 "Motivated, modern, and competitive academic staff of the University of Latvia study field "Education, pedagogy and sports"" are actively used.

In 2022, further education courses "*Teaching modules for the development of technological pedagogical skills for ensuring studies in the digital environment*" were well attended. The improvement of the qualifications of the teaching staff of the UL is carried out systematically.

The acquired knowledge is updated by the teaching staff by enriching the study process using a variety of tools for developing presentations, methodological materials (Canva, Learningapp, Wordwall), organising seminars, discussions (Padlet, Jamboard, Ms Teams-Whiteboard) and providing feedback (QRcode Monkey, Jamboard, Padlet, Mentimeter) in courses such as Content and Learning Approaches in Cultural Awareness and Self-Expression in the Arts, Content and

Learning Approaches in Social and Civic Learning, Organisation and Management of the Preschool Pedagogical Process, Pedagogy of Childhood, etc.

Teaching staff of the programme continue to actively work in various research and international projects; as well as write and submit new projects directly related to teacher education. Projects involving the teaching staff:

- Blended Learning to Increase Math Success through Robotic Applications (Erasmus+; No. 2021-1-RO01-KA220-HED-000023025)
- RbtsInMath - Developing Mathematics Achievement through Using Robotics Applications in Flipped Learning (Erasmus+; No. 2022-1-PL01-KA220-HED-000086524)
- Self-evaluation as a means of improving pre-school education (Erasmus+; No. 2020-1-CZ01-KA201-078386)
- Flipped Learning Practices to Release Maths Anxiety with the Use of Robotics (Erasmus+; No. 2020-1-TR01-KA203-092209)
- I, Citizen to Be (Erasmus + KA2, No: 2020-1-LT01- KA201-078065)
- Feasibility study for the development of a unified set of methodological tools for the assessment of children's early development needs (No. 4.1-1/18-2021)
- ERASMUS+ project “My HUB – an online repository of inclusive good practices, resources, methodologies for use in formal and non-formal education” (No. 604454-EPP-1-2018-1-LV EPPKA3-IPI-SOC-IN).
- The project of the State Cultural Capital Fund, "Annual Festival Ideas Book for Preschool".
- Erasmus+ project co-financed by the strategic partnership program “Sustainability in the Rural Areas (SITRA)” No. 2018-1- IS01-KA202-038793.
- Erasmus+ project co-financed by the strategic partnership program “Teaching learning spaces competence from early childhood education (TELESPA)” No. 2018-1-RO01-KA201-049545.
- University of Latvia, FEPA "Improving Metacognitive Skills of Future Teachers in the Study Process" project No. ZD2010/AZ22.
- Project 8.2.1.0/18/I/004 UL registration No. ESS2018/283 "University of Latvia's innovative, research-based study program of the study field "Education and pedagogy".
- Erasmus+ KA2 Project *Citizen in 31 hours* (2019-2022)
- Twinning project No. ENI/2018/395-401 (grant No. AZ/14/ENI/OT/01/17 (AZ/49), (2019-2020); Activity 1.5.

The professionalism of the teaching staff, the ability to connect scientific activity with the study process is also evidenced by research and publications carried out during the reporting period, which are summarised in the appendix “Teaching staff CV”. Most of the publications are in international scientific conference proceedings indexed in the *Web of Science* or *Scopus* databases. In terms of content, the publications cover educational sciences, as well as relate to the profile of the study process. Several lecturers have published teaching materials and books for preschool teachers in cooperation with Latvian publishing houses.

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

During the reporting period, there has been little change in the teaching staff involved in the program. Currently, 33 lecturers are involved in the study programme "Preschool teacher"

(previously 30).

Work-based studies justify the need not only for knowledgeable teaching staff who keep up with the latest developments in the field in theoretical literature, but also for practitioners who know current issues. Therefore, professionals with practical work experience in the relevant field, are also involved in the implementation of the study program - in courses linked to the content of the study areas and methodologies, practices, specific courses. Several (9) lecturers involved in the study programme combine their activity with preschool or school, where they work as teachers, deputy leaders for educational matters, methodologists, thereby ensuring a close unity of pedagogic theory and practice, as well as demonstrating examples of good practice, and organising situation analysis.

Changing and increasing the composition of the teaching staff has a positive effect on the quality of studies, because the recruited teaching staff are in close contact with preschool education, educational institutions – practitioners. This strengthens the connection of theory and practice, as well as ensures the solution for today's most pressing issues, and supplements the study process with examples of good practice.

During the reporting period, one member of the teaching staff has terminated the employment relationship, two teaching staff are currently on a long-term absence. During the reporting period, a visiting professor from the University of Chicago (Concordia University Chicago) joined the teaching staff of the programme. The professor is involved in teaching the content and learning approaches of 3 CP of the Mathematics course, which certainly broadened the horizons of the students. The cooperation with the visiting professor continues.

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

Not applicable

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

Not applicable

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

To ensure successful realisation of the learning outcomes of the study programme, UL organises activities aimed at the use of modern cooperation and communication models by the teaching staff (online cooperation networks, digital partnership, etc.). The teaching staff involved in the program meet both in person and remotely to address issues related to the study process:

- cooperation in updating study courses (at least once a year);
- the study programme offers courses with a large number of CPs (4CP, 6CP) (study courses: "Organization and management of preschool pedagogical process", "Play activities and interdisciplinarity", "Content and learning strategies of the culture awareness and self-expression in art domain", etc.). Teaching them involves several teaching staff. Every semester, during the registration week, lecturers meet to agree on study course requirements, distribution of topics, updating of independent work, exam requirements and other issues related to the teaching of a specific study course;
- The UL experience shows successful teamwork of 3-5 lecturers in the development and implementation of integrated study courses. The didactic modules of the subject areas of the study programme are created in cooperation with several lecturers and other faculties. As a result, both the pedagogical aspects and the content of the subjects are integrated, so that the future teacher acquires a holistic vision (for example, study courses: " Content and learning strategies of the culture awareness and self-expression in art domain" , "Play activities and interdisciplinarity");
- the study programme is implemented in all branches, so one study course can be taught by several teaching staff. At least once a semester, the teaching staff meets to update the content of the course, specify the organisation of independent work, requirements for their fulfilment, assessment on the e-learning platform and to share experience;
- cooperation between programme practice supervisors, updating the course of practices, the contents of the portfolio submitted by students, the uniform requirements, evaluation, the organisation of the introductory, intermediate, and final seminars.
- departmental meetings are organised regularly, where all issues related to the studies are discussed. It should be noted that each teaching staff can initiate a meeting to address some current issues, to get support, for example, in the development of a new study course or its updating.

Course update also considers the results of student surveys. Surveys are a tool for the UL to increase students’ influence on the improvement of the study process and its organisation, as well as quality assurance, which can be seen as cooperation in improving the quality of studies. The survey results are reviewed by the programme director, who has access to their aggregated form and who discusses those with the teaching staff, if it is necessary to make changes in the content or organisation of the course. Teaching staff have access to the evaluations of their courses in the ULIS system. In the future, it is also planned to consider the students' evaluation of courses and programmes when making decisions aimed at the development of the study programme.

Describing the student-faculty ratio within the study programme, at the time of preparing the

report, information on ULIS shows that the study programme has 514 students and 33 teaching staff. The student-faculty ratio was calculated using the FTE (number of students per full-time faculty member). In Riga, the average FTE for full-time and part-time attendance is 15.6.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	22_3_PLSP_PS_diploma paraugs_Sample_diploma transcript_LV_EN.docx	22_3_PLSP_PS_diploma paraugs_Sample_diploma transcript_LV_EN.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	24_3_PLPSP_Preschool_Teacher_Statistics on students enrolled in the reporting period (1).docx	24_3_PLPSP_Pirmsskolas skolotajs_Statistika par studejosajiem_PaP.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	25_3_Compliance of the study programme "Preschool Teacher" with the academic education standard.docx	25_3_PLPSP_PSP_atbilstiba valsts standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	Annex_26_3_Preschool Teacher_relevance of the qualification to the professional standard.docx	26_3_PLPSP_PS_atbilstiba profesijas standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Jauns_Conformity of the study programme with the specific regulatory enactments of the relevant sector.docx	Jauns_Studiju programmas atbilstība nozarei.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	28_3_PLPSP_Pirmsskolas skolotajs_kartejums_mapping.xlsx	28_3_PLPSP_Pirmsskolas skolotajs_kartejums_mapping.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	29_3_PLPSP_plans_Plan_1.docx	29_3_PLPSP_plans_Plan.docx
Descriptions of the study courses/ modules	ENG_Studiju_kursa_apraksti_ENG _laboti.docx	LV_Studiju_kursa_apraksti_LV_laboti.docx
Description of the organisation of the internship of the students (if applicable)	Annex_31_PLPS_PS_Description of the organisation of students_practice.docx	31_PLPS_PS_prakses organizacijas apraksts.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Teacher (42141)

Study field	*Education and Pedagogy*
ProcedureStudyProgram.Name	*Teacher*
Education classification code	*42141*
Type of the study programme	*Professional bachelor study programme*
Name of the study programme director	*Indra*
Surname of the study programme director	*Odiņa*
E-mail of the study programme director	*indra.odina@lu.lv*
Title of the study programme director	*Dr.paed.*
Phone of the study programme director	*29528472*
Goal of the study programme	*to provide locally and internationally competitive professional Bachelor's studies in teacher education, promoting the development of teacher general and professional competence in accordance with the Profession Standard "Teacher" in the student's chosen fields of study.*
Tasks of the study programme	*1. to develop the teacher professional competence at the local and international level for the performance of competitive pedagogical activities in the chosen fields of study and for the implementation of educational programmes in accordance with the requirements of the labour market;* *2. to promote students' skills in practical integration of the content of education sciences and study fields;* *3. to involve students in applied research, creating a basis for further studies in master's study programmes in Latvia and abroad;* *4. to promote the responsible, continuous and independent development of students' professional skills;* *5. to offer opportunities for students' further personal growth.*

Results of the study programme	*Knowledge* *1. understand significant concepts, regularities and specifics of the field of education sciences in the contexts of teacher's professional activity at different levels and types of education;* *2. understand the content, core competences and transversal competences of the chosen field of study;* *3. know the teaching and learning process – subject methodology, the principles of planning, teaching and assessing.* *Skills* *4. assess the learner's individual development, learning and personal development needs in order to define teaching and learning aims, define objectives and learning outcomes;* *5. choose a pedagogical approach, methodology, teaching and learning aids and resources appropriate to the implementation of the aims and the achievement of learning outcomes;* *6. evaluate the learner's learning performance and growth;* *7. in order to plan the pedagogical process, cooperate with the learner, those involved in the pedagogical process and professionals of the field.* *Competence* *8. based on the learner's individual development, learning and personal development needs, responsibly plan the pedagogical process observing the principles of planning, organising and managing the pedagogical activity, taking into account education policy and knowledge of the teaching and learning content and competences;* *9. carry out research-based and innovative activities to improve the pedagogical process;* *10. independently plan and structure one's process of studying, improve personality and professional competence and provide collegial support thus fostering their own and reciprocal further studying of their peers in accordance with the development of society, education, culture and science at the local and international levels.*
Final examination upon the completion of the study programme	*Qualification examination, Bachelor's Thesis*

Study programme forms

Full time studies - 4 years - latvian

Study type and form	*Full time studies*
Duration in full years	*4*
Duration in month	*0*
Language	*latvian*
Amount (CP)	*160*
Admission requirements (in English)	*Secondary education , entrance examination*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Professional Bachelor's degree in Teacher Education*

Qualification to be obtained (in english)	*Teacher*

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

Part time studies - 4 years, 5 months - latvian

Study type and form	*Part time studies*
Duration in full years	*4*
Duration in month	*5*
Language	*latvian*
Amount (CP)	*160*
Admission requirements (in English)	*Secondary education , entrance examination*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Professional Bachelor's degree in Teacher Education*
Qualification to be obtained (in english)	*Teacher*

Places of implementation

Place name	City	Address
University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

3.1. Indicators Describing the Study Programme

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

The study programme was licensed on 12.08.2020. The study programme was accredited for inclusion in the study field "Education and Pedagogy" on 3.08.2022.

The biggest changes in the piloting process are related to the decision not to accredit the implementation of the study programme in regional branches and the development of a new sub-programme “Social Studies Teacher” in the amount of 32 CP based on the existing licensed 82 CP sub-programme “Social Studies and History Teacher”. The students currently enrolled in the programme, and especially in part-time regular attendance, studies voiced the need for this sub-programme. By acquiring the content and methodology of this sub-programme, the students will be competent to teach social studies and history in basic school.

The decision not to implement the study programme in the regional branches is related to the insufficient number of applicants, with at least 15 students needed to open a sub-programme in a regional branch. The regional centre and branches conveyed a lot of work to promote the professional Bachelor’s study programme (PBSP) “Teacher” in their municipalities and successfully attracted applicants for full-time or part-time studies in Riga, but the groups were not large enough to make it cost-effective for a group in a regional branch. Taking into account these two years of experience and the analysis of demand, it has become clear that goal-oriented applicants choose to join full-time studies funded by the state, but the rest of applicants easily move to primary or pre-school teacher education programmes offered in regional branches.

Other changes made in the study programme since the licensing of the study programme are related to the study courses that have been changed in four sub-programmes of the PBSP “Teacher”. Thus, 2 CP study course has been added to the sub-programme “Computing Teacher”, to avoid the study course duplication resulting from a certain choice of sub-programmes. The sub-programme “Social Studies and History Teacher” has undergone changes for 14CP; the sub-programme “Natural Science Teacher (Biology or Chemistry or Geography or Physics)” has undergone changes in the amount of 21 CP, and the sub-programme “Latvian Language and Literature Teacher” – of 16 CP. The necessary changes were made based on the students’ opinions and recommendations (expressed both in a focus group discussion and in a questionnaire), as well as the analysis of the piloting experience conducted by all teachers involved in the implementation of the programme. In the sub-programme “Social Studies and History Teacher” the descriptions of two study courses have been improved, including the developed content, independent works keyed to the requirements for obtaining credit points, updated list of compulsory literature; the learning outcomes have not been changed.

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and

professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.

Correspondence of the professional Bachelor's study programme “Teacher” to the study field is determined by the fact that it has been part of the study programmes related to teacher education since the establishment of the study field. The conformity of the title of the study programme, degree to be awarded, professional qualification, as well as parameters of the study programme in achieving the results specified in the study programme are regulated externally by Cabinet of Ministers Regulations No. 305. (13.06.2003)[1] on the state standard of professional higher education, No. 322 (13.06.2017)[2] on the classification of education in Latvia, and the Teacher Professional Standard (approved by the Tripartite Cooperation Sub-council of Vocational Education and Employment as of 12.06.2020)[3].

In accordance with Cabinet of Ministers Regulations No. 322 “Regulations on the Classification of Education in Latvia”[4], the code (42141) of the professional Bachelor’s study programme “Teacher” corresponds to the sixth qualification level of the qualification structure of education in Latvia for teacher education programmes. The amount of the credit points of the study programme, the duration of its implementation, parts of the study programme, compulsory content, professional qualification, fundamental principles and procedures of assessment and the amount of study practice, its implementation principles, etc. are regulated by Cabinet of Ministers Regulations No. 305 “Regulations on the State Standard of Professional Higher Education”[5] and they comply with the requirements set out in the Regulations. The choice of the study courses of the professional Bachelor’s study programme “Teacher”, the content and amount of the study courses, as well as the content of practice in accordance with the acquired professional qualifications are determined in compliance with the Teacher Professional Standard[5].

The content of the study programme consists of study courses in the amount of 160 CP (240 ECTS) (Cabinet of Ministers Regulations No. 305)[6]: general education study courses, field theoretical study courses, teaching practice and state examinations are the common parts of the programme (72 CP (108 ECTS)), 82 CP (123 ECTS) are restrictive elective courses, and 6 KP (9 ECTS) are elective courses.

The title of the study programme and the professional qualification correspond to the title and qualification requirements of the Teacher professional standard. At the beginning of studies, a contract is concluded between the student and the University of Latvia.

The content of the Professional Bachelor’s Study Programme (PBSP) “Teacher” comprises a set of knowledge, skills and competences in accordance with the knowledge, skills and competences of Level 6 of the European Qualifications Framework[8] as specified in the Classification of the Latvian Education and the Teacher Professional Standard[9].

Secondary education is required to enrol PBSP “Teacher”. Students are admitted based on the results of centralized examinations (CE) in accordance with the Law of Higher Education Institutions. The secondary education document must contain positive assessment of the subjects of the chosen field of study (see Table 3.1.2.1). The admission conditions for the programme correspond to the aim and objectives of this study programme. Student admission takes place in accordance with a previously approved procedure and criteria, which are published on the university’s website. Persons who obtained secondary education before 2004 (not including), as

well as persons who obtained secondary education abroad, or persons with special needs will be admitted to the study programme based on certain annual grades of the secondary education document and the entrance exam.

Table 3.1.2.1. ***Admission criteria of the Professional Bachelor's Study Programme "Teacher"***

Criterion	*Criterion weight in the overall assessment*
Assessment in subjects of the chosen field of study in the document of secondary education	30%
Assessment in the centralized examinations: the Latvian language, mathematics, a foreign language [10]	20%
Entrance examination	50%

Entrance examination consists of two parts (see Table 3.1.2.2.): motivation for choosing the profession of a teacher (the written part) and motivation for choosing the profession of a teacher (the oral part – interview). Applicants are recommended to bring along or get prepared (if online) certificates (if there are any) of previous experience in pedagogical work: work in children's and youth camps, Sunday school, working as a nanny, etc.; participation in contests in local state or international contests and student scientific conferences in Latvia and doing voluntary work (taking part in youth NGO, extra-curricular activities: camps, seminars, courses, etc.). The applicant's answers are assessed whether the applicant has stated motivation for all five issues mentioned in the entrance examination and has confirmed the proficiency of the Latvian language.

Table 3.1.2.2. ***Entrance examinations of the Professional Bachelor's Study Programme "Teacher", their procedure and assessment***

Part	Description	Procedure	Assessment
1	Motivation for choosing the profession of a teacher (the written part)	Applicants must provide written answers to five questions in 30 minutes: ü The choice of the profession of a teacher. ü Assessment of one's main goals. ü Assessment of one's skills and competence. ü Social activity, experience in work with people. ü Research activity and projects.	The result is formed in a summative manner, it is possible to get **0 – 600 points.** The commission assesses whether the applicant has stated motivation for all five issues mentioned in the entrance examination and has confirmed the proficiency of the Latvian language.

2	Motivation for choosing the profession of a teacher (the oral part)	The interview takes place in groups of three applicants – 15 minutes or in certain cases individually – 7 minutes. The commission asks the applicants questions about: ü the choice of the study programme. ü previous learning experience. ü current events in education and culture. ü readiness for studies.	The result is formed in a summative manner, it is possible to get **0 – 400 points.** The applicant's answers to the questions are assessed according to the following criteria: ü professional motivation. ü understanding of the field. ü ability to express oneself. ü communication skills and quality of the speech.

! There is a special condition for enrolment in the programme – an applicant should obtain **at least 500 points** in the entrance examination.

The professional bachelor's study program "Teacher" aims to provide purposefully selected candidates with the opportunity to obtain a professional bachelor's degree in teacher education and a teacher's qualification, by learning in integrated studies the professional knowledge, skills, attitudes and competences necessary to fulfill the tasks of a teacher's professional activity in accordance with the standard of the profession "Teacher" and the studies chosen by the student content of the field in accordance with the requirements of the Latvian education reform project "School 2030" for the teacher. Creating the content of study courses in accordance with the new standard of primary and general secondary education of VISC expands the spectrum of teachers' competencies. The professional bachelor's study program "Teacher" has been developed based on ESF project no. 8.3.1.1/16/I/002 "Competence Approach in the Curriculum" guidelines.

PBSP "Teacher" in the field of education and pedagogy is essential to educate competent teachers who are able to work successfully in educational institutions and provide quality education, which is evidenced by the fact that:

The objectives and content of PBSP "Teacher" meet the requirements of the education sector and pedagogic methods. For example, it includes courses on teaching methods, psychology, curriculum and material development, teaching practice, etc. The study programme has been developed as a unified teacher education programme, with a common content of compulsory part and a fixed distribution of credit points by semester achieved through joint discussions, which allows students to combine subjects in the field of modules, if a specific module is implemented in a given year of study at a higher education institution.

In the study programme, there is a purposefully planned admission of students in teacher education study programme and a unified entrance exam, as well as a unified state exam - a qualification exam in which the teacher proves his/ her ability to perform the professional activities of a teacher in accordance with the standard of the teaching profession.

The programme ensures a close connection with the PBSP "Teacher of Elementary Education", so that the graduates of this programme can continue their studies at the PBSP "Teacher", deepening their knowledge of the content of the chosen subjects.

There are strong links among courses in the humanities, natural sciences, and social sciences to provide students with a deep and integrated educational experience in their chosen majors. Also, students have opportunities to attend additional courses on specific pedagogical methods or aspects of applied psychology.

The study programme implements an integrated approach to the development of study content in the modules, preventing fragmentation and the dominance of individual sciences, as in the new

basic education standard and secondary education standard.

The defined aim, objectives and study outcomes of the study programme are interconnected with the aims, objectives and outcomes of the study courses, as evidenced by the mapping. The expected outcomes of the study courses emphasize the acquisition of the big ideas and content formulated in the educational standards – the courses have a practical orientation, focused on learning by doing and analyzing various sources of information, improving specific skills and promoting expertise.

Students gain practice-based learning and experience, as the programme includes long-term internships in various educational institutions, where students can improve their teaching skills in a real work environment.

The study programme promotes students' job opportunities and career development after graduation. Already from the second semester, students are provided with opportunities to receive practical work experience in order to promote their inclusion in the education sector.

Feedback from current students and graduates about the programme and what results and achievements have been achieved after completing the study programme are also important. For example, "The study programme is unique because during four years, the state obtains qualified teachers who are competent and competitive to teach the acquired content of two or more subject areas at the general, optimal and highest level according to the state standard of general secondary education".

"The analysis of the rationale for relevance and the comparison of teacher education programmes in different countries confirm that there is no such identical programme with as many options as UL. As well as this is integrated programme, it is not the longest way for a future specialist to get to the labour market, because the current second option in the education of subject teachers in Latvia is the consecutive programme – the second-level higher professional education programme "Teacher", which offers to learn the profession of a teacher in a period of one year. It also results in a four-year time period: 3 plus 1 for the new specialist to get to school and only as a teacher of one subject without experience in performing the work of a classroom teacher".

Upon the completion of the Professional Bachelor's Study Programme "Teacher", a Bachelor's degree in Teacher Education and the sixth level professional qualification "Teacher" is awarded, which corresponds to the 6th level of the Latvian Qualifications Framework (LQF) and the European Qualifications Framework (EQF)[11](see Diploma supplement).

[1] Regulations of the Cabinet of Ministers of June 13, 2023 No. 305. *Regulations on the State Standard of Professional Higher Education*. Available in Latvian at: https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu "Only in Latvian".

[2] Cabinet of Ministers Regulations No. 322. *Regulations on the Classification of Education in Latvia*. Available in Latvian at: https://likumi.lv/ta/id/291524#piel2 "Only in Latvian".

[3] *Teacher Professional Standard* (agreed by the Tripartite Cooperation Sub-council of Vocational Education and Employment as of 12.06.2020). Available in Latvian at: https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf "Only in Latvian".

[4] Cabinet of Ministers Regulations No. 322. *Regulations on the Classification of Education in Latvia*. Available in Latvian at: https://likumi.lv/ta/id/291524#piel2 "Only in Latvian".

[5] *Teacher Professional Standard* (agreed by the Tripartite Cooperation Sub-council of Vocational Education and Employment as of 12.06.2020). Available in Latvian at: https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf "Only in Latvian".

[6] Regulations of the Cabinet of Ministers of June 13, 2023 No. 305. *Regulations on the State Standard of Professional Higher Education*. Available in Latvian at: https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu "Only in Latvian".

[7] Cabinet of Ministers Regulations No. 716 (2018). *Regulations on Guidelines for State Pre-school Education and Model Pre-school*

Education Programmes. Available in Latvian at https://likumi.lv/ta/id/303371-noteikumi-par-valsts-pirmsskolas-izglitibas-vadlinijam-un-pirmsskolas-izglitibas-programmu-paraugiem "Only in Latvian".

[8] Cabinet of Ministers Regulations No. 322. *Regulations on the Classification of Education in Latvia*. Available in Latvian at https://likumi.lv/ta/id/291524#piel2 "Only in Latvian".

[9] *Teacher Professional Standard* (agreed by the Tripartite Cooperation Sub-council of Vocational Education and Employment as of 12.06.2020). Available in Latvian at https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf "Only in Latvian".

[10] For persons who obtained secondary education before 2004 (not including), as well as for persons who obtained secondary education abroad or persons with special needs: a) final grade in Latvian language and literature, b) final grade in mathematics, c) final grade in a foreign language, d) annual average grade in certain subjects

[11] *Latvian Qualifications Framework*. (2017). Available at: https://www.nki-latvija.lv/en/lqf .

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

According to the informative report on mid- and long-term forecasts of the labor market, by 2030 the proportion of young people (up to 34 years old) in the labor market will be relatively small. According to existing demographic forecasts, it is expected that the population in the age group of 15-64 years will decrease by 132.1 thousand or about 10%. In the Citadele Index (2018) study, employers indicate on a lack of employees, which poses a threat to the operation of companies. It can be predicted that this is why there will be a need for specialists who can fulfill the duties of several positions at the same time. It is expected that the change of the generation of teachers will not happen rapidly, but it will be very necessary to prepare specialists to work in the future situation.

In the study conducted by the Association of Latvian Universities in 2012 on the contribution of universities to the national economy of Latvia, an increase in the workforce in the education sector is predicted until 2040.Considering that the labor market will require new knowledge and skills that the existing education system cannot fully provide, it is the education reform that will help potential employees to adapt to faster predictable changes in the labor market. The reform in education is a challenge for teachers, as it is necessary to change the paradigm of thinking, according to which, upon obtaining pedagogical education and entering the workforce, one can continue to work in this field based on acquired knowledge and skills, periodically supplementing one’s knowledge in professional development courses.

According to the data of the Teacher Survey of the International Teaching and Learning Study (TALIS), the average age of teachers in Latvia is 48 years and 51% of Latvian teachers are over 50 years old, which means that Latvia will have to replace every second teacher from the currently available teacher workforce in the next decade.

Knowledgeable and professional teachers is the basis of the development of a knowledge-rich society – one of the political principles put forward by the Latvian state.

The data of the study conducted by the Organization for Economic Cooperation and Development (OECD, 2018) show that the teaching profession was the first career choice of 74% of Latvian teachers and 67% of teachers in OECD countries, which confirms the need for an integrated approach in teacher education, offering to acquire the teaching profession already after secondary education. When answering the question about why they chose this profession, at least 93% of

Latvian teachers claimed that they chose this profession to promote children's development or contribute to the development of society.

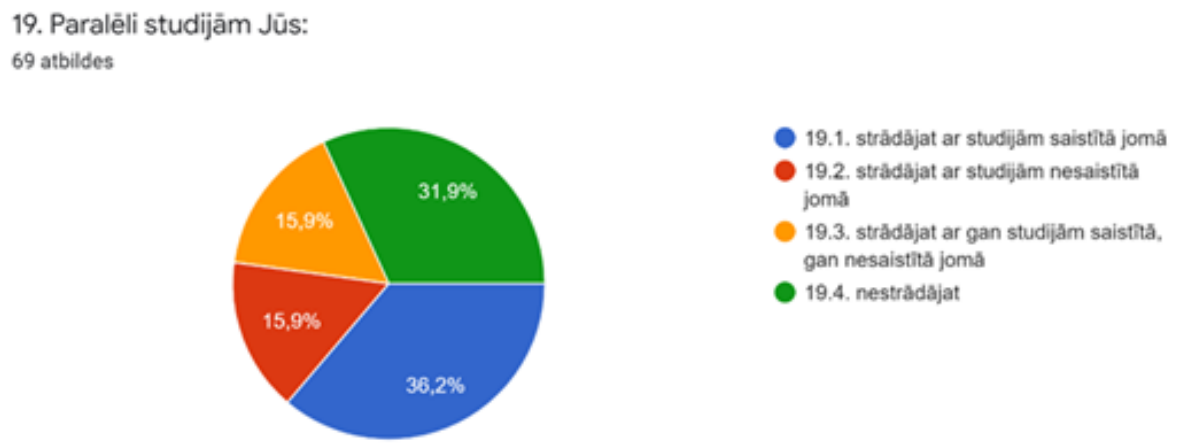
The specifics of the teachers' labor market and the dynamics of changes are related to many factors (demographic, economic, social, legal). These changes in the programme correspond to the principle of flexibility – the programme is designed in such a way that students obtain extended qualifications that will guarantee graduates full teaching load. The study programme is designed based on the competence approach and its principles to provide educational institutions with competitive and professional teachers who are ready for change. However, there are some aspects that must be taken into account: starting work at school too early, workload of students in educational institutions, teacher's salary.

187 students out of the 387 students currently studying at the PBSP "Teacher" are combining studies and work at school, which is almost half of the students – in proportion to the number of students, the most are social studies and history teachers, natural science teachers and design and technology teachers. In total, they are 119 students out of 292 full-time students and 68 out of 95 part-time students. Accordingly, specific numbers in each course (see Table 3.1.3.1).

Table 3.1.3.1. ***Number of students in PBSP "Teacher" working at school in October 2022****.*

	1st year	**2nd year**	**3rd year**	**4th year**	Total number of students
Full-time studies	23 no 97	37 no 95	28 no 57	31 no 43	119 no 292
Part-time regular studies	25 no 35	24 no 38	11 no 13	8 no 9	68 no 95
Total number of students	48 no 132	61 no 133	39 no 70	39 no 52	**187 no 387**

The number of students combining studies and work at school is growing every year. The student survey conducted in December 2020 among 54 full-time and 15 part-time students from the respective 2nd and 3rd year of the programme revealed that 25 students (36.2%) worked in a study-related field, 22 (31.9%) did not work, 11 (15.9%) worked in a field unrelated to their studies and 11 (15.9%) worked both in a study-related field and in an area not related to their studies (see Figure 3.1.3.1).



19.1. working in a study-related field

19.2. working in an area not related to the studies

19.3. working both in a study-related field and in an area not related to the studies

19.4. not working

Figure 3.1.3.1. ***Number of students in PBSP "Teacher" combining studies with work in December 2020.***

At the beginning of each school year, the demand for teachers of certain subject study fields varies, but the demand for teachers of science – natural sciences, mathematics, and technology – remains relatively high, which is also evidenced by the demand for prospective teachers in the programme. Teachers in these fields will continue to have a high level of employment, and they will be in demand in the labour market due to the growing desire of secondary school students to study computer science and engineering. Therefore, there is a need in teachers who can not only inspire but also prepare for studies. What is more, educational institutions would be able to offer secondary school optional programmes in which these subjects are studied in depth, as there would be teachers who have necessary skills and knowledge. During the implementation of programme, school principals have been particularly interested in history teachers, previously not educated at the University of Latvia. As there is a shortage of teachers, students in the relevant subjects are invited to work at school. Undeniably, it is a good solution for schools, but it is a case of crisis management, because in reality, such specialists are neither given time to become professional teachers, nor schools provide mentor support, nor save them from overwork. In their turn, prospective teachers somehow learn to deal with the situation, miss classes because of work and do not excel in the acquisition of new skills for proper work at school.

The second problem, which is particularly alarming, is the excessive workload at school, because of which at the end of their studies, young specialists are already burned out and they are neither able nor willing to continue working at school. The third issue is the salary, which might be an additional bonus during studies, but no longer enough when working full time. Continuing the analysis of the current situation in the field of education, it must be concluded that despite several hundred graduates in the field of education every year, a part of young specialists do not choose an educational institution as their place of work. The choice is due to low prestige and status of the teaching profession, the inadequate remuneration as well as the lack of professional support in educational institutions. Although the salaries of teachers are gradually increasing (according to the developed schedule of increase in teachers' salaries, the lowest rate was planned to reach 900 euros by September 2022), however, the living costs are increasing too. Nevertheless, pay rise is one of the possible factors that can encourage potential students to choose the study programme and acquire a teaching profession.

The tendency not to start working at school after graduating from the study programme can be changed only by the development of a well-considered state support programme such as a year of induction with the support of a mentor and state bonuses for new specialists.

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

The target audience of the study programme is graduates of general secondary education and

secondary vocational education institutions – at least 15 students in each subject area in full-time studies, as well as at least 10 students per group in part-time regular studies. Currently, 387 students are studying in the PBSP "Teacher", of whom 95 study part-time and 292 study full-time. Analysing the dynamics of the number of students, it can be seen that the number of students is increasing (see Table 3.1.4.1), however, the planned total number of students is still missing, which could be explained by the delay in the licensing of the study programme (the study programme was licensed on August 19, 2020), late admission, which did not allow applicants to prepare for the entrance examination, as well as Covid 19 (e.g., reduced income due to restrictions), and the slow pace of vaccination or the reluctance to get vaccinated due to which many students had chosen to take academic years or even dropped out at all. In Year 4, 43 students are currently studying in full-time and nine in part-time regular studies, who had actually enrolled in the old programme and transferred to this programme. Studies are provided in Riga. The programme was also licensed in the branches; however, the number of applicants was not sufficient to be able to open groups, so those interested were directed to part-time regular studies in Riga and, when the programme was accredited for the inclusion in the study field, the programme was not accredited in the branches.

Each module is allocated state funded places. For full-time admission in the autumn semester of 2023, they are as follows: "Social Studies and History Teacher" – 11, "Teacher of Mathematics" – 15, "Latvian Language and Literature Teacher" – 11, "Russian Language and Literature Teacher" – 11, "English Language Teacher" – 11, "German Language Teacher" – 11, "Computing Teacher" – 11, "Design and Technology Teacher" – 11, "Natural Science (Biology/ Chemistry/ Geography/ Physics) Teacher" – 16. There is no state funding for part-time studies. Unfortunately, for the second year in a row, the state-funded places in three sub-programmes have not been filled, and these programmes are "Russian Language and Literature Teacher", "German Language Teacher", and "Computing Teacher".

There are only three 4th year students in the module "German Language Teacher", and the interest has not exceeded five applicants for the last two years. Besides, it also turned out that the specifics of the conditions of the unified admission show only the results of the first priority, from which the applicant will never find out if he/she has been accepted into one of the other programmes without giving up the first priority. The most popular are the following modules: "English Language Teacher" with 121 students (51 study part-time and 64 at their own expense); "Latvian Language and Literature Teacher" with 68 students, (26 study part-time and at their own expense); "Design and Technology Teacher" with 52 students (18 study part-time); "Teacher of Mathematics" with 46 full-time students; "Social Studies and History Teacher" with 33 full-time students (currently only in the 1st, 2nd and 3rd year of studies); "Natural Science (Biology/ Chemistry/ Geography/ Physics) Teacher" with 29 full-time, all state funded students. The latter module has the highest dropout rate, which students explain by their inability to pass science study courses taught together with science specialists. However, another reason of the high dropout rate may be that more than half of all students (20) studying for the natural science teacher qualification work at school, and it is difficult to reconcile workload and full-time studies. There are 20 full-time, state-funded students in the module "Computing Teacher"; 14 full-time students (currently only 1st, 2nd and 3rd year) are in the module "Russian Language and Literature Teacher" and 3 students in the 4th year, one of whom is currently in the Erasmus + exchange programme, study in the module "German Language Teacher". The number of students in the 2022/2023 academic year is shown in Table 3.1.4.1.

Table 3.1.4.1. ***Number of students in PBSP "Teacher" at the beginning of study year 2022/2023.***

Year, study form, number of students	2022/2023 Year 1		2022/2023 Year 2		2022/2023 Year 3		2022/2023 Year 4		Total
Module	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	
English Language Teacher	24	19	19	20	14	4	13	8	121
Latvian Language and Literature Teacher	9	8	15	12	7	6	11	-	68
Design and Technology Teacher	10	8	14	6	6	3	4	1	52
Comping Teacher	9	-	6		3	-	3	-	21
German Language Teacher			-		-	-	3	-	3
Social Studies and History Teacher	13		11		9	-	-	-	33
Teacher of Mathematics	15		15		12	-	4	-	46
Russian Language and Literature Teacher	5		6		3	-	-	-	14
Natural Science Teacher Biology Teacher Physics Teacher Geography Teacher Chemistry Teacher	12 BT 6 PT 2 GT 1 CT 3		9 BT 3 PT 1 GT 3 CT 3		3 BT 1 PT 1 GT 1	-	5 BT 2 GT 1 CT 2	-	29
Total	97	35	95	38	57	13	43	9	387

The study programme has not yet had any graduates, but the trend of increasing student dropout rates between 2019 and 2022 is quite alarming. There are several possible explanations for this trend:

1) PBSP “Teacher” has been as a second choice, submitting documents and not passing the priority choice (most often a scientific branch closely related to the subject of the field) competition. After the first year of study, these students, by re-submitting documents and passing the competition, enroll in other higher education institutions or UL faculties, which are closely related to the faculties of the study subject;

2) There is a lack of motivation to continue studies, because already in the first semester of studies, subjects of two fields have to be learned, but the applicants are usually focused on only one subject and do not yet understand what is required in the working environment;

3) A large number of students work, both related to and not related to the work of a teacher (see Figure 3.1.3.1.), and this is more hours than should be optimally allowed for a student – 12 hours a week. Therefore, the independent work of study courses often takes place during free time from studies and work;

4) A stricter control of study requirements is carried out, with more careful monitoring of study break deadlines and compliance with other obligations. As a result, students who do not meet the requirements of the study programme are exmatriculated and do not appear in the statistics;

5) The restrictions caused by the Covid-19 pandemic made it difficult to link the dynamics of the number of students with the effectiveness of measures implemented to reduce student dropout. During the COVID-19 pandemic, there was a tendency for many students to take a break from their studies. The reason for this was the quality of distance studies in terms of seminars, laboratory and practical work and the opportunity to learn and practise teaching methods. As well as during the COVID-19 pandemic, the material condition of students had worsened, thus lowering the motivation to continue their studies and obtain a teacher's qualification and a bachelor's degree.

As the dynamics of enrolment is relatively positive and there is a negative trend in each subsequent year, the group buddies, module heads and programme director take the following steps to monitor the study and group "climate":

1) group buddies of each year meet online once a month, and once a week they contact students from their respective groups in WhatsApp;

2) the heads of modules organise meetings with the students from different study years of module once in two months;

3) the programme director meets online with 1st year group buddies once a month, once in two months – with the 2nd and 3rd year group buddies and once a semester with 4th year group buddies;

4) the programme director meets with the heads of the modules three times per semester;

5) the vice-dean of the faculty meets with the programme director and heads of the modules once a month;

6) the group buddies, heads of the modules, student support administrators, and the programme director meet once a semester for a focus group discussion;

7) in case of problematic situations, immediate meetings of the programme director, head of the module, lecturer and students are organised (so far there have been five such situations: in the module of Natural Sciences, in the Latvian Language and Literature module, the English language module and in the Design and Technology one);

8) every January and February student and academic staff members' surveys are organised;

9) additionally, to support students in the Natural Sciences module, the faculty pays for the work of a lecturer-tutor;

10) the programme director has an additional possibility to monitor the situation meeting with the students of the programme in the following study courses: "Foundations of Teacher Professional Activity" in the 1st year; "Teaching Practice I" in the 2nd year, "Teaching Practice II" and "Teaching Practice III" in the 3rd year, and qualification examination in the 4th year;

11) the directors of the inter-university (LU, DU, LiepU and RTA) programme meet to discuss the requirements for entrance examinations and to search for solutions in case of insufficient number of students for the implementation of the mobility between the participating higher education institutions.

Implemented and planned measures to reduce student dropout:

1. Decisions: to continue regular meetings to reveal existing problems. The heads of the modules should contact the lecturers about student attendance. Hybrid lectures and lecture recordings should be created so that students unable to attend classes in person may have the opportunity to participate in classes remotely or asynchronously. Increased attention should be paid to the organisation of the e-learning calendar. In case of problem situations, there should be organised immediate meetings with students.

2. During the entrance examination, applicants should be clearly informed about their study load in case they plan combining studies with work, and one of the criteria for receiving a scholarship could be their agreement to work only one day a week.
3. Erasmus+ programme coordinator of the faculty organizes an informative meeting on study opportunities in foreign universities;
4. Continue to take various indirect measures, such as updating the teaching staff and attracting foreign guest lecturers, which could improve the quality of studies and make them more attractive to students. Likewise, continue the work on improving the study and research infrastructure to improve the study environment for students;
5. It is necessary to organize informative campaigns and raise students' motivation so that they continue their studies and, upon graduating from the programme, enter higher level study programmes. Students could also be motivated by provided adequately paid jobs in scientific projects, but science funding in Latvia is still insufficient. In this respect, cooperation with other scientific institutions is very important, as it improves the possibility for students to develop bachelor's and master's theses while simultaneously working on scientific projects and receiving remuneration.

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

Not applicable

3.2. The Content of Studies and Implementation Thereof

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

The Professional Bachelor's Study Programme "Teacher" comprises **27 modules** in five fields of study: Natural Sciences, Mathematics, Social Science and Civic Engagement, Technology, Languages. Students can acquire the content and methodology of one or more subjects choosing them applying and enrolling in the study programme (see Table 3.2.1.1.). The content of study courses and modules is updated in accordance with the development trends of the industry, labour market and science.

Table 3.2.1.1. ***Modules of the fields of studies***

Mathematics	Social Science and Civic Engagement	Languages	Natural Sciences	Technology
Teacher of Mathematics 82 CP	Social Studies and History Teacher 82 CP	Latvian Language and Literature Teacher 82 CP	Biology Teacher 50 CP	Computing Teacher 50 CP
		Russian Language and Literature Teacher 82 CP	Teacher of Physics CP	
		English Language Teacher 50 CP	Geography Teacher 50 CP	Design and Technology Teacher 50 CP
		English Language Teacher 50 CP	Chemistry Teacher 50 CP	Computing Teacher 32 CP
Teacher of Mathematics 32 CP	Social Studies Teacher 32 CP	English Language Teacher 32 CP	Biology Teacher 32 CP	
		Russian as a Foreign Language Teacher 32 CP	Science, Physics, Geography, Chemistry Teacher 32 CP (the combination of any two subjects)	
		Latvian as a Second and Foreign Language Teacher 32 CP		Design and Technology Teacher 32 CP
		German Language Teacher 32 CP		

- The study programme enables to combine flexibly the content and teaching methods of two or more subjects when choosing one of the four fixed subject combinations of 82 CP modules (see Table 3.2.1.1.); namely, the Russian language and literature, the Latvian language and literature; mathematics; social studies and history, or by choosing one of the eight subjects of the 50 CP modules, namely the English language, biology, computing, design and technology, physics, geography, chemistry, the German language and combining it with any of the different subjects from the 32 CP modules namely, the English language, biology, computing, design and technology, Russian as a foreign language; Latvian as a state language and as a foreign language; mathematics; social studies, the German language or science, physics, geography, chemistry (any combination of two subjects). The range of options differs for full-time attendance (see Figure 3.2.1.1.) and part-time regular attendance (see Figure 3.2.1.2.).
- Upon completing one of modules, i.e., Latvian Language and Literature Teacher, Teacher of Mathematics, Russian Language and Literature Teacher, or Social Studies and History Teacher, graduates will be competent to teach the content of the module at the general, optimal and higher levels according to the National General Secondary Education Standard.
- Enrolling the modules: English Language Teacher, German Language Teacher, Computing

Teacher, Design and Technology Teacher, Biology Teacher, Teacher of Physics, Geography Teacher, Chemistry Teacher, graduates will become competent to teach the acquired content at the general, optimal and higher level in accordance with the National General Secondary Education Standard and they will have the opportunity to acquire the content and methodology of at least two subjects in one of the modules: English Language Teacher, Computing Teacher, Design and Technology Teacher, Biology Teacher, Science and Teacher of Physics, Science and Geography Teacher, Science and Chemistry Teacher, Physics and Chemistry Teacher, Geography and Physics Teacher, Chemistry and Geography Teacher, Teacher of Mathematics, Latvian Language as a State and Foreign Language Teacher, Russian Language as a Foreign Language Teacher, Social Studies Teacher, German Language Teacher, as a result, the graduates will be competent to teach the content they have acquired:

- in module: Latvian Language as a State and Foreign Language Teacher at the general and optimal level in accordance with the National General Secondary Education Standard;
- in modules: English Language Teacher, Computing Teacher, Design and Technology Teacher, German Language Teacher, Russian Language as a Foreign Language Teacher at the general level in accordance with the National General Secondary Education Standard;
- in modules: Biology Teacher, Physics and Chemistry Teacher, Geography and Physics Teacher, Chemistry and Geography Teacher, Teacher of Mathematics, Social Studies Teacher at basic education level according to the National Standard for Basic Education;
- in modules: Science and Teacher of Physics, Science and Geography Teacher, Science and Chemistry Teacher respectively the subjects of physics/ geography/ chemistry at basic education level according to the National Standard for Basic Education and the subject content of science at the general level according to the National Standard for General Secondary Education.

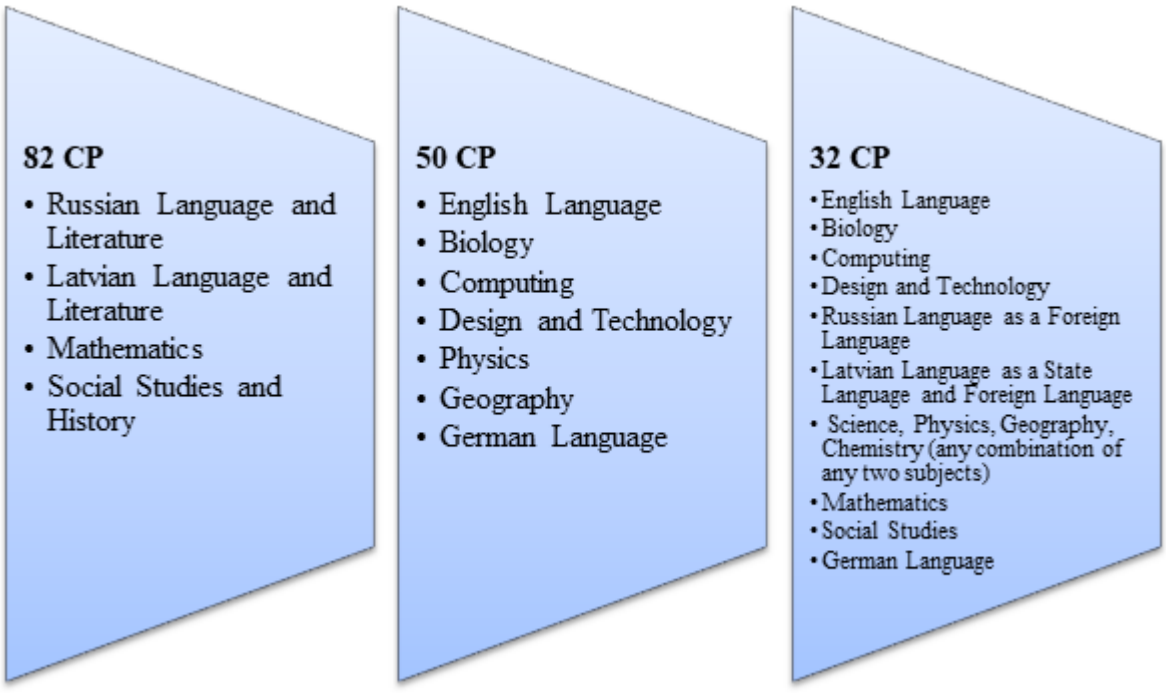


Figure 3.2.1.1. ***Choice of module content for full-time attendance students.***

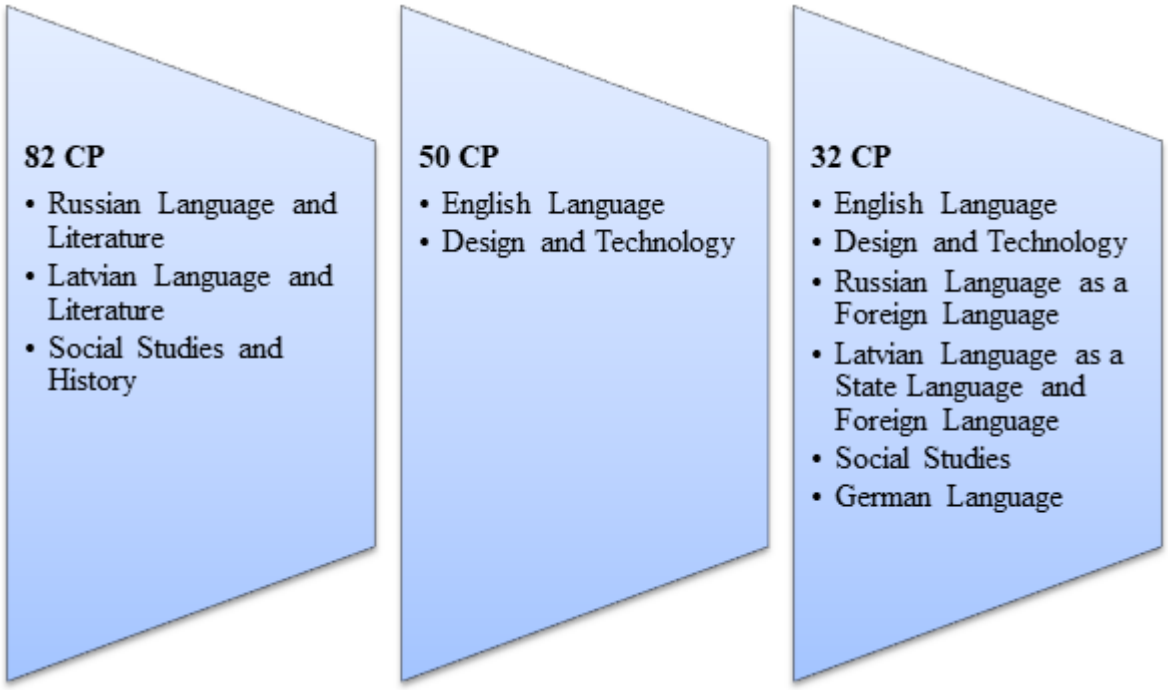


Figure 3.2.1.2. ***Choice of module content for part-time regular attendance students (provided a group of 15 students is completed).***

The content of the study programme consists of study courses in the amount of 160 CP (240 ECTS): general education study courses, field theoretical study courses, teaching practice and state examinations are the common parts of the programme (72 CP (108 ECTS)), 82 CP (123 ECTS) are restrictive elective courses, and 6 KP (9 ECTS) are elective courses.

The common part for all students in the programme is 72 CP, and it comprises:

- General education study courses (20 CP (30 ECTS)), including entrepreneurship courses for the development of professional entrepreneurship competence in the amount of six credit points: Legal Aspects of the Pedagogical Process in Education; Information Technology in Education; Education Management; State, Civil and Environmental Protection; Introduction to Education for Sustainable Development, Information Technology in Education – to facilitate the implementation of the Teacher Professional Standard in accordance with professional knowledge, skills, attitudes and competences required for the performance of professional activities;
- Field theoretical study courses – Education Science courses necessary for teacher’s work 20 CP (30 ECTS) (social-emotional learning; planning, management and evaluation of study work, offering the teacher an interdisciplinary vision in the didactics of each study field; classroom management; inclusive and special education, also including an assistant’s responsibilities thus ensuring a continuous link with the workplace environment) to ensure the acquisition of professional knowledge, development of skills, attitudes and competence necessary for performing professional tasks stated in the Teacher Professional Standard, and leading to obtain a Bachelor's degree in teacher education;
- Teaching practice (20 KP (30 ECTS)) divided into 5 parts, with each part focusing on the performance of fundamental tasks and responsibilities of professional activity as specified in the Teacher Professional Standard;
- State examinations: Bachelor's thesis (10 KP (15 ECTS)) and qualification exam (2KP (3 ECTS)).

The limited elective courses (82 CP (123 ECTS)) differ for students in the modules of the study programme. They consist of either integrated acquisition of study courses on the content and teaching and learning meth-odology of the subject of the chosen field of study, or integrated acquisition of study courses on the subjects of the chosen fields of study, which is consistently significant in the respective study semesters (see Table 3.2.1.2). It provides an opportunity for students to plan the acquisition of modules of different fields.

82 CP (123 ECTS) modules comprise 50 CP (75 ECTS) of integrated acquisition of subject content and methodology and 32 CP (48 ECTS) of the subject methodology; the ratio in 50 CP (75 ECTS) modules is 30 CP (45 ECTS) un 20 CP (30 ECTS), while in 32 CP (48 ECTS) modules – 20 CP (30 ECTS) and 12 CP (18 ECTS), respectively. (see Table 3.2.1.2).

Table 3.2.1.2. ***Study programme structure: distribution of credit points in modules.***

Semesters	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
General education study courses 20 CP (30 ECTS)	4 4		2	4		2	2	2
Field theoretical study courses – teacher training courses in Education Sciences 20 CP (30 ECTS)		6	4 2	4	4			
Teaching practice 20 CP (30 ECTS)		2			2	6	6	4
State examinations 12 CP (18 ECTS)							2	8 2
Restrictive elective courses: Subject content and methodology 82 CP: (123 ECTS):	12	12	12	12	14	10	8	2
50 CP (75 ECTS) module *32 CP (48 ECTS) module*	*8* *4*	*8* *4*	*8* *4*	*8* *4*	*8* *6*	*6* *4*	*4* *4*	*0* *2*
Elective courses 6 CP (9 ECTS)						2	2	2
Total CP	20	20	20	20	20	20	20	20

[1] Regulations of the Cabinet of Ministers of June 13, 2023 No. 305. *Regulations on the State Standard of Professional Higher Education*. Available in Latvian at: https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu

During the studies, the student develops and defends three study papers, with two of them

common to all modules (Foundations of Teacher Professional Activity and Research in Education) and one in the chosen 82 and 50 CP subject area. The study paper on the content and methodology in the chosen field is developed in 6th semester and presented at the international students' research conference self-organised by the 3rd year student organising committee in the third week of May.

The programme is completed when the student has successfully passed all the study courses provided in the programme, defended the teaching practice, as well as developed and presented their Bachelor's thesis for points and passed the qualification exam for points.

Students can choose the type of Bachelor's thesis: Bachelor's thesis – a research or Bachelor's thesis – Teacher's Portfolio. When developing a research Bachelor's thesis, students prove their professional competence as a teacher by conducting independent research on the content and methodology of the subject. The development of a Bachelor's thesis – Teacher's Portfolio is recommended for students who have experience in teaching and work in an educational institution. When developing a Bachelor's thesis – Teacher's Portfolio, students confirm their ability to perform independent professional activity. They summarise, analyse, and demonstrate the evidence of their professional competence improvement in planning, organizing, assessment and dissemination of professional experience.

The aim of the State examination – the Qualification Exam is to test the knowledge, skills and competence of the applicant for obtaining a teacher qualification in accordance with the standard requirements of the teaching profession, in order to grant or refuse to grant the qualification of teacher. Students evaluate their professional competence in accordance with the achievable results of the Professional Bachelor's study programme "Teacher" and personal SWOT (analysis of strengths and weaknesses and opportunities and threats), evaluating their performance in the teaching profession in accordance with the Teaching Profession Standard (2020).

Graduates can continue their studies in Master's study programmes, additionally acquire module study courses for the higher level, or sub-programme content in another field of study.

The content of the PBSP "Teacher" corresponds to the state professional higher education standard (Appendix 25). The content of the study programme is based on good practice of the analysis of foreign study programmes, EU-level documents on the content of study programmes in educational sciences, as well as taking into account the expectations of the employers. The mapping of the study courses included in the programme (Appendix 28) provides the evidence that the study courses ensure the achievement of the learning outcomes of the study programme and the learning outcomes of the study courses cover the learning outcomes of the study programme. The study courses in the programme are designed so that there is no duplication of their content and the courses are implemented sequentially, ensuring the continuity of the study courses and an increase in the level of complexity.

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

Not applicable.

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

The module is selected when applying to the study programme. The programme is implemented in the Latvian language, some modules in accordance with the content of the field to be learned – in English, German and Russian. If necessary (Erasmus+ exchange students or according to the wishes of the students), study courses of the compulsory part of the programme can also be conducted in English.

The workload of students corresponds to 40 academic hours of work for one credit point (of which 16 academic hours (in full time attendance) are contact hours (12 contact hours in part time regular attendance), while the rest are intended for independent work). Academic hours are planned as lectures, seminars and laboratory works according to the specifics of learning the content and methodology of each module. Three forms of studies are integrated in the process of acquiring the content of study courses: classroom work, online work and independent work.

- Classroom work is active participation in performing tasks based on inductive thinking during seminars, where individual and group tasks are combined with short informative and summative reviews, videos of good practice examples and the participation of opinion experts.
- Online work takes place in cooperation with group members, developing joint projects. The online site is chosen by the students themselves according to their possibilities and convenience criteria.
- The independent work is done by examining the study course materials, getting acquainted with the sources recommended in the study course and performing the individual works (essays) of the study course, the final paper, etc. Oral, written and combined study and assessment methods are used during study courses and exams.

Various methods of acquiring and strengthening knowledge are used in the studies, such as introductory lectures, interactive lectures, summary lectures, problem-oriented lectures. Practitioners, professionals from various institutions are invited to conduct lectures in study courses in order to promote the unity of theory and practice. Practical tasks, seminars, individual, pair and group work, discussions and project development, field trips to industry organizations are widely used. Employers are involved in the implementation and development of study courses (invited to conduct separate seminar classes, often classes are organized as experience exchange visits to workplaces, etc.).

The content of the study programme provides students with an understanding, allows them to develop skills and form an attitude about the following topics:

1) Content and Language Integrated Learning (CLIL), which students encounter for the first time in the first semester, in the study course “Foundations of Teacher Professional Activity”, in the study course “Teaching and Learning” in the 3rd semester. Further, CLIL is discussed in the didactics of

each subject, and, finally, in the last semester, the acquired knowledge is summarised in Themes 2-4 of the study course “Introduction to Education for Sustainable Development”. The authors of the study courses are leading professionals and acknowledged authorities in their fields of science in Latvia. They report at international scientific congresses and conferences and participate in many international and local projects, so the latest findings are applied in everyday studies and research. For instance, 2016 – 2019 Erasmus+ programmme KA2 – Cooperation for Innovation and the Exchange of Good Practices: Strategic Partnerships for school education project „Culture of Learning” (CoL); as well as professors and students are competitive in the projects outside Europe 2020 – 2024 Erasmus+ KA2 Capacity Building for Higher Education project “Mitigate the Impact of Fourth Industrial Revolution on Indian Society: Education Reform for Future and In-service School Teachers” (EDUREFORM). From May 1 till May 21, 2023 in the Erasmus+ project EDUREFORM, PBSP Teacher lecturers and year 3 students hosted 9 students of bachelor's, master's and doctorate study programmes in educational sciences from four Indian universities: Chitkara College of Education, Chitkara University, Punjab, The Maharaja Sayajirao University of Baroda, Gujarat, Savitribai Phule Pune University, Pune un Shivaji University Kolhapur, Maharashtra at the University of Latvia. Students actively participated in the university study process and in the teaching practice in Riga Secondary School No. 92 and Marupe Gymnasium.

2) Learning outcomes of the fields of study of School 2030. The study programme enables teachers to work at not only the standard level, but also far exceeding its scope. The teacher’s knowledge, skills, attitudes and competence acquired in the programme fully cover these lower-level learning outcomes. General education and education science courses foster both students’ understanding of transversal skills and the understanding of the development of their students’ transversal skills (critical thinking and problem solving, creativity and entrepreneurship, self-directed learning, cooperation, active citizenship and digital literacy) in the study process. The study courses serve to promote the application of transversal skills in pedagogical activities and development of independent examples of mastering transversal skills in different subjects.

For example, the specific content of the course “Introduction to Education for Sustainable Development” is based on linking global issues related to sustainable development goals to personal action and participation in the local community, and it is closely linked to the learning outcome of the School2030 competence model Responsible Citizenship (civic competence), the outcome inconceivable without a global, sustainable vision. Furthermore, education for sustainable development (ESD) is based on interdisciplinarity and critical/ systemic thinking that cannot be fostered without considering the context of ESD (economy, environment, society). For young people, education for sustainable development is a current demand, as evidenced by their activism in the context of climate change, as well as the active involvement of teachers and students in various projects such as the Eco-Schools projects, which is a hopeful alternative to the current curriculum and understanding of a quality educational environment. As evidenced by the latest national progress report, in which Latvia also took part (https://unesdoc.unesco.org/ark:/48223/pf0000266176_eng), teacher education is a weak link in many parts of the world, including Europe. Around 15% of countries in the world (19% in Europe) have implemented principles of teacher education, but all countries are on track to their implementation (69% in Europe) in teacher education programmes. It would be important for higher education institutions in Latvia to be at the forefront of those countries that are ready for challenges of sustainable development and whose teachers know and understand them, and want to look for solutions together with students.

PBSP Teacher students are actively involved in the project coordinated by the director of the study programme, namely 2021 – 2023 KA220-SCH – Cooperation partnerships in school education project “Creating Interactive SDG Classrooms through Augmented Reality” (INTERACTIVE GOALS).

They participated in the teaching and learning activity from February 13 till 17, 2023, in Valladolid, Spain where together with the teachers from Italy, Greece, Spain, the Netherlands and Latvia shared experience on implemented methods to integrate SDGs in teaching and learning content.

Currently, students are involved in testing the augmented reality game in the education of young people, as well as testing the learning resources created in practice: the teacher's manual and the developed lesson plans. On May 16, 2023 the students of Professional Bachelor's Study Programme "Teacher" of the University of Latvia, Faculty of Education, Psychology and Art delivered the workshop "Sustainable Development Goals to Protect the Environment" to the participants from 10 countries - the United Kingdom, the United States, Austria, the Czech Republic, the Philippines, India, Lithuania, Latvia, Finland, and Turkey, of 14th International Week of Professors and 22nd International Students' Research Conference both in person and on the Zoom platform.

3) Work in minority schools and multilingual classes is considered in the study course "Inclusive and Special Education", which objectives are to create an understanding of fundamental concepts of inclusive, special and intercultural education; to develop students' skills to use the normative documents of the Republic of Latvia to support the education of children with learning difficulties, children with special needs, children of third-country nationals, re-migrants and minorities. Lecturers of the study programme improve their skills and involve students in international projects, as a result of which the content of the programme's study courses is improved, for example, Erasmus+ Cooperation for innovation and the exchange of good practices KA201– Strategic Partnerships for school education project "Children with Rare Diseases and Their Inclusion in Basic Learning Environments" (CREDIBLE) and NordPlus Horizontal project "Pre-Service Teacher Career Perspectives to Facilitate Sustainable Inclusive Education Reforms" (PreTeCap).

Encouraged by the lecturers, seven graduates of the study programme have also chosen to carry out bachelor's thesis research, which promotes students' involvement in the study process and supports students in the learning process, for example, Reinforcements in Form 5 Computer Lessons; Possibilities of Using Diverse Teaching Methods in Computer Science Lessons in Primary Education; A Differentiated Approach to Support Students in Chemistry Learning Process in Elementary School; Teaching Materials for Students with Learning Disabilities to Promote the Learning of Negative Numbers in Form 6 Mathematics; Differentiation of the Learning Process in Form 7 Mathematics; Differentiated Instruction in a Mixed-Ability Classroom to Improve Form 4 Students' English Writing Skills; Lead-in Activities to Develop Students' Learning to Learn Skills During English Language Lessons.

4) Bilingual education. Teachers of the Latvian language and literature focus on these method-ology aspects in the study course "Bilingual Education", but teachers of other subjects can choose this study course as an elective course, getting inspiration and participating in EU TEMPUS project "Development of Parent Involvement Models for Bilingual Pre- and Primary School".

5) Students gain experience in the supervision of pupils' scientific research by developing research papers every year in study courses " Foundations of Teacher Professional Activity " – students learn the skills of making correct references and reviewing theoretical sources, research methods, "Research in Education" get acquainted with research methods and data collection methods, as well as in the teaching methodology of each subject, they deepen their understanding of in subject-specific research, taking into account the research specifics of each branch. Each field is studied to a certain extent in branch study courses, getting to know the theoretical literature, researches, teaching aids, as well as, of course, the teaching methodology of each subject. All study works result in their presentations both within the course and to a wider audience. Students have the opportunity to report on their research at the annual international scientific conference of the

University of Latvia or during the annual International Professors' Week and International Student Research Conference, as well as, of course, at the conferences of the subject societies/associations of the chosen field. As part of the accreditation of the field of study, students of the professional bachelor's study programme "Teacher" have participated in the events of two international weeks:

21st International Student Research Conference "Research Ants of the Education Nest", May 17-19, 2022 101 researcher reports both in person and on the Zoom platform, a total of 65 from 15 countries – Philippines, Greece, Estonia, Iceland, Italy, Kazakhstan, Lithuania, Latvia, the Netherlands, Poland, Slovenia, Finland, Spain, Germany, Sweden.

22nd International Student Research Conference "Enlighten the Future with Your Contribution", May 16-18, 2023 229 researchers both in person and on the Zoom platform, 105 presentations from 10 countries – UK, USA, Austria, Czech Republic, Philippines, India, Lithuania, Latvia, Finland, Turkey. Listeners from Greece, Italy, the Netherlands, Spain, Sweden have applied.

6) Academic honesty and appropriate state language use are requested starting from the 1st semester in the study course “Foundations of Teacher Professional Activity” and the uniform requirements be maintained in all study papers, assignments and independent works in all study courses, up to the Bachelor’s Thesis which are available to lecturers in the meta-course and to students in the programme's common google documents PBSP Teacher and e-studies.

7) Teachers must have computer skills in accordance with the general secondary education standard. Digital technology is both a tool and a source that is used in virtually all study courses. According to the general secondary education standard, computer skills should be largely acquired at school. In the programme, as in the new curriculum, issues of applied informatics are largely implied: for example, lecturers require presentations and reports in their courses as well as explain how to do it in a technically correct way. Next, these issues are addressed from the teacher’s perspective in the study course “Information Technology in Education”, which overarching goal is to enable prospective teachers to learn those IT aspects that they have not been taught at school. Meaningful is the gained input of the participation in 2021 – 2023 Erasmus+ Strategic partnership project “Developing Teachers' Skills to Educate Pre-School Children with and Through Digital Technologies” (DigiKid).

8) E-twinning is mastered in the study course “Information Technology in Education” and implemented in assignments of the study courses “Teaching Practice II” and “Education Management”. In the "Education Management" study course, students develop and implement interdisciplinary projects in cross-subject module groups. In 2022, 12 projects were implemented, in 2023, 16 projects were implemented. For instance,

Educational project "In the Shoes of a Student – in the Teaching Profession" https://www.ppmf.lu.lv/par-mums/zinas/zina/t/77707/ (available only in Latvian). The idea of the project is to attract future students to the teaching profession. The team emphasizes the role of the teacher in society and informs about how to become a teacher. The idea is to attract future students to the teaching program in order to find clarity about the importance of the teaching profession. Prospective students could familiarize themselves with the project not only in schools, but also on the Internet (facebook, instagram, PPMF website).

Visit of Indian students to Latvia. Project: 01.05. – 15.05.2023 (25.05.2023) https://www.ppmf.lu.lv/par-mums/zinas/zina/t/77676/ (available only in Latvian)

Become a Teacher https://failiem.lv/u/c9vrv4vpm (available only in Latvian) aims to popularize studies at the Faculty of Education, Psychology and Art of the University of Latvia in the professional bachelor's study programme "Teacher".

"Social Movement #EsDalos/ I Share! The "Knowledge Repository" database with teaching materials prepared by colleagues is freely available to teachers-students." https://view.genial.ly/647cd485e0d5e00013b11003/interactive-content-es-dalos (available only in Latvian)

"Don't Bring Your Work Home" "Nowadays, the teaching profession faces a lot of difficulties, so it is important not to forget about yourself! Goal: to create thematic infographics to help reduce the amount of work to be done at home and prevent burnout, as well as to support teachers in their daily work. Result: five infographics on the chosen topics are published on the homepages of schools. Success criteria: successfully created infographics, as well as reducing the amount of work to be done at home and reducing the risk of burnout associated with it. Target audience: Latvian working teachers."

Podcast "Teacher Under a Magnifying Glass" YouTube https://youtube.com/@Skolotajszemlupas (available only in Latvian)

Instagram https://www.instagram.com/skolotajszemlupas/ (available only in Latvian)

Educational project "THANK YOU, TEACHER!" publication in IR magazine, https://www.ppmf.lu.lv/par-mums/zinas/zina/t/77166 (available only in Latvian)

Handbook of Digital Learning Tools in Mathematics. "Aim of the project: To popularize digital literacy during mathematics lessons. +D80"

Educational project "Stereotypes Against Reality" https://failiem.lv/u/yg3w3x783#google_vignette (available only in Latvian)

9) Webinars and video conferencing skills are a part of the study programme that is fully pro-vided by the MOODLE environment, and they are acquired through consultations in study courses and virtual guest lectures. For example, while staying at school, practitioners can contribute to the implementation of the study programme through videoconferences showing real examples from their real environment. The organization of annual (22) International Student Research Conferences promotes the improvement of students' research process in the PBSP "Teacher", gives students the opportunity to present their research papers and acquire the skills of organizing international events in education. The organization of the annual (14) International Professors' Weeks (Erasmus+ staff training) promotes the improvement of the study process in the PBSP "Teacher", gives the opportunity for internationalization at home to students and lecturers.

10) Updating the latest educational research in the study process. For example, using the OECD 2018 research data about critically high abuse rates in Latvian schools, the study course “Social-Emotional Learning in Schools”, with social-emotional learning being a School2030 priority, provides students with structured knowledge on social-emotional development and the development of related skills in students of different ages.

In order to promote the development of students' research competence, students in subsequent courses have the opportunity to analyse and in-depth study of problems in the industry that interest them. Senior year students are involved in managing the study process of younger years (peer teaching-learning). Speaking, presenting and discussion skills of students are promoted in study courses in seminars.

In order to achieve students’ learning outcomes – acquire and strengthen knowledge, develop skills and build competence – the methods in which student activity is important prevails in the study process. As well as the methods that promote student communication in performing study tasks, solving real industry problems, modelling situations are used.

The physical venue of the studies is also gradually changing: auditoriums can be easily transformed for group work, individual work, students can use digital technologies. Teachers mostly use methods that encourage students' active participation, critical thinking and reflection. An e-study environment is used in the study process and to promote independent studies. An e-study environment (Moodle) has been created for each study course, where students have access to course materials, task descriptions, in addition to study materials related to course topics, as well as study tasks to be completed (tests, forums, seminars, conferences, etc.). All study course midterm and final exam evaluations with grade justification are recorded and available to students in the e-study environment.

The basic principles of the evaluation of the study programme are as follows:

- The principle of summing up positive achievements – the acquired education is evaluated by summing up positive achievements;
- The principle of mandatory evaluation – it is necessary to obtain a positive evaluation for learning the mandatory content included in all parts of the programme;
- The principle of openness and clarity of requirements – in accordance with the set aim and objectives of the programme, as well as the aims and objectives of the study courses, a set of basic requirements for the evaluation of the acquired education is determined;
- The principle of variety of test methods used in the assessment – different test methods are used in the evaluation of the study programme;
- Assessment relevance principle – the test gives an opportunity to prove analytical and creative abilities, knowledge, skills and habits in tasks and situations corresponding to all learning levels. The amount of content to be included in the tests corresponds to the content specified in the course programme and the skill and knowledge requirements specified in the professional standard.

The basic forms of evaluation of the study programme are an exam and a test. The minimum amount of study course to organize an exam is 2 credit points.

The student-centered approach is followed when updating the study programme and study courses, paying special attention to the meaningful formulation of the learning outcomes, thus to promote the dialogue between lecturers and students about the study content, organizational forms and methods. On the other hand, accurately and clearly formulated learning outcomes promote students' understanding and co-responsibility for their learning, self-evaluation and understanding of the received evaluation. During the study process, the lecturers use methods, test forms and assessment criteria appropriate to the aim, objectives and learning outcomes of the study course.

During the study process, students receive support and feedback from lecturers. The evaluation criteria for the posting of marks are announced in advance. Assessment gives students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes.

By observing the study principles of student-centered education, student mobility is promoted (by recognising the study results), students are involved in research initiated by academic staff and social activities in society, thus gaining significant experience using in practice what they have learned in their studies. By implementing the internal quality assurance policy, study programme is implemented in such a way that students are encouraged to actively participate in the improvement of the study process. There are rules and procedures for submitting student proposals and resolving complaints, and examining student appeals. The results of student surveys are evaluated and taken into account in the improvement of the study process. Students willingly express their suggestions for the improvement of study programme and study process in discussions with lecturers, director of programme and heads of modules.

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

An important component of the professional Bachelor's Study Programme "Teacher" is the teaching practice, which in parallel with the acquisition of theoretical courses strengthens and deepens students' professional knowledge and, consequently, strengthens and increases the competitiveness of future teachers. During the teaching practice, students test their newly acquired knowledge and skills, get to know the educational institution and the pedagogical process as part of the education system, manage social-emotional lessons, learn about the class teacher's work and extracurricular system, study students' interests and attitudes, develop and improve their professional competence as subject teachers in chosen fields. The practice is completely subordinated to the theoretical part of the programme and is focused on the ac-quisition of professional skills. Thus, the content of the practice corresponds to the theoretical part of the programme.

The regulations of the teaching practice of the study programme state that the aim of the teaching practice is to educate a qualified and creative teacher, promoting the connection of theoretical knowledge with practical activities and developing students' general pedagogical and subject-specific competence.

The 20 credit points (30 ECTs) of practice are divided into 5 practice periods, providing a comprehensive acquaintance with the educational environment, experience in teaching, and teaching two subjects at the general, optimal and higher levels in accordance with the National General Secondary Education Standard and at basic education level according to the National Standard for Basic Education. In addition to the 20 credit points of practice, there are two teacher assistant practices, which do not give additional credit points, but the study courses "Classroom Management" (Semester 3) and "Inclusive and Special Education" (Semester 4) include tasks that allow continuous practice for prospective teachers in all study semesters, starting from 2nd semester.

Class Teacher Assistant Practice in the study course "Classroom Management"

The aim of the Class Teacher Assistant Practice: to develop classroom management and pedagogical competence in a real educational environment.

It is planned that the student visits school with breaks for **4-5 weeks (5-6 times).**

In the first week, the student gets to know the class teacher, his/her duties, functions, the class teacher's documentation, the developed plan for half a year or a year. Agrees on how to undertake the individual duties of a class teacher. Agrees on time and content of duties. Collects evidence that the task has been completed.

In the second week, the student gets to know the class. Observes the class (general observation, records observations in the protocol), at least one lesson and event led by the class teacher, helps

the class teacher in the implementation of certain daily tasks. Collects evidence of actions.

In the third week, the student together with the class teacher plans and implements one lesson/part of the lesson. The student leads the lesson while the class teacher is in the classroom. After the lesson, the lesson is analyzed – content, methodology, classroom management techniques, what were the difficulties, what were the success. Makes adjustments to the plan. If necessary, re-conducts the class lesson.

In the fourth week, the student assists the class teacher in fulfilling the duties of the classroom teacher and in implementing extracurricular activities or classroom activities.

Teaching/ Learning Assistant Practice in the study course "Inclusive and Special Education"

The aim of the Teaching/ Learning Assistant Practice is to build students' experience of the practice of inclusive pedagogy, understanding diversity in the classroom, getting involved in the implementation of lessons, implementing a differentiated learning process, identifying learning difficulties or special needs, providing temporary support both to the whole class and to individual learners with learning difficulties or special needs, trying various methods and techniques, supporting students to reflect on their professional development and development opportunities.

It is planned that the student visits school with breaks for 4-5 weeks (5-6 times).

In the first week of the practice, the student gets to know the school, the class, the learner (the class is informed that they will have an assistant. If the student chooses a learner assistant practice, it is also coordinated with the learner's parents and the learner).

During the second visit, the learner is observed (the student observes the lesson, how differentiation is implemented in the lesson and whether support for individual learners is provided, for example support measures, an additional person, if the student has chosen learner assistant practice, follows the selected learner in all lessons/ classes, extracurricular activities throughout the day). If the student works with the whole class, records how the teacher implements a differentiated learning process, how she/he provides support to individual learners. If the student chooses the practice of a learner assistant – the student records what difficulties the student faces in studies, socialization, physically, at home (interviews the teacher, student, parents).

During the third visit, the student agrees with the teacher and plans together how the student as a teacher assistant will be able to get involved in the learning activity (helps to organize a differentiated learning process) or helps a specific learner by supporting the acquisition of learning content.

In the fourth and fifth visits, the student works practically in the lessons with the teacher or assists the learner in the lesson.

During the sixth visit, the student together with the teacher evaluates the teaching/ learning assistant practice.

The study programme has a common approach to the implementation of each teaching practice: the practice begins with a joint introductory seminar, during which students are introduced to the partner schools and have to choose a potential teaching practice place. Each teaching practice has practice seminars once in 3 weeks and a closing seminar – conference at the end of the teaching practice.

The final assessment of Teaching Practice consists of:

- Interim assessment No. 1 – participation in three practice seminars – 20%.

- Interim assessment No. 2 – assessment provided by the mentor – 40%.
- Final examination – (40%) consists of a presentation of self-evaluation of student's teaching practice in the closing seminar (10%) and a written teaching practice review (30%).

The teaching practice is not tested if any of its assessment components has insufficient value. The final score of the teaching practice is determined by its supervisor at the university.

The practice is planned in schools with certified school mentors who regularly participate in educational projects and professional development activities offered by the study programme. The offer of practice schools is changed if negative feedback has been received from students, or if the school refuses to accept students. Schools with the Latvian language of instruction, schools implementing international baccalaureate programmes, municipal secondary schools, state gymnasiums are offered for practice. Additionally, students are given the opportunity to do teaching practice at a school of their own choice (traditional reasons: students want to do teaching practice at their former school, close to home, at a school where they have already started working, at a school that implements an alternative education programme). The content of the teaching practice is modified for students who have already been working at school and in the chosen qualification for at least three years.

The aim of the course "Teaching Practice I" 2 CP (2nd semester) is to give students an opportunity to get to know the educational establishment and the pedagogical process as a part of the education system and to enrich knowledge and develop skills that are necessary for a teacher to carry out one's professional activity. Students carry out tasks and fix observations, interpret them and make conclusions. A teacher-mentor organises an opportunity for students to get acquainted with the school documentation, meet the administration, make observations in the classroom, find out possibilities for extra-curricular activities. The mentor assesses students' interest, initiatives, independence, communication skills and attitude. The mentor's assessment is a part of the student's practice assessment. Practice requirements and assessment criteria are described in the practice manual. During the practice students meet each other in three practice seminars. As students have their practice in different places, they have a chance to compare and generalise information they have observed and found out. Participation in seminars is also a part of the student's practice assessment. At the final practice conference students present their experience and one of the completed tasks and evaluate their practice.

The aim of the course "Teaching Practice II" 2 CP (5th semester) is to give students an opportunity to develop an understanding of the professional activities of a class teacher and a teacher of a school subject/s of a specialisation/s of the chosen field/s of study. During the Teaching Practice II students get acquainted with the activities of a class teacher at the stage of primary or secondary education, prepare, manage and evaluate class teacher's lessons and extracurricular activities, observe the lessons of teachers of various school subjects to comprehend aims of the school subject/s, planning / structure in different stages of education and explore the importance of the field of study and its school subject/s in the teaching and learning process.

Students have an opportunity to do their practice in pairs as assistants to the subject teacher and cooperating with other students who have practice in the same school in organising a school event together. In the practice seminars the duties of deputy headmasters and the activities of coordinators of the field of study are explored; it is discussed how to plan lessons, issues of pupils' motivation, needs, interests and attitudes, teacher observations in subjects of the chosen field of study. Final presentation of teaching practice "My Teaching Practice II", includes 3 good practice ideas to share with other colleagues, 3 insights into practice and the results of the practice, 3 things that worked well and suggestions for improving the teaching practice.

The aim of the course "Teaching Practice III" 6 CP (6th semester) is to give students an

opportunity to develop professional competence in both being a teacher of a school subject/s of a specialisation/s of the chosen field/s of study and being a class teacher. It is recommended to choose a mentor who is also a class teacher, as well as a teacher of the subject of the qualification to be acquired. This allows students to better understand how to combine the job responsibilities of a subject teacher and a class teacher. During the Teaching Practice III students plan, organise, teach, and assess the teaching and learning process in lessons of a school subject/s of a specialisation/s of the chosen field/s of study in the stage of basic school (primary and lower-secondary education), observe and analyse lessons delivered by other students and/or teachers, perform the duties of a class teacher, plan and deliver class lessons and extracurricular activities, as well as participate in organising extracurricular activities in the educational establishment. The university teaching practice supervisor observes and analyses at least two school subject lessons in the face to face mode or online. If it is complicated to agree upon the times for observing lessons, by reaching the consent in advance, it is possible to submit video recordings of the lessons.

The aim of the course "Teaching Practice IV" 6 CP (7^{th} semester) is to give students an opportunity to develop professional competence of being a teacher of one more school subject/s of a specialisation/s of the chosen field/s of study. During the Teaching Practice IV students plan, organise, teach, and assess the teaching and learning process in lessons of one more school subject/s of a specialisation/s of the chosen field/s of study in the stage of basic school (primary and lower-secondary education), they continue to observe and analyse lessons delivered by other students and/or teachers, improve the skills of applying appropriate and varied teaching/learning methods and technologies in the process of teaching/learning, in designing and implementing teaching/learning materials and tests. Students observe and analyse at least four school subject lessons delivered by one or several group members. The university teaching practice supervisor observes and analyses at least two school subject lessons in the face to face mode or online.

The aim of the study course "Teaching Practice V" 4 CP (8^{th} semester) is to improve a teacher's professional competence of qualification/s of the chosen school subject/s for teaching the subject at optimal and higher level and develop teacher's research competence. During the teaching practice, in cooperation with the teacher-mentor, the students implement the teaching/learning process at an educational institution, they plan, organize, conduct and assess the teaching/learning process in secondary school, reflect on the teaching/learning process and plan one's professional development, as well as they carry out research developing the empirical research for the bachelor's paper. During practice students develop understanding of current issues in education and demonstrate a wish to share responsibility in engaging in development of sustainable society. The university teaching practice supervisor – the adviser of the student's bachelor thesis observes and analyses at least two school subject lessons in the face to face mode or online.

Practice quality management of the study programme takes several directions:

1. support for professional development of teachers-mentors;
2. evaluation of practice and feedback to schools and academic personnel;
3. improving organisation of practice – the launching of the practice coordination centre;
4. introduction of edy365 practice platform;
5. introducing an assistant's practice;
6. support for graduates – an induction year starting to work independently.

The way practices are organised in educational establishments in Riga and Jurmala cities is determined by an agreement with educational administrations.

Teacher Education Department organises regular meetings with teachers-mentors. During practice academic personnel cooperates with mentors and visit students at schools, observe lessons taught

by students. The Faculty of Education, Psychology and Art, the University of Latvia, has developed a 72-hour in-service education programme B “Professional Development of Teachers-Mentors” which is offered to educate and inform teachers-mentors. Continuing the tradition started by the Centre of Practice and Global Partnership, in August there are organized conferences for teachers-mentors and mentor educators.

A teacher practice regulation defining the tasks of the practice and practice procedure has been developed.

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

Not applicable

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

On May 29 and 30, 2023, 35 bachelor's theses were defended in the Professional Bachelor's Study Programme “Teacher”: 9 in the Latvian language and literature teacher's module, 11 in the English language teacher's module, 3 in the German language teacher's module, 4 in the mathematics teacher's module, 5 in the science teacher's module, 3 for computer teachers and 2 for design and technology teachers. In total, nine (9) works were developed and defended in English, 3 in German and 23 in Latvian. The topics of work chosen by students are relevant to the industry, contribute to the working environment, promote students' well-being in the learning process, integrate the content of educational sciences and fields of study into practice and bring to life the ideas of School2030 in educational institutions:

1. Development of Didactic Games to Promote Motivation for Learning the Optimal Level of Mathematics.
2. Identifying and Eliminating Misconceptions about Plant Respiration and Photosynthesis in Elementary School Biology.
3. Latvian Ethnographic National Costume as a Source of Inspiration for the Creation of a Design Product in Design and Technology in Form 9.
4. Using of Reinforcements in Form 5 Computer Lessons.
5. Possibilities of Using Diverse Teaching Methods in Computer Science Lessons in Primary Education.
6. Using Classflow for Self-Assessment in Primary School.
7. A Differentiated Approach to Student Support in the Process of Chemistry Learning in Primary School under the Topic “How to Obtain and Use Metals?”
8. The Use of Electronic Worksheets and Simulations for Learning Chemistry in Form 8.
9. Learning Knitting Skills in Design and Technology in Form 6.
10. Computer Science Subject Integrated Learning in Forms 1 – 3.
11. Teaching Materials for Students with Learning Disabilities for Promoting Learning of Negative Numbers in Form 6 Mathematics.

12. Educational Game as a Method of Learning the Subject of the Evolution of the Earth in Geography in Primary School.
13. Differentiation of Learning Process in Form 7 Mathematics.
14. Possibilities of Using Digital Resources in Form 10 Latvian Language Lessons.
15. Latvian Folklore as an Aid for Understanding of the Development of Virtues in Literature Lesson.
16. Integrating the Study of Family History in the Process of Learning the Latvian Language.
17. Opportunities for Developing Research Skills in Form 6 Latvian Language Lessons.
18. The Acquisition of Nora Ikstena “Ulubeles pasakas” in Form 10.
19. Opportunities for Developing Text-Formation Skills in Form 6 Latvian Language Lessons.
20. Possibilities of Developing Students’ Linguistic and Cultural Competence in Form 10 Latvian Language Lessons.
21. Opportunities of Developing Word Formation Competence of Form 5 Students in Latvian Language Lessons.
22. Opportunities to Get to Know the Regional Varieties of the Latvian Language in Form 11.
23. Cooperative Learning Structures to Develop Secondary School Students’ Discussion Skills in English Lessons.
24. Extensive Reading for Enriching Students' English Vocabulary in Form 10.
25. Films to Develop Primary School Students' Fluency in Speaking in Lessons of English.
26. Simulations to Improve Students’ Speaking Skills in English Lessons of Form 8.
27. Interactive Tool “Kahoot!” for Activating Students’ Knowledge in English Lessons for Form 10.
28. Differentiated Instruction in a Mixed-Ability Classroom to Improve Form 4 Students' English Writing Skills.
29. Lead-in Activities to Develop Students’ Learning to Learn Skills during English Language Lessons.
30. Activities for Developing Students’ Interviewing Skills in English Lessons for Form 8.
31. Desuggestopedia Activities to Reduce Students’ Speaking Anxiety in Form 8 English Lessons.
32. Activities for Improving Students’ Critical Thinking Skills in English Language Lessons in Form 8.
33. Encouraging Learner Participation in German Lessons with Interactive Games in Form 10.
34. Effective Vocabulary Acquisition Using Interactive Working Methods in German as Foreign Language Lessons in Form 10.
35. Enhancing Students' Speaking Skills through Debates in German as a Foreign Language Lessons in Form 9.

By developing and defending the Bachelor’s Thesis, the students:

1. demonstrate the knowledge of the specifics of one’s school subject, its aims, teaching/ learning methods and learning outcomes, and knowledge of learners’ development and learning needs.
   confirm theoretical knowledge to approach necessary materials, to process data, to interpret and discuss the results.
   3. design, pilot and evaluate scientifically substantiated and practically usable teaching/ learning materials appropriate to the specifics of the school subject.
   4. collect, analyze and demonstrate with evidence the improvement of the competence of one's professional activity.

The adviser and reviewer take into account:

Quality of the Thesis (topicality of the research subject matter, analysis of conclusions from the previous research papers, novelty, quality of the development of the empirical research and analysis of implementation, quality of conclusions; appropriateness of the language used in the

paper to the norms of the scientific style of the language and to the literary norms of the language).

The State Examination Commission takes into account:

Presentation of the Bachelor’s Thesis (how logical the structure of the presentation is; visual and technical quality of the presentation; culture of presenting, presentation skills, the language used; answers to questions; how outstanding and topical the research is, what practical benefit it gives to the field of education).

Students' theses have been evaluated very differently, which shows the application of objective evaluation criteria and the high requirements for the final paper. Out of 35 theses. Rating 10 (excellent) was received by 9 students, rating 9 (excellent) by 7 students, rating 8 (very good) by 12 students, rating 7 (good) by 4 students and rating 5 (average) by 3 students. Nine (9) students received the Rector's recognition for excellently developed and defended bachelor's theses on the following topics: Identifying and Eliminating Misconceptions about Plant Respiration and Photosynthesis in Elementary School Biology, Differentiation of Learning Process in Form 7 Mathematics, Possibilities of Using Digital Resources in Form 10 Latvian Language Lessons, Integrating the Study of Family History in the Process of Learning the Latvian Language, Opportunities for Developing Research Skills in Form 6 Latvian Language Lessons, The Acquisition of Nora Ikstena “Ulubeles pasakas” in Form 10, Opportunities for Developing Text-Formation Skills in Form 6 Latvian Language Lessons, Desuggestopedia Activities to Reduce Students’ Speaking Anxiety in Form 8 English Lessons, Enhancing Students' Speaking Skills Through Debates in German as a Foreign Language Lessons in Form 9.

3.3. Resources and Provision of the Study Programme

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

From the 160 CP of the study programme 40 CP of general education and field theoretical study courses are implemented on the premises of the Faculty of Education, Psychology and Art (FEPA) at Imantas 7. linija 1 (until the House of Letters is constructed). The restricted elective courses of mathematics content and teaching methods for 82CP are implemented in cooperation with the lecturers of the Faculty of Physics, Mathematics and Optometry and the Faculty of Computing in the UL Academic Centre in Tornkalns (the House of Science). The content and teaching and learning methodology of the field of natural sciences are implemented in the UL Academic Centre in Tornkalns (the House of Nature), with the involvement of lecturers from the Faculty of Biology, the Faculty of Geography and Earth Sciences and the Faculty of Chemistry. The content of the social and civic field for 82CP is acquired at the FEPA, the Faculty of History and Philosophy, attracting lecturers from the Faculty of Social Sciences, the Faculty of Theology, the Faculty of Law and the Faculty of Business, Management and Economics. The content of the field of languages is acquired at the FEPA and Faculty of Humanities, Technology content – at the FEPA and Faculty of Computing, with all necessary technological equipment for implementing full-time, online and part-time studies

and software for providing interactive face-to-face and e-learning for students at a suitable time and place.

Common part: general education and field theoretical study courses, envisaged for all the students of the programme makes 72 CP are delivered by:

22 CP (study courses of educational sciences) FEPA (the Faculty of Education, Psychology and Art)

20 CP (general education study courses) FEPA and in cooperation with the field experts

30 CP (teaching practices and state examinations) faculties in cooperation with FEPA

In restricted elective courses of 82 CP modules:

o Latvian Language and Literature Teacher 44 CP the Faculty of Humanities, 38 CP the Faculty of Education, Psychology and Art

o Teacher of Mathematics 68 CP the Faculty of Physics, Mathematics and Optometry, 2 CP the Faculty of Computing, 12 CP the Faculty of Education, Psychology and Art

o Russian Language and Literature Teacher 70 CP the Faculty of Humanities, 12 CP the Faculty of Education, Psychology and Art

o Social Studies and History Teacher 32 CP the Faculty of History and Philosophy, 8 CP the Faculty of Business, Management and Economics, 2 CP the Faculty of Law, 6 CP the Faculty of Social Sciences, 2 CP the Faculty of Theology, 32 CP the Faculty of Education, Psychology and Art

In 50 CP modules:

o English Language Teacher 18 CP the Faculty of Humanities, 32 CP the Faculty of Education, Psychology and Art

o German Language Teacher 14 CP the Faculty of Humanities, 36 CP the Faculty of Education, Psychology and Art

o Computing Teacher 7 CP the Faculty of Physics, Mathematics and Optometry, 12 CP the Faculty of Computing, 31 CP the Faculty of Education, Psychology and Art

o Design and Technology Teacher 50 CP the Faculty of Education, Psychology and Art

o Biology Teacher 44 CP the Faculty of Biology, 6 CP the Faculty of Chemistry

o Physics Teacher 44 CP the Faculty of Physics, Mathematics and Optometry, 6 CP the Faculty of Chemistry

o Geography Teacher 44 CP the Faculty of Geography and Earth Sciences, 6 CP the Faculty of Chemistry

o Chemistry Teacher 50 CP the Faculty of Chemistry

32 CP module study courses are a part of the big 50 CP and 82 CP modules: English Language Teacher, Computing Teacher, Design and Technology Teacher, Biology Teacher, Science and Teacher of Physics, Science and Geography Teacher, Science and Chemistry Teacher, Physics and Chemistry Teacher, Geography and Physics Teacher, Chemistry and Geography Teacher, Teacher of Mathematics, Latvian Language as a State and Foreign Language Teacher, Russian Language as a Foreign Language Teacher, Social Studies Teacher, German Language Teacher.

Free-choice elective study courses – 6 CP (the offer of the whole university).

The methodological support for the implementation of the study programme is constantly provided

in accordance with the specifics of the content of each study course. The Library of the University of Latvia is the largest multidisciplinary university library in Latvia, and it fully provides students of the study programme “Teacher” with study literature with more than 170,000 subscribed e-resources in various fields of science, and places for independent studies at the faculties. In 2011, the repository of the University of Latvia e-resources (http://dspace.lu.lv) was founded, and currently it contains more than 47,004 publications, with 5,299 publications specifically in the section of the FEPA.

At the beginning of the studies in the programme, the study course “Foundations of Teacher Professional Activity” offers students seminars to be acquainted with the library services. The UL Library has developed three training scenarios, which are used by the UL librarians when conducting the seminars, and they are “Electronic Joint Catalogue for Your Successful Studies”, “E-resources for Mobile Studies”, and “E-resources in the Field”.

MOODLE and MS Teams methodological materials are regularly updated and modernised. The principles of the University of Latvia Information System (LUIS) stipulate that all study courses of all study programmes are placed in e-studies (MOODLE environment), as provided in the UL order No. 1/348 of 10 December 2013. The content of the study courses placed in e-studies is improved and supplemented in accordance with the UL order No. 1/183 of 29 June 2015. The updating of the study courses takes place in accordance with the procedure established by the University of Latvia, within which the developers of the study courses make a decision on the compliance of literature with the requirements of their respective study course. The e-learning environment (MOODLE, MS Teams and Zoom) is also used for knowledge assessment and communication between students and teachers. It contains the system and criteria of student assessment, whereas the regulatory enactments are made available in the UL information system (LUIS).

To support distance learning during the reporting period, access to MS Teams or other remote learning programmes used in the study process has been secured both from rooms and libraries. In order to ensure streaming of lectures, two lecture rooms at Imantas 7.linija, 1 in Riga have been equipped with video recording with video/ audio tracking and streaming equipment. In addition, 10 classrooms offer the opportunity to film and stream lectures using wide-angle video cameras with microphones. The FEPA renews its computer equipment every year and gradually moves to laptops, enabling both face-to-face and remote work as well as hybrid lectures.

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

Not applicable

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

Revenue of the study programme

To provide the funds necessary for the implementation of the Professional Bachelor's Study Programme “Teacher”, UL uses:

1) state budget grant from the Ministry of Education and Science, which in 2022/2023 for the academic year, set 1793 EUR for full-time attendance studies of this programme;

2) tuition fees, taking into account all the factors mentioned in the section “Financial provision”, set in 2022/2023 for the academic year:

- 2100 EUR per year for full-time (FT) studies;
- The fee for part-time regular (PT) studies is 1860 EUR per year.

Taking into account the above, the total budget of the study programme is expected to be 717755 EUR, per year, the transcript can be seen in the Table 3.3.3.1.

Table 3.3.3.1. ***Projected annual income of the programme, EUR***

Type of studies	Number of students	Tuition fee/ state grant	Total income
FT (budget)	235	1793	421 355
FT (fees)	57	2100	119 700
PT (fees)	95	1860	176 700
Total	**387**	**4.**	**717 755**

Costs of the study programme

In order to assess the amount of funds required for financial security, the cost of study programme at the University of Latvia is calculated according to the methodology developed by the University of Latvia, which takes into account the costs of providing the study process described in the section "Financial Security of the University" and information about the study plan, teaching staff, the planned number of prospective students for the study programme, taking into account the number of student, who interrupt or drop out of studies, etc. aspects, thus ensuring the reliability of forecasts.

Costs of the study programme **for full-time studies**

For calculations, the implementers of the study programme “Teacher” use the student data of the academic year 2022/2023, namely 292 students studying in the full-time attendance studies, the existing/planned study plan of the programme after accreditation and the existing/planned structure of the involved academic staff. Taking into account the above, the calculated cost per student of the full-time program is 1,810 EUR per year, and the total cost of the programme is 532,456 EUR per year. A more detailed percentage distribution of costs is shown in Table 3.3.3.2.

Table 3.3.3.2. ***Percentage distribution of costs in the study programme***

Expenditure item	% of total

Teaching staff costs	56 %
General staff	9 %
Other payments	3 %
Infrastructure costs	5 %
Goods and services	1 %
Indirect costs	26 %
TOTAL COSTS	**100 %**

Figure 3.3.3.1 shows the cost of the study programme depending on the number of students and a comparison with the proposed study fee and state budget grant.

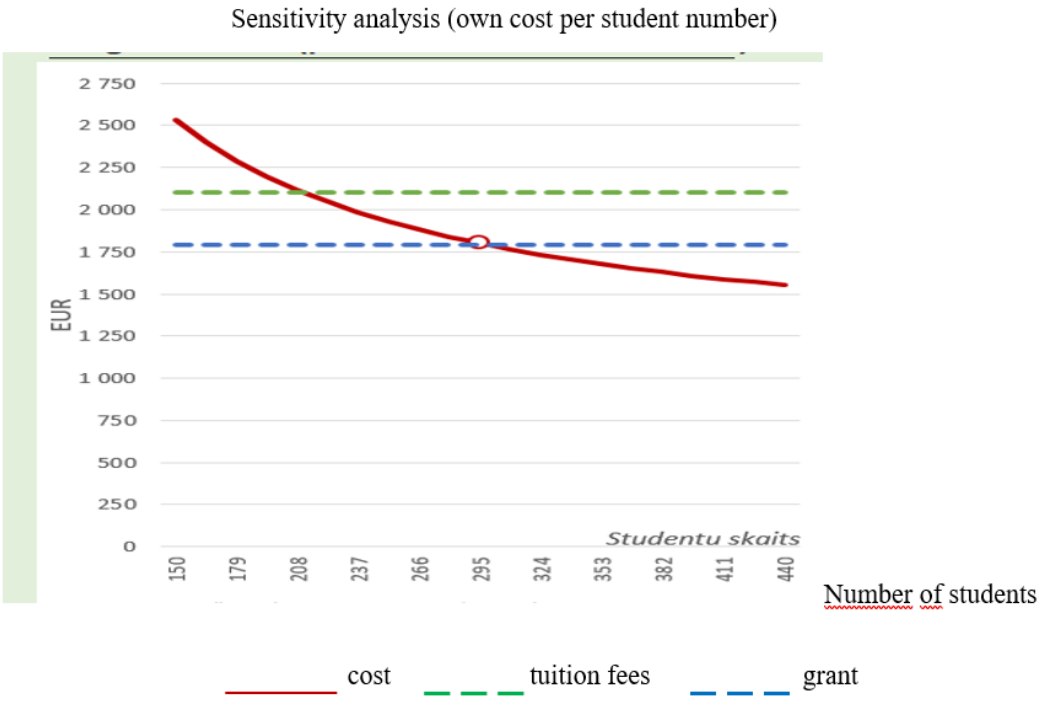


Figure 3.3.3.1. ***Cost of study programme "Teacher" (full-time studies) based on the number of students***

Based on the calculation, it can be seen that in order for the programme to be profitable and for students to be provided with a high-quality study process, the number of fee-paying students in the programme (for all courses together) should be at least 208 (the intersection of the red (own costs) and green (tuition fees) lines are projected onto the x-axis). On the other hand, if there were only budget students in the programme, then their number should reach 295 students.

Costs of the study programme **for part-time regular studies**

The developers of the programme plan that 95 students will study in the part-time regular attendance studies. With such a planned number of students, the calculated cost per student of the study programme "Teacher" part-time is 1407 EUR per year and the total cost of the programme is

147 445 EUR per year. A more detailed percentage distribution of costs is shown in the Table 3.3.3.3.

Table 3.3.3.3. ***Percentage distribution of costs in the study programme***

Expenditure item	**% of total**
Teaching staff costs	56 %
General staff	9 %
Other payments	3 %
Infrastructure costs	5 %
Goods and services	1 %
Indirect costs	26 %
TOTAL COSTS	**100 %**

Figure 3.3.3.2 shows the cost of the study programme depending on the number of students and a comparison with the proposed study fee and state budget grant.

Based on the calculation, it can be seen that in order for the programme to be profitable and for students to be provided with a high-quality study process, the number of fee-paying students in the programme (for all courses together) should be at least 59 (the intersection of the red (own costs) and green (tuition fees) lines are projected onto the x-axis). On the other hand, if there were only fee paying students in the programme, then their number should reach 62 students.

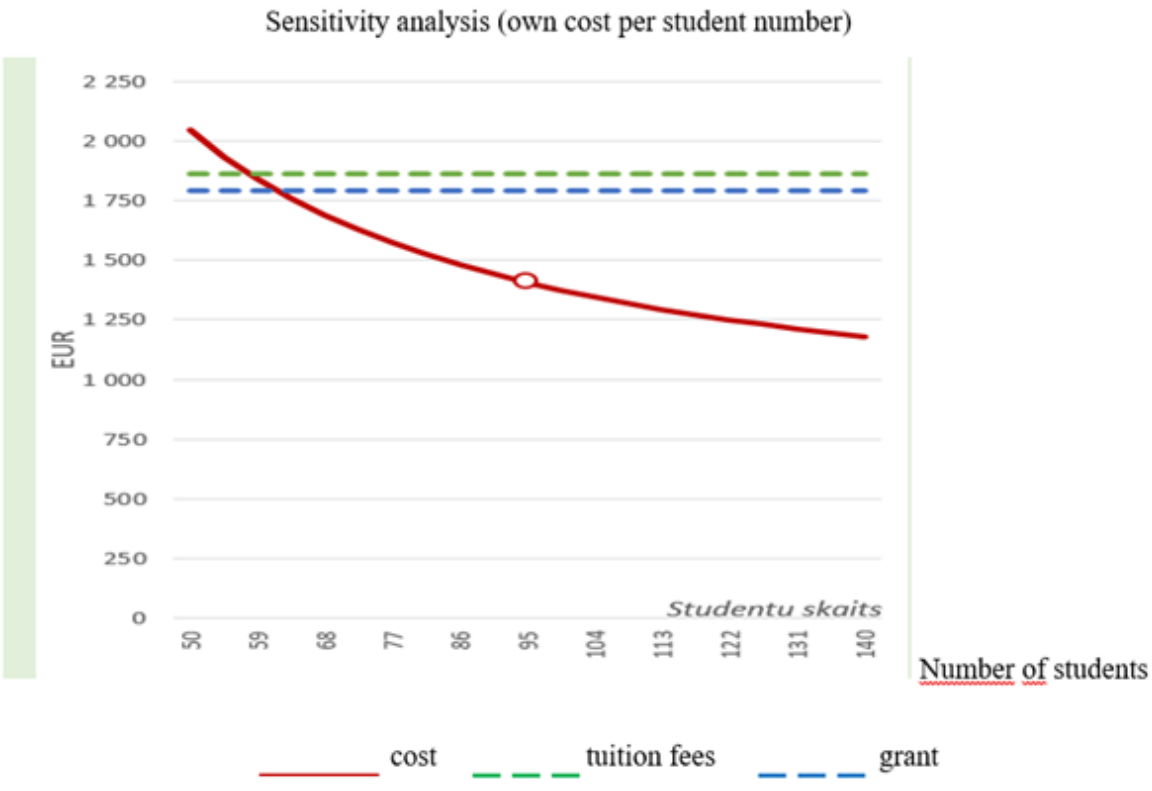


Figure 3.3.3.2. ***Cost of study programme "Teacher" (part-time regular attendance) based on the number of students***

The developers of the programme plan that foreign students can also study in the programme, but so far no foreign students have been accepted.

Summary of programme revenues and costs

Table 3.3.3.4 summarizes the revenues of the study programme based on the number of students, state grants and tuition fees, and the expenses of the study programme for this number of students. For the modules implemented within the programme, the cost calculation is equivalent.

Table 3.3.3.4. ***The result of the study programme***

Type of studies	Number of students	Tuition fee/ state grant	Total income	Total costs
FT (budget)	235	1793	421 355	532 456
FT (fees)	57	2100	119 700	
PT (fees)	95	1860	176 700	147 445
Total	**387**	**9.**	**717 755**	**679 901**

The data presented in the table clearly prove that the UL has sufficient funds to implement the study programme and ensure its further development. In addition, the development of the programme can be financed from the income received from lifelong learning, etc. services, as well as from the financial resources accumulated by the structural unit. Faculties also receive financial support for programme development from the UL Study Quality Improvement Fund. The faculty evaluates the tuition fees every year and, taking into account the increase in costs, the tuition fees are revised.

3.4. Teaching Staff

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

One of the most important quality assurance factors of the study programme is the teaching staff, who are highly qualified specialists in the relevant fields of science, including the theoretical

principles of educational sciences, as well as practitioners who have had the experience of the implementation of professional teacher education programmes on bachelor, master and second-level professional higher education. Teaching staff who have worked with pre-service and in-service teachers and are able to successfully balance theoretical and practical issues, emphasizing the knowledge necessary for teachers in their professional activities.

To ensure high-quality and innovative implementation of the study programme, several criteria are used for the selection of teaching staff to be involved in the programme, so that the study courses may be conducted by qualified, scientifically and methodologically prepared academic staff members, specialists in their fields using modern approaches.

The academic staff involved in the implementation of the study programme requires a strong orientation towards innovations in the field of education, ensuring the linking of theory and practice, support for teacher education based on the work environment, in order to effectively stimulate the acquisition of the teacher's professional competence in the study process.

Academic staff with relevant education background, scientific competence and qualifications corresponding to the course content were involved in the development of study courses. 129 lecturers are involved in the implementation of the Professional Bachelor's Study Programme “Teacher” providing 264 study courses in total.

The adequacy of the qualifications of teaching staff for the implementation of specific parts of the study programme is determined by their obtained degree, qualification, work experience and employment status at the University of Latvia. The minimum criteria for the selection of teaching staff are:

1. compliance of their qualifications with the requirements specified in regulatory enactments;
2. scientific research direction/ interests corresponding to the content of the study programme/ study course;
3. appropriate knowledge of the state and foreign languages;
4. compliance with the election criteria for UL academic staff members.

Additionally, the creative and scientific biographies of the teaching staff involved in the implementation of the study programme must fulfil at least one of the following additional criteria:

1. professional development in the field of higher education didactics/ teaching methods;
2. experience of working at school (or other educational institution);
3. research/ hands-on experience in school pedagogy, inclusive education;
4. participation in conferences and research projects;
5. participation in the ESF project “Competence Approach to Curriculum”;

6.creative activity in the field of innovation.

Out of 129 staff members, 114 have been UL elected staff members and work on regular basis, which promotes continuous improvement of professionalism and continuous involvement in the education of new teachers during all four years of their studies. 102 of the 129 staff members hold a doctoral degree and 27 have a master's degree. 26 are professors and 24 associate professors mostly work with large lecture groups in education science courses and content learning courses of the chosen field of study, the content taught in the study courses of the programme is based on their own research and publications. 37 assistant professors and 22 lecturers provide field methodology and practice study courses in cooperation with 3 assistants and 17 hourly paid staff members who are experienced industry professionals and school teachers.

The informative report of the Ministry of Education and Science also emphasizes that the involvement of teacher practitioners in the implementation of the programme, for example,

admission of pilot school management teams, curriculum development or professional development experts or teachers of the ESF project “Competence Approach to Curriculum” implemented by the State Education Content Centre to the doctoral study programme, to use their practical experience of implementing change in research. In order to meet this criterion, 23 academic staff members (project experts or teachers of pilot schools) who have been participating in the ESF project “Competence Approach to Curriculum” have been involved in development and implementation of the programme, and 13 academic staff members – 1 – 3 academic staff members in each module – simultaneously work at school.

During the reporting period, the teaching staff of the programme have successfully adapted to the remote implementation of the study process as well as to the restrictions set due to the COVID-19 pandemic in the country. The readiness of members of teaching staff to work in MS Teams, ZOOM and on other platforms is to be positively assessed.

During the reporting period, 19 teaching staff members of the study programme have improved their professional competence: eight internships in the amount of 100 hours each in the following companies: Divi grupa, Ltd; Tilde, Ltd; Latvijas Mediji, Ltd; Dienas gramata, Ltd; Letija MC; Zvannieku majas, Society; Illustra, Ltd; and eleven in comprehensive schools: Riga Secondary School No. 25; Riga Centre Humanitarian Secondary School; Livani Secondary School No.1; Vaivari Primary School; Agenskalns Primary School; Altona Youth Centre; Vilaka State Gymnasium; Ogresgala Elementary School; Riga English Grammar School; SIA "Adazu Free Waldorf School" in the amount of 100 hours each. Participation in various research projects and conferences has also continued; thus, 89 academic staff members of the programme attended the 79th International Conference of the University of Latvia.

Since academic year 2020/2021, teaching staff of the programme has improved their English language skills in the professional development programme of the Centre for Applied Linguistics of the University of Latvia “Improvement of the Scientific and Academic Capacity of the Academic Staff in English”. Currently, 18 members of teaching staff have level C2, 43 – level C1, 52 – level B2, 14 – level B1, and 2 – level A2 in English. Since 2020, 43 members of teaching staff have attended other courses offered by the University of Latvia, for example, “Public Speaking”, “Learning E-Environment – MOODLE”, “Scientific Publishing Skills”, “Digital Media Literacy”, “Digital Competence Development”, “Academic Staff Competence Development in the Field of Leadership”, “Academic Honesty in Studies and Research ”, etc.

In the last 6 years, the academic staff have added 1315 publications on their CVs. The total number of publications is much larger, but due to the limitation of the formal requirements of the CV, it was not possible to indicate all the publications in them, so, there are mentioned the most important publications related to the content of the study courses of the programme and only in the last 6 years. It should be noted, however, that some publications are authored by several academic staff members involved in the programme.

Constant improvement of the qualification of the teaching staff is essential for the successful implementation of the study programme. It directly influences students who acquire the necessary set of knowledge and skills and thus can achieve the results of the study programme.To name just a few examples:

1) Qualified teaching staff with rich expertise and experience in the relevant field are able to effectively convey information to students using various teaching methods and examples.

Their knowledge and skills improve students' understanding of complex issues, such as solving issues of sustainable education, educational management and stimulate interest in the field of study. This is evidenced by the desire of the graduates of the programme to continue studying

these issues in the Master of Education programme and to conduct in-depth research.

2) Highly qualified teaching staff create a motivating and supportive learning environment, thereby promoting a positive attitude towards learning and promoting student involvement, which is an essential factor in achieving study results.

In the study course "Foundations of a Teacher's Professional Activity", students learn the specifics of a teacher's professional activity, develop professional mastery and teacher's professional skills according to the needs of individual, personality and social growth (develop voice and public speaking skills; improve their language culture).

The study course "Psychology for Teachers" includes the evaluation of aspects of one's own development, personality and communication, as well as promoting the skills of future teachers to evaluate and respect the needs of students' development, learning, communication and personal growth in the pedagogical process.

In the study course "Social-emotional Learning in Schools", students learn self-awareness and self-regulation (awareness and management of emotions, thoughts and behavior), work on their social awareness and relationship-building skills (empathy, acceptance of the other's perspective, conflict resolution, cooperation).

The specific content of the study course "Introduction to Education for Sustainable Development" is based on linking the global issues included in the sustainable development goals with personal action and participation in the local community and is closely related to the result to be achieved in the "Skola2030" competence model – Responsible citizenship (civic competence), which is unimaginable without a global, sustainable view, moreover, education for sustainable development (ESD) is based precisely on interdisciplinarity, critical/systemic thinking, the promotion of which is unthinkable without looking at things in the interrelationships, which is specifically called for by ESD (economy, environment, society).

In the study course "Education Management", students develop an understanding of the management process, strategic management and change management in educational institutions, the role of the manager and leader in the formation of school culture and its impact on the performance of the educational institution, gain an understanding of the educational institution's self-assessment development and accreditation process.

By observing the study principles of student-centered education, student mobility is promoted (recognition of study results), students are involved in research and events initiated by academic staff in society, thus gaining significant experience using what they have learned in their studies in practice.

General education, study courses in education sciences, restrictive elective courses – the content and methodology of the subject area(s) and the teacher's practices promote both students' understanding of cross-curricular skills and students' cross-curricular skills (critical thinking and problem solving, creativity and entrepreneurship, self-directed learning, cooperation, civic participation and digital literacy) development in the study process, as well as their application in pedagogical activities, independently developing examples of cross-cutting skills development in various subjects.

All these skills are confirmed in the "Qualification exam", where students evaluate their professional competence in accordance with the study outcomes of the Professional Bachelor's Study Programme "Teacher", perform a personal SWOT (analysis of strengths and weaknesses and opportunities and threats), evaluating their performance in the teaching profession in accordance with the standard of the teaching profession.

3) Qualified teaching staff are able to adjust teaching planning to meet students' needs and learning goals, especially in the first study course "Foundations of the Teacher's Professional Activity" and in other education sciences study courses where lecturers work with large groups of students. In the first year of study, special attention is paid to the choice of lecturers, because this is what determines the successful adaptation of students in the university study process. Experienced tutors develop a variety of learning strategies to ensure that all students have the opportunity to achieve the outcomes of the study programme, regardless of their initial level or learning ability.

4) Professional teaching staff use various innovative teaching methods, especially in field content teaching methodologies, such as active learning: discussions, group work, simulations, practice sessions, seminars, role-plays, study tours, gamification, problem-solving teaching methods, project-based methods, technology integration, virtual reality or simulation programmes, online platforms and other tools to promote engagement and understanding, adaptive learning that provides a personalized approach to learning and promotes better results. Practitioners, professionals from various institutions are invited to teach individual classes in study courses in order to promote the unity of theory and practice.

5) Qualified faculty effectively assess student performance and provide constructive feedback that helps students improve their knowledge and skills. Regular assessment and feedback is an important element in achieving study results, and well-qualified teaching staff are able to manage this process effectively, for example in the study course "Teaching and Learning" each day of classes ends with students trying out different feedbacks.

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

The Professional Bachelor’s Study Programme “Teacher” is developed based on the guidelines of ESF project No. 8.3.1.1/16/I/002 “Competence Approach in Curriculum”. During the licensing period, the PBSP “Teacher” 122 teaching staff members were involved in the implementation of the programme: 27 professors, 21 associate professors, 30 assistant professors, 24 lecturers, 3 assistants and 17 hourly paid staff members. 92 teaching staff members held a doctoral degree and 30 – a master’s degree, with 106 of them being UL elected teaching staff members. During the implementation process, there has been a change in the teaching staff involved in the programme. Academic staff members have left the programme due to retirement, change in the study courses and heavy workload in other programmes. Along with the changes in the study courses, 18 new staff members have joined the programme. Thus, in total, 129 members of teaching staff implement the programme: 26 professors, 24 associate professors, 37 assistant professors, 22 lecturers, 3 assistants and 17 hourly paid staff members. 102 staff members hold a doctoral degree and 27 – a master’s degree, with 114 of them being UL elected staff members (see Table 3.4.2.1.).

During the reporting period, UL FEPA has significantly updated its composition of lecturers both due to the change of generations and also by attracting new lecturers who were not employed by UL until now. The lecturer renewal policy implemented by UL FEPA has promoted the involvement of new lecturers in the study process. It has been possible to strengthen the team of highly qualified lecturers by attracting experts from cooperation partners in the work environment, as well as promoting the growth of existing lecturers. During the reporting period, the number of assistant

professors has increased mainly at the expense of the number of lecturers, as well as new lecturers joining the programme. The same trend of increasing the number can be observed in the changes in the number of associate professors. The changes in the teaching staff also improved the quality of studies, which can be seen in student surveys.

Table 3.4.2.1. ***Characteristics of the teaching staff involved in the study programme***

No.	Indicator	2020/2021	2022/2023
1.	Teaching staff, including:	122	129
1.1.	professors	27	26
1.2.	associate professors	21	24
1.3.	assistant professors	30	37
1.4.	lecturers	24	22
1.5.	elected teaching staff – foreign citizens	1	0
1.6.	other teaching staff, including:	19	20
1.6.1.	*doctoral students*	5	12
2.	Number of academic staff with a doctor's degree	92	102
3.	UL elected teaching staff	106	114

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

Not applicable

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

Not applicable

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

The cooperation of teachers for the improvement of PBSP "Teacher" takes place at seven levels:

1. Personal contacts;
2. Cooperation within the department – department meetings;
3. Cooperation between departments at UL FEPA level;
4. Cooperation between UL faculties – lectures, scientific research, conferences, projects;
5. Cooperation with employers – involving guest lecturers, agreeing on the content of study courses, the content and course of teaching practice, as well as solving topical issues of educational sciences and conducting research;
6. Cooperation of inter-university (University of Latvia, Daugavpils University, Liepaja University and Rezekne Academy of Technology) programme directors to find solutions in case of insufficient number of students for the mobility of study programme implementation between the participating universities;
7. Cooperation with foreign universities – in international projects, conferences and international weeks.

The lecturers of the study programme regularly update the content of study courses, adapting them to the latest trends and current issues in the sciences. However, the number of lecturers involved in the implementation of the programme is large and it is not easy to ensure mutual cooperation, so in the future the following things are planned to ensure the exchange of experience:

1. meeting of the programme director with heads of modules three times per semester;
2. meeting of the vice-dean of the faculty with the programme director and heads of modules once a month;
3. focus group discussions of the programme director with heads of modules, group buddies, student support administrators once a semester;
4. common metacourse for cooperation in e-studies: Metacourse PBSP Teacher UL FEPA
5. shared free access google document folder with lecturers of PBSP "Teacher";
6. shared open-access google document folder with students PBSP Teacher/ teacher practices;
7. informative seminars (responsible – programme director and heads of modules),
8. joint interdisciplinary projects (responsible person – head of the Teacher Education Department, public relations specialist, programme director).

One hundred and twenty-nine (129) lecturers are involved in the implementation of the programme in academic year 2022/2023. There are 387 students studying in the programme, which makes the student ratio 387:129 = 3 students to one lecturer.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	22_5_PBSP_Skolotajs_diploma paraugs_Sample_diploma transcript_LV_EN (2).docx	22_5_PBSP_Skolotajs_diploma paraugs_Sample_diploma transcript_LV_EN (2).docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	24_5_PBSP_Teacher_Statistics on students enrolled in the reporting period.docx	24_5_PBSP_Skolotajs_Statistika par studejosajiem-4.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	25_5_Compliance of the professional Bachelor's study programme "Teacher" with the academic education standard.docx	25_5_PBSP_Skolotajs_atbilstiba valsts standartam-1.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	Annex_26_5_profbach_Teacher_relevance of the qualification to the professional standard.docx	26_5_PBSP_Skolotajs_atbilstiba Skolotāja profesijas standartam.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Annex 27. Compliance with regulations.docx	27.pielikums Atbilstiba_nozares_regulejumiem.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	28_5_PBSP Skolotājs_kartejums_mapping.xlsx	28_5_PBSP Skolotājs_kartejums_mapping.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	29_5_PBSP_S_plans_Plan-2.docx	29_5_PBSP_S_plans_Plan-2.docx
Descriptions of the study courses/ modules	Annex_30 Study courses EN.zip	30.pielikums_Studiju kursu apraksti LV.zip
Description of the organisation of the internship of the students (if applicable)	Annnex_31_PBSP_Teacher_Description of the organisation of students_practice.docx	31_PBSP_Skolotajs_prakses organizacijas apraksts.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		