# APPLICATION

## Study field "Education and Pedagogy" for assessment

| | |
|---|---|
| Study field | *Education and Pedagogy* |
| Title of the higher education institution | *Rīgas Tehniskā universitāte* |
| Registration code | *3391000709* |
| Legal address | *ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048* |
| Phone number | *67089300* |
| E-mail | *rtu@rtu.lv* |

# Self-evaluation report

Study field "Education and Pedagogy"

Riga Technical University

Table of content

**Self-evaluation report** ..... 2

***Study field*** ..... 6

1. Information on the Higher Education Institution/College ..... 6

2.1. Management of the Study Field ..... 20

2.2. Efficiency of the Internal Quality Assurance System ..... 36

2.3. Resources and Provision of the Study Field ..... 50

2.4. Scientific Research and Artistic Creation ..... 78

2.5. Cooperation and Internationalisation ..... 94

2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures ..... 103

***Annexes*** ..... 109

***Other annexes*** ..... 111

**Educational Sciences (51142)** ..... 112

***Study programme*** ..... 116

3.1. Indicators Describing the Study Programme ..... 116

3.2. The Content of Studies and Implementation Thereof ..... 129

3.3. Resources and Provision of the Study Programme ..... 146

3.4. Teaching Staff ..... 152

***Annexes*** ..... 161

**Speech Therapy (42141)** ..... 162

***Study programme*** ..... 165

3.1. Indicators Describing the Study Programme ..... 165

3.2. The Content of Studies and Implementation Thereof ..... 179

3.3. Resources and Provision of the Study Programme ..... 192

3.4. Teaching Staff ..... 199

***Annexes*** ..... 209

**Teacher (44141)** ..... 210

***Study programme*** ..... 213

3.1. Indicators Describing the Study Programme ..... 213

3.2. The Content of Studies and Implementation Thereof ..... 222

3.3. Resources and Provision of the Study Programme ..... 234

3.4. Teaching Staff ..... 238

***Annexes*** ..... 248

**Educational Sciences (45142)** ..... 249
***Study programme*** ..... 256
3.1. Indicators Describing the Study Programme ..... 256
3.2. The Content of Studies and Implementation Thereof ..... 273
3.3. Resources and Provision of the Study Programme ..... 293
3.4. Teaching Staff ..... 300
***Annexes*** ..... 309
**Teacher (42141)** ..... 310
***Study programme*** ..... 313
3.1. Indicators Describing the Study Programme ..... 313
3.2. The Content of Studies and Implementation Thereof ..... 323
3.3. Resources and Provision of the Study Programme ..... 341
3.4. Teaching Staff ..... 348
***Annexes*** ..... 354
**Preschool Teacher (41141)** ..... 355
***Study programme*** ..... 358
3.1. Indicators Describing the Study Programme ..... 358
3.2. The Content of Studies and Implementation Thereof ..... 366
3.3. Resources and Provision of the Study Programme ..... 380
3.4. Teaching Staff ..... 385
***Annexes*** ..... 394
**Primary education teacher (42141)** ..... 395
***Study programme*** ..... 398
3.1. Indicators Describing the Study Programme ..... 398
3.2. The Content of Studies and Implementation Thereof ..... 406
3.3. Resources and Provision of the Study Programme ..... 419
3.4. Teaching Staff ..... 424
***Annexes*** ..... 432
**Special Education (42141)** ..... 433
***Study programme*** ..... 436
3.1. Indicators Describing the Study Programme ..... 436
3.2. The Content of Studies and Implementation Thereof ..... 442
3.3. Resources and Provision of the Study Programme ..... 450
3.4. Teaching Staff ..... 457

***Annexes*** ..... 462

# 1. Information on the Higher Education Institution/College

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

Riga Technical University was founded in 1862 as Riga Polytechnic, later Riga Polytechnic Institute, and is the oldest technical university in the Baltic States. Following the restoration of the Republic of Latvia in March 1990, Riga Polytechnic Institute was renamed Riga Technical University (RTU). Over years RTU has become the leading centre of higher engineering education and science in Latvia, obtained a positive assessment of international experts and has been accredited by the Supreme Education Council of the Republic of Latvia.

RTU values include sustainable development, quality, openness and cooperation, creativity, academic freedom, motivation to explore and discover.

Until 2024 there were nine faculties at RTU (Faculty of Architecture; Faculty of Civil Engineering; Faculty of Computer Science and Information Technology; Faculty of E-Learning Technologies and Humanities; Faculty of Electronics and Telecommunications; Faculty of Electrical and Environmental Engineering; Faculty of Engineering Economics and Management; Faculty of Mechanical Engineering, Transport and Aeronautics; Faculty of Materials Science and Applied Chemistry). Since 2024 a staff of approx. 2600 people are employed at four faculties (Faculty of Construction and Mechanical Sciences, Faculty of Natural Sciences and Technologies, Faculty of Computer Science, Information Technology and Energy, as well as Faculty of Engineering Economics and Management), at the Institute of Architecture and Design,  and structural units Latvian Maritime Academy, Liepaja Academy and Rezekne Academu, carrying out academic activities, scientific research and support activities. RTU is the second largest university in the Republic of Latvia in terms of number of students.

On 1 March 2024, Liepaja University was included in RTU, becoming as the structural unit Liepaja Academy and on 1 April 2025, Rezekne Academy of Technologies was included in RTU, becoming as the structural unit Rezekne Academy. With this addition, RTU got several new study fields and study programmes to manage.

RTU carries out active study and research work, acquiring new partners worldwide, working together on project implementation, student exchange and the development of joint study programmes. Active development of a student campus is underway in Ķīpsala, where new faculty buildings are being built, while those built during earlier years are getting a new look, modern content and design.

Many research and scientific projects are being carried out in cooperation with RTU partners, which result in both new patents and successful business activities. RTU successfully develops cooperation to strengthen its role in the development of higher engineering education in the world and in the development of Latvia.

RTU has defined its mission – we are building a competitive, educated, innovative and creative future, the vision – an internationally competitive, dynamic and modern university of science and technology.

Accredited RTU study fields and number of study programmes in June 2025:

| Study field | Number of study programmes |
|---|---|
| Architecture and Construction | 19 |
| Economics | 7 |
| Energy, Electrical Engineering and Electrical Technologies | 8 |
| Physics, Materials Science, Mathematics and Statistics | 5 |
| Internal Security and Civil Defence | 7 |
| Information Technology, Computer Engineering, Electronics, Telecommunications, Computer Control and Computer Science | 35 |
| Chemistry, Chemical Technology and Biotechnology | 5 |
| Mechanics and Metalworking, Thermal Energy, Thermal Engineering and Mechanical Engineering | 34 |
| Manufacture and Processing | 7 |
| Translation | 2 |
| Management, Administration, Real Estate Management | 29 |
| Environment Protection | 5 |
| Transport Services | 3 |
| Education, Pedagogy and Sports (Education and Pedagogy) * | 13 |
| Arts | 4 |
| Social Welfare | 4 |

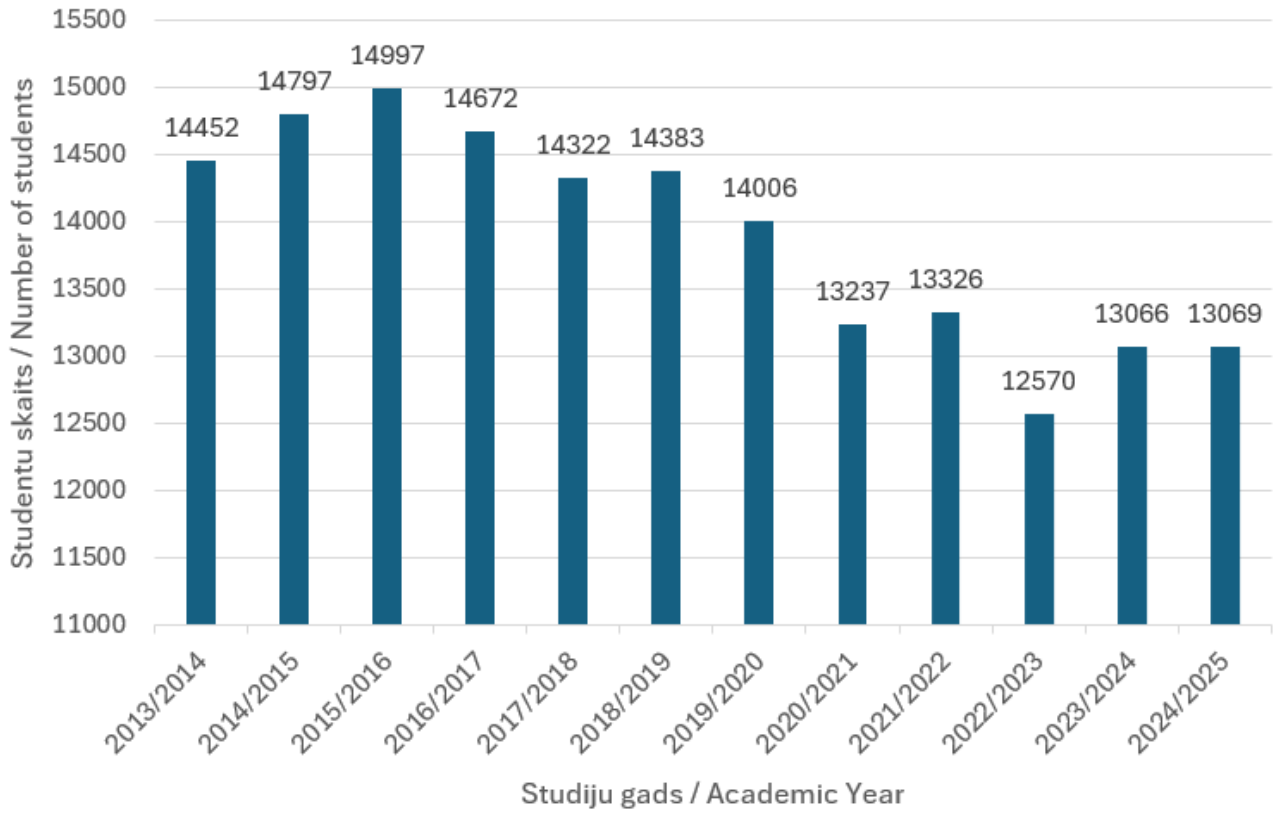
| Study field | Number of study programmes |
|---|---|
| Language and Culture Studies, Mother Tongue Studies, and Language Programmes | 3 |
| Health Care | 1 |
| Law | 3 |
| **Total:** | **194** |

* The identical study programmes implemented at both Liepāja Academy and Rēzekne Academy are being submitted for re-accreditation as one study programme with two implementation places.

The offer of RTU study programmes is in compliance with the forecasts with regard to the needs of the labour market in both Europe and Latvia in the coming decade. The offered RTU study programmes ensure education and training of specialists in information and communication technologies (ICT), engineering, management, services, humanities and social sciences, for which a shortage in the labour market is observed now and predicted in future.

In recent years, the number of foreign students studying to obtain a degree or qualification in Latvia has increased. In addition, international student mobility growth is projected to continue also in the future. RTU has great opportunities to further increase the number of foreign students. It also provides an appropriate offer of RTU study programmes in English – 23 first-cycle higher education (Bachelor) study programme, 32 second-cycle higher education (Master) study programmes, and 17 third-cycle higher education (Doctoral) study programmes, and this list is updated from year to year.

Dynamics of the number of students in RTU during the evaluation period of study field:




In June 2025 at RTU tentatively 10,017 studied in first and short cycle (undergraduate) study programmes, 2,638 studied at second cycle (graduate) study programmes and 414 – at the third cycle (doctoral) study programmes.

The guiding principle of RTU Strategy for 2023–2027 is the proactive link between the activity of the university and the needs of the national economy, focus on high quality and effectiveness. The basis for the activity of RTU is the study process built on science, innovation and in cooperation with the industry, which ensures preparation of specialists required by the Latvian national economy, thus serving as a foundation for sustainable growth of Latvia. RTU's strategy for the new programming period is a consecutive continuation is the previous strategy of the university for 2021-2025. It has been developed in compliance with the objectives and priorities defined in Latvian development planning documents.

According to the National Development Plan for 2021-2027 of Latvia, fundamental changes are planned in the near future in four directions – Equal Rights, Quality of Life, Knowledge Society, and Responsible Latvia, in the achievement of which a high-quality study process, excellent research, as well as sustainable innovation and commercialization activities play an important role, which are important elements in RTU's vision to become an internationally competitive, dynamic and modern university of science and technology.

Keynote of the RTU Strategy: High quality and effectiveness – proactive link between the activity of RTU and the needs of the national economy. RTU is one of the leading science and technology universities of the Baltic and Nordic region, which is acting based on a study system built on research, innovation and cooperation with the industry. RTU prepares European and global-level engineers – leaders: developers of new technologies.

In order to implement RTU's vision to become an internationally competitive, dynamic and modern university of science and technology, RTU's strategy defines four main objectives for the next programming period, three of which are related to the implementation of basic university functions: excellent science, quality studies and sustainable valorisation. The fourth, institutional excellence, is related to the university support function and the development of internal governance in the six

areas: digitalisation, sustainable development, effective financial and administrative action, internationalisation, communication and cooperation, human resources development. For all the objectives identified in the strategy define specific tasks to be performed and result indicators to make it possible to follow the implementation of the strategy so that RTU can realise its vision.

The implementation of the RTU Strategy is approved by a decision of the RTU Senate. Following the approval of the Strategy, RTU Rector once a year ensures definition of the annual RTU aims and tasks with clear performance indicators set at the level of each RTU unit. RTU Strategy is implemented, and the results achieved are analysed annually with regard to the defined tasks.

RTU Strategy is published at https://www.rtu.lv/en/university/strategy.

**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 structure and administration of RTU are established in compliance with the University vision, mission and objectives and taking into account the specifics of the University management. The administrative structure is based on a decentralized decision-making process and obligations arising from the Law on the Higher Education Institutions, the Constitution of RTU, resolutions of RTU Senate, the orders issued by the Rector, as well as other RTU documents. The functions of various organizational units have been approved in their regulations approved by the Senate.

On 16 August 2021, the amending laws to the Law on Higher Education Institutions entered into force, which envisages changes in the internal management model and the procedure for electing rector, as well as defines a new typology of higher education institutions, setting specific eligibility criteria for each type. According to the new typology, RTU corresponds to the status of a university of science. Changes in the Law on Higher Education Institutions are one of the most important steps to create a modern, effectively managed higher education system in Latvia, based on science and research, oriented towards excellence, being internationally competitive and stimulating the country's economic development.

In view of this, during RTU is continuing a change process. On 31 August 2021, the new regulations of the RTU Senate were approved, on 20 September 2021 the new RTU Senate was elected. The RTU’s Council was established in March 2022, a new Constitutional Assembly and a new Constitution was adopted on 24 May 2022. From the management point of view, the changes included in the amendments to the law concern the election process of a rector, the appointment/ dismissal of deans, the establishment / reorganization of structural units based on the proposal of the rector, which now is decided by the order of RTU Council.

The council of the higher education institution is a collegial highest decision-making body responsible for the sustainable development, strategic and financial supervision of the university, but the senate will be responsible for the development of university’s studies and scientific processes. The council must also ensure the operation of the state higher education institution in accordance with the goals set in its development strategy. The RTU Council consists of five representatives nominated by the RTU Senate, five external representatives of society or industry, who are not professionally related to the university, but whose presence allows the university to respond more flexibly to external changes and expand its strategic vision. The election of external

representatives takes place in accordance with the regulations approved by the Cabinet, which ensures the transparency and political neutrality of the process. The council also has a representative nominated by the President of Latvia, thus facilitating strategical focus of the university according to development goals of the state.

Overall, RTU management can be divided into three levels: university level, administration level and faculty level.

At the University level, there is the Constitutional Assembly (200 representatives – 120 academic personnel representatives (60% of the total number), 40 student representatives (20% of the total number) and 40 general staff representatives (20% of the total number). The Assembly includes all 35 members of the RTU Senate, the other 165 members are elected by the central administration, faculties, institutes and academies that are not part of the faculties, and the students' self-government in the amount to ensure proportional representation. The conditions for the formation of the Assembly are defined in Part II of the RTU Constitution (see the file of Annex 01 of the List of Internal regulations).

There are 35 senators in the Senate, of which 27 are representatives of the academic staff (not less than 75% of the representatives, including at least 14 professors or associate professors – not less than 50% of the total number of senators), seven students (not less than 20% of the total number of senators) and the Rector is a member of the Senate in accordance with the position. The conditions for the election of the representatives of the Senate are defined in the attached Article 7 of the Regulation of the Senate of RTU (see the file of Annex 02 of the List of Internal regulations).

RTU Scientific Council, which consists of Deputy Deans in for research, Vice-Rector for Research, Deputy Vice-Rector for Research; and representatives of doctoral students; the Rector, Vice-Rector for Academic Affairs, Vice- Rector for Strategic Development, Vice-Rector for Finance, and the Chair of the Senate also have the rights of membership of the Council.

At the level of administration, the operational management of the university is exercised by the Rector, whereas the Board of the Rector plays an advisory role in the adoption of such decisions, with the participation of the Rector, Chair of the Senate, Vice-Rectors, Administrative Director, Director of the Legal Support and Document Management Department, Director of Infrastructure Development Department, President of the Student Parliament; the Deans Council comprising the Rector, Deans, Director of the Institute of Architecture and Design, , Director of Riga Business School, Director of the RTU Latvian Maritime Academy, Director of the RTU Liepaja, Vice-Rectors, Director of Administrative Departament; operational management meetings uniting the Rector, Administrative Director, the heads of administrative departments (department directors, unit managers). At the faculty level, the highest decision-making bodies are faculty councils whose composition depends on the size of the faculty.

External partners and stakeholders are involved in the University management through the RTU Advisory Board (27 members). It provides an opportunity to receive independent opinion on important issues and possible solutions from various perspectives. Each faculty also has its own Advisory Board, which provides its own vision for improving the supply of study programmes in line with sectoral needs and market trends.

Each faculty also has its own student self-government, while RTU Student Parliament coordinates faculty student self-governments. Students are represented in all RTU decision-making bodies and can therefore participate in the University strategic decision-making.

The Rector, Vice-Rector for Research, Vice-Rector for Academic Affairs, Vice-Rector for Finance and Vice-Rector for Strategic Development are the senior officials of RTU. The Rector implements the general administrative management of RTU and represents RTU without a specific mandate. The

Rector is elected by the Constitutional Assembly for a period of five years for no more than two consecutive terms for the same person. The Rector is elected, approved in office and removed from office pursuant to the regulatory enactments governing higher education institutions.

The operational management of RTU is exercised independently, in accordance with the delegation of the Rector, by the Vice-Rector for Research, Vice-Rector for Academic Affairs, Vice-Rector for Strategic Development and Finance, Vice-Rector for Innovation. The Senate elects the Vice-Rector for Research, Vice-Rector for Academic Affairs, Vice-Rector for Strategic Development and Finance based on the recommendation of the Rector for the term of office of the Rector. The Rector may also delegate certain functions to other RTU officials and, on the basis of the Rector's proposal; other Vice-Rector positions may be created by a Senate decision.

The Vice-Rector for Research supervises and is responsible for Doctoral study programmes and research work, including support to young researchers, research infrastructure, research funding, applied research, intellectual property protection, RTU scientific publications and scientific conferences. The Vice-Rector for Academic Affairs supervises and is responsible for the study process at the short, first and second cycle study programmes, further education, including training programs, security and quality assurance in studies, credit points, determination of academic staff positions and workload, as well as the selection and admission of students. The Vice-Rector for Strategic Development and Finance is responsible for the development strategy and its successful implementation, supervises the implementation of projects important for the development of RTU, and represents the interests of RTU in interaction with public authorities, partners and the public, for the financial management processes of RTU and for allocating and planning financial resources to ensure the functioning of RTU and implementation of the development strategy. The Vice-Rector for Innovation is responsible for proactive, clear and engaging cooperation with industry and partners, expansion of the ecosystem, involvement of academic staff and students in innovation value chains, including the creation of high-tech start-ups, as well as for the improvement of the support model and mechanisms for the involvement of students and staff in innovation in processes.

The accounting, study administration, science administration and human resources administration at the university are centralized. Other administrative processes, such as procurement and project management, are centralized to the extent necessary to avoid institutional risks. At the same time, a decentralized management system has been provided at a high level at RTU, with a certain degree of autonomy for each academic unit. This means they have their own budget and self-governing structure, which allows defining and meeting the objectives of the organizational unit. This approach motivates the heads of departments to be proactive, to plan the development of the unit, and to apply for funding.

RTU governance structure information is published at https://www.rtu.lv/en/university/structure-and-administration.

### 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.

RTU has established an internal quality management system that respects the standards of Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area

(ESG).

RTU internal quality management system works in line with the “Excellence approach” (approved on 30 January 2017 at the meeting of the RTU Senate, Minutes No 606), as well as the “RTU Quality Policy” (approved by the Senate on 25 September 2017, Minutes No 612).

The Quality Policy is focused on the implementation of the RTU mission and the achievement of the strategic objectives. The Quality Policy lays out the framework and pathways for development and improvements of the RTU Strategy, research, study process and organization. The University Quality Policy is aligned with the European Association for Quality Assurance in Higher Education (ENQA) standards and guidelines. The RTU Excellence Approach and quality policy are mutually integrated documents which require RTU to use the quality model of the European Foundation for Quality Management (EFQM). On 23 September 2022, RTU received an award – a four-star rating "Recognized by EFQM" after evaluating the quality management system implemented by the university. This recognition confirms that RTU has clearly defined the goals to be achieved in Latvia and abroad, is aware of and closely cooperates with partners in industry, the non-governmental and the governmental sector for the implementation of common goals, as well as has clearly visible trends of positive development and growth in the long term.

The EFQM quality model assumes cooperation with students , employees, partners, professional associations, student organizations, other higher education institutions, businesses and organizations. RTU maintains an open dialogue to explore the needs of the parties involved and to respond appropriately by developing feedback to day-to-day and long-term cooperation.

By establishing links with the  stakeholders, the administration of RTU contributes to the development of excellence and ensures the clarity, unity, building of the work environment and diversity management of the objectives to be achieved.

RTU staff participates in quality assurance by providing suggestions and feedback to improve the RTU Quality Managemet System. The heads of RTU departments are responsible for carrying out internal quality assurance procedures and processes in their departments.

Based on the results of regular student and graduate surveys, improvements in the quality of the study process are being planned.

Cooperation with partners, suppliers and other stakeholders takes place in accordance with the RTU Strategy, establishing appropriate cooperation networks and identifying appropriate policies, activities and processes for effective cooperation aimed at ensuring the quality of the RTU activities and acquisition of feedback. To ensure the topicality and continuous development of existing study programmes and before the introduction of new study programmes the interests of all stakeholders in modern and interdisciplinary technology education are considered.

External stakeholders (public authorities, cooperation partners, representatives of the public) assess the study process and its results in State Examinations, practical placements (internships) and accreditation, and contribute to improving the content and quality of study programmes.

The quality management of RTU Liepāja Academy and RTU Rēzekne Academy is being aligned with the RTU quality policy, taking into account the practices already established in these regional units.

More on these aspects, including the examples and efficiency discussion, are provided in section 2.2.1, 2.2.3 and 2.2.4.

RTU Excellence Approach is published at
https://www.rtu.lv/en/university/strategy/rtu-excellence-approach.

RTU Quality Policy is published at

https://www.rtu.lv/writable/public_files/RTU_quality_policy_of_rtu.pdf (Also added to the file of Annex 03 of the List Internal regulations).

**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. | RTU internal quality management system works in line with the “Excellence approach” (approved on 30 January 2017 at the meeting of the RTU Senate, Minutes No 606; published at https://www.rtu.lv/en/university/strategy/rtu-excellence-approach), as well as the “RTU Quality Policy” (approved by the Senate on 25 September 2017, Minutes No 612; published at https://www.rtu.lv/writable/public_files/RTU_quality_policy_of_rtu.pdf, also added to the file of Annex 03 of the List Internal regulations).<br>In line with the quality management system introduced by RTU, process analysis and improvement are ongoing. Performance indicators and feedback - the results of the stakeholder surveys are analysed. The quality report data are compiled after the end of the academic year.<br>Annual agreements on the target study process performance indicators are signed with the faculties/academies; the quality is assessed by analysing the achievement of the defined objectives relative to the plan. For more details, see the 5th row of this table.<br>The management of the study field is ensured by the study field director (represents one of the places of implementation of the study field)and deputy director (represents the second place of implementation of the study field) approved by the RTU Senate and the study field commission approved by the RTU Vice-Rector for Studies. The study field committee includes directors of all study programs, leading academic staff, employer representatives, and a student representative. |

| | | |
|---|---|---|
| 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 of study programmes takes place in accordance with the “Procedure for the application, elaboration and amendment of the study programmes” (approved at the Meeting of RTU Senate on 26 April 2021, Minutes No 649; see the file of Annex 06 of the List of Internal regulations).<br>The institutes implementing the study process, Faculty/ academies Councils, the Office of Vice-Rector for Academic Affairs, the Student Parliament and the Senate are involved in ensuring the internal study quality of RTU. These institutions carry out comprehensive assessment of the new study fields and study programmes, the changes to the study fields and programmes and the annual reports of the improvement of the study fields. At RTU, the operation of the internal quality assurance mechanism takes place at the level of the Rectorate, faculties/ academies, study fields and study programmes.<br>At the level of the Rectorate, the internal study quality control of RTU is carried out by the Office of Vice-Rector for Academic Affairs. The Study Department performs: (1) the maintenance and control of the Study Programme Register, which involves control of the conformity of the study curriculum to the aims, tasks and learning outcomes of the study programme, as well as the control of changes; (2) maintenance and control of the Study Course Register, which involves control of the conformity of study course descriptions with the learning outcomes, as well as quality control of study course descriptions; (3) periodical student polling at the University level.<br>After the reorganization and integration of RTA and LiepU, the self-evaluation of RTU study fields and study programs will be carried out by a unified study field committee. The self-evaluations of study fields and study programs will be evaluated by the RTU RA and RTU LA councils, but internal quality control will be carried out by the RTU Studies Department. |

| | | |
|---|---|---|
| 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. | The evaluation of learning outcomes takes place in accordance with the "Regulation on the Assessment of Learning Outcomes" (approved at the Meeting of RTU Senate on 30 May 2022, Minutes No 663; see the file of Annex 04 of the List of Internal regulations) and "Regulation on Final Examinations at RTU" (approved at the Meeting of RTU Senate on 26 April 2021, Minutes No 649; see the file of Annex 08 of the List of Internal regulations).<br>Regulation on the Assessment of Learning Outcomes states that the process of evaluating study results includes formative and summative evaluation and regulates summative assessment for evaluation of the achieved study results in RTU study courses. This regulation determines the procedure for summative evaluation of study results achieved in RTU study courses. Regulation defines different types of assessments, rating scales, assessment planning and procedure, determination of the final rating, procedures for appeals, academic debt settling and how to improve academic performance. The procedure for evaluating the study results achieved at the end of the study programme are determined by the Regulations on Final Examinations, which regulates the procedure for organization and conduct of final examinations, general requirements for study graduation papers, final theses (graduation papers), as well as the procedure of development and presentation of study final theses graduation papers. Detailed requirements for study graduation papers final theses, methodological guidelines for development of study graduation papers final theses and the procedure of presentation, pursuant to the present Regulations, is developed by the unit in charge for the implementation of the relevant study program and approved by the relevant Faculty/Academy Council.<br>These Regulations apply to studies of all types and cycles, except for third cycle studies.<br>The assessment of study results at RTU RA and RTU LA will be implemented in accordance with RTU regulations and the procedures set out therein, as well as the uniform assessment criteria and conditions set out in study programmes and study course descriptions. The implementation of uniform criteria and conditions will be supervised by the study programme director and administrator. |

| | | |
|---|---|---|
| 4. | Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed. | In order to ensure the qualification and performance quality of academic staff, professional advancement needs are regularly assessed when evaluating the results. Professional advancement training modules are developed by collecting information from: (1) academic staff surveys on professional advancement needs once in two years; (2) analysis of student polling results; (3) cooperation with student self-governments; (4) world trends and good practices of other Latvian universities in the field of professional advancement of academic staff; (5) information provided by academic staff on professional advancement topics of interest; (6) proposals from the heads of academic units for professional advancement of academic staff.<br>The RTU Centre for Academic Excellence (CAE) (https://www.rtu.lv/en/studies/academic-excellence-centre), a teaching and learning centre, was created at the end of 2018; its aim is to develop a strategy for the professional advancement of academic staff, including in line with Article 16 of Cabinet Regulations No. 569. Other tasks of CAE are detailed in Section 2.3.6.<br>In accordance with the RTU Policy on Professional Development and Qualification Improvement of Academic and General Staff (publicly available on the beforementioned AIC website), academic units organize regular or one-time professional advancement activities having assessed the need for professional training of academic staff. The units assess whether it is more appropriate to participate in a particular event for certain representatives of academic staff, all members of the unit or to invite also members from other units.<br>From the 2025/2026 academic year, each RTU RA and RTU LA elected academic staff member will be assigned professional development hours, which will include participation in courses and seminars both at RTU and outside RTU, as well as observation of lectures by colleagues and joint evaluation. |

| | | |
|---|---|---|
| 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. | Student expectations and satisfaction with the curriculum and study process are identified in sequential and planned surveys at all stages of study. Student surveys are organized in accordance with the Regulations on “Student Polling for Assessment of the Study Process” (approved by the resolution of RTU Vice-Rector for Academic Affairs No 02000-1.1-e/8A as of 1 February 2021; see the file of Annex 20 of the List of Internal regulations). The aim of polling is to clarify the adaptation of first year students to the university system and the satisfaction of all students with the study process, lectures, and practical classes after each semester, the satisfaction of students with the services offered by the University, and the overall satisfaction of graduates with the study programme. The results of the surveys are available to academic staff, heads of organizational units and students in a summarized form. The survey results also directly summarize the effectiveness of academic staff's work, as students also have the opportunity to add their comments to surveys on teaching staff's work abilities and professionalism.<br>The analysis of student success information is the responsibility of the specific unit implementing the study programme. Information regarding the success of students within the scope of study courses and the weighted average mark in general shall be available in RTU Study Management system. Annually, the State Revenue Service provides information on employment of RTU graduates.<br>The total quality management system of RTU, which is based on the EFQM quality model, includes and ensures the analysis and comparison of performance indicators of the study process and study programmes.<br>At the beginning of September of each year, a faculty/academy Activity Plan on study process indicators is drawn up: (1) number of students; (2) number of graduates; (3) number of graduates who complete their studies on time; (4) number of students expelled from University; (5) number of foreign students; (6) average age of elected academic staff; (7) number of study programmes implemented in English; (8) average indicator of the evaluation of faculty academic staff; (9) number of persons with a scientific degree elected to academic positions (%); (10) number of foreign guest lecturers.<br>The established Faculty/Academy Study Activity Plans for the following year are drawn up by Faculty Deans/Academy directors, together with Deputy Deans for Academic Affairs and institute directors; they are approved by the Rector of RTU.<br>RTU administration meets with representatives of faculties/academies to evaluate activity plans on study process indicators, evaluating the progress in the previous academic year and defining the indicators to be achieved in the next two academic years. These indicators are used to monitor study process performance of the faculty/academy. These indicators and other aspects influence the amount of performance-based funding allocated to the faculty/academy and contribute to the achievement of the objectives set forward in the RTU Strategy.<br>The study process funds are administered in accordance with methodologies approved by the Senate or as stipulated by the Vice-Rector for Strategic Development and Finance. Principles of the methodologies motivate the heads of departments to be proactive, to plan the development of the unit, and to apply for funding. These methodologies are described in more detail in section 2.3.1. of the self-assessment report. After the reorganization and integration of RTA and LiepU, the collection and analysis of information at RTU is carried out according to the unified RTU internal documents and established procedures. |

| | | |
|---|---|---|
| 6. | The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems. | At the level of the faculty/academy and study field, internal quality is ensured by the Faculty/Academy Council, the Study field Committee and Directors of the study field, Directors of the study programmes, administration of the institutes/centres implementing study programmes.<br>Within the framework of the study programme, internal quality is ensured by the program director and by the academic staff implementing the program. Internal quality control at the level of the study programme is carried out by the administration of the relevant institute/centre.<br>In order to ensure continuous development of the study programmes, RTU Study field Committees monitor academic activities in the relevant study field and are responsible for the curriculum and quality of the study programmes within the study field, including the accreditation of the study field. Inclusion of employer representatives in the study field Committee is a mandatory requirement. Study field Committee acts in accordance with the “Regulation of the Study field Committee” (approved by the Resolution of RTU Senate Meeting on 26 April 2021, Minutes No 649, with amendments on 27 March 2023; the English translation is in the file of Annex 07 of the List of Internal regulations).<br>The basic tasks of the Study field Committee are: (1) to analyse the situation in the labour market and make suggestions for the development of new study programmes as well as for the closure of the outdated study programmes; (2) to carry out expert assessment of the curriculum and quality of the study programmes, assess their compliance with the defined objectives and compliance with the research area represented and labour market requirements; (3) to organize and monitor the accreditation of the study field and the licensing of study programmes; (4) to analyse the assessment and recommendations made by external experts and organize elimination of identified shortcomings; (5) to carry out an analysis of the study field self-assessment report as well as the annual reports on study field development activities; (6) in order to achieve strategic objectives of the University, to assess the proposed changes to study programmes with a view to increasing the quality of all study programmes included in the study fields; (7) to analyse the results of student, graduate and employee surveys and organize elimination of identified shortcomings, as well as organize additional surveys.<br>After the reorganization and integration of RTA and LiepU into RTU, a unified study field committee has been established, which will implement the committee's basic tasks in quality assurance and the improvement and development of the study field. The study field has an approved director and deputy director, and RTU RA and RTU LA councils are active. |

## 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 academic field “Education and Pedagogy” is oriented towards the implementation of high-quality pedagogical studies and internationally recognized innovative scientific research and artistic creativity, thereby promoting the development of educational and cultural identity in society.

**The aim of study field:**

1. To offer high-quality study programmes and academic instruction that prepare competent and creative professionals in the field of education, grounded in educational science theories, for pedagogical work at the regional, national, and international levels.
2. To develop the methodological and scientific research capacity of both students and academic staff, ensuring scientific excellence and the transfer of innovative pedagogical technologies for the advancement of the educational process.

**Core principles of teacher education implementation:**

- Implementation of contemporary, competence-based education—focusing on the development of core and transversal competencies essential for effective pedagogical practice;
- Emphasis on the cultivation of socially significant values among students, such as openness, collaboration, leadership, integrity, civic responsibility, and respect;
- Integration of career development, special and inclusive education competencies within the study process;
- Reflection of principles of human rights, tolerance, and empathy in the content and delivery of study courses;
- Close integration of studies with the professional environment through pedagogical practice, study visits, commissioned research projects, participation in joint projects (including European-level initiatives), and other related activities;
- A supportive, creative, and progress-oriented study environment conducive to individual development for both students and academic staff;
- Accessibility of physical and virtual learning resources for all stakeholders involved in education.

In Latvia, access to high-quality education is ensured by institutions of higher education, including Riga Technical University (RTU), which provides comprehensive teacher education programs within the study field “Education and Pedagogy.” These are implemented through a coherent teacher training system aligned with the development of science and innovation, as outlined in **RTU’s Strategy for 2023–2027** (https://www.rtu.lv/writable/public_files/RTU_rtu_strategy_2027_eng.pdf). This strategy emphasizes proactive alignment of university activities with national economic needs, and a focus on high quality and efficiency. RTU’s operations are grounded in science and innovation, and its study process is shaped through collaborationwith industry partners, ensuring the preparation of specialists essential for the sustainable development of Latvia.

The content of study programs within the academic field reflects openness to innovation and

change, a nuanced understanding of global and local socio-political, economic, and educational processes, and promotes the development of professional and research competencies. These programs support creative self-development and professional engagement across diverse social contexts, utilizing communication technologies and resources. Completion of the programs provides in-depth knowledge and critical understanding of national characteristics of education, socio-cultural aspects of society, and development trends within the unified European Education Area.

Research is a vital component in the implementation of this academic field, with research activities integrated into study programs through collaboration with RTU researchers. Students are involved in research groups, conduct studies, and are prepared for progression to doctoral-level education.

In accordance with the 2018 decision of the Advisory Council for the Reform of Teacher Education under the Ministry of Education and Science (MoES), and in order to reduce programme fragmentation and strengthen shared resource utilization, teacher education programs previously offered within this field were gradually phased out between 2019 and 2021. New programs were developed, licensed, and accredited, ensuring continuity and quality in studies. Currently, the academic field “Education and Pedagogy” comprises eight study programs (see Table 2.1.1.1). These programs were developed under ESF SAM 8.2.1 projects in alignment with the MoES policy report “Proposals for Ensuring Teacher Education in Latvia Based on Competency-Based Educational Requirements”, which underscores the need to provide conceptually new teacher education in Latvia that meets competency-based standards.

Table 2.1.1.1

**List of study programmes included in the study field**

| No. | Title of the study programme | LQF/ EQF level | Degree awarded, professional qualification/degree and professional qualification | Scope (CP) |
|---|---|---|---|---|
| 1 | Short-cycle professional higher education study programme “Preschool Teacher” (code 41141) | 5 | — / Teacher | 120 |
| 2 | First-cycle professional higher education (bachelor) study programme “Primary Education Teacher” (code 42141) | 6 | Professional Bachelor's Degree in Teacher Education / Teacher | 240 |
| 3 | First-cycle professional higher education (bachelor) study programme “Teacher” (code 42141) | 6 | Professional Bachelor's Degree in Teacher Education / Teacher | 240 |
| 4 | First-cycle professional higher education (bachelor) study programme “Special Education” (code 42141) | 6 | Professional Bachelor's Degree in Teacher Education / Teacher | 240 |

| | | | | |
|---|---|---|---|---|
| 5 | First-cycle professional higher education (bachelor) study programme “Speech Therapy” (code 42141) | 6 | Professional Bachelor's Degree in Speech Therapy / Teacher Speech Therapist | 240 |
| 6 | First-cycle professional higher education programme “Teacher” (code 46141/ 44141*)<br>*The parameter of the study programme that is submitted within the assessment of the study field. | 6 | — / Teacher | 60 |
| 7 | Second-cycle higher education (master) study programme “Educational Sciences” (code 45142) | 7 | Master of Education Sciences / — | 75 or 120 |
| 8 | Joint third-cycle higher education (doctoral) study programme “Educational Sciences” (code 51142) | 8 | Doctor of Science (Ph.D.) in Social Sciences / — | 198 |

The operation of the study field “Education and Pedagogy” at Riga Technical University (RTU) is focused on ensuring the provision of high-quality teacher education across all levels of study. The study programs correspond to the study field “Education and Pedagogy” as they offer study opportunities within the thematic group “Education.” The programme codes comply with the requirements set forth in the Cabinet of Ministers Regulation No. 322 “Regulations on the Classification of Education in Latvia” (https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitibas-klasifikaciju, Latvian only).

As a university of science and technology, RTU ensures excellence in the fields of natural sciences, computer science, information technology, engineering and technology, social sciences, as well as the humanities and arts. According to Cabinet of Ministers Regulation No. 595 "Regulations on the Classification of Scientific Fields, Subfields, and Branches in Latvia" (https://likumi.lv/ta/id/335928-noteikumi-par-latvijas-zinatnes-nozaru-grupam-zinatnesnozarem-un-apaksnozarem, Latvian only), educational sciences fall under the group of social sciences, which confirms that the implementation of this study field aligns with RTU’s strategic specialization area—social sciences.

The necessity for implementing these study programs is supported by regulatory documents governing education policy planning and by both ongoing and planned activities based on these documents, including: Education Development Guidelines 2021–2027 (https://likumi.lv/ta/id/324332-par-izglitibas-attistibas-pamatnostadnem-2021-2027-gadam, Latvian only); Latvia’s Sustainable Development Strategy until 2030 (https://www.mk.gov.lv/lv/media/15132/download?attachment); National Development Plan of Latvia 2021–2027 (https://www.mk.gov.lv/lv/media/15165/download?attachment); 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), and Research and Innovation strategy for smart specialization (https://www.izm.gov.lv/sites/izm/files/ekosist_kopsavilkums_ris31.pdf, Latvian only).

The creation and implementation of the study programs are based on compliance with the

legislative framework of the Republic of Latvia, including the Education Law (https://likumi.lv/ta/id/50759-izglitibas-likums, Latvian only), the Law on Higher Education Institutions (https://likumi.lv/ta/id/37967-augstskolu-likums, Latvian only), Constitution of Riga Technical University (https://www.rtu.lv/en/university/constitution-of-riga-technical-university-1), and the RTU Strategy for 2023–2027 (https://www.rtu.lv/writable/public_files/RTU_rtu_strategy_2027_eng.pdf).

The development and implementation of these programs are guided by RTU's institutional goals: high-quality studies, excellent science, sustainable innovation, and institutional excellence.

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

The SWOT analysis has been updated and discussed during a meeting of the Study Field Committee, attended by programme directors, academic staff, students, and employer representatives. Based on the results of the SWOT analysis and in order to achieve the defined goals of the study field, the *Development Plan for the Study Field "Education and Pedagogy" for 2025–2030* has been prepared (see appendix: *"Riga Technical University Study Field 'Education and Pedagogy' Development Plan 2025–2030"*). This plan was approved during a session of the Study Field Committee. It outlines the current tasks under the following strategic directions:

1. High-quality study programmes and studies;
2. Methodological and scientific development of students and academic staff, and their involvement in innovation processes.

The Development Plan is aimed at improving the quality of study programs to ensure sustainable and productive operations. At the beginning of each academic year, an annual Work Plan for the study field is approved, based on the Development Plan. The Work Plan also includes activities aimed at implementing recommendations from previous accreditations of the study field and its programs.

With regard to the goal defined in the study field development plan – **Task 1: To offer high-quality study programmes and attractive studies that prepare competent and creative specialists for pedagogical work in the region, nationally, and internationally, based on theories of educational sciences and their respective fields** – the following strengths, weaknesses, opportunities, and threats were identified:

**T.1. Strengths:**

- Study programs are developed in collaboration with the University of Latvia, Daugavpils University, professional organizations, as well as national and international experts;
- Annual evaluation of study programme and course content, along with self-assessment of the study field, is conducted;
- Programme succession ensures continuity within the thematic area of education;

- The joint doctoral programme “Educational Sciences” is implemented in cooperation with the University of Latvia and Daugavpils University;
- Programme content is regularly updated in accordance with the latest scientific knowledge and recommendations from employers and graduates;
- Employers provide internship placements for students;
- Guest lectures by industry professionals are provided;
- A high-quality offer of continuing professional development programs for educators.

**T.1. Weaknesses:**

- A low number of international students enrolled in the study field's programs;
- A limited number of international visiting lecturers involved.

**T.1. Opportunities:**

- Development of technology-based, e-learning accessible study modules and courses;
- Increased student participation in the ERASMUS+ exchange program.

**T.1. Threats:**

- Decreasing number of students in Latvia due to negative demographic trends and youth emigration;
- Low affordability of tuition fees in self-funded programs;
- Reduction in the number of educational institutions, affecting future demand for specialists;
- Fragmented policy-making, where education issues are considered in isolation from regional development, and the state’s inability to plan and implement long-term regional policy and cohesion in practice.

**With regard to the goal defined in the study field development plan – Task 2: To develop the methodological and research capacity of students and academic staff, ensuring scientific excellence and the transfer of innovative pedagogical technologies for the advancement of the educational process**– the following strengths, weaknesses, opportunities, and threats were identified:

**T.2. Strengths:**

- Programs are implemented by qualified and experienced academic staff, including Latvian Council of Science experts, and involve graduates of RTU’s doctoral programme in “Educational Sciences”;
- Strong cooperation with employers, local municipalities, and educational institutions;
- Academic staff are active researchers, holding researcher/senior researcher positions, ensuring synergy between teaching and research;
- Organization of international scientific conferences, where lecturers chair sessions and publish in proceedings;
- Annual student scientific-practical conferences in Rēzekne and Liepāja, where students present their research results (study papers, qualification, bachelor’s, and master’s theses);
- Students are involved in research projects and other activities promoting their academic qualifications;
- Leading professionals from the education sector are engaged in programme implementation;
- Academic staff actively participate in ERASMUS+ mobility programs;
- Scientific results are disseminated through regular publications included in international databases, as well as through scientific monographs;
- Diverse and successful collaboration with foreign partners: academic institutions, researchers, and professors.

**T.2. Weaknesses:**

- Insufficient involvement of academic staff in significant international scientific projects;
- Limited number of guest lectures organized with lecturers from European universities;
- Uneven foreign language proficiency among academic staff and students.

**T.2. Opportunities:**

- Active participation in the design, preparation, and implementation of study and interdisciplinary research projects;
- Publication of research in leading internationally indexed journals and monographs;
- Increased participation of lecturers and students in international scientific conferences outside Latvia;
- Engaging students and youth in research, involving them in national and international projects, and fostering motivation and interest in scientific activity;
- Broader involvement in consortia for the development and implementation of research projects;
- Professional development of academic staff through internships in relevant institutions.

**T.2. Threats:**

- Low prestige of the teaching profession in Latvia, which affects motivation to pursue studies in the field;
- Socioeconomic conditions in the regions, which often require students to take up paid employment already in their first year of study.

To mitigate the impact of weaknesses, the Department of Public Relations and the Department of International Relations participate in exhibitions that promote higher education opportunities in Latvia and abroad. The geographic reach of international partners is being expanded, including within the framework of the ERASMUS+ programme. The number of ERASMUS+ mobilities has been increased to support the integration of academic staff into the higher education space and to encourage their involvement in project development consortia.

Practical workshops and seminars are organised to enhance the digital skills of academic staff. Cooperation with international partners is being developed through ERASMUS+ projects. Student involvement in research is promoted by including students in the work of State Research Programmes and Fundamental and Applied Research Programmes, as well as by providing opportunities to publish the best scientific and methodological works in journals and special editions.

Academic staff also carry out various activities (such as participating in discussions, giving interviews to the media, etc.) to promote the education sector, share project and research outcomes, and highlight student achievements.

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

The collegial governance of the study field is implemented by RTU's decision-making bodies – the Senate, the Senate's Committee for Study Quality and Programmes, the Councils of RTU Rēzekne (RTU RA) and RTU Liepāja (RTU LA), and the Study Field Committee, which evaluates study quality and makes decisions on measures to ensure the quality of studies.

Internal quality control at the RTU RA and RTU LA, and at the level of the study field is ensured by the Deputy directors for studies and science. The quality of the study programme is ensured by the Head of the study programme, study programme administrator and the academic staff involved in the implementation of the program, whereas the whole process is controlled by the Head of the responsible centre. Once in an academic year the abstracts and curriculum of the study programme, the methodological materials, as well as recent study literature and methodological guidelines for study papers (reports, study papers, internship reports and graduation papers) are reviewed. The academic staff and the administration of the study programme participate in various experience exchange activities, cooperating with the higher education establishments in other countries, participating in the meetings with representatives of relevant institutions and entrepreneurs, as well as discuss the current developments in the field, analysing the results of the students' research papers and projects.

The responsibilities and duties of the Head of the study programme are provided in the job description. The most important of them include: management of study programme development, improvement of the curriculum in compliance with the requirements of the scientific fields or the sectors of the national economy, implementation of quality assurance, supervision of study plan development, promotion of internationalization, cooperation with RTU Study Department providing the input of data in the Information system, as well as the cooperation with other departments of RTU that are involved in the implementation of the study programme. The administration of the RTU RA and RTU LA constantly monitors the compliance of the premises and technical equipment with the modern quality requirements, and appropriate classrooms have been created with the necessary multimedia equipment. Support functions for the development and implementation of study programmes are provided by RTU Study Department.

The study field is headed by a Director and a Deputy approved by the Senate of Riga Technical University. The Study field Committee includes directors of all study programmes in the specific study field, leading teaching staff, representatives of employers and a representative of students (see annex "RTU Study Field Management Structure"). The structure indicates that the Study Field Committee shall supervise the activities of the Study Field, performing an examination of the content and quality of implementation of study programmes of the study field at the end of each academic year, evaluating their conformity with the objectives of the study field, the requirements of the represented science sector and labour market, as well as taking into account the opinion of graduates and students regarding the quality of programmes. The Study Field Committee initially take decisions on different types of issues, which are further approved by RTU RA and RTU LA councils, while further communicating with the Study Department, which prepares Senate projects (with the basis of decisions of both the Study Field Committee and RTU RA and RTU LA Councils) for examination by the Senate Study Quality and Programs Committee, where RTU Vice-Rector for Academic Affairs also participates and engages in discussion on relevant issues. Once the Senate Study Quality and Programs Committee has reviewed and approved the project's consideration in the Senate, only then does it advance to the RTU Senate hearing.

RTU has established a rigid system for the management and development of study programmes. Proposals to introduce any changes in the curriculum are made by the Study field Committee based on the recommendations of the academic staff, references from employers, suggestions from student self-government, as well as observing the latest trends in the national economy and the labour market. The Study field Committee requests the RTU RA and RTU LA Council to review and

approve them. Based on the decision of the Council, the RTU Senate approves changes in the study field. Amendments in the structure of study programmes are approved by the order of RTU Vice Rector for Academic Affairs. Technical support of the study field is provided by the study programme record keeping as well as RTU IT department. Such cooperation in the implementation of the study programmes within the study field is to be evaluated as efficient and stimulating the development of the study field.

The effective operation of the study field at the implementation sites in Rēzekne and Liepāja is ensured by:

- **RTU RA and RTU LA Deputy Directors for Studies and Science** ensure management and quality monitoring of the study process and research development;
- **The Heads of the RTU RA Centre for Education, Languages and Social Technologies and the RTU LA Centre for Pedagogy and Social Work** – they plan, lead and organize the work of the center, ensure methodological and research activities, define the center's goals and delegate tasks to the academic staff, as well as analyze and evaluate staff performance;
- **Study process specialists** – responsible for administration and organizational matters related to the study process, maintaining study field data in information systems, planning academic staff workloads, maintaining class schedules, preparing diplomas and diploma supplements, generating reports, issuing certificates, and preparing other study-related documentation;
- **Professional Development Centre staff** – organize professional development courses for teachers, seminars and professional development programmes in higher education didactics and innovation for academic staff;
- **Scientific Library staff** – ensure access to library resources for students and academic staff, participate in planning educational and scientific literature, and ensure access to electronic databases;
- **Project management specialists** – support academic staff in planning and implementing educational, scientific, infrastructure projects, and commissioned research;
- **Financial planning specialists** – provide support in financial planning for the study field, study programmes, and projects;
- **Information and communication technology specialists** – ensure IT infrastructure maintenance and provide technological support for teaching and administrative processes;
- **Specialists in international cooperation** issues ensure the organization and administration of international cooperation, as well as student and faculty mobility in ERASMUS+ and other programs;
- **technical staff** provides the necessary technical support for the work of the study field, maintenance of resources, and the smooth running of daily work processes.

The governance system of the study field and its corresponding study programmes can be conceptually evaluated as well-considered, oriented toward coordinated operation of the study field, and based on democratic principles. It is provided with the necessary support in all core aspects of study field operations: academic administration, scientific activity, financial planning, professional development, and others.

The strengths of the governance model include: a clear distribution of responsibilities among involved parties, outlined in structural unit regulations and job descriptions; established procedures for all processes related to the implementation of the study field and its programmes; and a transparent decision-making system accessible to all stakeholders.

The implementation of the study field and study programmes governance system at RTU LA was

launched in 2024 (after LiepU joined RTU), but at RTU RA it will be fully launched in the 2025/2026 academic year, because RTA joined RTU only on April 1, 2025.

**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.**

The admission process and procedure of students' matriculation is stipulated in the RTU Admission Regulations, which are elaborated based on the Law on Higher Education Institutions and Cabinet Regulations No. 846 issued 10 Oct 2006 ''Regulations on Requirements, Criteria and Procedures for Enrolment in Study Programmes'', as well as the specific requirements of study programmes and the industry. The RTU Admission Regulations are approved by the RTU Senate and published on November 1 each year (see the files of Annex 30-35 of the List of Internal regulations).

Admission requirements are logical, understandable, and linked to the goals defined in the RTU Strategy. Admission system is state-of-the-art, easily accessible, logically structured, and is evolving in line with today's digitalization trends, providing the potential students with the convenient and easy to use application to university registration tool.

Applicants are admitted to full-time and part-time undergraduate programmes based on the results of the Centralized Examinations (CE) in Mathematics, the Latvian language and the Foreign Language, and the final grades in individual subjects obtained in the Secondary Education, and the entry test results.

To determine the candidate's rank in the competition, each CE rating, calculated as an average of all CE evaluation sections, and each entry test (if any applies) is multiplied by the appropriate weighting factor and the resulting multiplications are added together. Some study programme applicants must pass an entry test, the result of which shall be multiplied by an appropriate weighting factor and summed up in the total calculation of rank.

Persons, who have received secondary education prior to 2009 (including), as well as persons, who have received secondary education abroad, or persons, who were exempted from passing the secondary education state examinations in accordance with the procedure set by regulatory enactments, may be admitted to the study programmes based on their year grades in the secondary education document in the subjects mentioned in the RTU Admission Regulations, which must be successfully passed. Up to 2019, the admission based on the secondary education year grades was attributed to persons who completed secondary education prior to 2004. In general, the RTU Admission Regulations follow the Cabinet Regulations No. 846.

Persons who have completed secondary education and have not passed any of the CEs mentioned in the RTU Admission Regulations or have failed the year grade, shall pass the CE in accordance with the Cabinet Regulations No. 398 "Rules on the content and procedure for centralized examinations".

Persons who have not passed CE in Latvian and who do not meet the requirements of RTU Admission Regulations, shall pass the entrance examination in Latvian as prescribed by RTU. The result is evaluated in percentage.

In compliance with Cabinet Regulations No. 795 adopted on 20 December 2022 “Regulations on Replacement of the Foreign Language Centralized Examination in the General Secondary Education Programme by Foreign Language Examinations Conducted by International Testing Institutions”, CE in the foreign language can be replaced with a foreign language examination conducted by an international testing institution the certificate of which must be presented to the RTU Admission Committee.

The applicants who have acquired a bachelor’s degree or have completed a first-cycle professional higher education and have passed the entrance examination in accordance with the study programme admission requirements are enrolled in the graduate study programmes.

Before applying for the doctoral studies, the candidate and the Head of the Doctoral Study Programme must agree upon the possible scientific advisor / consultant and receive his/her written consent. The Doctoral Thesis scientific advisor may be from another scientific establishment; however, the applicant must also choose the scientific advisor / consultant from RTU. Every year, the RTU Senate approves the regulations for the admission of doctoral students for the study year, which set deadlines for the submission of admission documents. The applicants for Doctoral study programmes, can submit application for full-time studies by electronically or arriving at the Doctoral Studies Unit, bringing the required documents, within the admission deadlines. Documents necessary for the competition are compiled by RTU Doctoral Studies Unit. After the collection of documents, the Doctoral Studies Unit submits them to the entrance examination committee, which takes the applicants' entrance examination and prepares the applicants' evaluation tables. The Ranking table is submitted to Admission Committee of doctoral students. The Admission Committee is approved by an order of RTU Vice Rector for Research.

In order to facilitate the admission process of applicants for studies at RTU, starting from the summer of 2020, the admission process was improved.

There are two ways to apply for the state budget funded seats in undergraduate study programmes:

- electronically in the Joint Enrolment Undergraduate Study Programme information system, using the e-service portal (https://www.latvija.lv). With the summer 2020 admission, secondary school graduates of the 2019/2020 school year can approve the electronic application remotely without arriving in person. If the secondary education was obtained abroad or until 2019/2020 school year, the applicants must confirm their electronic applications by arriving at the designated locations within the deadlines and presenting the originals of the required documents;
- arriving at the RTU Admission Committee in person, presenting the originals of the required documents.

To apply for the state budget funded seats in the graduate study programmes RTU undergraduate study programme graduates can submit their applications online on RTU portal ORTUS. With the summer 2020 admission, also graduates of other Latvian state-accredited higher education institutions' undergraduate study programmes can submit applications electronically on the RTU website, or by visiting RTU Admission Committee.

For undergraduate study programmes, the admission requirement is previously obtained secondary education and an entrance examination. Students are admitted through an open and equal competition. The overall competitive score for the study programmes *“Preschool Teacher”*, *“Primary Education Teacher”*, *“Speech Therapy”*, and *“Special Education”* consists of:

- 25% – average grade in compulsory subjects, certified by the secondary education document;
- 25% – grades from centralised exams in Latvian, mathematics, and a foreign language (or

STIP foreign language). For individuals who completed secondary education before 2004 (exclusive), those who obtained their education abroad, or individuals with special needs, the final grades in the following are considered:
a) Latvian language and literature,
b) mathematics,
c) a foreign language / or STIP foreign language;

- 50% – entrance examination: oral and written parts.

The overall competitive score for the *"Teacher"* study programme consists of:

- 30% – grades in subjects related to the chosen field of study from the secondary education certificate;
- 20% – centralised exam grades in Latvian, mathematics, and a foreign language (or STIP foreign language). The same exemptions as above apply;
- 50% – entrance examination: oral and written parts.

To select the strongest and most motivated candidates, additional points are awarded to:

- winners of 1st–3rd places in national Olympiads of Latvia;
- recipients of 1st–3rd degree diplomas in national student research conferences;
- applicants with previous experience in educational work (e.g., work in children and youth camps, Sunday schools, as nannies, etc.) and in volunteer work;
- holders of a Junior Achievement Latvia certificate.

Additional advantages for *Speech Therapy* programme applicants:

- score in the centralised exam in biology;
- experience in the field of education, healthcare, or social care, and/or volunteer work;
- 1st–3rd degree recognition in national or regional student research conferences in the Medicine and Health Sciences section within the last three academic years.

The first-cycle professional higher education programme "Teacher" has several options for admission requirements.

1. First-cycle higher education or an equivalent higher education in the chosen field of study (mathematics, natural sciences, Latvian language and literature, foreign languages and second languages, health and physical activities, social and civic areas, cultural understanding and self-expression in art) within the corresponding branch of science (natural sciences, engineering and technology, medical and health sciences, agricultural, forestry, and veterinary sciences, social sciences (except pedagogy and education sciences), humanities, and arts), along with an entrance examination.

2. First-cycle higher education or an equivalent higher education in natural sciences, engineering and technology, medical and health sciences, agricultural, forestry, and veterinary sciences, social sciences (except pedagogy and education sciences), humanities, and arts. Within the framework of the study programme, study courses corresponding to the field of study (mathematics, natural sciences, Latvian language and literature, foreign language and second language, health and physical activities, social and civic areas, cultural understanding and self-expression in art) must have been completed in an amount of at least 12 ECTS, along with an entrance examination.

3. First-cycle higher education or an equivalent higher education in a field unrelated to the field of study (mathematics, natural sciences, Latvian language and literature, foreign and second languages, health and physical activities, social and civic areas, cultural awareness and self-expression in art). However, during previous studies, study courses corresponding to the chosen field of study (mathematics, natural sciences, Latvian language and literature, foreign and second

language, health and physical activities, social and civic areas, cultural understanding and self-expression in art) must have been acquired in the amount of 12 ECTS. Additionally, a rating of “very good,” “excellent,” or “outstanding” (8–10 points) in the chosen field of study must have been obtained in the UL qualification examination, along with an entrance examination.

For the academic master's study programme “Educational Sciences”, the admission requirement is higher education and an entrance examination. In the specialization areas “Diversity and Inclusion in Education” and “Teaching and Learning for Competence” – first cycle higher education or second cycle higher education (after secondary education), or equivalent higher education in the field of education, at least 240 CP and entrance examination. In the specialization areas “Educational Management” and “Human Behavior and Education” – first cycle higher education or second cycle higher education (after secondary education), or equivalent higher education, with a completed program of at least 240 CP in education or another field of science and entrance examination. In the specialization area “Pedagogy” – first cycle higher education or second cycle higher education (after secondary education), or equivalent higher education, with a completed program of at least 180 CP in education or another field of science and entrance examination.

For the doctoral study programme “Educational Sciences”, applicants must hold a master’s degree in pedagogy/psychology or in the humanities, social sciences, medicine, sports, or natural sciences, or an equivalent higher education, and have at least two years of pedagogical work experience in an educational institution (a certificate of at least two years of professional experience in an educational institution must be submitted).

The additional admission requirements for the study programmes have been coordinated with and approved by the Council of Higher Education. The opinions of the Council of Higher Education on additional admission requirements for short-cycle and first-cycle study programmes are attached to the programme annexes in the "Other annexes" section.  All foreign applicants must submit a language proficiency document issued by an internationally recognised testing institution within the last five years, proving at least B2 level proficiency in English. This requirement is waived if the applicant has obtained their previous education in English.

Recognition of previously acquired formal and non-formal education at RTU is carried out in accordance with the “Regulation on the Recognition of the “Courses Completed at Other Universities and RTU Study Programmes” (Resolution of RTU Vice-Rector for Academic Affairs No 02000-1.1/29 as of 4 April 2016) and the “Procedure for Recognition of Competencies Developed Outside Formal Education or From Professional Experience and Learning Outcomes Achieved in Previous Education at Riga Technical University” (approved at the Meeting of RTU Senate on 23 September 2019, Minutes No 632) (available at https://international.rtu.lv/wp-content/uploads/sites/65/2021/02/09.-Procedure_for_Recognition_of_Competencies_Developed_Outside_Formal_Education.pdf and in the file of Annex 09 of the List of Internal regulations).

RTU Admission Regulations are published at: https://www.rtu.lv/lv/studijas/uznemsana/uznemsanas-noteikumi (in Latvian) (for local students) and at http://fsd.rtu.lv/ (for foreign and exchange students).

In undergraduate and higher-level study programmes, the recognition of study courses is mainly carried out when students return from international exchange programmes, as well as when they resume or continue their studies at later stages after interrupting studies at RTU or another university. The opportunity provided by RTU to recognize study outcomes obtained outside formal education, including in continuing education programmes or through professional experience, is rarely utilized. During the review period, RTU LA had 1 case, and RTU RA had 7 cases where knowledge, skills, and competencies gained primarily through professional experience were

recognized, corresponding to certain practical components required in study programmes.

### 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.

Assessment of student learning outcomes is carried out in accordance with the "Regulation on the Assessment of Learning Outcomes" (approved at the Meeting of RTU Senate on 30 May 2022, Minutes No 633; see the file of Annex 04 of the List of Internal regulations). Summative assessment system is used in appraisal of student achievements, it implies that the final grade is composed of numerous components.

In the study course descriptions of the study programme there is a set of relevant knowledge, skills and competences and their evaluation system, defined learning outcomes for the achievement of which credit points are awarded.

Pedagogical methods used in the implementation of study courses, as well as assessment forms and methods are selected by the instructors responsible for the study courses in compliance with course curriculum and specifics of the programme, as well as student needs. A member of academic staff should inform students about particular assessment criteria at the fist lecture/practical class.

The main advantage of the summative assessment system is that the final grade is made up of several components. Therefore, the students may contribute to their final grade working during semester. Criteria for assessment of the study courses and individual/home tasks are published on ORTUS e-study system beforehand. During semester, the assessment for each home task, test, report, presentation and any other task is ascribed certain weight in the final grade. Exam grade may not exceed 50% of the final grade. Academic staff may take into consideration and also assess student attendance. Assessment structure for the study course is determined by the academic staff themselves, abiding the resolution of RTU Senate that the exam grade may not contribute more than 50% to the final grade. Selecting assessment criteria and methods for evaluation of student achievements, specifics of each study programme and learning outcomes are taken into consideration.

In order to advance professional pedagogical competences of the academic staff, courses and seminars on the newest pedagogical methods are organized regularly. Qualification advancement is provided at both the University and faculty level, organizing academic conferences and methodological seminars. The Centre for Academic Excellence has been established and successfully operates at RTU; it organizes various events aimed at professional advancement of academic personnel at the University level (In addition, see the description of each study programme).

The development and evaluation of final research papers consist of several steps: formulation of the research idea and methodology, preparation of the theoretical analysis, conducting the empirical study, pre-defense of the final paper, and the defense itself. A multi-stage evaluation process allows monitoring the progress of students' final papers and ensures the work is carried out systematically and with high quality.

Final papers are assessed according to the following criteria: justification of the chosen topic, clarity

of formulations and logical structure; theoretical foundation of the work; research methodology and application of research methods; analysis of results and conclusions; quality of language use; adherence to academic integrity norms and technical requirements. The evaluation also considers the quality of the student's presentation and their ability to scientifically and convincingly explain the research and its results, formulate conclusions, and respond to questions while engaging in scientific discussion on the research topic.

Student surveys indicate that the system of developing, checking, and evaluating final papers, as well as the explanation of evaluation criteria, is clear and considered appropriate for performance assessment.

Students and graduates positively evaluate the support and explanatory work of study programme directors and scientific supervisors, as well as consultations in preparation for the final examinations.

The system for assessing student achievements is designed to ensure consistent application of a student-centered approach, especially by ensuring that evaluation methods correspond to study tasks, that evaluation requirements are clearly defined and accessible to students before beginning the study programme (and study course), and that assessments focus on student growth.

When assessing study outcomes, the principles outlined in the regulations of the Cabinet of Ministers of the Republic of Latvia No. 305 (13.06.2023) "Regulations on the State Professional Higher Education Standard" and No. 240 (13.05.2014) "Regulations on the State Academic Education Standard" are observed:

- **Principle of summing positive achievements** — evaluation by summing positive study results;
- **Principle of transparency and clarity of assessment** — a set of basic requirements for knowledge, skills, and competencies is established corresponding to the goals and tasks of the study programme and study courses;
- **Principle of reassessment possibility** — there is a procedure for reconsidering obtained grades;
- **Principle of mandatory evaluation** — passing grades must be obtained for all content of the study programme;
- **Principle of diversity in assessment methods** — different types of assessments are used in study programmes;
- **Principle of conformity of assessment** — students are given the opportunity to demonstrate knowledge, skills, and competence in appropriate tasks and situations during assessments.

A positive aspect is the specificity of methods used in course assessments and the evaluation process of student achievements: during the evaluation process, students indirectly learn how to assess learners. Study programmes also implement formative assessment practices and involve students in self- and peer-assessment. Combined forms of examinations are used (oral, written, practical). Several courses are taught by multiple lecturers, all of whom participate in evaluating student performance, providing a broader perspective on the assessment of study outcomes.

The suitability of assessment methods and procedures for achieving study programme goals and student needs is analyzed and improved by reviewing student academic results and survey outcomes over several academic years, as well as taking into account lecturers' experiences.

Information technologies are actively used in evaluating student achievements, including various online learning platforms (e.g., Moodle, MS Teams), which allow for both formative and summative assessment, analysis of performance dynamics, and data collection on student progress.

In future work, artificial intelligence solutions will be introduced, such as automated knowledge tests with adaptive difficulty levels and data analysis tools that help lecturers understand student performance trends and adjust teaching methods accordingly.

Survey results show that students highly value clearly formulated planned study outcomes and defined assessment criteria, as well as regular feedback on study results during the study process.

To ensure assessment justification, lecturers systematically analyze their experience, collaborate with colleagues to analyze student achievements, and improve course descriptions and the e-learning environment.

### 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.

Since 2010, all students that gradate from any RTU study programme should upload electronic versions of their graduation papers in ORTUS portal in order to improve the quality of graduation papers, create a bibliographic database of the graduation papers and introduce an automated control system for detecting plagiarism. RTU uses two major plagiarism control tools in the study process:

1. Since 2015, graduation papers of study programmes of the study field have been checked in the joint computerised plagiarism control system (JCPCS), which unites numerous Latvian universities and colleges. RTU uses the system in cooperation with the University of Latvia. This system is used to check graduation papers after their uploading to the ORTUS environment. JCPCS complements and extends plagiarism identification opportunities.
2. Starting from 20 December 2017, RTU has been having TurnitIn®, the world's leading tool for the correction of written papers and combating plagiarism that is used daily by millions of students and academics around the world. TurnitIn® tool is integrated with RTU ORTUS e-study system and provides full service of submitting, correcting, verifying the originality (plagiarism) and return of the submitted papers. TurnitIn® offers two main platforms: a platform that automatically checks for the percentage of non-genuine content (plagiarism) and a platform that allows to electronically correct the submitted papers. This tool is used to check all the electronic versions of graduation papers submitted for defence and further control measures are operatively implemented for potential plagiarism detection.

Graduation papers are checked in both systems in parallel, thus using the advantages of both systems. The developed Doctoral Theses are in a similar way controlled with extreme scrutiny. Since 2005, the Code of Ethics of RTU Students, Academic Personnel and Staff has been effective at RTU (see the file of Annex 19 of the List of Internal regulations). Academic Integrity Code, approved at the RTU Senate meeting of 29 February 2016. The aim of the Academic Integrity Code is to strengthen academic culture and integrity in the academic environment of RTU, to explain the concept of academic integrity and related actions, to define main procedures in examination of academic fairness violations (in Latvian available at https://www.rtu.lv/writable/public_files/RTU_rtu_studiju_reglaments_7.1.1.4..pdf, English translation is in the file of Annex 38 of the List of Internal regulations).

There are procedures defined, how the report on the violation of the student's academic integrity is

filled, registered, reviewed, and appealed. Informing and educating students about the aspects of academic integrity takes place both within the study courses and in specially organized seminars.

Both students and academic staff have access to the book “Glossary for Academic Integrity” published by RTU publishing house (available at http://www.academicintegrity.eu/wp/glossary/).

In addition, RTU participates in different initiatives that bring forward and solve academic integrity related issues. RTU is a member and one of the founders of the European Network for Academic Integrity (ENAI), where it is involved in active work sharing experience, keeping updated about academic integrity related issues, and organizing conferences. The Dictionary of Academic Integrity Terms and Guidelines is one of the newest aids that has been developed and published by RTU Press. In the framework of Specific Support Objective (SSO) 8.2.3 of the project “Development of Efficient Management of Riga Technical University”, RTU, in cooperation with the University of Latvia (UL) and Rīga Stradiņš University, develops educational aids, as well as participates in the establishment of the Latvian national academic integrity organization and development of plagiarism control tools.

The organisational units implementing the study programme have developed a control mechanism, i.e., the check is performed in the process of interim assessment, implementing pre-defenses. When the student comes to these examinations, he or she should submit the electronic version of the performed work. When students draft their graduation papers, they are instructed about plagiarism and its consequences several times. Methodological materials contain detailed instructions on correct presentation of references. This process allows to reduce plagiarism and highlights faults in the student’s paper, which needs to be rectified. The generally accepted “good practices” show that more attention should be paid to the papers showing 20 percent or more matches. A message is received from the system, when the match level is higher than 20%. The papers are examined, reasons of matches in the text are evaluated and a decision is made whether the student should be allowed to defend his or her thesis.

Measures to control and prevent plagiarism are implemented during both formative and summative assessments through the development, submission, and defense of written and oral works that include elements of research and require the use of sources, statistical data, and literature (e.g., coursework, essays, reports, presentations, articles, etc.), as well as during the process of preparing, evaluating, and defending final research papers.

When final research papers are checked using the unified Latvian plagiarism detection system (LAIS), every detected case of data similarity is reviewed at a study field committee meeting (or, prior to the RTU consolidation, at the study field council meeting), involving the relevant study programme director and the supervisor of the final research paper. The committee may request oral or written explanations from the student whose work shows suspected plagiarism. If the facts are confirmed as plagiarism, the student’s expulsion is initiated.

During the review period, eight final research papers at RTU RA (previously RTA) were thoroughly evaluated. In three cases, it was found that students included images in scanned form that prevented the LAIS system from assessing possible plagiarism. After further checks using another anti-plagiarism program, no plagiarism was detected. In two cases, LAIS findings were classified as text compilation cases, where students properly cited used literature. In these cases, the decision was made that the state examination commission would consider these compilation facts when evaluating the work and assigning the grade. In one case, self-plagiarism was detected, and considering the small extent and circumstances (the previously submitted work had not been defended), the student was allowed to defend the paper. In two other cases, LAIS detected similarities of 21% and 23%, which were classified as plagiarism, and the students were expelled with the right to re-enroll and produce a new final paper. These students re-enrolled, prepared new

final research papers, and successfully defended them.

During the evaluation period, 11 cases of suspected plagiarism were found in students' final papers at RTU LA (previously LiepU). After in-depth committee examination, 3 papers were not considered plagiarism due to improperly made references, while 8 papers contained significant textual overlaps in theoretical and empirical sections. In some copied texts, slight changes in sentence structure or paraphrasing were observed, but mostly the original formulations were preserved.

Since 2024, RTU uses its own plagiarism control system CAPS, which monitors materials uploaded to the e-learning platform and operates in conference administration and journal publishing platforms. Until 2023, the institution subscribed to the anti-plagiarism platform PlagScan. Additionally, staff use publicly available anti-plagiarism platforms such as plag.lv, plagium.com, and others.

Planned educational and informational activities related to intellectual property issues are regularly conducted. Representatives of the Latvian Patent Office give guest lectures. For example, seminars titled "Intellectual Property Protection (Copyrights)" (19.02.2019) and "Possibilities of Intellectual Property Protection" (15.10.2024) have taken place. The RTU RA Professional Development Centre organizes lectures and courses on academic ethics within the professional development programme "Innovation in Higher Education." For instance, in 2021, an online lecture series "Academic Ethics and Integrity" was held. Within the SAM 8.2.3. project "Ensuring Better Governance in Higher Education Institutions," a course on "Academic Integrity in the Study Process and Research" was organized on 31.11.2020 for RTU LA (then LiepU) teaching staff.

RTU LA faculty participated in an online lecture "Understanding Plagiarism and its Detection" (PhD U. Kamboj, Lovely Professional University, India) on 04.02.2025; on 08.02.2025, Professor Z. Rubene from the University of Latvia gave a lecture on "Academic Integrity," addressing authorship criteria, types of plagiarism, and prevention measures.

## 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.**

RTU operates pursuant to "Constitution of Riga Technical University", which was approved by RTU Constitutional Assembly on 23 May 2022 (see the file of Annex 01 of the List of Internal regulations).

In order to efficiently control implementation of RTU Strategy, RTU Strategy Management System has been established, which provides that strategic aims, activities and tasks are cascaded to the level of definite organizational units and their staff.

RTU has an internal quality management system in place in accordance with the RTU Quality Policy approved at the meeting of RTU Senate on 25 September 2017, Minutes No 612 (see: RTU Quality Policy) and the RTU Excellence approach approved at the meeting of RTU Senate on 30 January 2017, Minutes No 606 (see: RTU Excellence Approach). Since the study field is one out of 15 study fields implemented by RTU, and its internal quality management system accord and is integrated

with RTU Quality Management System.

RTU Quality Policy is aimed at implementation of RTU mission and achievement of strategic aims – scientific research, academic, infrastructure and organizational excellence, and recognizability. The Quality Policy provides the framework for implementation of RTU Strategy, and the paths for development and improvement of research, study process and organization. RTU Quality Policy is reconciled with the ENQA standards and guidelines. RTU Excellence Approach and Quality Policy are reciprocally integrated documents, which determine that RTU employs the EFQM quality model.

Starting with December 2018, RTU has been a member of the European Foundation for Quality Management, having joined the global quality cooperation network.

RTU Excellence Approach (see the figure in file "RTU Excellence Approach") has been elaborated in order to promote purposeful development of the University as an excellent organization, and RTU Constitution, Strategy and Quality Policy are integrated therein; it is based on the Standards and Guidelines for Quality Assurance in European Higher Education Area (ESG) developed by the European Association for Quality Assurance in Higher Education and the basic principles of the EFQM quality Model.

The structure of RTU Excellence Approach (see the figure in file "Structure of RTU Excellence Approach") is designed in accordance with the criteria of the EFQM quality Model and forms the basis for the maintenance of performance at a high level, a prerequisite for its continuous improvement, as well as for achievement of sustainable results of RTU activities and excellence. Within the framework of the EFQM model, student results are a separate criterion, and they are integrated with the main performance results of the university, thus ensuring that the quality of the study field is integrated with RTU quality management.

To promote introduction of the model of the EFQM total quality management system, as well as to assist in the compilation of a self-assessment report, a working group was established at RTU on 29 September 2017 (Rector’s order No 01000-1.1/225), which comprised representatives of RTU administration, structural units and Student Parliament (18 in total).

Quality model review report is drawn up with regard to the Quality Management System, which identifies the areas that should be improved. Performance indicators and results of student polling are integrated in RTU Quality Management System. Current data on RTU Quality Management System is collected in the PowerBI report, which shows the performance of the last years, set achievable goals and comparison with other universities or organizations.

Taking into account that the consolidation of LiepU into RTU took place in 2024, and RTA - in 2025, the compilation of RTU LA and RTU RA performance in the PowerBI report will be implemented starting from the 2025/2026 academic year. Until now, the compilation of quality indicators took place separately in each higher education institution. In the evaluation of quality indicators, special attention was paid to reducing student dropout and increasing the proportion of graduates. As a result, internal procedures were developed to reduce student dropout and more active cooperation between study process specialists and directors of study programmes with students in solving their problems was promoted.

Application of RTU Excellence Approach is based on process-oriented activities and includes clear process flow and their interaction. Striving for excellence, RTU actively works on process planning, definition of its aims and interaction analysis. RTU has developed criteria and methods for ensuring efficient process operation and management. RTU is provided with feedback on process performance through process evaluation surveys. RTU conducts the process analysis and provides recommendations and suggestions on process improvement, which are discussed with process managers and persons responsible for process procedures; later they are approved as performable

tasks with a definite completion term. Task creation and control tools inbuilt in the Document System, reports on task performance at the organizational unit level provide the necessary support for achievement of performance indicators of the annual aims and tasks set in RTU Strategy. Through process analysis, the need has been identified to further develop the Employee Performance Management System by linking it with the motivation system.

To ensure quality, RTU has developed Guidelines for the implementation of Riga Technical University study programmes in regional structural units. The guidelines define the basic principles for the implementation of study programmes in the university's regional structural units in order to:

- ensure academic quality in regional structural units, taking into account the specific needs of the regions;
- use academic staff and other university resources for the effective implementation of study programmes in regional structural units;
- promote cooperation between academic staff, administrative staff and students with regional local governments, institutions and authorities.

The centres, RTU RA and RTU LA councils, the service of the vice-rector for academic affairs, the service of the vice-rector for development, the student parliament and the RTU Senate are involved in ensuring internal quality of studies at RTU. These institutions comprehensively evaluate the study fields and programmes to be newly created, as well as changes to study fields and programmes, evaluate annual self-assessment reports of study fields. The internal quality assurance mechanism of studies at RTU is functioning at the level of administration, faculties/ RTU RA and RTU LA, study fields and study programmes of the university.

Study field Committees at RTU supervise academic activities in the respective study field and are responsible for curriculum of the study programmes within the study field, including accreditation of the study field. The Joint Study field Committee was established in June 2025 and will begin work in the 2025/2026 academic year. Until now, the RTU LA Study field Committee and the RTA Study field Council have been operating. Members of student self-government are involved in ensuring the quality of the study field and study programmes implemented therein; they actively participate in the work of the decision-making bodies of the University: RTU Constitutional Assembly, RTU Senate, RTU Senate commissions and faculty/ RTU RA and RTU LA councils.

Taking into account ESG standards and RTU Quality Policy, the main operational aspects of the study field quality system are defined as follows:

- development, approval, and administration of changes to study programs,
- student-centered learning, teaching, and assessment,
- student admission, study process, recognition and evaluation of study outcomes,
- academic staff and their collaboration models,
- learning resources and student support,
- information management and public communication,
- cyclical external quality assurance.

The quality monitoring and evaluation processes of the study field are integrated into RTU’s cyclical quality assurance and enhancement process, which includes process management, analysis, and improvement of perception and performance indicators. The Study Department at RTU implements study quality assurance and conducts regular student surveys at least once per semester regarding the quality of study content and academic staff performance.

Survey results are fully available to:

- each academic staff member regarding the courses they teach,

- the head of the academic staff’s structural unit,
- upon request, study programme directors about academic staff involved in their programs,
- representatives of the Student Parliament.

The obtained results are analyzed and evaluated in Study Field Commission meetings, where appropriate decisions are made to improve study quality. The results of the surveys are compared with the results of the previous period and the general trends are discussed. For example, students have indicated in the questionnaires the need to change the times of certain classes due to student employment. As a result, the planning of class times takes into account students' interests in improving their professional competencies in practical work during their studies. Issues that affect specific teaching staff are discussed during a meeting between the head of the center, the head of the study field and/or the director of programme with the specific teaching staff.

For additional quality analysis, data from the Higher Education Programme Graduate Monitoring Tool are used, which covers graduates from three years prior. Although retrospective, this monitoring tool allows for the evaluation of graduates on a national scale in categories such as employment, employment related to studies, income, and entrepreneurship.

A continuous study field quality improvement process is ensured through an annual self-assessment procedure, the preparation of the annual study field enhancement report, which is reviewed and approved by the RTU Senate. The annual self-assessment covers aspects such as the progress of the licensing/accreditation recommendation plan, SWOT analysis of the study field, evaluation and planning of the study field development plan and changes, analysis of current year admission results in study programs, student numbers and mobility analysis, evaluation of anti-plagiarism measures, survey results analysis, availability of teaching literature, academic staff composition analysis, mobility evaluation and planning, analysis of internship agreements and internship placements, compliance with professional standards, student achievement evaluation, material and technical base evaluation, and other important study field information.

In 2025, the self-evaluation of the study field and study programs was reviewed by the RTU Senate Study Commission, involving an RTU expert for evaluation, and approved by the RTU Senate.

In 2023 and 2024, the heads of the RTA and LiepU study fields provided a report on the self-assessment of the study field and the main performance results at the Senate meetings of the respective higher education institutions. In 2022, the process of including the study programs in the study field was carried out, within the framework of which the self-assessment of the field and programs and the review and approval of the full package of documents were carried out in the Senates of RTA and LiepU.

In the framework of internal quality assurance system, collegial institution activities are essential in implementing study field quality enhancement:

- RTU RA and RTU LA Council meetings attended by academic staff and students. Academic staff or students may submit topics for discussion related to study programme content and implementation improvements. Issues such as the introduction of new courses, professional development programs, and participation of staff and students in exchange programs are also considered.
- Weekly RTU RA and RTU LA management meetings with academy and center directors, where current work issues, including study programme implementation, are addressed.
- RTU RA Centre for Education, Languages and Social Technologies and RTU LA Centre for Pedagogy and Social Work meetings, which discuss organizational issues of study processes and research activities, project implementation, academic staff provision, and evaluation of academic staff methodological and scientific work.

- Study Field Commission meetings, where expert evaluation of the study programs' content and implementation quality takes place, assessing compliance with the field's goals, educational sciences, and labor market requirements. They analyze student, graduate, and employer survey results and plan changes in study programs or organizational processes to address deficiencies and improve study quality.

The study programs included in the study field were developed and licensed in 2020 within ESF SAM 8.2.1 projects, where program piloting and evaluation were also carried out. At the project's conclusion, reports containing evaluations by Latvian and foreign experts were prepared. Discussions with employers are held both within state examination committees and separately to discuss the quality and improvement opportunities of teacher education and educational sciences programs.Although all the above initiatives enhance the effectiveness of internal quality assurance of the study field, work continues on developing new evaluation methods and improving existing ones.

All RTU employees are responsible for implementing and maintaining the Quality Policy and procedures, assuming responsibility for quality and participating in quality assurance. Responsibilities, rights, and duties of employees are defined in job descriptions and procedures for all work functions affecting work quality.Overall, RTU, RTU RA, RTU LA, and the study field have established a transparent and effective quality assurance system that serves the achievement of the study field and its programs' goals and learning outcomes, ensuring continuous operation and improvement.

**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).**

Study programme development and revision processes are regulated according to the "Procedure for Application, Elaboration and Amendment of the Study Programmes" (published at RTU_studiju_reglaments_4.6._programmu_izstradasanas_kartiba.pdf(in Latvian); the English translation is in the file of Annex 06 of the Internal regulations), which in detail specify activity sequence and parties involved, starting with drawing up an application for new study programme elaboration and finishing with study programme closure. Procedures are reconciled with the effective national regulatory enactments pertaining to study programme licensing and amendment.

Revision of the study programme curriculum is the responsibility of the Study field Committee. The responsibilities and activities of the committees are regulated by the "Regulation on the Study field Committee" (approved at the RTU Senate on 26 April 2021, Minutes No 649; published at RTU_studiju_reglaments_4.7._studiju_virziena_komisijas_nolikums.pdf, (in Latvian); the English translation is in the file of Annex 07 of the List of Internal regulations).

Expert assessment of the study programme is performed by the Study field Committee, then – by the RTU LA and RTU RA Councils. The expert assessment procedure is finalized by the Study Department. The Study field Committee evaluates the quality of the draft study programme and the compliance of its curriculum to the planned aims and tasks.

The field of study includes 5 bachelor's degree programs, one first-cycle professional higher education study program, one academic master's study program, and a joint doctoral study program. All study programs were developed within the European Social Fund's SAM 8.2.1 projects, licensed in 2020, and included in the field of study in 2022.

The short cycle professional higher education programme "Preschool Teacher" and the professional bachelor's programmes "Primary Education Teacher" and "Speech Therapy" were developed at Liepaja University together with partners — University of Latvia, Daugavpils University, and Rezekne Academy of Technologies — within the SAM 8.2.1 project "Reducing Fragmentation of Study Programmes at LiepU" (No. 8.2.1.0/18/I/002). Experts from the ESF project No. 8.3.1.1/16/I/002 "Competence-Based Approach in Study Content" and the foundation "Possible Mission" also participated in programmes development. Employers and representatives of professional organizations were also involved in the collaboration.

The professional bachelor's programme "Special Education" was developed at Rezekne Academy of Technologies together with experts from the University of Latvia, Daugavpils University, and Liepaja University, within the SAM 8.2.1 project "Reducing Fragmentation and Strengthening Resource Sharing by Developing, Licensing the Bachelor's Programme 'Special Education' and Accrediting the Study field 'Education, Pedagogy and Sports'" (No. 8.2.1.0/18/I/003). The project working group included experts from RTA, UL, DU, and LiepU. During programme development, best practice examples in special and inclusive education implementation in general education institutions and higher education were studied. Project experts visited Latvian preschool and school institutions, organized seminars with participation of teachers and education institution management, and also reviewed special education teacher preparation at the University of Turku (Finland). Programme evaluation was conducted by students, employers, professional organizations, foreign universities, and representatives of the European Agency for Special Needs and Inclusive Education.

The professional bachelor's programme "Teacher" was developed within the University of Latvia-led SAM 8.2.1 project "Innovative, Research-Based Study Programmes in the Field "Education, Pedagogy and Sports" at the University of Latvia" (No. 8.2.1.0/18/I/004) and the Daugavpils University-led SAM 8.2.1 project "Modernization of the Study Field 'Education, Pedagogy and Sports' at Daugavpils University for the Sustainable Development of the Latvian Education System" (No. 8.2.1.0/18/I/005). The development of the study programmes and course descriptions involved teaching staff from UL and DU as leading partners, as well as academic staff from cooperating partners (LiepU and RTA), who worked as experts in UL or DU projects. During the development of the study programme, joint seminars of working groups were held where experts agreed on the programe's idea, goals, tasks, expected results, content of modules, course plans for the programme, and courses in part A of the programme. The development of study courses was discussed in 14 working groups including lecturers from existing teacher education programmes, students, graduates, subject teachers, mentor teachers, and representatives of NGOs.

The first-cycle professional higher education program "Teacher" was developed within the University of Latvia-led SAM 8.2.1 project "Innovative, Research-Based Study Programmes in the Field of Education, Pedagogy and Sports at the University of Latvia" (No. 8.2.1.0/18/I/004). This work-based study programme provides students holding a bachelor's or master's degree in a scientific field (or equivalent in higher education), other than pedagogy but relevant to the study area, with the opportunity to develop the competencies needed for pedagogical work and obtain teacher qualification. The development involved university academic staff, experts from the "School 2030" project, and experts from the "Possible Mission" foundation. The development process included focus group discussions with students from various study programmes to assess programme relevance, staff and expert discussions evaluating the programme concept and content, and an experience-sharing seminar on the involvement of new teachers in the workplace

and mentoring challenges with participation from new teachers, mentor teachers, and school management representatives from Latvia, Lithuania, and Estonia.

The academic master's study programme "Educational Sciences" was developed within the University of Latvia-led SAM 8.2.1 project "Innovative, Research-Based Study Programmes in the Field of Education, Pedagogy and Sports at the University of Latvia" (No. 8.2.1.0/18/I/004). The development brought together high-level experts from pedagogical universities in the field of educational sciences and employers. The working group included academic staff from UL, LiepU, RTA, and DU. External experts included the director of Sigulda State Gymnasium, the head of the Latvian Association of Education Leaders (LIVA), and the director of Riga English Grammar School. Feedback on the programme's goals, tasks, and expected outcomes was also received from NGOs, employers, and professional organizations. The project included seven joint working group seminars attended by representatives of all involved organizations to agree on the programme's idea, concept, goals, tasks, expected outcomes, content, and course plans. Between meetings, communication was conducted electronically and through individual or subgroup work and consultations. Discussions involving employers were held regarding the programme's content. The conceptual framework and developed content were evaluated at a project-organized seminar attended by the Ministry of Education and Science, municipalities, school directors and deputies, teachers, and representatives of the Latvian Teachers' Union (LIZDA).

To ensure resource sharing and synergy between different universities' competences at the doctoral level, a joint inter-university doctoral programme "Educational Sciences" has been established in Latvia, with modules implemented at several universities. This promotes internal mobility of doctoral students and increases universities' research capacity. The joint doctoral programme "Educational Sciences" was developed within the University of Latvia-led SAM 8.2.1 project "Innovative, Research-Based Study Programmes in the Field of Education, Pedagogy and Sports at the University of Latvia" (No. 8.2.1.0/18/I/004). Partners during the programme development period were the University of Latvia, Daugavpils University, Liepaja University, and Rezekne Academy of Technologies. The working group included representatives from six universities: University of Latvia, Liepaja University, Rezekne Academy of Technologies, Daugavpils University, Latvian Academy of Sport Education (LSPA), and Jāzeps Vītols Latvian Academy of Music (JVLMA). LSPA and JVLMA representatives participated in an advisory capacity. External experts included representatives from the State Education Content Centre (VISC), UNESCO Latvia, and Riga Stradiņš University (RSU). The external experts' role was to communicate with potential employers and professional organizations to ensure the study programme's quality meets educational policy, economic needs, and national development perspectives. The development was carried out by organizing working group meetings, expert individual work, and extended seminars involving professional organizations and employer representatives.

Throughout the development process, the study programme concept, course volume, and content were regularly discussed and analyzed in field of study meetings, proposals were heard, and information about SAM project activities was provided. The content of study programmes was discussed and analyzed in collegial decision-making bodies at RTA and LiepU: a) faculty council meetings; b) study council meetings; c) Senate meetings. Licensing reports of the study programmes were reviewed by the Ministry of Education and Science's Advisory Board on Teacher Education Innovation and received statements supporting the programmes' licensing process. In 2020, the study programmes received licenses granting the right to implement them.

During programmes piloting, the programmes were analyzed in programmesdirectors discussions and SAM 8.2.1 project leading partner-organized piloting seminars/conferences. In 2022, the study programs were included in the accredited study field. The evaluation was carried out by a commission with the participation of international experts.

During further implementation, the study programmes are analyzed in the program self-assessment process. After the inclusion of LiepU and RTA in RTU, the programmes expertise is conducted by the commission of study field, RTU Rector's office, RTU Senate, and RTU Study Department. The field of study is managed by a director and deputy director at the secondary implementation site, with each program led by a programme director and deputy director at the secondary site. During self-assessment, programme directors and deputies collaborate with academic staff and students. Academic staff from both implementation sites collaborate to improve course content, methodological solutions, and update course descriptions. The review of study course content and course descriptions takes place once, in cooperation between RTU LA and RTU RA academic staff.

Successful implementation of study programmes aligned with the study field goals is ensured by applying RTU's Excellence approach, Quality Management System, and Quality Cycle measures.

**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.**

In order to promote continuous improvement of the quality of studies and provide students with the opportunity to submit proposals and complaints on various study-related issues in accordance with the ESG, at RTU, the examination of students' recommendations and complaints was carried out; this was done by involving the structural units to which the applications related, as well as the student self-government of the respective faculty/academy.

A new document was approved in 2019 and now students' complaints and proposals are considered in compliance with "Procedure for Submission and Examination of RTU Students' Proposals and Complaints" (published at https://www.rtu.lv/en/university/proposals-and-complaints).

The procedure stipulates how RTU students can submit suggestions and complaints concerning the study process and other issues, determine the terms for consideration and reply to applications (if the applicant has provided contact details) and prepare a summary of application statistics.

For example, sine May 2022 RTU has received more than 100 complaints/proposal applications of which more than half were submitted anonymously. Among the applications, 18% complaints, 75% problems and 7% proposals have been submitted. The top topics are following:

1. Foreign students' questions
2. Study process
3. IT issues
4. Maintenance of infrastructure issues
5. Culture
6. Accommodation
7. Scholarships
8. Work environment
9. Vacations

Analyzing the number of anonymous complaints, we can conclude that the number mostly consists

of foreign students' submissions, where the anonymity is based on some system error, because most anonymous submissions have the applicant's signature under the description of the problem, but it is not visible in the application form.

Other issues include problems such as loss of personal belongings; the amount of the deposited deposit for living in the dormitory has not been received.

The IT department has received a proposal regarding the first contact of new students with the university, there is not enough information about the first steps. The portal ORTUS contains outdated information. Several proposals for calendar synchronization have been received again. Problems with activating the mandatory student edu.rtu.lv e-mail. There have also been issues with creating a MS Teams student profile.

In the field of maintenance, a recommendation has been received to carry out large mechanical/economic works in the later hours at day, not in the morning, because the residents of the dormitory are still sleeping, especially during the final periods of the semester. Also received a comment about the unavailability of class schedules at the portal ORTUS. Complaint about complex room access system for employee’s identification cards.

There were no clear conditions for scholarships, how and where to apply. Two complaints were received from same person about not receiving the scholarship when it was supposed to. As there was a misunderstanding between the scholarship approval and only approval of the received application, here is a suggestion for improving communication.

In the cultural field, it is recommended to think carefully about the event on the first of September, because, unfortunately, only the front rows can see and hear the entire program, and those standing further down neither see nor hear what is happening.

In dormitory mostly have problems with the presence of various insects in both shared and personal rooms. Complaints also about the noise of neighboring residents.

Observing the principles of democracy and equality, and in accordance with RTU’s quality management policy, student and respondent participation is ensured at all stages of the study process, from admission to the final thesis. Students have access to information about opportunities to submit proposals and complaints. After receiving them, these are reviewed, and the submitter of the proposal or complaint is informed about the review results and the improvements made.

During the reporting period, until the integration with RTU, both RTU RA (then RTA) and RTU LA (then LiepU) students had the opportunity to electronically submit proposals, complaints, or reports via the Document Management System. Submissions in the system were forwarded to the responsible structural unit for review and response. Responses were also registered in the document management system. For example, a part-time student of the RTA study programme“Special Education” submitted a complaint about insufficient information on how to authenticate in the informational and study systems. After reviewing the complaint, additional clear informational materials were created and distributed to the students. Information about the implementation was posted in the document management system and a response was sent to a specific student with information about specific solutions to the problem.

In the study field, various issues are primarily resolved at the study program level, indicating students’ trust in the program directors, as well as respectful relations among all involved parties. Students’ proposals to program directors have been related to more optimal scheduling of classes, taking into account students’ work in educational institutions during the first half of the day. As a result of reviewing proposals, solutions were found for creating the class schedule.

Conflict situations are also resolved through mutual dialogue. For example, in the 2023/2024

academic year at RTU Liepaja Academy (formerly Liepaja University), the director of the *"Teacher"* study programme received a written complaint from students concerning a lecturer's unprofessional conduct during the study process – both in the delivery of the course content and in responding to students' remarks during discussions. The complaint was signed by 90% of the students in the respective study group. To address the situation, a meeting was held with the lecturer concerned, attended by the Dean of the Faculty and the Director of the study programme. As a result of the meeting, an agreement was reached on replacing the lecturer in this particular course.

In 2022, the Whistleblowing Law came into effect in Latvia. Based on this law, whistleblowing principles and procedures have been developed at RTU and are available on the RTU website. A whistleblower (including students) has the right to report especially on the following violations: officials' inaction, negligence or abuse of office, corruption, fraud, environmental safety threats, occupational safety threats, human rights violations, and other issues. During the reporting period, no whistleblowing reports were received related to the activities of the study field.

**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.**

RTU Quality Policy provides the framework for implementation of the Strategy, the paths for development and improvement of research, study and organization processes. RTU Quality Policy and implementation thereof employ a fact-based approach – decisions are based on the acquired objective data, information analysis and monitoring.

RTU draws up quality reviews based on the analysis of processes and their results. Quality reviews are drawn up once a year, summarizing the data on performance indicators of RTU administration, core activities and support processes.

28 performance indicators characterizing process quality are set for one of the RTU core activity process "Organization and Management of the Study Process". The data are summarized once a year for the previous academic year by study level and study programme.

Performance indicators characterize the quality of entrant enrolment process, study process planning and the quality of implementation of studies - implementation of the initial admission plan, number of matriculated entrants vs. number of entry applications, number of entry applications with RTU as the first priority vs. all matriculated students, number of graduates vs. total number of students, number of exmatriculated students (except for graduates) vs. total number of students, number of students with academic arrears vs. total number of students, number of students exmatriculated due to academic failure vs. total number of exmatriculated students, number of timely signed learning agreements vs. all signed learning agreements, etc.

The data in the quality review that is submitted to RTU administration are analysed by study level, by structural units and study field. Indicators of numerous study programmes are compared with the general average RTU level.

The Study Department organizes further review and data forwarding to the RTU RA and RTU LA and directors of the study programmes, whereas process managers introduce the necessary

improvements. Changes to the approved processes occur in cooperation with quality management specialists.

This system will be fully implemented from the 2025/2026 academic year, as only on 01.04.2025. RTA was integrated into the RTU structure. Until the integration into RTU, the RTA and LiepU Study Departments compiled indicators characterizing the quality of the study process. In recent years, when analyzing the indicators, more attention has been paid to reducing dropout in study programs and ensuring the planned number of graduates.

In addition to performance indicators characterizing study process quality, which are summarized in the review, a study programme quality visualization tool has been created in Power BI environment, which will be used to reflect Bachelor and Master study programme performance in an academic year with the help of radar chart. In the chart, study programme results at each study level will be presented comparatively - in relation to the best performance at the respective level. The tool is envisioned for the directors of the study programmes to facilitate collection of transparent information on each study programme performance considering numerous indicators simultaneously, as well as to rank the programme in relation to the best performance. It will be also possible to compare the programme performance in several academic years. The tool is currently at the development and test phase. Performance indicators of 11 study programmes are planned to summarize in the radar chart: academic staff vs. number of students, academic staff with scientific degree, ratio of graduates to the number of matriculated students, number of students who continue studies (not exmatriculated), proportion of foreign students, number of outbound mobility students, Bachelor programme graduates who continue studies at RTU, number of matriculated students from the respective Bachelor study programmes, average assessment of the study programmes in student polls, number of study materials published on ORTUS e-study system and applicability thereof, as well as financial revenue generated by study programmes per student. Comparative reviews of the study programmes results will be available to directors of all RTU study programmes.

In addition, RTU Study Department summarized and annually submitted until 2024 to the Central Statistical Bureau (CSB) and the Ministry of Education and Science a statistical review "Review of the University, College at the Beginning of Academic Year 20_/20_" (Cabinet Regulations No. 812 of 20 December 2016, Annex 5 (https://likumi.lv/ta/en/en/id/287576). The Review contains the following information (sources of information and/or RTU employees responsible for data collection are indicated in parentheses).

- Distribution of students by study programme (Study Management System| Reports | University Review at the Beginning of the Academic Year).
- Enrolment results (University Review at the Beginning of the Academic Year).
- Students having obtained a degree or qualification in the academic year (University Review at the Beginning of the Academic Year).
- Distribution of enrolled students by age (University Review at the Beginning of the Academic Year).
- Distribution of students by age (University Review at the Beginning of the Academic Year).
- Distribution of students having obtained a degree or qualification by age (University Review at the Beginning of the Academic Year).
- University staff in the reporting year as of 1 October (Administrative Office);
- Premise floor area (the Unit of Legal Provision in Real Estate Issues).
- University revenues in the previous year (Planning and Economic Analysis Unit).
- Budget expenditure of the University in the previous year (Planning and Economic Analysis Unit).
- Number of students, who reside in student hostels (Study Organization Unit).

- Number of students by the language of instruction.
- Distribution of enrolled students by place of residence (University Review at the Beginning of the Academic Year).
- Number of mobility students in the total number of students (University Review at the Beginning of the Academic Year).
- Number of mobility students in the total number of students who have obtained a degree or qualification (University Review at the Beginning of the Academic Year).
- Own revenue from allocation of the mobility student tuition fees by country in the previous year (International Cooperation and Foreign Students Department).
- Revenue from allocation of foreign financial study grants by country in the previous year (Project Financial Management Unit).
- Revenue from allocation of foreign financial study grants for research by country in the previous year (Project Financial Management Unit).

Summarized statistics on the number of students/graduates are used for the following purposes:

- Improvement of the study field. If at some study programme the annual number of student dropouts is much higher than the number of graduates who obtained degree/qualification, the causes of such a situation are sought for with scrutiny. For example, RTU RA has developed procedures for carrying out activities to reduce dropout.
- If at some study programme the number of enrolled students decreases annually, the cause should be identified, and potential programme closure should be considered.
- Allocation of financing (for state budget funded seats). For example, due to the high demand for part-time studies in the "Special Education" program, the number of state budget places in part-time studies has been increased.
- Compilation of RTU information materials, press, etc.

In order to analyse study fields and receive feedback, RTU has developed a polling cycle:

- When starting studies at RTU, a survey of students is conducted about expectations from studies, availability of information, admission process. The survey is conducted electronically on the portal ORTUS. The data obtained is used to improve future marketing campaigns and the organization of the admissions process.
- Each semester, the polling of the students at a study programme is conducted to find out student opinion about academic staff work quality and obtain evaluation of the study programme. Polling is conducted electronically in portalORTUS, the results are received by each academic staff personally and the head of the organizational unit. The summary of the results is summarised at the meeting of the Study field Committee. Specific issues regarding the quality of work of academic staff are discussed individually by the program director and the center head with the academic staff, agreeing on further improvements in the quality of work.
- After each graduation round, polling of the graduates of Bachelor and Master programmes is conducted. The results are taken into consideration in the improvement of the study programmes within a study field and discussed at methodological seminars. For example, new elective courses in the field of classroom management have been introduced and offered to students based on recommendations from graduates.
- Annual polling of Doctoral students and Doctoral alumni has been introduced, it is also planned to conduct surveys of Doctoral entrants. The polling on the admission procedure and study process has been launched. The summaries of results are published on portal ORTUS. The results are taken into consideration in the improvement of Doctoral study process and the quality of support provided to doctoral students.
- It is also planned to run regular centralised polling of RTU employers. Polling of employers

presently takes place at the end of internship of each student, as well as within the scope of development of study programmes.

The following mechanisms are used to obtain feedback from employers.

RTU Council Convention, composed of representatives of different sectors, advises RTU Senate and Rector on the RTU Development Strategy. It has the right to propose an issue to the Senate and the Constitutional Assembly. The RTU Strategy and its development program are presented in the RTU Council Convention, the decision-making bodies, as well as to cooperation partners, industry associations and leading companies, with feedback and suggestions being incorporated into the RTU documents.

The involvement of stakeholders and the realization of major projects is the responsibility of the Vice-Rector for Strategic Development. He clarifies existing needs, coordinates key priorities and activities, implements recommendations and promotes the sustainable development of RTU.

Employers, as providers of the internship of RTU students, after completing the practice, prepare online feedback on the knowledge and skills of the student, thereby also assessing the relevance of the knowledge provided by the study programme to the needs of the industry.

Employers' feedback is obtained also from the Council Convention, composed of representatives of different sectors and industry associations, as well as from the assessments provided by employers on the portal prakse.lv (RTU is the most recommended university at https://www.prakse.lv/topfor several consecutive years (information available only in Latvian)).

Feedback within study programmes is received through student polling, regulated by the “Regulation on Student Polling for Assessment of the Study Process” (approved by the resolution of RTU Vice-Rector for Academic Affairs No 02000-1.1-e/9 as of 1 February 2021; published at https://www.rtu.lv/writable/public_files/RTU_anketesanas_nolikums.pdf (in Latvian); the English translation is in the file of Annex 20 of the List of Internal regulations).

Study programme study course abstracts and course programmes, methodological materials, newest educational literature and methodological instructions for study papers (reports, study papers, internship reports and graduation papers) are reviewed once an academic year.

Courses and seminars on latest teaching methods are organised for academic staff, as well as attendance of courses to improve qualification is promoted. Academic staff and heads of study programmes participate in different experience exchange activities cooperating with universities of other countries, meeting representatives of respective institutions and businessmen, as well as discussing among themselves latest developments in the sector, research papers and projects of students by analysing their results.

The Study field Committee analyses recommendations from employers and external experts, which are used as the basis for improvement of the study programmes.

In order to receive feedback from RTU graduates, RTU Alumni Association has been established. It actively operates at the University (http://alumni.rtu.lv/, https://www.facebook.com/RTUAlumni/ (information available only in Latvian)) and runs an online community platform (https://rtuconnect.net/), which aims at developing alumni traditions. In order to ensure the transfer of experience from graduates, the RTU Alumni Association provides mentor training, database maintenance, as well as mentors and mentee matching. The RTU Alumni Association organizes various events, which bring graduates back to the University, allow for networking, cooperation among the graduates and with the University, and integration in University activities. RTU Grand Graduation Ceremony is a major event introduced by the RTU Alumni Association; it gathers the respective year graduates, academic and general staff, as well as guests.

**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).**

Detailed information on the study field and the study programmes pertaining to it with the indication of the languages of instruction is available at RTU web page:

1. RTU web page in the section on education opportunities in the Latvian language (https://www.rtu.lv/lv/studijas, in Latvian) (responsible person – L.Juskaite, Head of the Admission Department);
2. RTU web page in the section containing comprehensive information on education opportunities in the English language (https://www.rtu.lv/en/studies) (responsible person – Purlaura-Poriņa, Director of International Cooperation Department);
3. Interactive web pages dedicated to RTU study fields, study programmes therein, as well as the detailed description of the offered study courses in the Latvian and English languages (https://stud.rtu.lv/rtu/vaaApp/sprpub, in Latvian and https://stud.rtu.lv/rtu/discpub/list?english=true) (responsible person – G.Alksnis, Deputy Director of the Study Department);
4. Web page designed for the foreign student target audience on RTU study programmes implemented in English and student mobility opportunities (https://international.rtu.lv, https://apply.rtu.lv) (responsible person – Purlaura-Poriņa, Director of International Cooperation Department);
5. Higher Education Quality Agency E-platform (responsible person – G.Alksnis, Deputy Director of the Study Department);
6. State Education Information System (responsible person – I.Pujats, Project Manager of the Information Technology Department).

Information about the study programs of the study field is published also on the RTU LA and RTU RA websites (https://www.rtu.lv/lv/liepaja, https://www.rtu.lv/lv/rezekne, in Latvian).
The responsible employees for the published information (study field and corresponding programs) in Latvian are: Ilze Magazeina, Head of the Study Department at RTU LA, and Iveta Volkova, Study Process Manager at RTU RA.

Information about the study programs is available online:

- Short cycle study programme “Preschool Teacher”
  RTU RA: https://www.rta.lv/studiju-programmas/pirmsskolas-skolotajs (in Latvian)
  RTU LA:
  https://www.rtu.lv/lv/studijas/visas-studiju-programmas/atvert/GKP?department=0L000&type=P (in Latvian)
- Bachelor study programme “Primary Education Teacher”
  RTU RA: https://www.rta.lv/studiju-programmas/sakumizglitibas-skolotajs, (in Latvian)
  RTU LA:
  https://www.rtu.lv/lv/studijas/visas-studiju-programmas/atvert/GCT?department=0L000&type=P (in Latvian)
- Bachelor study programme “Special Education”
  RTU RA: https://www.rta.lv/studiju-programmas/speciala-izglitiba (in Latvian)

- Bachelor study programme “Speech Therapy”
  RTU LA:
  https://www.rtu.lv/lv/studijas/visas-studiju-programmas/atvert/GCL?department=0L000&type=P (in Latvian)
- First cycle professional study programme “Teacher”
  RTU LA:
  https://www.rtu.lv/lv/studijas/visas-studiju-programmas/atvert/GSS?department=0L000&type=A (in Latvian)
- Bachelor study programme “Teacher”
  RTU RA:
  https://www.rta.lv/studiju-programmas/skolotajs-studiju-modulis-dabaszinatnu-joma-datorikas-fizikas-un-kimijas-skolotajs (in Latvian)
  RTU LA:
  https://www.rtu.lv/lv/studijas/visas-studiju-programmas/atvert/GCS?department=0L000&type=P (in Latvian)
- Master’s study programme “Educational Sciences”
  RTU RA: https://www.rta.lv/studiju-programmas/izglitibas-zinatnes (in Latvian)
  RTU LA:
  https://www.rtu.lv/lv/studijas/visas-studiju-programmas/atvert/GMI?department=0L000&type=A (in Latvian)
- Doctoral study programme “Educational Sciences”
  RTU RA: https://www.rta.lv/studiju-programmas/izglitibas-zinatnes-dok (in Latvian)
  RTU LA:
  https://www.rtu.lv/lv/studijas/visas-studiju-programmas/atvert/GDI?department=0L000&type=P (in Latvian)

Admission regulations for the 2025/2026 academic year for the study programs of the study field are published in Latvian at:
RTU LA: https://www.rtu.lv/lv/liepaja/gribu-studet/uznemsana-10 (in Latvian)
The responsible employee for the published information (admissions) in Latvian on the RTU LA website is the RTU LA Admissions Secretary, Madara Priedoliņa.

RTU RA: https://www.rtu.lv/lv/rezekne/gribu-studet-rezekne/uznemsana-12 (in Latvian)
The responsible employee for the published information (admissions) in Latvian on the RTU RA website is the RTU RA Study Process Manager, Iveta Volkova.

## 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.**

According to the Conceptual Report “Introduction of a New Higher Education Financing Model in

Latvia" approved by the Cabinet on 29 June 2015 (http://likumi.lv/ta/id/274944-par-jauna-augstakas-izglitibas-finansesanas-modela-ieviesanu-latvija, in Latvian), Latvia has introduced structural reforms in the sector to ensure the development of an efficient and sustainable higher educational system. A three-pillar funding model has been introduced to reconcile the supply offered by higher education with the needs of Latvia's economic development and labour market, high-quality research-based higher education content and performance management in higher education institutions. The base funding for the provision of the study process is the 1st pillar, performance funding is the 2nd pillar, and development funding is the 3rd pillar.

The first pillar, or base (base funding), is implemented through state budget funded study seats. Determination of the number of state budget funded study seats are regulated by Sections 51 and 52 of the Law on Higher Education Institutions (http://likumi.lv/ta/id/37967-augstskolu-likums#p-50515, (in Latvian)).

RTU funding from the basic state budget is made up of the study base financing corresponding to the list of study programmes and the number of students; it is used to cover such expenses as utilities, taxes, infrastructure maintenance (including data for the Student and Graduate Register), purchase of equipment and supplies, staff remuneration, and funding for research activities.

The number of study seats is allocated after discussions with the Ministry of Education and Science. Funding from the state budget is allocated for full-time studies.

The amount of study base funding is determined on the basis of the number of study seats determined by the state at RTU, as well as the state-defined study seat basic expenses and study cost coefficients in the thematic areas of education.

Study cost coefficients for thematic areas of education are indicators that determine the amount of study seat costs in the respective thematic area of education in relation to the basic costs of the study seat.

The cost coefficients for the study programmes in the thematic areas of education for Bachelor and professional study programmes are set by in Annex 1 of Cabinet Regulations of 12 December 2006 "Procedure for Financing Higher Education Institutions and Colleges from the State Budget" (https://likumi.lv/doc.php?id=149900 (in Latvian)) (further in the text - the Regulations).

Values of study cost coefficients are 1.5 times higher for Master study programmes and three times higher for Doctoral programs than the study cost coefficients specified in Annex 1 to the Regulations for the respective thematic area of education.

The amount of the study funding granted to the institution of higher education or college from the state budget for the implementation of Bachelor, professional and Master study programmes is calculated using the following formula:

$Fs = Tb \times [S(ki \times ni) + 1,5 \times S(ki \times mi)] + Sb \times S(ni + mi)$, where

Fs – the amount of study financing;

Tb – basic costs of the study seat;

ki – coefficient of the study costs in the relevant field of education (Annex 1 to the Regulations);

ni – the number of study seats for a higher education institution or college at undergraduate and professional study programmes in the relevant thematic area of education;

mi – the number of study seats at the Master study programmes in the relevant thematic area of education;

Sb – study seat social security expenses at undergraduate, professional and Master study programmes (Annex 2 to the Regulations).

The basic costs of a study seat and the social security expenses of a study seat are determined in accordance with Annex 2 to the Regulations.

Each year, the Ministry of Education and Science calculates the basic costs of a study seat for the following budget year and, by November 1 of the current year, coordinates the calculations with the Ministry of Finance and those Ministries which have higher educational institutions and colleges subordinated to them.

RTU funding from the state basic budget for the provision of study seats in the respective academic year is distributed in accordance with the decision of RTU rector. The Methodology is reviewed and revised every year and is subjected to any necessary changes.

RTU has a decentralized budget, and each organizational unit is allocated a separate budget. In a general sense, a budget is a plan of revenues and expenditures for a specific period of time, work, event or function. The revenues and expenditures of RTU shall be administered in accordance with principles approved by rector or as stipulated by the Vice-Rector for Strategic Development and Finance.

According to the Budget Allocation Methodology, the financing is allocated to the organizational units either according to the financial or budget year or immediately after receiving the financing. The financial or budget year of RTU organizational units is from October to September of the following year, and for this period the financing is calculated and distributed:

- Subsidy or basic budget funding (training of state budget funded students) is divided into monthly limit – 1/12 of the estimated annual funding per month is allocated to the organizational unit;
- Tuition fee funding (training of both local and foreign fee-paying students) is allocated twice a year (in October and April) as a monthly limit – 1/6 of the estimated funding per semester is allocated to the unit monthly;
- Debtors' payment funds (including recovered) are distributed twice a year (October and April) in one payment;
- Performance funding (research support funding) is allocated as a monthly limit – 1/12 of the estimated annual funding is allocated to the unit per month;
- Research base funding (research support funding) is allocated annually in October.

Each head of RTU organizational unit is provided with remote access to operational financial information on the unit's budget, including the envisaged workload and correspondingly allocated funding for the implementation of study programmes and study courses in subsequent periods. Based on this information, the head of the organizational unit plans the work of the unit at the beginning of each financial or budget year, including remuneration issues for academic staff members who are subordinate to the head of the unit, and develops a procurement plan for the following year in compliance with the implementation and development of the study programme or study course, etc.

According to the World Bank research on higher education governance in Latvia, which was conducted in 2017 and 2018, the World Bank concluded that RTU used the opportunities offered by the system-level funding model reform to gradually adjust the internal distribution of decision-making powers by strengthening the position of deans. Prior to the introduction of the second pillar of the state funding model, RTU funding was provided to units below the level of faculties. To address the issue of weak positions of deans, more than half of the new 2nd pillar performance income is used to provide funds to faculties where the dean is the budget holder. First, it opens up

new opportunities for faculty-level strategic development. Second, deans now have greater opportunities to ensure the development of faculties, which is their responsibility. Third, since the academic year 2019/2020, deans of the faculties have additional funding from the tuition fees of foreign students.

In the academic year 2020/2021, RTU has made changes in the Methodology to ensure that the basic state budget funding for the provision of study seats is distributed by study programmes and thematic areas of study courses, ensuring precise distribution of funding according to the indicators by which RTU receives the state budget funding. In addition to the seats financed by the state basic budget, the study programme financing also consists of tuition fee revenue from the resources of natural or legal persons, which can be divided into two subgroups:

1. revenue from local fee-paying students;
2. revenue from foreign fee-paying students.

Funding from local fee-paying students is allocated in compliance with the Methodology where, in order to provide greater opportunities for the development of fee-based study programmes, for several academic years, a significant amount of the funding received has been channelled to the head of study programme, who may appropriately use this funding to renew facilities and attract higher-level specialists for the implementation of the study process, etc.

Starting from 2022/2023 acad. year RTU has one "Methodology of funding distribution and utilization for RTU structural units" approved by the order of the rector, which includes the distribution and utilization of funding from the state funds, local student fees, and foreign student fees. This year, RTU made significant changes in the Methodology in order to bring the principles of distribution of foreign fee-paying students closer to the principles of distribution of local fee-paying students, thus facilitating the work process responsible for the realization of study programmes – both by bringing the funding distribution periods and principles closer.

Analysing the financing procedure of the study programmes and the study fields at RTU as a whole, it can be seen that the state basic budget and local fee-paying student funding, in the long run, are determined taking into account the basic principles established by the state (starting from 2022/2023. acad. year, the principles of calculation for foreign students have been equated to the principles of calculation for local students). In the process of determining the amount of funding, the study cost coefficients of the thematic areas of studies and the values of the study cost coefficients according to the level of the study programme, as well as the number of students at the study programme and the study courses implemented therein are taken into account. As mentioned above, by using study cost coefficients of the thematic areas of studies, it is possible to determine the amount of financing required for the implementation of a particular study programme and study course.

In order to ensure the functioning and sustainable development of study programmes, RTU has been improving the Methodology and previously also Methodology2 for each academic year in accordance with changes in the external and internal environment, thus also eliminating possible risks in the implementation process of the study programme or its study courses. The transition process involves all stakeholders, thus ensuring transparency, as well as a transparent decision-making process. The required changes are at first initiated by RTU Vice-Rector for Strategic Development and Finance, and additional changes can be initiated by any RTU employee by submitting a request to RTU Vice-Rector for Strategic Development and Finance or to the Finance and Budget Committee of RTU Senate. The Finance and Budget Committee of RTU Senate consists of 20 senators (the count might vary) - deans, heads of organizational units of faculties, professors, as well as student representatives, who have voting rights, as well as nine RTU Senate advisors, who are mainly representatives of various administrative units, such as vice-rectors, heads of

departments etc. Once the Finance and Budget Committee of RTU Senate has considered and evaluated the proposals, it shall propose amendments to the Methodology or develop a new version of it for the next academic year for approval by the RTU Senate 35 senators. After the Senate has agreed on the Methodology draft and its main principles, the rector approves the Methodology. It should be noted that historically changes in the Methodology have been proposed after performing a thorough analysis, including mitigation of their possible negative impact on the implementation of study programme study courses.

The funding of the study field consists of:

- Basic study funding, which is allocated to a specific study programme and granted from the state budget funds, based on the number of state-determined study places for the program, the base cost per study place, and the cost coefficients of the educational thematic field;
- The performance funding portion for research results and graduate preparation;
- The portion of basic science funding;
- Income from tuition fees.

Basic science funding and performance funding for scientific activities are not divided by study fields but are directed towards supporting scientific activities.

The financial resources for the study programs implemented by RTU RA during the period from 2021 to 2025 are shown in Table 2.3.1.1.

Table 2.3.1.1

**Financial resources of study programmes implemented by RTU RA in the period from 2021 to 2025**

| | Study programme | **2021** | **2022** | **2023** | **2024** | **2025** |
|---|---|---|---|---|---|---|
| 1. | Short-cycle professional higher education study programme “Preschool Teacher” | 17889,88 | 29050,04 | 66829,03 | 77398,80 | 90861,00 |
| 2. | Professional Bachelor’s study programme “Primary Education Teacher” | 76072,08 | 77751,00 | 88883,09 | 168336,12 | 202755,33 |
| 3. | Professional Bachelor’s study programme “Teacher” | 64596,00 | 68645,00 | 62882,00 | 67276,00 | 35055,00 |
| 4. | Professional Bachelor’s study programme “Special Education” | 61477,39 | 86528,46 | 129217,30 | 214472,44 | 224862,37 |
| 5. | Academic Master’s study programme “Educational Sciences” | 29554,00 | 30230,00 | 61478,00 | 66941,00 | 78097,00 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6. | Joint Doctoral study programme "Educational Sciences" | 32744,00 | 33856,50 | 34759,50 | 35863,00 | 21089,00 |
| | **Total funding of programmes** | **282333,35** | **326061,00** | **444048,92** | **630287,36** | **652719,70** |

Overall, funding for study programmes has increased more than 2 times in the indicated period and is sufficient for the high-quality implementation of study programmes.

**Financial resources of study programmes implemented by RTU LA in the period from 2021 to 2025**

Table 3.2.1.2

**Funding for the study field "Pedagogy and Education" in the 2024/2025 academic year, according to study programs, EUR**

| | Teacher | Preschool Teacher | Speech therapy | Teacher (1 year) | Primary Education Teacher | Educational Sciences (Mg) | Educational Sciences (PhD) |
|---|---|---|---|---|---|---|---|
| Total EUR | 265542 | 213485 | 351711 | 9525 | 189101 | 190313 | 73957 |
| State budget grant | 257542 | 63685 | 341211 | 9525 | 187601 | 188813 | 73957 |
| Own revenue | 8000 | 149800 | 10500 | 0 | 1500 | 1500 | 0 |

**Costs per Study Place and Their Assessment**

Funding for study places from the state budget is allocated annually in accordance with Cabinet Regulation No. 994 of 12.12.2006, *"Procedures by Which Higher Education Institutions and Colleges Are Financed from the State Budget"*, and the agreement between the Ministry of Education and Science and RTU regarding the preparation of a set number of specialists.

For the study field *"Education and Pedagogy"*, the planned full-time study costs for the academic year 2025–2026 are calculated based on the base cost set in 2024 (EUR 1867.60 per study place) and the thematic education field coefficients established by the Ministry of Education and Science. The coefficients for the study field *"Education and Pedagogy"* range from 1.05 to 1.7:

- Educational Sciences, Preschool Teacher – 1.1
- Speech Therapy, Primary Education Teacher, Teacher – 1.4
- Teacher (1-year program) – 1.7
- Part-time: Speech Therapy, Primary Education Teacher, Teacher – 1.05

The cost coefficient by level of study is 1.0 for first-cycle professional higher education study programs, except for the Master's program *"Educational Sciences"*, which has a coefficient of 1.5, and the Doctoral program *"Educational Sciences"*, which has a coefficient of 3.

**Assessment of the Percentage Cost Distribution Within the Study Field**

The total funding for the study field in the academic year 2024/2025 is EUR 1,293,634. The largest portion—27%—is allocated to the *Speech Therapy* program, followed by the *Teacher* program with 20%, *Preschool Teacher* with 16%, *Educational Sciences (Master's)* with 15%, and *Primary Education Teacher* also with 15%.

Overall, the cost structure is considered optimal and aligned with the development strategy.

When comparing the content, budget, student body, and programs of the study field *Education and Pedagogy* in the academic year 2020/2021 to those in 2024/2025, we can conclude that a significant reorganization has been carried out in the structure of subjects, accounting, and budgeting. In 2024, a transition to separate study centers was implemented. Each center oversees its own programs and is responsible for the program's effectiveness, budget, revenue, and expenditures.

Table 3.2.1.3

**Comparison of the number of students in budget places and fee-paying places in the study field "Education and Pedagogy"**

| Number of students | 2021/22 | 2021/22 | 2024/25 | 2024/25 |
|---|---|---|---|---|
| Study programmes | Budget | Paid studies | Budget | Paid studies |
| Educational Sciences | 47 | 0 | 25 | 1 |
| Educational Sciences | 11 | | 12 | |
| Speech therapy | 54 | 0 | 48 | 2 |
| Preschool Teacher | 40 | 0 | 31 | |
| Primary Education Teacher | 49 | 0 | 29 | 1 |
| Teacher (1 years) | 0 | | 3 | |
| Teacher | 70 | 0 | 43 | 0 |
| Speech therapy (Part-time studies) | 0 | 39 | 110 | 5 |
| Primary Education Teacher (Part-time studies) | 0 | 47 | 57 | 1 |
| Teacher (Part-time studies) | 0 | 63 | 74 | 5 |
| Preschool Teacher (Part-time studies) | | 94 | | 107 |
| | 271 | 243 | 432 | 122 |
| **Total** | **514** | | **554** | |

The most important conclusions – The number of students in the study field "Education and

Pedagogy" is increasing (+8%), the number of students on Budget places is increasing significantly (+59%), and the number of fee-paying students is decreasing (-50%).

As for the income section, the increase of 50 students is a very positive indicator, as it provides additional funding in the budget of the Study Programme of approximately 120,000 EUR, and comparing the years, the budget revenue has increased by approximately another 130,000 EUR due to the increase in the set base fee by almost 250 EUR per student.

Research base funding (base funding provided by the state) is allocated among faculties/ academies according to the performance-based output indicators, i.e., number of publications (weighted by impact and citation), money attracted by research projects and industry contracts, and defended Doctoral Theses (considering also the time it takes to complete Doctoral studies). The calculation is made based on the transparent methodology, which was approved by the Science Council (the document: "Methodology for Allocation of Research Base Funding to RTU Organizational Units") on 20 November 2018. A decision regarding allocation of the budget among faculty institutes is made within faculties (by the Faculty Councils).

RTU also makes two project calls a year with internal funding. The first call is an internal funding project competition to support master's students. The purpose of the competition is to increase the number of highly qualified master students at RTU who are able to create internationally cited scientific publications and continue their doctoral studies, thereby strengthening the development and capacity of RTU scientific staff. The purpose of the competition corresponds to RTU strategy – to promote the employment of graduates at RTU after the end of their studies, and increase the number of internationally recognized scientific publications, the development of high-quality scientific research that is integrated into the study process. The result of such a project is a master's student employed in scientific activity, at least one full-text publication submitted and accepted for each grant recipient, a scientific article in a journal or a full-text publication in a conference proceeding, the scientific assistant's skills in doing science and research are promoted, and the continuation of the master's student studies in RTU doctoral program is promoted. For three years, the annual budget of the competition is 120,000 euros, thus supporting at least 17 master's students every year.

The 2nd call supports projects where RTU cooperates with industry partners, and this call is aimed at promoting inter-faculty and inter-disciplinary research within six research platforms of RTU. The regulation documents are usually approved by the Science Council of RTU. However, the decisions regarding selection of particular researchers or projects are made by expert groups organized by the Office of Vice-Rector for Research, on the faculty level or the research platform level (Council of Coordinators of Research Platforms; decision of RTU Senate No. 600 "On Approval of the Regulation of Coordinators' Board of the Research Platform at Riga Technical University" as of 23 May 2016. Projects are administered by the Office of Vice-Rector for Research. The Office also coordinates administration of the externally funded research projects, e.g., within Horizon 2020 program and other. Research projects funded by the EU Structural Funds are administered by the Office of Vice-Rector for Strategic Development.

RTU Research and Innovation Support Fund (Rector's order No. 01000-1.1-e/48 "RTU Regulation of Research and Innovation Support Fund" as of 2 February 2024) aims at providing financial support for various research related activities, such as support for maintenance of research equipment, protection and licensing of intellectual property, covering of expenses related to the Doctoral study process, publishing of scientific journals, participation and organization of scientific conferences, support to researchers in establishing new laboratories in a prospective research field. The Research and Innovation Support Fund is an instrument to support research activities, which foster the development of the strategically important research fields. 10 % of the research base funding

(state budget funding) is allocated to the Research Support Fund every year. Establishment of seven new laboratories or centres has already been supported by the Fund by June 2020, e.g., RTU High Energy Particle Physics and Accelerator Technology Center (for cooperation with CERN), Biochip Laboratory, Scientific Laboratory of Experimental Mechanics of Materials, Scientific Laboratory of Electromechatronics, Research Center of Communication System Technologies. Research Laboratory of Technologies of Electrical Engineering and Ergonomics. Scientific Council has decided to support on competition basis at least one new prospective research direction every year (decision of RTU Scientific Council No. 04000-3/09 dated 21.09.2020.

In the 2024/2025 academic year, 6 RTU RA and 10 RTU LA doctoral students and scientific degree applicants received a doctoral research grant.The aim of RTU doctoral grants is to support research related to the doctoral thesis and to promote the defence of the doctoral thesis.

**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 construction of RTU Ķīpsala campus began in 1965 with the aim to create a unified study and research centre. The construction process is underway, and it is envisaged to host the majority of university students in Ķīpsala from 2021. After completion of the construction, RTU Ķīpsala campus will become the most modern engineering study centre in the Baltic States.

The issue of sustainable development is taken into account in the construction process of the campus. Recognizing its concern for sustainable development and demonstrating its willingness to engage in the promotion of sustainable development, RTU has joined the Sustainable Development Solutions Network, which seeks to achieve the 17 UN Sustainable Development Goals (SDGs) by 2030. RTU is currently the only organization in the Baltic States that has been admitted to the network.

Through its networking activities, RTU, as a higher education and research institution, has prioritized the achievement of seven UN SDGs that coincide with RTU research platforms. RTU considers the provision of quality education and the promotion of lifelong learning to be its primary goal. RTU also intends to contribute to research and innovation in sustainable and modern water technologies, power systems, infrastructure and urban environment. The University is also committed to promoting the creation and distribution of sustainable products.

RTU buildings are equipped with state-of-the-art climate control equipment, technical solutions that are remotely controlled and provide the opportunity to track energy consumption to make buildings more comfortable for students, academic staff, researchers and guests. One of the results achieved in the development of RTU infrastructure is the participation in the Green Metric Ranking (https://greenmetric.ui.ac.id/rankings/overall-rankings-2023), which recognizes RTU as the 45th greenest university in the world. In the Baltic region, RTU is a leader in terms of green thinking infrastructure.

To reduce human impact on the environment and climate change, RTU has introduced the concept of Green Ķīpsala at its campus by improving its infrastructure in compliance with sustainability principles, changing student and staff habits, and using innovative green products and technologies developed by RTU researchers in Ķīpsala campus infrastructure.

The infrastructure of Ķīpsala campus provides students, staff and guests with all the necessary services and utilities, e.g., it is possible to park a bicycle and a car, quench one's thirst at water drinking points. Developing the infrastructure, care is taken of all groups of people, including people with disabilities: each building has parking lots, easy access to classrooms, laboratories and other facilities, the use of Braille to provide essential information, as well as all sanitary facilities are designed according to the requirements. The association of people with disabilities and their friends APEIRONS (https://www.apeirons.lv/; in Latvian) commends RTU for its achievements in infrastructure related issues for people with disabilities.

In RTU Ķīpsala campus, there are currently 54 classrooms, 187 laboratories, 19 special training rooms, 10 computer classrooms, 12 workshops and several research centres of national importance. The campus also houses a hostel with 950 beds and a special area for people with disabilities.

Foreign students, visiting lecturers and university guests can use the renovated RTU student accommodations (Āzenes 22a, Riga).

Other elements of RTU infrastructure are also available for the needs of students and lecturers - canteens and cafes located in each of RTU complexes, photocopiers, hostels, RTU sports and recreation centres, swimming pool, etc. RTU premises are equipped with drink and snack vending machines.

Wi-Fi is provided in all classrooms of the campus which allows students to access study materials placed on the RTU study portal ORTUS.

The study field has two implementation sites: **RTU RA** (official addresses: Atbrivošanas aleja 115, Rēzekne) and **RTU LA** (official addresses: Lielā iela 14, Liepāja).

**RTU RA Infrastructure and Material-Technical Resources**

At the implementation site in Rēzekne, a 4.2-hectare student campus has been developed, consolidating educational and scientific resources in one location. This ensures a higher quality, more attractive, and—most importantly—more rational and economically efficient infrastructure maintenance. The study process takes place in four academic buildings. The central building has a total area of 4,844.5 m², with 19 lecture rooms used for studies, covering a total of 2,059.4 m².

All rooms used for studies are equipped with appropriate furniture and technical equipment, including multimedia devices, which allow lecturers to use online materials from social media during lectures and students to present their research in multimedia formats. The classrooms are equipped to connect to MS Teams or other remote access platforms, enabling remote or hybrid learning.

To support remote lectures, four classrooms are equipped with 360-degree tracking video cameras that follow the lecturer's movement, enabling video/audio tracking. Laptops are also available for students during lessons. All computers are connected via a central network. The central building also houses a cafeteria, a dance and aerobics hall with appropriate equipment. RTU RA continuously upgrades and improves its material and technical base.

In the Engineering Center building, two computer labs are available, with areas of 104.9 m² and 97.9 m², equipped with 25 and 21 computers, respectively. Students have access to a large library and reading room. All buildings are accessible for people with mobility impairments, with equipped entrances and elevators in the interiors. Academic staff and students have access to free Wi-Fi. Access to the full suite of Microsoft development tools, servers, and platforms is provided. Special program licenses allow software to be installed on all computers for educational and scientific purposes. Equipment for translation at small conferences and international seminars has also been

acquired.

Since 2005, the Special Education Laboratory has been operating, fostering links between science, society, and practice by developing, testing, and implementing integrated educational and corrective programs and methodologies in Latvian general and special education institutions. The laboratory features a warm sand therapy unit and a Barboleta balance platform. The Social Pedagogy and Rehabilitation Technology Laboratory provides an experimental base for scientific research, and carries out methodological work, including addressing issues in special pedagogy. Equipment for this lab has been acquired through INTERREG LAT-LIT projects MODPART LLI-223 and POZCOPING LLI-163.

In 2018, a Multisensory Room—one of the most modern in the Baltic States—was established. It is equipped for research in social rehabilitation and stress reduction. As part of the State Research Program INOSOCTEREHI (2014–2018), research was conducted to introduce telerehabilitation in inclusive education, promoting interdisciplinarity between education, medical rehabilitation, and IT.

The Pedagogical Technology Laboratory provides scientific and methodological support for the introduction of innovative technologies and development of methods for solving educational issues.

For the acquisition of practical skills, there are visual arts, sewing, and design workshops, a nutrition laboratory, and a choreography hall. In collaboration with the Engineering Center, students also have access to laboratories and equipment for Ecology, Physics, Chemistry, Human Environmental Health, Microbiology, CAD/CAE/CAM, Electrical Engineering, Electronics and Electric Drives, Ecotechnology, and Mechatronics.

To develop musical and artistic skills, pianos and recorders are used. For foreign language learning, video/audio equipment and computers are available. For teaching natural sciences in early childhood and primary education programs, and for training students in research skills in science, various equipment is provided: research kits for natural sciences, physics, and biology, microscopes, micropreparation kits, and digital teaching materials.

To develop students' methodological skills and to promote logical thinking, problem-solving, and programming skills among learners, two Lego robot kits and two Photon robot kits are available.

Co-working spaces in the Innovation Laboratory "SalesLab" can be used for study programme implementation and project work. Students have access to a renovated dormitory located within the campus. Rooms are also provided for choir activities and interest-based education programs. For sports, students use the facilities of the Rēzekne Olympic Center, with which a cooperation agreement is in place for the use of sports infrastructure.

**RTU LA Infrastructure and Material and Technical Resources**

The study process in Liepāja is carried out in two buildings – Lielā iela 14, Liepaja, and Kūrmājas Prospect 13, Liepaja. The total area of the building at Lielā iela 14, Liepaja is 7873.3 m². For the study process, 50 classrooms with a total area of 4514.76 m² are used here.

The total area of the building at Kūrmājas Prospect 13, Liepāja is 1291.5 m². For the study process, 15 classrooms with a total area of 858.90 m² are used here.

The dormitory at Ganību iela 36/46, Liepāja has a total area of 4830.9 m² and houses about 120 students. RTU Liepāja also owns two other buildings – Kuršu iela 20, Liepāja, with a total area of 1540.00 m² and Kr.Valdemāra iela 4, Liepāja, with a total area of 2713.70 m². Currently, studies are not organized in these buildings.

The material, technical, and methodological provision of the study programs corresponds to the objectives and tasks of the study program. RTU LA centers have six computer classrooms equipped

with the necessary software and internet access.
The centers have video/data projectors, interactive whiteboards, and graphic projectors, which are actively used both in computer classrooms and in other auditoriums for the demonstration of lecture and seminar materials, methodology cabinets with visual and methodological materials, and the Moodle e-learning environment. To improve the quality of studies and ensure students' independent learning, lecturers receive methodological support for preparing and uploading study materials to the Moodle environment.

Students can communicate with academic staff via email, Moodle, or MS Teams. To ensure the study process, RTU LA uses the following information systems: the Library Information System "Alise," the Moodle e-learning environment, as well as NVivo software for qualitative research.

To support the study process, the university has the following material and technical resources: 356 computers – 356, 2 Odin glass boards, 23 video projectors, 17 interactive whiteboards, 4 interactive screens, 2 interactive displays, 5 conference displays, 6 copiers, 11 cameras, 11 photo cameras, 7 video cameras, and in 5 auditoriums it is possible to install conference video equipment with lecturer video/audio tracking capabilities provided by a mobile 360-degree video camera.

To organize practical seminars for students, an authentic learning environment has been created in two classrooms (mobile tables and composite material chairs for students and a workstation for the teacher, as well as a digital Odin board) and in the hallway (OneTwenty multifunctional and modular product consisting of two main components – acoustic wall and pouf, as well as Signs pouf modules) with the aim to implement a practice-based study process.

Students have access to a free-access wireless network in each of the study buildings (a total of 36 wireless access points have been installed). RTU is a participant in Eduroam – a secure, international wireless network available to academic users. Eduroam is a shared network that allows students, staff, researchers, and faculty of higher education institutions to access wireless network services worldwide without the need to obtain a guest account.

A workstation virtualization solution has been implemented, and three computer classrooms have been equipped with workstation clients (a total of 80 workstations). Each student is provided with their own virtual computer, which is not tied to a specific physical workplace. This solution ensures the mobility and security of the study process. RTU LA has installed modern network equipment that provides computer network virtualization and has established a CAMPUS computer network connection between all study buildings. A cooperation agreement has been concluded with Microsoft for the rental of MS Office and MS Windows software licenses, which lecturers can use both for the implementation of the study process and for the preparation of study materials. Within the framework of this cooperation agreement, both RTU LA lecturers and students have access to MS Office 365, 1TB cloud storage, etc., free of charge.

Students have access to technical and informational support for working with scientific publication databases – EBSCO, Letonika, ScienceDirect, SCOPUS, Web of Science, and Cambridge Journals Online.

Building at Lielā iela 14, Liepaja – 3 classrooms were renovated, equipped with new interactive whiteboards and air conditioners, in 2024. A video surveillance system has been installed in the building, and the entrance doors have been restored.
The infrastructure and material and technical provision intended for the implementation of the study field and the corresponding study programs, and its availability to students and academic staff, can be considered as fully adequate for the needs of the study field.

**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.**

RTU students have access to the RTU Scientific Library. The library's main mission is to support the study process and research activities at RTU by providing high-quality information and services. It also offers informational support to Latvian science, the national economy, and society as a whole. The library offers a wide range of traditional collections and electronic resources to RTU students, faculty, researchers, and the broader Latvian public. Library staff provide users with a diverse range of services, many of which can be accessed remotely using modern information technologies.

The structure of the RTU Scientific Library consists of the Central Library and the Department of Educational and Subject-Specific Literature. The RTU LA and RTU RA libraries are branches of the RTU Scientific Library.

The RTU Scientific Library provides readers with access to subscribed databases, databases developed by the library itself, doctoral theses defended at RTU, descriptions of technologies developed at RTU, the websites of RTU scientific journals, and more.

All students and academic staff of the study field have access to all RTU Scientific Library services, both at the Central Library in Riga and at the RTU Scientific Library branches in Liepāja and Rēzekne.

The library collection is formed according to the needs of study programs, in cooperation with academic staff and students. Academic staff fill out and electronically sign the form "Request for Library Collection Acquisition." Any academic staff member (both elected and invited) may fill out and submit acquisition requests with recommendations to the RTU LA and RTU RA library director. Students may submit acquisition recommendations by filling out the published web form "Student Suggestion for Book Acquisition". Requests are considered in accordance with the library's Acquisition Policy.

For the needs of both students and academic staff, free access to databases is provided by organizing access to subscribed, trial, and open-access databases within the RTU network and outside it. To access databases remotely, users must use RTU study portal ORTUS user authorization credentials. Academic staff and students have access to centrally subscribed online databases of the RTU Scientific Library such as "ACM Digital Library," "Cambridge Journals Online," "ProQuest Ebook Central," "EBSCOHOST," "EBSCOHOST eBook Academic Collection," "Latvian Standards Database," "LETA," "Letonika," "O'Reilly Learning Platform," "ScienceDirect," "Scopus," "SpringerLink databases e-books," "Wiley Online Library," "Web of Science," as well as the Daily Business "Marketing Handbook," "Company Manager's Handbook," "Personnel Management Handbook," and pedagogical electronic journals published by "Skolas Vārds" — "Izglītība un Kultūra," "Skolas Vārds," "Pirmsskolā," "Skolas Psiholoģija." Organizing the consolidation of information resources, from the 2025/2026 academic year all users will also have access to the

digital teaching aids and methodological materials (for schools and preschools) published by “Skolas vārds.” Until now, these resources were available to RTU RA users. Everyone can use RTU LA library’s freely accessible databases: Academic Staff Publications Database, Doctoral Theses Database, and Final Theses Database. Databases are available on the RTU portal ORTUS. In 2024, RTU LA students and academic staff used databases and other digital resources in 24,400 connection sessions. RTU RA students and academic staff - in 36,333 connection sessions.

For the study field “Education and Pedagogy,” databases offer information resources on various course topics taught in study programs; for example, the EBSCO e-book collection has approximately 17,500 editions matching keywords such as educational psychology, educational management, special education, research in education, inclusive education, preschool and primary education, teaching and learning strategies and methods, child development, speech sound disorders, and others. The “Cambridge Journals Online” database features 8 electronic journals dedicated to education issues.

Decisions regarding specific database subscriptions are made in several stages. First, data is analyzed: 1) usage statistics of free trial databases; 2) usage statistics of subscribed databases over several years. Attention is also given to academic staff recommendations. Second, the issue of database offerings changes is discussed at the RTU ZB Council, which includes representatives of academic staff and students from all faculties/academies. Third, the matter of database subscription is discussed with RTU management. After consolidating opinions, a decision is made.

To help students gain knowledge about library e-resources, their use, and accessibility, the RTU RA and RTU LA libraries offer classes and individual consultations.

**RTU RA Library Description**

The library is located in building 115 k-4 on Atbrīvošanas Alley. The library offers well-equipped premises – a reading room, a circulation desk, and rooms suitable for individual work, supporting independent study and research activities. The total area of the library is 459 m², providing users with 30 workstations. Information on the library’s space area and its suitability for independent and research work is provided in Table 2.3.3.1.

Table 2.3.3.1

**Room area, suitability for independent and research work**

| Library premises | Condition | Notes, comments |
|---|---|---|
| Total area (m²) | 459 | When working in the reading room, you can use the reading room computers or bring your own computers and connect to the Wi-Fi network. |
| Reader service area (m²) | 418.8 | |
| Number of reader workstations | 30 | |
| Technical condition of the premises (good, satisfactory, needs repair, in emergency condition) | labs | |

| | | |
|---|---|---|
| When the last reconstruction, major or routine cosmetic repair was carried out | The building was built in 2014. Exterior renovation completed in 2022 | |

The library collection corresponds to the study programmes implemented at RTU RA. The total physical size of the collection is 53,298 copies. The latest literature in the relevant fields is regularly purchased, with most of the funding for acquisition allocated to subject-specific books in English. Book request lists are regularly submitted to the library. To facilitate and speed up the submission process, a Library Collection Supplement Form was created and is available electronically.

A significant contribution to the collection development comes from books purchased or published through projects. For example, in 2020, books in educational sciences and special pedagogy were purchased for a total of EUR 3,194.53 using indirect cost funds from the ESF project “Competence-based approach in the learning content” – activity 8.3.1.1 “Approval and implementation of competence-based general education content” (8.3.1.1/16/I/002). Interlibrary loan services are available to library users. The distribution of available literature by field for the implementation of the study field is provided in Table 2.3.3.2.

Table 2.3.3.2

**Distribution of literature available in the RTU RA library by sector for the implementation of the study field as of 24.02.2025.**

| UDC Index, Field | Number of Copies | Number of Titles |
|---|---|---|
| 008 Civilization. Culture. Progress | 589 | 230 |
| 303 Methods of Social Sciences | 103 | 39 |
| 31 Demography. Sociology. Statistics | 1786 | 848 |
| 36 Social Security and Social Assistance | 819 | 242 |
| 37 Education | 5419 | 2044 |
| 5 Natural Sciences | 6843 | 1735 |
| 6 Exact Sciences | 9878 | 3590 |
| 61 Medicine | 1023 | 525 |
| 7 Arts | 2405 | 1502 |
| 74 Drawing and Drafting. Decorative and Applied Arts. Handicrafts. Design. Interior | 588 | 309 |

| | | |
|---|---|---|
| 81 Linguistics | 4702 | 1878 |
| 82.0 Literary Studies | 963 | 608 |
| 9 Geography. History | 4400 | 2171 |

Using the library's electronic catalog, it is possible to select literature in the desired field. For user convenience, the library website has an e-resources section containing links to databases, RTU and other universities' scientific articles, open access resources, and e-books.

The library uses the Latvian Library Information System ALISE for collection management, which provides remote access to library catalogs and diverse information retrieval options, as well as ordering/reserving publications for authorized users. From the library's e-catalog website, it is possible to connect to the Union Catalog of Universities and Special Libraries, the Rezekne Regional Union Catalog, and the National Union Catalog, which provide necessary resource searches and ordering via interlibrary loan services.

The library operates Monday to Friday from 9:00 to 17:00. Each year, based on proposals from master's / part-time students or study programme management, the library also provides reader services on Saturdays. These schedules are adjusted according to current demand.

**RTU LA Library Description**

The RTU LA Library supports RTU LA students and academic staff in their study process and research activities.

To fulfill this mission, the library builds its collection and provides services. The RTU LA library collection (located at Liela Street 14, Liepāja) contains approximately 61,000 information resources (93% books, 7% serial publications and other collection items). 72% of the entire collection is available on open shelves, allowing academic staff and students to choose the most suitable editions themselves.

If the required information resources are not available in the library, Interlibrary Loan (ILL) and International Interlibrary Loan (IILL) services are offered. Successful cooperation has been established with the National Library of Latvia and other Latvian libraries. IILL requests are fulfilled in cooperation with colleagues from the RTU Scientific Library (ZB). The total number of domestic ILL and foreign IILL literature requests in 2024 is 21.

The library is open to users 47 hours a week (weekdays from 8:00 to 17:00; Thursdays from 8:00 to 19:00). In 2024, the average daily in-person library attendance was 70 users. Users have access to the Circulation Desk (issuing and returning information resources, consultations), Copy Room (copying, printing, scanning, and binding services), Group Discussion Room (available on user request; 9 seats), as well as 65 independent study and research workspaces in the Reading Room and library vestibule, and 16 computerized workstations with internet access in the Electronic Resources Reading Room.

During library hours, users can use a self-checkout (Self-Check) machine located at the Circulation Desk for borrowing or returning books. Outside library hours, books can be returned using the book drop box located in the RTU LA vestibule. Free wireless internet is available throughout the library. Since 2011, an RFID security system has been used to identify and protect library information resources.

The library's operations have been automated for over 30 years (since 1992). The ALISE library information system automates library processes such as bibliographic data processing, acquisition,

user registration, lending and return of information units, ordering and reservation, remote access via WebPAC, mobile WebPAC, and more. The RTU LA library electronic catalog is available remotely — both on computers and mobile devices. The electronic catalog enables unified bibliographic information searches for both the collection and locally created databases. Remote access allows users to connect to the "My Library" section from anywhere to monitor book loans, due dates, request renewals, reserve needed literature, or join waiting lists. In 2024, the library electronic catalog recorded 160,500 information search requests. In May 2024, consolidation of library information systems with RTU ZB began — transitioning from BIS ALISE to BIS ALEPH. Upon completion of this consolidation, information about RTU LA library's collection will be available in the Latvian national-level library union catalog. RTU LA library also shares updates on its social media profiles: Facebook RTU Liepāja Library / RTU Liepaja Library; X – LiepUlib.

**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.**

Owing to a high level of digitalization, the available infrastructure and material and technical facilities for the implementation of the study field and corresponding study programmes provide an opportunity to increase the University's competitiveness, improve operational quality and efficiency, as well as to make information available by integrating IT solutions into administrative, academic and research processes of the University and providing administrative and academic staff with modern, reliable, secure and unified IT infrastructure and quality IT services.

The Information Technology Department works in three areas:

1. Creation, development and maintenance of an integrated information system of RTU providing support for administrative, academic and research work of RTU;
2. Provision of high-quality and uninterrupted voice and data communication services throughout the territory under the control of RTU, as well as maintenance of RTU data centres and key network resources;
3. IT service support, incl. providing information on new IT solutions, giving necessary consultation and organizing IT training.

To ensure easy and efficient identification of IT users, an IT user identity management system has been introduced; as a result, each IT user has a unique electronic identity that is valid in all information systems. In addition to the aforementioned, a user session management system is ensured in IT systems, which means that there is no need for IT users to re-authenticate when logging in to RTU information systems. It gives the experience of using a unified integrated information system without having to memorize different identification data and re-enter them, implementing different IT application scenarios.

All IT users (including RTU LA and RTU RA) are provided access to the centralized portal ORTUS (https://ortus.rtu.lv (access for registered users)– screenshots of the interface are attached in "RTU IT sistēmu saskarnes / Screenshots of RTU IT systems"), which functions as a single digital gateway, combining information from all RTU information system components and providing users with an easy-to-use way of accessing the directory of all IT services in one place.

The centralized Study Management System is used for efficient administration of the study process,

which ensures digital provision of the study life cycle, incl. Electronic Register of Study Programmes (its public part is available at https://stud.rtu.lv/rtu/vaaApp/sprpub – screenshots of the interface are attached in "RTU IT sistēmu saskarnes / Screenshots of RTU IT systems"), drawing up learning agreements and enrolment of students in study programmes, Register of Study Courses (its public part is available at https://stud.rtu.lv/rtu/discpub/list?english=true – screenshots of the interface are attached in "RTU IT sistēmu saskarnes / Screenshots of RTU IT systems"), designing student's individual study plans, drawing up orders, implementing study courses and study process, registering grades, recognizing study courses, awarding qualifications, administering payments, hostel information, gathering information to issue diploma supplements, etc. This system is one of the main cornerstones in the administration of RTU study process.

To ensure effective implementation of the study process, Moodle e-learning system is used, where all relevant information is compiled in an automated way (study courses, users, groups, access rights, etc.). This system ensures student-instructor communication. The academic staff members place various electronic materials, assessment tests, homework assignments, information on a particular study course, etc. in the system. Students can also view their financial information on the ORTUS portal, as well as make request for documents (references, transcripts of records, copies of a learning agreement, etc.).For online distance learning RTU academic staff has options to use *Zoom* or *Microsoft Teams* video conferencing platforms.

Since 2007, more than 130,000 unique study course sites have been generated in the e-learning environment of RTU. Students can access electronic learning resources anytime and anywhere.

Digitization of classrooms and schedules has been carried out to ensure efficient premises management and study planning (https://nodarbibas.rtu.lv/?lang=en – screenshots of the interface are attached in "RTU IT sistēmu saskarnes / Screenshots of RTU IT systems"). Each RTU student and academic staff member can access their schedule, which provides information on the venue, time, instructor, room, title and type of lecture. In addition, for user's convenience purposes, the system greatly facilitates lecture planning and scheduling, as well as optimizes the use and efficiency of premises.

Electronic Staff Management and Record-keeping Systems, which cover the circulation of record-keeping and personnel documents at RTU (https://docs.rtu.lv/ (in Latvian) – screenshots of the interface are attached in "RTU IT sistēmu saskarnes / Screenshots of RTU IT systems"), are also used to ensure the efficient administrative work. Electronic document coordination and document e-signing functionality have been introduced, thus reducing print-based document circulation and significantly increasing document circulation speed. Since autumn semester 2019, students have been provided with electronically signed learning agreements. Since 2016, RTU graduates have been receiving electronically signed transcripts of records.

In terms of quality assurance, a digital student survey system is used, with the help of which the quality control of study courses and study programmes is implemented each semester. Based on the results of quality control, regular measures are taken to improve study programmes and the study process, in general.

For the additional convenience of RTU students, academic and general staff members, RTU leases Microsoft Windows and Microsoft Office software, which provides all IT users with access to the latest Microsoft software. RTU students can use the licensed Windows operating system and the Microsoft Office productivity suite provided by RTU for study needs. All IT users have access to Microsoft Office 365 cloud computing platform with one terabyte of storage space available to each user and access to a variety of additional collaboration and productivity tools (Microsoft Teams, SharePoint Online, Forms, OneNote, OneDrive, Outlook, etc.). RTU students, academic and general staff have access to the University's email system.

To support research activities, RTU has developed the Centralized Research Support System, which records all information on publications, patents, commercialization applications, Doctoral Theses, RTU scientific journals, research staff, etc. The system provides access to information according to Open Access principle (screenshots of the interface are attached in “RTU IT sistēmu saskarnes / Screenshots of RTU IT systems”). RTU students and academic staff also have centralized access to research software.

RTU has high-speed fibre optic Internet and extensive wireless network infrastructure with over 400 access points, including the international *Eduroam* service. In addition, desk phones and mobile communications are provided for fast and easy communication.

To ensure a stable and secure operation of the information technology infrastructure, continuous monitoring of the IT infrastructure and systems is performed, resulting in proactive incident control. Data backup is also ensured.

The Information Systems Security Policy has been developed and implemented with the primary goal of ensuring the secure use of RTU information systems by establishing and maintaining a sufficient set of measures to reduce or prevent potential or resulting harm. Implementation of the Information Systems Security Policy envisages security checks, data transmission network monitoring, as well as preventive measures. Regular IT security and personal data protection training is organized for IT users. Automated security incident management and risk management have been implemented. Statistics demonstrate that the number of IT security incidents dropped significantly over the last five years.

The IT User Support Centre provides IT user support, by applying a one-stop approach to process applications based on ITIL guidelines. Since 2007, the IT User Support Centre has processed and resolved more than 160,000 IT user applications.

RTU information and communication solutions are also available to RTU LA and RTU RA. After RTA is integrated into RTU (as of 01.04.2025), these solutions are being gradually implemented and will be fully established starting from the 2025/2026 academic year.

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

The implementation of RTU personnel policy is stipulated in the Human Resources Development Plan, which focuses on three main goals within the professional development of the academic staff: renewal of the academic staff, by promoting academic work of Doctoral students, improvement of the professional competence of the existing academic staff and attraction of foreign academic staff. The action plan sets out, for each goal, the activities and sub-activities to be carried out, defines the results to be achieved, the responsible organizational units and the implementation schedule.

Elections of RTU academic staff are held in accordance with the requirements of the Law on Higher Education Institutions and Cabinet regulations based on the recommendations of the Council of Higher Education, in accordance with the Constitution of RTU and the regulations approved by the Senate “On the Procedure of Electing Professors and Associate Professors” and “On the Procedure Of Electing Assistant Professors, Lecturers and Assistants” (publicly available at https://www.rtu.lv/lv/universitate/vakances-rtu/personalatlases-dokumenti (in Latvian); the English translation is in the file of Annex 42-43 of the List of Internal regulations), as well as in compliance

with other internal laws and regulations.

At the proposal of organizational units, the faculty council or the institute board shall consider and approve a reasoned proposal made by the head of a respective organizational unit for announcement of the competition for vacant academic positions, which expire in the respective academic year. The faculty council or the institute board shall submit the proposal under consideration to the RTU Personnel Department together with the job description and qualification requirements, including the workload (full-time or part-time).

Regarding academic positions for professors and associate professors, where the term of election expires in the respective academic year, periodic evaluation of scientific and pedagogical qualifications is performed in accordance with the Procedure for Election of a Candidate for the Position of Professor or Associate Professor and the Procedure for Assessing the Qualification of an Existing Professor or Associate Professor approved by the RTU Senate meeting on 30 JMay 2022 (published at https://www.rtu.lv/writable/public_files/RTU_par_profesoru_un_asocieto_profesoru_periodisko_novertesanu_apstiprinasanu.pdf (in Latvian); the English translation is in the file of Annex 42 of the List of Internal regulations).

The Personnel Department informs the head of the structural unit of the professor or associate professor about the need to organize the evaluation of the professor or associate professor. The evaluation is performed by the Board of professors of the field in accordance with the Law on Higher Education Institutions, the Regulations of Councils of RTU professors and the Regulations on periodic evaluation of professors and associate professors approved by the RTU Senate. After the evaluation, the Council of the professors of the field submits an opinion on the result of the evaluation to the Rector and the Personnel Department. Taking into account the evaluation of the Board and the procedures and criteria set by the higher education institution, the employment contract with the associate professor or professor may be extended for a definite or indefinite term. If, as a result of the evaluation, the scientific and pedagogical qualification of a professor or associate professor meets the evaluation criteria set by the higher education institution, the employment relationship is continued. If, as a result of the evaluation, the qualification of a professor or associate professor does not meet the evaluation criteria set by the higher education institution:

- the relevant employment contract of the professor or associate professor is terminated;
- the department may decide to announce a new vacancy.

The Personnel Department announces a competition for academic staff positions at RTU website, the *Euraxess* vacancy portal and at least in one mass medium distributed throughout Latvia. The applicant shall personally submit or send by email the signed application documents no later than one month after the date of competition announcement.

The employment relationship shall be established by means of a written employment agreement between the Employer and the Employee at least two working days before the commencement of employment. The employment agreement shall be drawn up in duplicate. One copy shall be kept by the Personnel Department of the Department of Personnel and Working Environment (in accordance with RTU File Nomenclature) and the other shall be issued to the Employee. Prior to entering into the employment agreement, the applicant is acquainted with RTU Rules of Procedure.

Employee’s duties are defined in accordance with the Classification of Occupations of the Republic of Latvia and RTU Position Catalogue, Unified Work Remuneration Procedure at RTU (see the file of Annex 44 of the List of Internal regulations), RTU Rules of Procedure and the requirements laid down in the job description, which is an integral part of the employment agreement. Job description

shall be presented to and signed by the Employee. Job description shall be drawn up in duplicate; one copy shall be issued to the Employee and the other shall be kept according to RTU Case Nomenclature.

Before taking up the employment, the Applicant shall present an identity document – passport or identity card, the Foreigner shall additionally present a visa or residence permit, as well as a work permit if such a permit is required in accordance with regulatory enactments.

Visiting academic staff shall be employed in compliance with:

- Law on Higher Education Institutions (https://likumi.lv/doc.php?id=37967(in Latvian));
- Labour Law (https://likumi.lv/ta/id/26019-darba-likums(in Latvian));
- Immigration Law (https://likumi.lv/ta/id/68522-imigracijas-likums(in Latvian));
- Cabinet Regulations No. 568 "Regulations Regarding the Procedure by which a Research Institution Concludes and Terminates Employment Agreements with a Foreign Researcher" as of 21 July 2008 (https://likumi.lv/doc.php?id=178749(in Latvian));
- Cabinet Regulations No. 225 "Regulations Regarding the Amount of Financial Means Necessary for a Foreigner and the Determination of the Existence of Financial Means" as of 25 April 2017 (https://likumi.lv/doc.php?id=290808(in Latvian));
- Cabinet Regulations No. 25 "Implementing Regulations for the First, Second and Third Project Applications Selection Round of Specific Objective 8.2.2 "To Strengthen Academic Staff of Higher Education Institutions in the Areas of Strategic Specialization" of the Operational Programme "Growth and Employment"" as of 9 January 2018 (https://likumi.lv/doc.php?id=296513(in Latvian));
- RTU internal regulations “Procedure of Involvement and Employment of Visiting Academic Personnel at RTU” as of 26 November 2018 (see the file of Annex 25 of the List of Internal regulations);
- RTU internal regulations "Unified Work Remuneration Procedure at Riga Technical University" as of 27 April 2020 (amendments on 28 September 2020, 21 December 2020, 25 January 2021, 31 January 2022) (see the file of Annex 44 of the List of Internal regulations).

According to the results of the applicant selection competition, the employment agreement with the visiting academic staff is signed within a month, specifying an hourly rate. Job description is also provided, which includes specific job responsibilities (delivering lectures, designing study courses, lecture cycles, supervising study papers, etc.). The workload of the visiting academic staff member may include the provision of face-to-face work (delivering lectures, providing tutorials, conducting seminars, supervising graduation papers, etc.) and remote work if it complements the face-to-face work (video lectures, tutorials, supervision of graduation papers). If the work is to be carried out remotely, face-to-face visits (e.g., tutorials) should be provided at the organizational unit.

The visiting academic staff member shall enter into the employment agreement in compliance with the requirements of the Latvian regulatory enactments. During the term of the employment agreement, all assignable copyrights for the work created by the visiting academic staff member, including curricula, materials, and any other teaching aids developed by the visiting academic staff member, shall pass to the Employer. The visiting academic staff member, upon termination of the employment agreement, shall be obliged to transfer the work created within the framework of the employment agreement, including study materials, to RTU. Before terminating the employment agreement, the visiting academic staff member shall submit to the head of a respective organizational unit the reports and other documents stipulated in the employment agreement.

### 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.**

At the end of 2018, the Centre for Academic Excellence (teaching and learning centre) was established at RTU in order to support RTU academic staff (in the areas of pedagogical, intercultural communication and self-development). The main tasks of the Centre for Academic Excellence are as follows:

- to organize various educational events, such as seminars, thematic series of events, guest lectures, conferences, discussions with the participation of the Latvian and foreign specialists;
- to coordinate experience exchange activities within faculties and other organizational units;
- to inform (including posting to ORTUS) the academic staff about the latest teaching and learning trends that are appropriate for RTU;
- to provide guidance to academic staff on the use of teaching and learning methods, as well as on the assessment of students' knowledge, skills and competence;
- to inform students about learning opportunities, such as platforms, systems, applications, effective methods and forms of learning that can be used both in the study process and individually.

Each semester, a core set of activities is offered taking into account the professional competence and needs of the academic staff, which are identified through a survey, in which the lecturers indicate the most important topics and areas in which they want to improve themselves. Student surveys data and information from student self-governments are also evaluated, to gain some topics which should be improved for lecturers from students' point of view. At the same time, proactive actions are being taken to assess the potential needs of academic staff.

The Centre for Academic Excellence organizes two methodological conferences a year. The conference organized in the autumn semester is dedicated to the modern content of the study courses, while the conference held in spring focuses on modern teaching and learning methods. Materials of all events are available on ORTUS within the study course "Materials of the Centre for Academic Excellence".

After each professional development event, participants complete assessment questionnaires, which enable organizers to improve the range of offered events. In order to promote the development of competences of the academic staff, the student surveys are analysed each semester, as well as discussions with the representatives of faculties, student self-governments and the instructors themselves take place.

Lecturers have the opportunity to improve their English language skills by applying to the courses offered by the RTU Institute of Applied Linguistics or by the RTU Riga Business School, which are organized thanks to SOO 8.2.2 project funding.

With the emergency situation and lecturing switching to the remote mode, the CAE on the ORTUS portal prepared a site “Support in the provision of remote courses”. The site consists of six sections: General Information, Technical Assistance, Pedagogical Assistance, Experience Stories, Distance

Exams and Mutual Support. Each section is regularly updated with relevant resources. Lecturers appreciate such a resource, and also suggest what other materials should be included.

Since March 2020, almost 80 webinars have taken place (both organized by CAE and international partners, in which RTU lecturers were invited to participate). Webinars organized by the CAE were recorded, with more than 400 participants participating online, and the recordings were viewed more than 650 times.

RTU IT User Support Centre regularly organizes training on IT systems and the latest technology tools for RTU academic and general staff. Training is organized on the following topics:

- e-learning environment (Moodle) for beginners;
- e-learning environment (Moodle) for advanced users;
- MS Outlook email and calendar;
- Office365 Teams and OneDrive;
- searching in subscribed databases;
- record-keeping systems;
- basic IT security issues working with RTU information systems.

In May each year, the Student Parliament of RTU organizes the contest "Annual Award of the Student Parliament of Riga Technical University". During the event, RTU staff and members chosen by the students are awarded the honorary titles "Instructor of the Year" and "Student Support of the Year".

To recognize and appreciate RTU academic staff, since 2018, RTU has been organizing contests "Annual Academic Excellence Awards" and "Young Academic Staff Member of the Year" in cooperation with the foundation "Riga Technical University Development Fund" and Industry Service Partner Ltd. The aim of these events is not only to award the best academic staff members, but also to promote creativity in the academic environment.

Academic staff qualification assessment and advancement at RTU RA and RTA LA occurs in several directions:

1. Once per election term, elected academic staff must complete the professional development programme "University Didactics" or "Innovations in Higher Education System," totaling 160 academic hours. The program offers courses for personal development, scientific writing improvement, and other current higher education topics such as student-centered approaches, quality management, etc.
2. Academic staff employed in the study field improved their English language skills, acquired digital skills and leadership competencies, and completed a 100-hour internship in educational institutions within the framework of the ESF SAM8.2.1 project "Strengthening the academic staff of Rēzekne Technology Academy in the study field 'Education, Pedagogy, and Sports'" (No. 8.2.2.0/18/I/002). Sixteen academic staff members in the study field took advantage of this opportunity.
3. Academic staff regularly enhance their academic qualifications by participating in conferences, seminars, project work, and academic staff exchange programs. The knowledge gained and contacts established are further used to improve the study and scientific research process.
4. Before integration into RTU, all academic staff had the opportunity to apply for academic staff work quality assessment, which involved determining a quality coefficient applied to the following year's salary. Academic staff work quality indicators were aligned with student-centered approach principles, evaluating the contribution to increasing students' academic, scientific, and professional competence. After integration, at the end of each year, mandatory

academic staff work evaluation and setting of the next year's tasks are conducted within organizational units.

5. According to the Higher Education Institution Law, the scientific and pedagogical qualifications of professors and associate professors are evaluated by the branch professors' council once every six years. Every two years, in RTU RA and RTU LA councils, the performance of professors or associate professors is evaluated.

In planning academic staff renewal and development, attention is paid to identifying the most capable students and motivating them to engage in academic work (related both to teaching and research). At RTU RA, several doctoral programme graduates or doctoral candidates from "Pedagogy" (operated until 2022) or "Educational Sciences" have been involved as lecturers or researchers. Graduates of the RTU RA and RTU LA master's program "Educational Sciences" are involved in teaching professional study courses in the sector. Professionals from associations or professional organizations (e.g., Latvian Deaf Association, Latvian Association of Special Educators, Latvian Designers Association, Latvian Speech Therapists Association) are also involved in academic work. Involving professionals from educational institutions promotes student interest and significantly improves study quality.

Workplace-based studies justify the need not only for knowledgeable academic staff who keep up with the latest theoretical literature but also for practitioners who are familiar with current issues in schools, preschool education, special education, and speech therapy. Therefore, program implementation includes practitioners as instructors, such as school principals, teachers, preschool education institution heads and methodologists, experts from the ESF project "Competence-Based Approach in Curriculum" implemented by the State Education Content Center. For example, the course "Organization and Management of Preschool Pedagogical Process" is taught by a preschool education institution methodologist with many years of work experience. Practitioners are also involved in guiding pedagogical practices and organizing final practice conferences.

Academic staff recruitment procedures are transparent, with open competitions announced for vacant positions. Voting for election to academic posts is open. Both RTU academic staff and other interested candidates meeting the position requirements may apply for vacant lecturer positions.

**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.**

In the implementation of study programs included in the field of study, 69 academic staff members from RTU RA are involved.
37 (52%) are elected to academic positions at RTU, and 25 (36%) of them simultaneously hold both academic and research positions. 33 academic staff members (48% of the total) hold a doctoral degree, and 35 (51%) hold a master's degree. The elected academic staff members hold positions as professors (6), associate professors (11), assistant professors (10), lecturers (7), leading researchers (1), and researchers (2).

In the implementation of study programs included in the field of study, 112 academic staff members from RTU LA are involved.
54 (48%) are elected to academic and/ or research positions.at RTU. 53 academic staff members (47% of the total) hold a doctoral degree, and 59 (52%) hold a master's degree. The elected

academic staff members hold positions as professors (15), associate professors (7), assistant professors (17), lecturers (8), leading researchers (7), and researchers (5).

The academic staff involved in the study field possess Latvian language proficiency in accordance with the regulations on the scope and assessment procedure for state language knowledge required for professional and job-related duties. This ensures that any study course can be fully taught in the national language.

The types and volume standards of academic workloads, as well as procedures for work planning, accounting, and monitoring, are regulated by the procedure for planning and accounting academic staff workload for the current academic year.
This procedure is developed in accordance with Cabinet of Ministers Regulation No. 445 "Regulations on Teacher Remuneration," which stipulates that a full workload in all academic positions amounts to 1000 hours per year. Academic workload includes teaching, consultations with students, supervision of student research work, assessment of study results, scientific, methodological, and organizational work, as well as professional development.

Scientific work is a mandatory component of academic staff duties. It can be performed while holding a research position – leading researcher, researcher, or research assistant. Academic staff elected to a research position carry out scientific work in accordance with the regulations for planning, accounting, monitoring, and remuneration of scientific work. Scientific workload includes conducting scientific projects/contract work, preparing scientific publications, student research (if the researcher is pursuing a master's or doctoral degree), and other forms of scientific activity, such as expert evaluation, reviewing, editing of scientific papers, compiling collections of materials, and scientific editing.A researcher may simultaneously hold an academic position as professor, associate professor, assistant professor, lecturer, or assistant. It is ensured that the total annual workload of academic staff does not exceed the number of hours stipulated by labor legislation. Full-time academic staff have a 40-hour work week, and the total annual workload must not exceed the legally defined working hours.

In the field of study, the academic workload of teaching staff outweighs the volume of scientific work.This is due to two main factors:First, under Latvian legislation, the base monthly salary of a single research staff unit equals 50% of the minimum monthly salary rate for a professor, which provides little motivation for academic staff to actively engage in scientific research.
Second, scientific work is often combined not only with teaching responsibilities but also with professional activities in the field or administrative duties at RTU, limiting researchers' capacity to participate in large-scale research projects.

The academic staff involved in the implementation of the study field is sufficient in terms of quality, number of workloads and distribution of positions to ensure effective implementation of studies and scientific work. RTU LA and RTU RA ensure a proportionate distribution of workloads between the performance of pedagogical and research functions of academic staff.

### 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.).

RTU Career Support and Services Department provides all students with a wide range of career and psychological support services.

**Career development support involves:**

For prospective students:

- consultation on study programme selection;
- consultation on study selection and skills profiling;
- attendance an annual Career Day;
- career choice seminars within RTU Open Days and upon request.

For current students:

- regular seminars and individual consultations on the development of career management skills, writing CVs and cover letters, job interview process;
- seminars on the development of entrepreneurial skills;
- project "RTU Golden Fund" to honour the best graduates and to promote new opportunities in the labour market;
- student summer camps for the development of career management and social skills and competences;
- online resource https://ekarjera.rtu.lv/(in Latvian);
- an annual career day aimed at informing students majoring in engineering, natural and social sciences about the best and leading companies in the respective fields and bringing them closer to potential partner companies for undertaking internship and employers.

**Psychological support involves:**

- individual consultations and support in case of difficulties with studies (time planning, lack of motivation, social anxiety, adaptation difficulties) and individual psychologist consultations on personal issues and difficulties (including crisis intervention).

Seminars and workshops on the following topics:

- adaptation events for first-year students - informative classes within the study course "Introduction to Study Field", seminars on the development of learning and communication skills;
- stress management methods;
- time planning methods; o self-motivation;
- emotion management and development of emotional intelligence;
- public speaking skills.

Support is differentiated by the target groups:

- prospective students (secondary school pupils, vocational school graduates, other prospective students): consultations concerning the studies are available, including skills diagnostics.
- first-year students: informative classes within the framework of the study course "Introduction to Study Field"; seminars on the development of learning skills; information letters on career and psychologist support opportunities; individual career and psychologist consultations; and other activities in cooperation with businesses and non-governmental organizations.
- all RTU students: individual career and psychologist consultations, seminars and classes, guest lectures, RTU Career Day.
- foreign students (Erasmus+ mobility and full-time): individual and career support

consultations are available in English; wherever possible, seminars and classes are conducted in English, such as seminars on writing CVs and cover letters, time management.
- students with special needs: psychological and career support consultations are provided upon request; physical access to the room; opportunity to come with one's mentor or interpreter.
- graduates: career support consultations are provided if necessary; consultations on writing CVs and cover letters, job interview process, career opportunities.
- staff: consultations on work and study related issues are provided to RTU academic and general staff members, if necessary.

As a result of pandemic, the offer has become even more accessible, as counselling and also career classes can be offered remotely.

In 2014, the Student Services Centre was opened in Ķīpsala campus. It provides day-to-day support under the supervision of the Career Support and Services Department:

- provides answers to various questions that students may have;
- provides printing, copying and binding services;
- issues identification cards;
- draws up references and transcripts, if necessary.

Further information is available at:https://www.rtu.lv/en/studentservice/student-service

In 2019, work was started on strengthening support for students with disabilities and in 2020 guidelines were issued with recommendations for effective communication and improvement of the study environment for people with disabilities and special needs: https://www.rtu.lv/lv/labbutiba/lasitava/specialais-atbalsts/atvert/informativais-materials-rtu-darbiniekiem (in Latvian).

For students, various types of support and counselling are also provided by the RTU Student Parliament, whose structure includes all faculty/ academies Student Councils and the International Students Council (ISC), which also represents the rights and interests of foreign students. Every RTU student in all level study programs have the right to get involved in Student Parliament, as well as faculty Student Council's and ISC, both extramural and intramural, as well as full-time and part-time students. Student Parliament and faculties/ academies Student Councils' organise study evenings where students can help each other learn different topics together; promote involvement in science and student clubs in order to develop different practical knowledge in the study field; organize various academic-type events, such as panel discussions and guest lectures, excursions with collaborators from different sectors, providing students with the opportunity to explore different future potential jobs and to further develop understanding between acquired knowledge in lectures and in the specific work environment.

Further information available at: https://www.rtu.lv/en/rtusp

RTU International Cooperation and Department has academic consultants who consult foreign students on studies and practical issues. Academic consultants keep track of the students' academic performance and attendance, as well as meet students on a regular basis to make sure their studies are successful, both in and outside the classroom.

At RTU International Cooperation Department, students have a contact person for facilitating the immigration process. The contact person organizes immigration seminars and document examination at the beginning of the semester. The Department arranges an appointment for students with the Office of Citizenship and Migration Affairs of the Republic of Latvia and verify the compliance of the submitted documents with the requirements specified in regulatory enactments.

RTU International Cooperation Department foreign student admission team organizes introductory or orientation virtual seminars for foreign students, which take place before the beginning of the academic year / semester and students' arrival in Latvia, to inform students about practical issues related to entry and stay in Latvia (entry requirements, vaccination, self-isolation, accommodation, etc.)

RTU International Cooperation and Department has academic consultants who consult foreign students on studies and practical issues. Academic consultants keep track of the students' academic performance and attendance, as well as meet students on a regular basis to make sure their studies are successful, both in and outside the classroom. Shortly after the arrival of students, academic seminars are held, which are compulsory for all new students. Academic seminars are held approximately twice a week at the beginning of each semester, in line with the student influx. During these seminars, academic consultants introduce students to RTU internal rules, their responsibilities and rights, academic integrity, and various other practical aspects. In the future, it is planned to divide the students into groups according to the study programmes and to involve the heads of the study programme in the seminars so that the students would get acquainted with the management of the programme in due time. If during the semester a student is observed to face difficulties with the study process (attendance, academic arrears), the student is invited to an individual meeting with his/her academic consultant to discuss the best possible solutions to the problem. Each academic consultant has to arrange meetings with 10-15 students per week. After a month, students are invited to the meeting again to discuss their progress and make sure the situation has improved.

At RTU International Cooperation Department, students have a contact person for facilitating the immigration process. The contact person organizes immigration seminars and document examination at the beginning of the semester. The Department arranges an appointment for students with the Office of Citizenship and Migration Affairs of the Republic of Latvia and verify the compliance of the submitted documents with the requirements specified in regulatory enactments.

RTU International Cooperation Department foreign student admission team organizes introductory or orientation virtual seminars for foreign students, which take place before the beginning of the academic year / semester and students' arrival in Latvia, to inform students about practical issues related to entry and stay in Latvia (entry requirements, vaccination, self-isolation, accommodation, etc.)

Support for students in matters related to the organization of the study process is provided by the academic support staff of RTU RA and RTU LA, as well as specialists from the Study Service Center, external relations specialists, employees of the RTU RA Center for Education, Languages and Social Technologies and staff from the RTU LA Center for Pedagogy and Social Work (including the head of the center, study field director, study programme directors, and secretaries).

In addition to the general support offered by RTU to students, RTU RA and RTU LA provide the following opportunities:

- State-funded full-time and part-time students can apply for basic or increased scholarships to support their studies, as well as one-time scholarships to encourage academic achievement, scientific research, personal development, involvement in the social life of the higher education institution, and improve access to higher education.
- Individual psychological counseling services are available on matters such as organizing personal study schedules, interpersonal relationships, and other study- and communication-related psychological topics. These services are provided by a practicing psychologist and are free of charge for students.
- Individual career counseling services help students better understand their interests, skills,

opportunities, and values; develop deeper insight into career choices and professional suitability; explore personal traits and professional characteristics; obtain up-to-date career-related information; receive support in successful career planning; and verify their career path choice. RTU RA offers both individual and group sessions conducted by a certified career counselor. These consultations are free of charge for students.

- The opportunity to create an individual study plan is supported by RTU RA and RTU LA in cases where students are employed or cannot follow the standard study schedule due to family circumstances.
- To support students, in 2021 the RTU RA Student Council created a confidential email address through which students can report problems. These are addressed by responsible student representatives in the order of their responsibility and jurisdiction.

RTU RA and RTU LA academic staff adhere to the principle of organizing the study process in an accessible manner for students.As the number of students is relatively small, each student in the study field has open access (without prior registration, provided the staff member is not engaged in teaching or meetings) to consultations with lecturers and administrative personnel regarding study or research-related matters, the use of laboratory/workshop equipment, and other issues.

All buildings are adapted for students with mobility impairments.In 2021, RTU RA organized a professional development training series titled "*Understanding Disability and Communication in Education*" to inform teaching staff about the impact of disability on the study process. Topics covered included understanding and experiences of disability, communication with and about people with disabilities, disability and lectures, and other related subjects.

## 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 directions in the study field are highly diverse and correspond to the goals of RTU and the study field. Research directions and topics are determined by scientific relevance in society and the research interests of the academic staff in the study field. The scientific activity of the academic staff is focused on the investigation of current educational issues, including the integration of digital technologies and diverse methodological solutions into an inclusive and learner-centered or student-centered learning process. This results in the preparation of scientific articles, monographs, teaching and methodological tools, and the promotion of Latvian experience at international scientific conferences. The main research directions of the academic staff are related to innovations in the teaching and learning process and digital transformation in education, STEM education, inclusive education, socialization and resocialization, teacher education, education quality and education policy, language policy and governance, regional languages and culture, and digital humanities.

These research directions directly contribute to achieving RTU’s strategic goal of enhancing the international competitiveness and quality of scientific activity. Faculty members are engaged in

high-level research, international collaboration, and interdisciplinary studies, all of which promote increased research output and the achievement of internationally recognized results. Investments in the exploration and implementation of digital tools and innovative pedagogical approaches not only support the advancement of educational processes but also foster the realization of RTU's priority — scientific excellence.

At the same time, the alignment between research directions and the goals of the study field *Education and Pedagogy* is reflected in the development of high-quality, research-based study programmes that prepare highly qualified and pedagogically competent professionals for both the national and international labour markets. The academic staff's involvement in research also ensures the development of students' research capacity and engagement, fostering their ability to critically analyse, justify, and implement innovative solutions in educational practice. Thus, research activities are strategically aligned with RTU's overall development trajectory and the objectives of the education sciences study field.

RTU RA publishes the scientific journal "Education Reform: Studies of Education Content and Implementation Problems," which corresponds to the thematic framework of the study field and is available in open access. Both academic staff and students (with the recommendation of a supervisor) have the opportunity to publish their research results in the journal. The journal is indexed in Google Scholar, CrossRef, WordCat, OpenAire, Directory of Research Journals Indexing, Citefactor. Since 2020, in cooperation with Liepāja University (now RTU LA), Riga Stradiņš University, Vytautas Magnus University in Kaunas (Lithuania), University of Niš (Serbia), and Palacky University (Czech Republic), an international scientific e-journal "EDUCATION. INNOVATION. DIVERSITY" has been published. The journal is published under the international license: Creative Commons Attribution 4.0 International License and is indexed in CrossRef, WordCat, DOAJ, and ERIH PLUS.

The research results of the academic staff, which are used as study materials, are published in the RTU LA scientific journal "Scriptus Manet" and in continuing publications such as "Topical Issues in Literature and Culture Research," "Word and Aspects of its Research," "Language Learning: Problems and Perspectives."

RTU RA organizes the international scientific conference "Society. Integration. Education.", which is attended by researchers from more than 20 countries. Within the conference, a collection of scientific articles is published, which has been available in open access since 2016 and was indexed in the Web of Science database until 2021.

RTU LA organizes international scientific conferences "Dimensions of Education Quality in the Knowledge Society," "Language Learning: Problems and Perspectives," "Word and Aspects of its Research," "Society and Culture," the interdisciplinary international conference "Innovation and Creativity," RTU LA Mathematics Conference dedicated to Professor Jānis Mencis, among others.

Academic staff of the study field publish their research results in various international scientific journals (for example, in 2024, publications appeared in Q1 or Q2 rated journals – "Education Sciences," "Social Sciences," "Journal of Open Innovation: Technology, Market, and Complexity," "Frontiers in Education," "Journal of Multilingual and Multicultural Development," "Sociolinguistica"; in international conference proceedings – "Society. Integration. Education," "Environment. Technology. Resources," "EDULEARN24 Proceedings," "INTED24 Proceedings," "Letonika," "Eurasia Journal of Mathematics," "Science and Technology Education," "Sustainability," "Applied Acoustics," "Journal of Teacher Education for Sustainability").

The academic staff of the study field participate in the implementation of projects under the Latvian national scientific research programs, and students are also involved in the project work. For

example, in the project of the National Research Program “LETONIKA” titled “New Solutions in the Study of Demographic and Migration Processes for the Development of a Latvian and European Knowledge Society,” a student of the master’s program “Educational Sciences” is involved; in the FLPP project “Transformation of Educational Value for Cultural and Economic Growth of Social Community (IzVeTSKKEI)” a student of the doctoral program “Educational Sciences” is involved; in the VPP-LETONIKA project “Research of Modern Latvian Language and Development of Language Technologies,” students of the “Speech Therapy” study programme are involved; in the project “Development of an Open and FAIR Principles-Compliant Digital Humanities Ecosystem in Latvia,” a student of the bachelor’s program “Teacher” is involved; in the fundamental and applied research program project “Transformation of Educational Values for the Cultural and Economic Growth of Social Community,” a student of the master’s program “Educational Sciences” was involved, who now continues studies in the doctoral program “Educational Sciences,” etc.

According to the informative report of the Ministry of Education and Science “Proposals for the Provision of a Conceptually New, Competency-Based Teacher Education in Latvia” and the EC priorities in the field of research and higher education, a joint doctoral study programme “Educational Sciences” has been developed and is being implemented in Latvia. The cooperation between the University of Latvia (LU), Riga Technical University (RTU), and Daugavpils University (DU) within a single country is also unique globally, as the traditional cooperation model is based on joint international programmes. The doctoral study programme enhances the synergy between studies and research in the study field, ensures the renewal of academic staff, promotes knowledge transfer in the academic environment and practice, and contributes to the development of the education sector in Latvia. The joint doctoral study programme ensures internal mobility of doctoral students and increases the research capacity of universities.

Academic staff who teach methodological study courses in the field of culture and expressive arts lead study courses in the music teacher module within the study programme “Primary Education Teacher” or work in the sub-program “Design and Technology Teacher” of the study programme “Teacher” and are also actively involved in artistic creativity. Academic staff in the field of music work as choir conductors or artistic directors of choirs, participate in concerts, musical performances, concert tours, and the Latvian Song and Dance Festival. Academic staff in the field of visual and visual-plastic arts organize both solo exhibitions and student work exhibitions, and participate in plein air events.

### 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.

In higher education, an essential task is the implementation of a research-based study process. The requirements for scientific and/or applied research in a study field are defined in accordance with the descriptions of knowledge, skills, and competences in the Latvian Qualifications Framework (LQF), which specify the necessary knowledge, skills, and competences for each program group. Scientific research is closely linked to the study process. In study programs, attention is given to scientific research starting from the first year of studies. The acquisition of study courses involves the study of scientific literature. In undergraduate programs, the course “Fundamentals of the Teacher’s Professional Activity” includes academic reading and writing, and in the course “Research in Education,” students acquire research methodology and skills to conduct empirical research. During their studies, students complete three research papers and a final research thesis.

Master's programme students further develop their academic reading and writing skills in the course "Introduction to Educational Science Studies," and refine their skills in designing research methodology and applying qualitative and quantitative methods in education science research through the courses "Research I" and "Research II." Students present their research findings at student scientific conferences.

The integration of scientific research into the study process is also reflected in the participation of both academic staff and students in scientific and scientific-practical conferences, seminars, and other public events. At RTU RA, the annual student scientific conference "Personality. Time. Communication" is organized. Participants include RTU students as well as students from other higher education institutions, including those from the ERASMUS+ exchange program. The conference typically includes sections for undergraduate students: Preschool Pedagogy and Methodology, School Pedagogy and Methodology, Special Pedagogy, and a section for Master's program students: Educational Science. In 2024, 35 RTU RA students from the study field participated with presentations at the "Personality. Time. Communication" student scientific conference.

Joint student scientific conferences are also organized through university collaboration. For example, students from the "Preschool Teacher" study programme present at the international scientific-practical conference "CHILD. TEACHER. EDUCATION," organized by RTU LA in cooperation with RTU RA, University of Latvia (LU), and Daugavpils University (DU). In 2022, students from the Master's programme "Educational Sciences" participated with presentations in the Master's student scientific conference "Pedagogical Innovations in Learning and Teaching Processes," and in 2023—in the conference "Positive, Innovative, Constructive." Students also participate in conferences organized by foreign universities. For example, in 2022, a student from the "Educational Sciences" Master's programme presented at the international scientific conference "The World of Didactics: The Didactics in the Modern World," organized by the Institute of Pedagogy at the Academy of Educational Sciences of Ukraine.

Doctoral students and candidates for academic degrees regularly participate in international scientific conferences organized by RTU RA—"Society. Integration. Education" and "Environment. Technology. Resources"—as well as conferences organized by foreign institutions. For instance, they have participated in the international scientific conferences "ICERI23" in Seville (Spain), "INTED2024" in Valencia (Spain), and "IMCIC2025" in Orlando (USA).

The connection between the study process and research in the field of public information is also demonstrated by the participation of faculty and students in various events, linking the event themes to the current topics of the study field. Examples include career day events in educational institutions, European Researchers' Night events, information day events, and others.

The results of academic staff research activities are made accessible to students in several ways:

1. Academic staff incorporate their research findings into course instruction and guide students in research methodology;
2. Academic staff scientific publications are made available and encouraged for use in students' research papers;
3. Students have opportunities to attend academic staff presentations on current issues in the field at scientific conferences.

Academic staff scientific activity is a vital part of the study process. It significantly impacts the promotion of students' scientific engagement.

Targeted work is carried out with students in the programs, encouraging them to participate in scientific projects, which then form the basis of their final theses. This integration allows students to

become part of interdisciplinary research teams, offering them opportunities to discuss complex or systemic aspects of the relevant scientific or professional field with field experts and to collaborate on joint scientific publications.

Students have been involved in the implementation of research projects:

- National Research Program (NRP) “LETONIKA” project “Landscapes of Identity: History, Culture, and Environment” (involving a student from the “Teacher” programme);
- NRP “LETONIKA” project “New Solutions for the Study of Demographic and Migration Processes for the Development of a Latvian and European Knowledge Society” (involving a student from the “Educational Sciences” Master’s programme);
- Fundamental and Applied Research Program (FLPP) project “Transformation of Educational Values for the Cultural and Economic Growth of the Social Community” (involving students from the “Educational Sciences” Master’s programme);
- NRP “LETONIKA” project “The Diversity of the Latvian Language in Time and Space” (involving a student from the “Teacher” programme);
- NRP project “Development of an Open and FAIR-compliant Ecosystem for Digital Humanities in Latvia” (involving a student from the “Teacher” programme);
- Ministry of Foreign Affairs grant project “Web-based Support System for Teachers Working with Children to Reduce Anxiety in War-affected Regions” (involving a doctoral programme student);
- Ludza Municipality Children and Youth Center’s research proposal for students on the interest education needs of the region’s children and youth (involving students from the “Primary Education Teacher” programme).

Doctoral students and candidates for academic degrees, in cooperation with their dissertation supervisors and consultants at RTU, in 2024 gained the opportunity to implement doctoral grant projects, which support the development of the dissertation, the preparation of high-quality publications, and participation in networking events.

Knowledge transfer also takes place through popular science events such as German Language Month, European Day of Languages, Museum Night, Researchers’ Night, and Poetry Days.

Scientific and applied research and artistic creativity in the study field are closely integrated with the study process at all levels, enriching and improving it. Academic staff involved in the study field are concurrently active in science or artistic creativity alongside their teaching duties and contribute to the achievement of project outcomes. Participation in international projects and conferences not only promotes the professional development of faculty but also enhances the international dimension of the study process by familiarizing students with the latest findings and research in education, thus encouraging the internationalization of their studies.

Academic staff in the study field "Education and Pedagogy" integrate the results of their research into the teaching of study courses in several essential ways to enhance study quality, deepen student understanding, and promote research activity:

1. Integration of current, evidence-based content.
   Faculty members incorporate data, findings, and insights from their most recent research into lectures and study materials, providing students with access to up-to-date, evidence-based knowledge.

2. Use of examples from personal research.
   Concrete examples from completed research projects (e.g., case studies on inclusive education or the use of digital tools in the learning process) help make theoretical content more comprehensible and relevant to real-life practice.

3. Student involvement in projekts work.
   Faculty offer students opportunities to participate in research projects and use their own studies as a foundation for theses and final papers, thereby fostering the development of students' research and analytical skills.

4. Promotion of methodological capacity and research skills.
   Drawing on their personal research experience, academic staff effectively teach research methodology, data analysis, academic writing, and critical thinking skills.

5. Facilitation of scientific discussions in the study process.
   Research findings are used as a basis for reflection, critical analysis, and discussion in lectures or seminars, encouraging active student participation in academic dialogue.

6. Use of scientific publications as study materials.
   Research articles and monographs authored by academic staff are included in the list of course literature, thus enriching and reinforcing the study content.

**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.**

International cooperation in scientific and applied research takes place in several ways: organizing international scientific conferences, participating in international projects, publishing international scientific conference proceedings, scientific journals with international editorial boards, and co-authoring scientific articles with foreign researchers.
In cooperation with Klaipeda University (Lithuania), Bialystok University of Technology (Poland), the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine (Ukraine), and Riga Stradiņš University, the international scientific conference "Society. Integration. Education" is organized. Academic staff publish joint publications with foreign researchers, for example, in 2023, in collaboration with researchers from the Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine, a study was conducted and a scientific article was published in the proceedings of the international scientific conference "SIE" on the topic "STUDENTS' VIEWS ON HIGHER EDUCATION TRANSFORMATIONS CAUSED BY THE COVID-19 PANDEMIC: A COMPARATIVE STUDY FOR LATVIA AND UKRAINE."

RTU RA academic staff, in cooperation with colleagues from several Ukrainian universities, carried out a study within the framework of a grant from the Ministry of Foreign Affairs of the Republic of Latvia and published articles: "EDUCATORS' FEEDBACK ON WEBSITE 'OVERCOMING STRESS AND ANXIETY TOGETHER: TEACHERS – SCHOOLCHILDREN – PARENTS'" and "ANXIETY AMONG SCHOOL-AGE CHILDREN IN WAR-AFFECTED AREAS IN UKRAINE AND WAYS TO REDUCE IT: PARENTS' VIEWS."

In cooperation with researchers from the International European University (Ukraine), a study was conducted and a publication prepared: "COMPETENCE OF THE HEAD OF AN EDUCATIONAL INSTITUTION AND ITS MANAGEMENT POSSIBILITIES IN COVID-19 CONDITIONS."Field lecturers, together with Lithuanian researchers, have published joint and individual studies in the scientific journal of Vilnius University "Social Welfare Interdisciplinary Approach" (indexed in Web of Science). Joint scientific articles and the monograph "Transformative Digital Learning: Emerging Cases and

Consideration" have also been developed in collaboration with researchers from Ontario Tech University (Canada).
In collaboration with Chaoyang University of Technology (Taiwan), the study "Exploring Prosocial Performance and Gender Differences in Preschool Children Through Music Activities" was developed and published in the journal *Frontiers in Education* (SSCI/SCOPUS-Q2).

RTU RA, as a cooperation partner, is involved in organizing the annual international online conference "THE WORLD OF DIDACTICS: DIDACTICS IN THE MODERN WORLD" of the National Academy of Educational Sciences of Ukraine. RTU RA cooperates with Vinnytsia Pedagogical University (Ukraine) in organizing the international scientific-practical conference "Actual problems of the forming teacher's creative individual in the context of preschool and primary education's continuity."
RTU LA cooperates with Sakarya University within the project "BEYOND THE LIMITS: DEVELOPING ENTREPRENEURSHIP VIA CREATIVITY IN SCHOOLS" in organizing the "International Conference on Lifelong Education and Leadership for All."Within the framework of the project, in cooperation with partners from the University of Coimbra (Portugal), Sakarya University (Turkey), University of Granada (Spain), Agora University (Romania), and De Montfort University (UK), the collective monograph "Creative Learning for Entrepreneurship" (2023) was published.
RTU, in cooperation with the University of Niš (Serbia), Vytautas Magnus University in Kaunas (Lithuania), Palacký University (Czech Republic), and Riga Stradiņš University, publishes the scientific journal "EDUCATION. INNOVATION. DIVERSITY (EID)." RTU lecturers work on the journal's scientific committee together with foreign researchers.
Field lecturers are involved in the scientific committees of international scientific conferences and article collections, editorial boards of journals, and perform peer review of scientific articles, for example, in the following publications – *CROMA Journal*, *International Scientific Conference "Society. Integration. Education"*, *International Scientific Conference "Environment. Technologies. Resources"*, *Journal of Education, Society and Behavioural Science*, *ASERC Journal of Socio-Economic Studies*, etc.
In 2024, a professor of linguistics, in collaboration with foreign partners, prepared a special issue of the journal *Journal of Multilingual and Multicultural Development* on developing literacy in Europe's regional and national languages.
Cooperation with international researchers is carried out in various Erasmus+ projects, for example, in the project "Ownership and Leadership: Pathway for (Endangered) Languages' Use in School," in the Nordic Council of Ministers' Nordplus projects, for example, the project "Mapping Adult Trainers' Qualifications and Competencies in twin transition to SMART future"; in bilateral cooperation programs between countries, such as the Latvia-Ukraine cooperation program project "Gender aspects of digital readiness and development of human capital in region."

In 2024, the international cooperation program COST project "Language Plurality in Europe's Changing Media Sphere (PLURILINGMEDIA)" was approved, supporting researcher collaboration.
During the reporting period, the field's academic staff, in collaboration with foreign researchers, have developed several research projects under the INTERREG cross-border program, the Horizon Europe program, but have not received funding.
The project developed in 2024 under the Latvia-Ukraine bilateral science and technology cooperation program "The Training of Teachers of Secondary Schools for the Educational (Re)Socialization of Residents of the De-Occupied Territories," in cooperation with Kharkiv National Pedagogical University, is under evaluation.

Planned activities for the next period to maintain and promote international cooperation in the study field:
• Development and implementation of joint international research projects and academic activities

(e.g., summer schools);
• Continuation of cooperation with foreign partner universities in organizing international scientific conferences and publishing a scientific journal;
• Involvement of foreign researchers and lecturers in the international scientific conference "Society. Integration. Education (SIE)" and in guest lectures for students;
• Involvement of students from foreign universities in the student scientific conference "Personality. Time. Communication";
• Promoting participation of the field's students in scientific conferences at foreign universities;
• Encouraging participation of lecturers in international scientific conferences abroad to build cooperation networks;
• Participation of students and lecturers in mobility activities under the Erasmus+ program.

The implemented international cooperation significantly enhances the academic quality and research capacity of the study programmes. Faculty members are actively involved in international projects, conferences, editorial boards of scientific journals, and joint publications with foreign partners, ensuring a modern and scientifically grounded study content. Students are provided with opportunities to participate in scientific conferences and mobility programmes, thereby developing research and intercultural competencies. Cooperation with universities promotes international exchange of experience and transfer of innovations. Challenges are related to securing funding for project implementation. Carrying out international projects involves time-consuming documentation and coordination processes between multiple countries, requiring specific competencies. To strengthen international activities, it is necessary to develop targeted support for faculty and students in implementing international cooperation.

**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.**

It is a requirement of RTU that academic staff are actively involved in research apart from their involvement in the study process. Professors and associate professors are re-evaluated and re-elected every six years. Candidates are obliged to comply with certain criteria in terms of scientific research, i.e., number of publications or patents, supervised Doctoral candidates, etc. (Decision of RTU Senate No. 633 "On approval of the RTU Regulations "On the Procedure for Election of a Candidate for the Position of Professor or Associate Professor and the Procedure for Assessing the Qualification of an Existing Professor or Associate Professor" in a new edition" as of 30 May 2022). In order to be allowed to supervise Doctoral students, the academic staff have to be approved experts in their fields, which is possible only if criteria regarding the number of publications/patents are met (decision of RTU Senate No. 602 "On Amendments to RTU Regulation on Doctorate" as of 26 September 2016). Approval process for the experts is organized by the Latvian Council of Science. The database of the experts is published on the National Research Information System (NRIS; https://sciencelatvia.gov.lv/#/pub/home).

Every year, the Rector and directors of RTU LA and RTU RA sign agreements by which each structural unit undertakes to achieve certain key performance indicators, many of which are based on research output, e.g., the number of publications/patents, obtained research project funding, etc. Achievement of these indicators has an impact on financing received by the faculty from the

so-called performance-based funds.

RTU Research and Innovation Support Fund (order of RTU Rector No 01000-1.1-e/48 "RTU Regulation of Research and Innovation Support Fund" as of 2 February 2024) aims at providing financial support for various research related activities, such as support for maintenance of research equipment, protection and licensing of intellectual property, covering of expenses related to the Doctoral study process, publishing of scientific journals, participation and organization of scientific conferences, support to researchers in establishing new laboratories in a prospective research field. The Research Support Fund is an instrument to support research activities, which foster the development of the strategically important research fields.

Six research platforms in the main strategic research areas of RTU were established in 2013 as an instrument for fostering inter-disciplinary and inter-faculty cooperation of researchers in the areas of importance for industry and society. These platforms are as follows: "Energy and Environment", "Cities and Development", "Information and Communication Technologies", "Transport", "Materials, Processes and Technologies", "Security and Defence. Each platform has a dedicated coordinator, and they comprise the Council of Coordinators responsible for implementing the activities within platforms. The Council is supervised by the Office of Vice-Rector for Research (Decision of RTU Senate No. 600 "On Approval of the Regulation of the Council of Coordinators of Research Platforms at Riga Technical University" as of 23 May 2016). Similar to the faculties, the platforms have the Research Program (Decision of RTU Senate No. 590 "On Authorization to Approve RTU Research Program by RTU Scientific Council" as of 27 May 2015; "Research Program of Technical University 2016–2020"), annual action plan and dedicated funding from the Research Support Fund. Internal project calls within the platforms are organized every year, allocating 90–120 thousand EUR in total to six projects selected on a competitive basis. A mandatory requirement for the projects is a minimum 20% industry co-financing and participation of more than one faculty. In the period of 2016–2020, 16 projects were supported and nearly 300,000 EUR of funding was allocated to the projects. Regular series of seminars and visits to companies are also organized by the research platforms to stimulate networking and cooperation with industry.

Efficiency of these mechanisms can be illustrated by growth of SCOPUS indexed publications in the period of 2013–2019. The total number of the publications increased from approximately 440 publications per year in 2013 to 879 in 2021. Number of SCOPUS publications per researcher (expressed in full-time-equivalent (FTE)) increased from circa 0.9 in 2013 to circa 1.7 publications/FTE per year in 2021 (the data were obtained from Elsevier "SciVal" database on 16 November 2021).

The academic staff of the study field is involved in scientific research processes, working in cooperation with partner universities on various research programme projects. During the reporting period, the following projects were implemented or initiated:

- VPP LETONIKA project "Development of a Sustainable and Cohesive Latvian Society: Solutions for Demographic and Migration Challenges" (No. VPP-IZM-2018/1-0015) (2019–2021);
- VPP LETONIKA project "Letonika for the Development of a Latvian and European Society" (VPP-LETONIKA-2022/1-0001) (2022–2024);
- VPP LETONIKA project "The Diversity of the Latvian Language in Time and Space" (VPP-LETONIKA-2021/4-0003) (2021–2024);
- VPP LETONIKA project "Landscapes of Identities: History, Culture and Environment" (VPP-LETONIKA-2021/1-0008) (2021–2024);
- VPP LETONIKA project "New Solutions for Research of Demographic and Migration Processes for the Development of a Latvian and European Knowledge Society" (VPPLETONIKA2021/4-0002) (2022–2024);

- VPP project “Life with COVID-19: Assessment of Crisis Management in Latvia and Proposals for Strengthening Societal Resilience in the Future” (VPP-COVID-2020/1-0013) (2020–2021);
- VPP “Digital Resources in the Humanities” project “Development of an Open and FAIR-Compliant Digital Humanities Ecosystem in Latvia” (VPP-IZM-DH-2022/1-0002) (2022–2025);
- VPP “Digital Resources in the Humanities” project “Digital Resources in the Humanities: Integration and Development” (VPP-IZM-DH-2020/1-0001) (2020–2022);
- VPP project “Latvian Language” (VPP-IZM-2018/2-0002) (2019–2021);
- VPP “Education” project “System of Individualised and Personalised Support for Developing Students' Text Literacy, Numeracy and Scientific Literacy” (VPP-IZM-Izglītība-2023/1-0001) (2023–2026);
- VPP project “Innovations, Methodologies and Recommendations for the Development and Management of the Sports Sector in Latvia” (VPP-ZM-VRIIILA-2023/2-0002) (2023–2025);
- VPP “Education” project “Elaboration of Evidence-Based Solutions for Effective Professional Competence Development of Adults and Assessment of the Transfer of its Results into Practice in Latvia” (VPP-IZM-Izglītība-2023/4-0001) (2024–2026);
- FLPP project “Implementation of Transformative Digital Learning in the Doctoral Programme in Educational Sciences in Latvia” (DocTDLL) (lz-2018/2-0180) (2019–2022);
- FLPP project “Transformation of Educational Values for Cultural and Economic Growth of the Social Community” (lzp-2020/1-0178) (2021–2023);
- FLPP project “Testing of Interventions and Development of a Knowledge-Based Recommendation System to Reduce Plate Waste in School Catering in Latvia” (lzp-2022/1-0492) (01.01.2021–31.12.2023);
- FLPP project “E-Mentor as a Tool of Transformation for Zero-Waste Food Consumption in Educational Institutions” (lzp-2020/2-0115) (2020–2022);
- Grant project of the Ministry of Foreign Affairs of the Republic of Latvia “Web-Based Support System for Teachers Working with Children to Reduce Anxiety in War-Affected Regions” (GPK-07/2022) (2022–2023).

The academic staff of the study field has presented the results of scientific research in Latvia (RTU, UL, DU), as well as in other countries (Lithuania, Poland, Spain, Croatia, Bulgaria, Dubai, Taiwan, etc.). Scientific publications have been published in journals indexed in SCOPUS, WoS, ERIC PLUS, EBSCO, and others. Faculty members also prepare publications for journals ranked Q1 and Q2. For example, in 2024, 17 scientific articles were published in Q1 and Q2 ranking journals.

The academic staff involved in the field are Latvian Science Council experts in educational sciences, linguistics and literary studies, economics, and business. Latvian Science Councilexperts are involved in doctoral promotion councils or act as reviewers of doctoral theses.

The involvement of academic staff in scientific research at RTA (prior to consolidation with RTU) was promoted through the following measures:

- Project funding was used to support and motivate scientific staff. In 2018–2022, RTA implemented the project “Support for International Cooperation Projects in Research and Innovation at RTA”, No. 1.1.1.5/18/I/012, which provided financial support for the preparation of Horizon 2020 projects.
- The scientific activity support system included the application of a coefficient to pay for the work of research staff if they exceeded the planned scientific workload.
- A scientific activity support fund was established at RTA, providing financial support for each research staff member: up to EUR 400/year until 2020, and EUR 200/year from 2020, for participation in conferences or for publishing in international scientific journals.
- Scientific structural units at RTA were allocated performance-based funding, used for various support measures in scientific activity, including applying coefficients to the remuneration of

academic staff, increasing workload for research staff, introducing new research positions, covering conference participation fees and travel expenses, etc.

- RTA personnel were entitled to financial discounts for publishing in scientific article collections issued by RTA.
- RTA announced internal scientific grants, promoting the involvement of students and cooperation partners in research.
- Faculty members received methodological and career support. The basic support system established at RTA provided opportunities for academic career development, which is not possible without scientific activity. RTA's doctoral study programmes allow for the development of a scientific career. RTA organised professional development courses and seminars on topics relevant to research activities such as scientific writing, academic integrity, patent regulations, etc.
- RTA academic staff could also receive moral support. The RTA annual award regulations included categories such as "Scientist of the Year", "Innovation of the Year", etc.

At RTU LA (formerly LiepU), during the reporting period, support for academic staff involvement in scientific research was provided through:

- European Structural and Cohesion Funds under the 2014–2020 programming period, including the European Social Fund and the European Regional Development Fund operational programme "Growth and Employment", 8.2.2. "Strengthen Academic Staff in Strategic Specialisation Areas in Higher Education Institutions", 1.1.1. "Increase the Research and Innovation Capacity of Latvian Scientific Institutions and their Ability to Attract External Funding by Investing in Human Resources and Infrastructure", 1.1.1.2. "Support for Postdoctoral Research", and others.
- Base and performance funding for science, intended for various scientific activity support measures, including remuneration for academic staff.
- In cooperation with Liepāja City, RTU LA researchers are awarded the Annual Science Award for scientific achievements, which also includes financial support.
- The needs for improvement of scientific staff competencies were identified based on evaluation results and/or individual discussions, leading to competence improvement in courses, seminars, forums, and other exchange events, including: (1) English language studies up to C1 level; (2) specialised training for academic researchers to improve and strengthen leadership and industry cooperation skills; (3) development of pedagogical excellence; (4) academic staff internships at educational institutions.

After integration into the RTU ecosystem, RTU LA's scientific staff development strategy was aligned with RTU's personnel policy and RTU Science Strategy. RTU LA's and RTU RA's strategy for developing scientific staff is based on the strategic goal of research and creative activity — to ensure international competitiveness, improve support systems for conducting research, rejuvenate academic staff, and attract international scientists, ensuring the quality of publications and commercialisation of research results.

RTU LA's scientific staff development strategy includes: (1) ensuring professional development in continuing education programmes to improve skills and knowledge, establishing mentoring programmes to support early-career researchers; (2) evaluating research staff performance and implementing regular feedback mechanisms; (3) funding for research projects and professional development, providing necessary resources such as lab equipment and research tools; (4) raising high ethical standards in all research activities; (5) promoting international cooperation and exchange programmes, encouraging participation in international conferences and seminars, as well as fostering a culture of innovation and creativity by supporting the development and implementation of new projects.

RTU RA's research staff development strategy includes the following key elements: (1) Targeted professional development and enhancement of research competencies. Ensure continuous professional growth of research staff by offering further education courses and seminars in research methodology, academic writing, and data analysis; (2) Evaluation of scientific performance and results-based feedback. Implement a systematic evaluation framework for research activity based on quality, impact, and innovation criteria, providing regular feedback, individual development planning, and recognition of achievements; (3) Targeted support for research projects and infrastructure. Promote the development and implementation of research projects by offering financial and material support. Encourage interdisciplinary research initiatives aligned with institutional and regional priorities. (4) High ethical standards and responsible research. Foster a culture of ethical research by providing researchers with clear guidelines and consultations on academic integrity, data management, and ethical aspects of research practices; (5) Promotion of international collaboration and regional synergies. Encourage researcher participation in international projects, partnerships, and exchange programmes. Support active involvement in international conferences and scientific networks to enhance visibility and cooperation; (6) Development of an innovation and creativity ecosystem**.** Stimulate researcher-led initiatives for the development of new projects and strengthen cooperation with municipalities, educational institutions, and the non-governmental sector. Support the transformation of ideas into pilot projects and real-world applications, especially in the fields of education, civic engagement, and regional development.

The support measures provided for scientific activity increase the competitiveness of faculty members, enabling them to freely choose their research topics or participate in broader research projects. Faculty have access to scientific mobility and opportunities to form both national and international scientific partnerships. The scope and outcomes of the academic staff’s scientific activities can be considered consistent with the development of the field.

**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.**

RTU has mechanisms for involvement of students from all study levels and programs in research activities. There are activities aimed at strengthening the Doctoral studies and providing career opportunities during the post-doctoral period to young researchers.

Doctoral grants are provided to Doctoral students on a competitive basis. International calls are made to attract to post-doctoral projects. In addition, the internal Research Excellence Grant for young scientists was established in 2018 as a new initiative, providing 270 000 EUR for 3-year period based on international competition (conditions are similar to EC ERC grant with international call and evaluation performed by external, i.e., foreign well-recognized researchers). The grant allows young and talented researchers to establish their own research groups and make research career at RTU. Internal project calls provide additional funding for publishing articles in SCOPUS/WoS indexed editions, and internal projects within 6 research platforms stimulate involvement of Doctoral and Master students in multi-disciplinary and inter-faculty research

projects in cooperation with the industry. The Research Support Fund (10% of the research base funding is allocated to this fund) provides support to Doctoral students (attending conferences, publishing papers and thesis, etc.). Employment of Doctoral students and post-doctoral researchers at RTU went up from 0 FTE in the period of 2013-2016 to 88 FTE (Doctoral students) and 97 FTE (Post-doctoral researchers) in 2018. 17 post-doctoral 3-year long projects with total funding of 2.28 million EUR were launched in 2017. The funding covered salaries, costs of materials and mobility, as well as support for further development of research skills (circa 134,000 EUR are allocated to one project). 16 post-doctoral 3-year long projects were launched in 2018 and 12 post-doctoral 3-year long projects were launched in 2019 with total funding of 3.7 million EUR. 18 post-doctoral 3-year long projects with a total funding of 2.4 million EUR have been launched in 2020. In 2021, at least 10 projects should be launched. The post-doctoral projects allow attracting new researchers to RTU from abroad and other Latvian research institutions, and providing academic career opportunities to Doctoral students who graduate from RTU.

Internal project calls within the six research platforms, which are organized every year, have criteria regarding the involvement of students in the project, giving an additional score if students at the Bachelor, Master or Doctoral level are involved in the project.

The Design Factory (DF) of RTU Science and innovation centre (see additional information about the DF below) organizes the study course "Vertically Integrated Project" (VIP), during which interdisciplinary student teams develop a challenging long-term research project under the guidance of experienced researchers. The course is implemented in cooperation with researchers from the Georgia Institute of Technology (the USA). Within the course, cross-disciplinary student teams are assembled, bringing together students from at least three different study programmes, and ranging from first-year Bachelor students to Doctoral students, as well as involving pupils from the Engineering High School (EHS) of RTU (see additional information about the EHS below). During the course, students participate in research work under supervision of RTU researchers, working together with students of other study programmes and gaining experience in research as well as in team and project work. At the end of the course, each team presents its progress and demonstrates the results obtained.

RTU operates the Engineering High School of Riga Technical University and the Eastern Latvia Technology High School (formerly the RTA Eastern Latvia Technology High School). These are general secondary education institutions in Latvia founded by universities. These secondary schools are a place where the most talented Latvian pupils can acquire the study courses in exact and natural sciences at an advanced level to get prepared for the engineering studies. Special attention is paid in these schools to the integration of engineering and scientific research activities into the learning process.

A success story is the establishment of DF Labs (http://rtudf.rtu.lv) for design and prototyping. Idea of having the Lab at RTU was inspired by a positive example of Aalto University in Finland. Its task is to provide expertise and shared infrastructure for developing prototypes of new products and technologies, based on ideas of students and researchers. RTU DF also works with industry, start-ups and spin-offs and has established a very good reputation. We could observe that it considerably improved the involvement of students at all study levels in research and innovation activities and promoted cooperation of RTU with industry.

On the basis of DF, in January 2022 the RTU Science and Innovation Centre was opened (https://www.rtu.lv/en/research/science-and-innovation-centre). The Science and Innovation Center (SIC) enables the capacity of innovators, implements innovation and knowledge transfer processes, attracting, balancing and adjusting the resources necessary to ensure the innovation system and operation in the following main aspects:

1. Helping innovators to improve their knowledge and skills in various entrepreneurship development programmes. More than 1,000 RTU students and 300 students from other universities take part in them every year.
2. By implementing various activities that ensure the generation of ideas: development of ideas (prototyping), pre-incubation, an incubator of science-intensive ideas and an accelerator of climate neutrality. More than 150 teams receive support every year.
3. Implementing partnerships, representing innovation and knowledge ecosystems in Latvia and the Baltics.

ZIC's support to students and scientists by enabling their skills and providing open infrastructure develops their prototyping skills and collaboration with industry. The goal is to integrate ZIC activities in the distribution of state funding, as an important parallel process in the improvement of educational research.

At the same time, the ongoing of cooperation with the European institutions is taking place. It ensures the transfer of experience, knowledge, mobility and promotion of RTU services. An important direction is the development of products with added value, where it is necessary to stabilize the flow of requests.

Students are involved in research at all levels of study. From the beginning of their studies, in every course with the assigned tasks, students are encouraged to search for research topics of personal interest, consult with academic staff and fellow students, gradually improve their research skills, and develop study assignments and final research projects.

In undergraduate programmes, students are primarily involved in research through courses such as “Fundamentals of the Teacher’s Professional Activity” and “Research in Education”, where they develop study assignments and final research projects. In the master's program, students deepen their knowledge and research skills through courses “Research I” and “Research II”, assignments in “Academic Practice in Educational Sciences I” and “Academic Practice in Educational Sciences II”, and by developing master's theses. In addition to the mentioned courses, elements of research work are also integrated into the content of other study courses, often within the framework of independent assignments.

In the doctoral study programme, the main focus for students is research activity. Particular emphasis is placed on courses such as “Research Methodology in Educational Sciences”, “Scientific Writing in Educational Sciences”, “Responsible Research and Innovation in Education”, “Scientific Communication”, “Professor Assistant Practice”, “Development of a Doctoral Thesis in Educational Sciences”, and “Development of a Doctoral Thesis: Preparation of Scientific Publications.”

Each year, several students in bachelor's and master's programmes participate in research projects led by academic staff and develop their bachelor's or master's theses within the framework of these project themes. Examples of student involvement in project work are provided in section 2.4.2. Doctoral students and PhD candidates who have completed the theoretical coursework of the doctoral programme also work alongside academic staff in research projects. In 2024, doctoral students, in collaboration with supervisors and consultants from RTU, have the opportunity to implement doctoral grant projects within the university consolidation programme. For example, six doctoral students and PhD candidates from RTU RA and eighteen from RTU LA are taking advantage of this opportunity.

Students are required to participate in at least one student scientific conference with a presentation. They also have the opportunity to publish scientific articles in peer-reviewed journals or conference proceedings. For example, students of the “Preschool Teacher” programme from RTU RA participate in the RTA RA student scientific conference “Personality. Time. Communication”, as

well as in the student conference “Child. Teacher. Education”, organized by RTU LA in collaboration with partner universities. The highest-rated student methodological works developed and tested as part of their qualification theses are published in the collection “Ideju pūznis”

Final research project topics are oriented towards innovation and are related to solving educational problems. These projects involve a review of scientific literature, development and testing of new methodological solutions, collection and processing of empirical data, and the formulation of patterns and proposals. Students have access to the library and its subscribed databases for their research work, they can freely choose their research topic, and receive consultations from instructors. The State Examination Commission provides an assessment (high/low) of the commercialization potential of the final project during the defense. If the commercialization potential is rated as high, the possibility of publishing the work or specific methodological developments is considered. For example, in 2024, several students' final theses were recognized as having high commercialization potential and have been published in electronic format, including works by two students from the “Primary Education Teacher” programme and one student from the “Preschool Teacher” programme.

Students have the opportunity to publish research results in the scientific journal “Education Reform: Education Content Research and Implementation Problems” (indexed in CrossRef, Google Scholar, WorldCat, OpenAIRE, CiteFactor, Directory of Research Journals Indexing). For example, in 2024, four master's program students published scientific articles in the journal; in 2023 – two students from the “Preschool Teacher” programme, one from the “Teacher” programme, and one master's student; in 2022 – one student from the “Preschool Teacher” programme and four master's students from the “Educational Sciences” programme; in 2021 – one student from the “Primary Education Teacher” programme and three master's students.

In the doctoral programme, the final thesis – the doctoral dissertation – is a deep, innovative, fundamental, or applied scientific research project. Doctoral students present their research results at international scientific conferences and publish in scientific journals and international conference proceedings indexed in SCOPUS, Web of Science, and other databases. Doctoral students participate in the international scientific conference “Society. Integration. Education” and publish in its proceedings (indexed in Web of Science) or in the scientific journal “EDUCATION. INNOVATION. DIVERSITY (EID)” (indexed in CrossRef, ERIH PLUS, WorldCat, DOAJ). In 2023, a bachelor’s student from the “Teacher” programme and a master's student from the “Educational Sciences” programme also published jointly with co-authors in the EID journal.

Students may apply for a one-time scholarship for achievements in scientific research.

Overall, during the reporting period, there has been an increase in student engagement in project work, and students are also actively working on preparing scientific articles or methodological developments for publication.

The described approach to student involvement in research is systematic, well-considered, and encompasses all levels of study, starting from the first years. Research skills are developed progressively throughout the study programmes — from undergraduate level to doctoral studies. Particularly commendable is the integration of research components not only in specialized research courses but also in other study courses and practical placements. Student involvement in research is extensive — they participate in research projects, student conferences, and the preparation of publications. A structured system has been established to motivate students to produce high-quality research papers and to pursue their publication. The fact that student works are published in peer-reviewed journals and conference proceedings demonstrates both the scientific quality and the practical applicability of the results.

Student involvement in research is broad and well-structured — all students participate at least once during their studies in a student scientific conference by presenting a paper, and they complete study courses focused on research, develops study research papers, thereby acquiring research skills. At the same time, the most motivated and academically strong students, especially at the master's and doctoral levels, are involved in research projects and the preparation of scientific publications. This approach enables the differentiated development of research competence according to students' abilities and interests, while ensuring that all students gain meaningful research experience throughout the study field.

**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.**

To improve the quality of the study process at RTU, efforts are made to ensure that new scientific, technical, social, cultural, or other domain ideas, developments, and technologies are applied within the study process and aimed at achieving RTU's strategic goals. Special attention at RTU is given to indicators related to the study process such as the alignment of study programs with current industry development issues, industry needs, research-based studies, and student-centered learning. To this end, the following innovations have been developed and implemented independently or in collaboration with partners:

1. RTU has established a Study Field Committee that oversees the activities of the study field, conducts expert reviews of study programme content and implementation quality, assesses the alignment of study programme learning outcomes with industry needs, and identifies improvements in study programme content and didactic strategy. The committee includes the study field director, study programme directors, leading academic staff, representatives of employers, and students. Recommendations from employers and students on improving study content or processes significantly enhance the relevance of study programs to labor market demands.
2. Previously at RTU RA, the quality evaluation of academic staff was based on student-centered approach criteria, assessing contributions to students' professional and scientific competence development. A quality coefficient influenced the academic staff's salary bonus for the following year. This model encouraged lecturers to prioritize student competence growth in their work.
3. As a result of the Latvian-Lithuanian cross-border project "Development of a Social-Psychological Support System Implementing Positive Coping Strategies and Improving Social Inclusion for Vulnerable Population Groups" (POZCOPING INTERREG), a multisensory room was created. Students are introduced to its operation and usage opportunities during sessions, and seminars for teachers are organized.
4. Authentic learning environments have been created at RTU LA in two classrooms and corridors to implement a practice-based study process, thus offering broad collaboration opportunities, including integrated learning expansion and creation of educational videos.
5. RTU RA uses ICT solutions such as digitalized student registration for semesters and courses, a digitalized attendance system, etc., saving time for other growth-oriented tasks.
6. Since 2015, the East Latvia Technology High School has operated within RTA, promoting the connection and continuity between secondary and higher education.

7. In 2022, in the RTU RA Special Pedagogy Laboratory, in cooperation with SIA "WARMSANDBOX," a warm sand device was installed. RTU RA academic staff educate students on using warm sand in work with children.
8. RTU LA has developed a vision for the Neuro Laboratory's development, identifying opportunities and resources for scientific growth, aiming to promote innovation and strengthen interdisciplinarity and new research directions in collaboration with RTU and SEZ Hub Liepāja. The initiative aligns with national plan priorities.
9. An idea has been developed, and from 2024, a joint annual methodological publication by RTU RA and RTU LA will be issued: "Ideju pūznis" (The Idea Nest. Collection of Methodological Developments for Preschool Teachers). The collection compiles students' methodological developments in preschool education.
10. In cooperation with Latvian and foreign universities in educational sciences, the international scientific e-journal "Education. Innovation. Diversity" is published. Six universities from four countries agreed to jointly publish this journal.
11. The study field hosts a joint doctoral study programme "Educational Sciences" run by four Latvian universities. This is an innovation in educational sciences, as international joint programs are common, but national joint doctoral programs in educational sciences are rare.
12. Modern digital tools (interactive panels, 360-degree cameras, Lego or Photon robots, etc.) are used in the study process to enhance students' learning experience, supporting their preparation for a technology-rich future.
13. Innovations are further promoted when academic staff involve doctoral students, industry professional organizations, and employer representatives in teaching study courses or conducting seminars, providing opportunities for all parties to exchange experiences. For example, within the ESF SAM 8.2.2 project, sessions for students were led by both doctoral students and foreign lecturers.

## 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.**

In the field of study, a versatile educational experience is promoted, which ensures the development of competencies of students and academic staff for personal and professional self-expression in changing conditions. To achieve this, openness to cooperation and voluntary partnership with both state institutions and non-governmental organizations is respected. Also important is the modern social network, which promotes the mobility of students and lecturers on a national and international scale.

Cooperation on a national scale in the field of study is developed with employers — educational institutions, non-governmental organizations, and regional municipalities. The most important

forms of cooperation are:

- providing student practice places;
- participation in the organization of events (discussions);
- participation in the implementation of the event “Career Days”;
- participation in the State final examination commissions;
- guest lectures, seminars for students and staff;
- involvement of industry professionals in academic staff positions;
- recommendations for research topics;
- internships of academic staff at institutions;
- educational events for students: study excursions.

Cooperation with employers and industry organizations is planned during the implementation of study programs, as it is an essential part of quality assurance. Employers offer pedagogical internship places to students during their studies, and after graduation, alumni have the opportunity to continue their professional careers in specific educational institutions. Thus, employers are also interested in establishing cooperation to attract new teachers. RTU RA has concluded bilateral cooperation agreements with Rēzekne State 1st Gymnasium, Rēzekne State Polish Gymnasium, Rēzekne Primary School, Verēmi Primary School, Ludza City Secondary School, Rēzekne Primary School — Development Center, Rēzekne Preschool Educational Institution “Rūķītis,” Rēzekne Preschool Educational Institution “Auseklītis,” Rēzekne Preschool Educational Institution “Winnie the Pooh,” Rēzekne Preschool Educational Institution “Bitīte,” Rēzekne Catholic Preschool Educational Institution, Daugavpils 4th Preschool Educational Institution, among others. The agreements provide cooperation in the field of education (including the provision of pedagogical internships), scientific research, and career management.

RTU LA has concluded a cooperation agreement with the Liepāja city municipality institution "Liepāja Education Department" for the provision of internship places in educational institutions; cooperation agreements have also been concluded with Priekule, Grobiņa, Aizpute, Pāvilosta, Ventspils, Saldus and other district municipalities on education and science cooperation, joint project implementation, and knowledge transfer. For the provision of internships for students of the study programme “Speech Therapy,” a cooperation agreement has been signed with the Pauls Stradiņš Clinical University Hospital.

To strengthen cooperation with employers, employer representatives are invited to participate in guest lectures and seminars organized within cooperation networks. Cooperation partners are involved in project and joint research implementation, for example, in the Erasmus+ international project “School Education project ‘Developing an innovative In-service Training model for ECEC Staff’” (INTEC) implemented in 2024 with participation of a methodologist from the Liepāja Education Department and in 2025 with 16 teachers from the Liepāja Preschool Educational Institution “Pūcīte.” Study excursions are organized for students to explore the current issues and methodological solutions of the teaching profession. For example, in October 2023, students of preschool and primary education programs visited the Rēzekne Preschool Educational Institution “Auseklītis,” got acquainted with the institution, observed and analyzed integrated play activities, and participated in the sports day. NGOs in Rēzekne (for example, the Latvian Association of the Blind’s Rēzekne Territorial Day Center, the Latvian Association of the Deaf’s Rēzekne Regional Association) gladly inform about their activities and invite students to volunteer. In April 2025, RTU LA students and academic staff visited Montessori Children’s House in Liepāja and the Rehabilitation Center “Dižvanagi.”

Teachers in the field of study cooperate with educational institutions by providing educational events for children. For example, lecturers cooperate with Rēzekne Preschool Educational

Institution “Rūķītis” and the NGO “Autism Support Center in Rēzekne,” conducting warm sand activities for children. Experienced educators from educational institutions are involved in leading guest lectures and seminars for students. For example, the deputy head for education at Iecava Preschool Educational Institution “Cālītis” led a seminar “Talking Wall: Theory and Good Practice Examples.” The methodologist of the Liepāja Preschool Educational Institution “Pūcīte” led a seminar “Forms of Cooperation in Preschool Educational Institutions and Interinstitutional Cooperation” for students and academic staff.

Academic staff of the study field participated in internships at various Latvian schools within the ESF SAM 8.2.2. projects “Strengthening of Academic Staff at Rēzekne Technology Academy in the Study Field ‘Education, Pedagogy, and Sports’” and “Professional Development of Academic Staff at Liepāja University in Strategic Specialization Fields – Speech Therapy, Preschool Education, and Primary Education” (e.g., Rēzekne State 1st Gymnasium, Rēzekne State Polish Gymnasium, Rēzekne Primary School, Rēzekne Art and Design Secondary School, Preiļi Free School, Preiļi 1st Primary School, Balvi Vocational General Secondary School, Riga French Lyceum, Valmiera Gauja Riverside Secondary School – Development Center, Baltinava Secondary School, Liepāja Ezerkrasts Primary School, Liepāja Raiņa Secondary School, Liepāja O.Kalpaks Secondary School, among others) and preschool educational institutions (Liepāja Preschool Educational Institution “Saulīte,” Private Preschool Educational Institution CreaKids, etc.). Insights gained during internships have been incorporated both into study course content and influenced lesson planning in dialogue with teacher mentors.

The study field cooperates with the Latvian Association of Special Education Teachers. RTU lecturers, students, and graduates have been involved in the association's activities. The association represents the profession of special education teachers in Latvia and abroad, participates in the development and implementation of professional development programs and projects for teachers, and promotes methodological developments by association members. Project development and implementation involve cooperation with the Education and Innovation Research Center (Nord Plus program project “Mapping Adult Trainers' Qualifications and Competencies in twin transition to SMART future”). RTU is a member of the “Education Initiative Center” association. Representatives of the center have conducted seminars for students, and RTU RA representatives have participated in discussions organized by the center. In cooperation with SIA “Dabas vēstniecība,” RTU RA academic staff have learned methods of working with warm sand equipment, and teachers are offered professional development programs on the method of nature environment aesthetics. Cooperation in the field of special education is implemented with representatives of the State Pedagogical Medical Commission and the VIAA Special Education Department.

The study field cooperates with the Latvian Speech Therapists Association; RTU LA academic staff, students, and graduates participate in the association's events, seminars, and projects, representing the speech therapist profession in Latvia and Europe.

The selection of cooperation partners considers the following criteria:

- the cooperation partner operates in the field of education, including special, inclusive education, and speech therapy;
- has experience in addressing educational issues;
- has positive evaluations of the institution’s activities;
- has been or is involved in cooperation in joint projects;
- is interested in training new specialists and subsequently offering job opportunities;
- is responsive and open to seeking new forms of cooperation.

Cooperation agreements are concluded when cooperation is already actively occurring within projects or in organizing joint seminars and webinars.

Cooperation with the academic sector in Latvia:

- cooperation in improving teacher education study programmes, implementing joint doctoral programme “Educational Sciences” (in cooperation with the University of Latvia (LU), Daugavpils University (DU)). These universities have good material and technical resources and experienced academic staff;
- academic staff deliver guest lectures, participate in professor councils, promotion councils, review doctoral theses, and develop joint publications (cooperation with LU, DU);
- colleagues from partner universities participate in the international scientific conference organized by RTU RA “Society. Integration. Education.” Students use the conference proceedings publications for necessary issues in their specific study courses or theoretical analysis in their study works, bachelor's, master's, or doctoral theses;
- cooperation with Riga Stradiņš University (RSU) in publishing the e-journal “EDUCATION. INNOVATION. DIVERSITY” (agreement with RSU);
- cooperation in implementing ESF projects, State research program projects, Fundamental and applied research program projects, consolidation scientific grants (LU, DU, RSU, RTU).

Cooperation with the academic sector in Latvia is generally based on the following criteria:

- implements teacher education study programs;
- has been or is involved in cooperation in joint projects, conferences;
- cooperates in other study fields;
- has a unified vision in teacher preparation;
- engages in joint research in educational sciences or related interdisciplinary topics.

Various types of cooperation in the field of study create opportunities to improve teacher preparation by enhancing the connection between theory and practice, providing opportunities to conduct research on various educational science issues in real settings, and collecting the best experience in addressing these issues.

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

The choice of cooperation partners is based on the previous experience of the study field and cooperation of experts with foreign institutions in studies, science, project development, membership in associations, etc. forms.

In the field of internationalization, the goal of RTU is to enhance international competitiveness and promote cooperation in science, innovation, and study fields, strengthen RTU’s international image and visibility, attract international partners and foreign students, and improve the study process for foreign students.

The implementation of the goal involves:

- promoting the participation of students and academic staff in the ERASMUS+ exchange program;
- attracting foreign lecturers to ensure the study process;
- organizing international scientific communication events (conferences, seminars);
- developing opportunities for internships abroad;
- promoting the export potential of study programs, development and implementation of study modules in English for foreign students;
- developing cooperation with foreign universities in joint research, publication preparation;
- actively participating in European education and science programs, supporting student, lecturer, and staff exchange.

Cooperation with the academic sector abroad is based on the following criteria:

- implementing teacher education study programs;
- past or ongoing collaboration in joint projects, conferences;
- cooperation in other study fields;
- shared vision in teacher preparation;
- joint research and publications in educational sciences or interdisciplinary sciences.

The RTU International Cooperation Department ensures RTU's international cooperation and establishes contacts with foreign institutions to maintain and develop study and research quality, organizes preparation and signing of cooperation agreements with higher education, research, and other institutions.

Cooperation with the academic sector abroad is conducted with higher education institutions that implement similar study programs, with which collaboration projects, applied research, conference organization, artistic creative events, and others are implemented:

- **Vilnius University of Applied Sciences, Kaunas University of Applied Sciences, Utena University of Applied Sciences, Panevėžys University of Applied Sciences,** Lithuania (participation in scientific conferences, ERASMUS+ mobility);
- **Kaunas University of Technology,** Lithuania (joint professors' council in educational sciences, participation in scientific conferences, ERASMUS+ mobility);
- **Klaipėda University**, Lithuania (collaboration in the conference "Society. Integration. Education" organization, ERASMUS+ mobility);
- **Angel Kanchev University of Ruse**, Bulgaria (collaboration in Erasmus+ Blended Intensive programs (BIP), lecturer mobility);
- **University of Niš**, Serbia (collaboration in the publication of the e-journal "EDUCATION. INNOVATION. DIVERSITY", participation in scientific conferences);
- **Palacky University**, Czech Republic (collaboration in the publication of the e-journal "EDUCATION. INNOVATION. DIVERSITY", seminar organization, participation in scientific conferences, ERASMUS+ mobility, guest lecturer exchange);
- **Alexandru Ioan Cuza University**, Romania (collaboration in Erasmus+ Blended Intensive programs (BIP));
- **Stockholm University**, Sweden (participation in scientific conferences, ERASMUS+ lecturer mobility);
- **Frisian Academy**, Netherlands (implementation of ERASMUS+ projects, lecturer mobility);
- **Macedonian University**, Greece (implementation of ERASMUS+ projects);
- **University of Warsaw**, Poland (implementation of ERASMUS+ projects, lecturer mobility);
- **Janusz Korczak Pedagogical University**, Poland (implementation of ERASMUS+ projects, lecturer mobility);
- **Academy of Applied Sciences in Konin,** Poland (collaboration in Erasmus+ Blended

Intensive programs (BIP));

- **University of Ljubljana, Faculty of Social and Medical Sciences**, Poland (collaboration in Erasmus+ Blended Intensive programs (BIP));
- **Šiauliai Academy of Vilnius University**, Lithuania (project development and implementation, ERASMUS+ lecturer mobility);
- **Institute of Pedagogy, Academy of Educational Sciences of Ukraine** (project development and implementation, Ministry of Foreign Affairs of Latvia grant implementation, scientific conference organization, participation in scientific conferences);
- **Çukurova University,** Turkey (implementation of ERASMUS+ projects, lecturer and student mobility);
  • Duzce University, Pamukkale University, Trabzon University, Izmir Democracy University, Selcuk University, Bolu Abant Izzet Baysal University, Alanya Alaadin Keykubat University, Istanbul Medeniyet University, Turkey (ERASMUS+ student and lecturer mobility);
- **Ontario Institute of Technology**, Canada (collaboration in FLPP project implementation, joint publications);
- **Sakarya University,** Turkey (collaboration in student and lecturer Erasmus+ mobility and Erasmus+ projects, international conference implementation);
- **Vilnius College**, Lithuania (collaboration in student BIP organization, student and lecturer Erasmus+ mobility);
- **Tallinn University**, Estonia (collaboration in student BIP organization, student and lecturer Erasmus+ mobility);
- **KwaZulu-Natal University**, South Africa (collaboration in student and lecturer Erasmus+ mobility, joint publications of lecturers);
- **Artevelde University of Applied Sciences,** Belgium (lecturer collaboration in scientific research, student Erasmus+ mobility);
- **Chaoyang University of Technology**, Taiwan (collaboration within the international conference “International Conference on Social Sciences and Intelligence Management”, scientific research by lecturers);
- **University of Granada**, Spain (collaboration within projects, student and lecturer mobility);
- **Centre for Experiential Education Leuven University,** Belgium (collaboration in guest lecture organization);
- **University of Murcia,** Spain (collaboration within projects, student and lecturer mobility).

Cooperation in the implementation of international projects also takes place with foreign non-governmental organizations, employer organizations, companies:

- non-governmental organizations, such as the Bulgarian Dyslexia Association (Bulgaria); the association "Autismeeurope Aisbl" (Belgium); the association “Creative Future Ideas” (Lithuania), the association “Interdisciplinary Special and Intercultural Education Network INCLUDE”; Sweden Emilia Romagna Network - SERN (Italy), European Higher Education Network of Teacher – and Social Education - Comenius Association (Belgium), The European Teacher Education Network – ETEN (Belgium), European Speech and Language Therapy Association (ESLA) (Belgium);

municipal education management institutions, such as the Kocaeli Provincial Directorate of National Education (Turkey);

- educational institutions, such as Grigore Moisil Theoretical High School (Romania), primary school "Poznavání" (Czech Republic), Hosé Estevao School (Portugal), continuing education institute “Future Focus” (Malta), institute “F. Severi” (Italy); agency “Com&train” (Denmark); institute “Ecoistituto del Friuli Venezia Giulia” (Italy); Kedainiai Vocational Education Center (Lithuania), Centre for Experiential Education Leuven University (Belgium);

- companies, such as GedonSoft GmbH (Germany), Atlantis Engineering AE (Greece), Emoda health software development services - EMODA (Turkey), etc.

International cooperation influences the achievement of the goals and tasks of the study field, as involved partners with international experience share their knowledge and promote the development of the study field and enhancement of scientific potential.

**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.**

To attract foreign students to RTU, two communication target groups are mainly addressed:

- the internal: management team; general staff, academic staff; existing students;
- the external: prospective foreign students (foreign students studying in Latvia, foreign pupils and students, parents of foreign pupils and students); foreign graduates; mass media; opinion leaders; educational institutions; student recruitment education agencies; diplomatic and consular missions of the Republic of Latvia.

The communication strategy uses several types of information channels, choosing the most appropriate for each target audience – paid advertising channels, earned and owned ones. Marketing communication is an essential part of addressing foreign audience using all the traditional marketing tools – advertising in media and other channels, event marketing, direct marketing, digital marketing etc. The main marketing tool used to reach foreign audience is participation in various educational exhibitions and seminars organized by educational agencies in target markets. Continuity in the provision of information and promotion of studies is ensured by the long-term partner universities and educational agencies. In order to ensure a permanent presence and the provision of quality information about studies at RTU and the selection of students, RTU has opened its own information and study centres in specific countries.

Various virtual seminars are widely used to address potential students, with the participation of RTU ICFSD employees, existing delegated employees of students and study programme directors, who acquaint prospective students with RTU infrastructure, study opportunities and requirements for foreigners, study programme content, further study opportunities, as well as career opportunities after graduation.

ICFSD foreign student admission staff provides potential students with the opportunity to use online consultations to solve issues related to admission and study programme selection. Consultations are arranged by appointment, every week, for a period of two months before the end of the admission period.

Potential students who have provided their contact information to RTU in connection with the commencement of studies, but have not submitted their applications for studies, are regularly addressed at least once a month.

Public relations tools (press releases, media events, face-to-face meetings, interviews, opinion polls, etc.) and RTU social media channels (Facebook, WeChat, WhatsApp, YouTube, etc.) are used in corporate communication. RTU internal channels (ORTUS portal, email, etc.), information seminars

and special events are used for internal communication.

RTU international cooperation and internationalization policy is based on the Erasmus+ Higher Education Charter 2021–2027, which is a written document issued by the European Commission, granting RTU Study Fields the opportunity to participate in Erasmus+ programme activities. The Charter defines the fundamental principles to be observed when organizing and implementing Erasmus+ programme activities. RTU has concluded more than 100 agreements under the ERASMUS+ project. During the reporting period, academic staff members from Lithuania, Turkey, Poland, and other countries have taught within the study field's study programmes under ERASMUS+ mobility. Academic staff members of the study field have taught abroad in Lithuania, Poland, Belgium, Sweden, Germany, Bulgaria, Spain, Turkey, and other countries during the ERASMUS+ mobility in the reporting period. RTU academic staff regularly take advantage of the opportunities offered by ERASMUS+.

Studies abroad for RTU students are enabled through inter-university cooperation agreements, for example, within the ERASMUS+ program framework. The number of agreements is expanding according to the interests of the study programs. RTU has concluded agreements with universities in European countries, providing broad options for ERASMUS+ mobilities. Any student can choose to study a semester/year workload at partner universities. So far, students of the study field have insufficiently utilized the offered opportunities. This can be explained by the fact that most students are already working and do not wish to interrupt employment, as these are stable incomes and solve material support issues; some have families and small children. To increase the number of outgoing student mobilities and promote student communication in an international environment, participation in the ERASMUS+ intensive program BIP is encouraged. For example, in the 2023/2024 academic year, 14 students from RTU RA participated in the BIP program at the University of Ljubljana of Social and Medical Sciences (Poland), the Academy of Applied Sciences in Konin (Poland), Alexandru Ioan Cuza University (Romania), and Kaunas University of Applied Sciences (Lithuania). In the 2024/2025 academic year, 14 students also participate in the BIP program at Angel Kanchev Ruse University (Bulgaria), Alexandru Ioan Cuza University (Romania), and Panevėžys University of Applied Sciences (Lithuania). RTU LA in the 2023/2024 academic year had 17 students participating in the BIP program at the University of Murcia (Spain), Tallinn University (Estonia); 7 students participated in study mobility at the University of KwaZulu-Natal (South Africa), Linz Private University of Pedagogy (Austria), University of Porto (Portugal), and others; 9 students completed internships within Erasmus+ at the Polytechnic Institute of Beja (Portugal), Masaryk University (Czech Republic), and others. In the 2024/2025 academic year, 31 RTU LA students participate in BIP programs at Vytautas Magnus University (Lithuania), University of Murcia (Spain), Stanisław Staszic State Higher Vocational School in Piła (Poland).

RTU RA also promotes incoming student mobility — in the 2023/2024 academic year, under the ERASMUS+ program, 9 students studied from various Turkish universities (Pamukkale University, Kilis 7 Aralık University, Trabzon University, Bolu Abant İzzet Baysal University, Alanya Alaaddin Keykubat University, Istanbul Medeniyet University), and 11 students from Kaunas University of Applied Sciences (Lithuania) completed internships. In the 2024/2025 academic year, 6 students studied under the ERASMUS+ program from Aksaray University, Inonu University, Bolu Abant İzzet Baysal University, Trabzon University (Turkey).

RTU LA significantly increased the number of incoming mobility students in the 2023/2024 academic year; 47 foreign students from Italy (Università degli Studi di Torino), Greece (Panepistimio Ioanninon), Estonia (Tallinn University), and others completed studies or BIP ERASMUS+ programs.

Attracting foreign faculty is an essential indicator of study quality. Foreign faculty are engaged in

several ways: guest lectures in study programs within Erasmus+ mobility or delivering guest lectures, seminars, and workshops within international scientific conferences.

Master's degree students in the "Educational Sciences" program were given the opportunity to participate in guest lectures and seminars by foreign researchers within the framework of master's scientific conferences. For example, in 2022 at the conference "Pedagogical Innovation in Teaching and Learning" and in 2023 at the conference "Positive, Innovative, Constructive," researchers from Westphalia College in Paderborn (Germany), Methodical Pedagogical Centre (Slovenia), Steiner School Brugge (Belgium), Kadriorg Art Museum (Estonia), and others presented.

Attracting foreign guest lecturers to the study process also occurs through projects that provide for the involvement of highly qualified foreign lecturers in study programme implementation. Foreign lecturers are recruited through a competitive process by posting announcements on the EURAXESS portal. To support the attraction of foreign scientists, RTU is one of the Euraxes contact points in Latvia, whose task is to provide information and consultations to foreign scientists about scientific career opportunities in Latvia, as well as to provide practical support to foreign scientists and their family members who want to work and live in Latvia during mobility. Additionally, the EURAXESS Latvia Contact Point network provides information and contacts for support abroad, both in Europe and worldwide, for scientists planning to go on outgoing mobility. EURAXESS is one of the European Research Area initiatives aimed at promoting international and cross-sectoral mobility of scientists in Europe and third countries and supporting an open labor market for scientists.

At RTU RA, the ESF SAM 8.2.2 project "Strengthening the Academic Staff of Rēzekne Technology Academy in the Study Field of Education, Pedagogy and Sports" was implemented, which envisaged the involvement of foreign lecturers within the project framework. Professors from Adam Mickiewicz University in Poznań (Poland), Milan-Bicocca University (Italy), Janusz Korczak Pedagogical University (Poland), and Kaunas University of Technology (Lithuania) lectured within this project. The ESF project SAM 8.2.2 "Improvement of Academic Staff of Liepaja University in Strategic Specialization Fields – Speech Therapy, Preschool and Primary Education" involved foreign academic staff: Antonio Cicchella (University of Bologna, Italy), Rakesh Dubey (Technical University of Rajasthan, India), Ekaterina Protassova (University of Helsinki, Finland), Maria Vlassopoulos (National and Kapodistrian University of Athens Medical School, Greece).

Overall, the study field successfully implements cooperation with foreign higher education institutions and academic organizations, as well as other educational institutions. Close cooperation is formed during the implementation of research projects. Cooperation plays a significant role in achieving the study field's goals and objectives.

RTU evaluates mobility performance as a significant indicator of international cooperation and study quality. Quantitative indicators are analyzed (number of mobilities, participating countries, types of mobility – study, internships, teaching, BIP, etc.) as well as qualitative aspects – feedback from students and academic staff, the impact of mobility outcomes on study quality and personal professional development.

Challenges encountered in planning and implementing mobilities at RTU include:

- Low motivation among students to participate in long-term mobility, especially among those already employed;
- Family and social circumstances that hinder prolonged stays abroad, such as childcare responsibilities or relationships;
- Insufficient confidence in foreign language skills;
- Administrative and bureaucratic challenges related to document preparation and meeting

deadlines.

To overcome these challenges, support solutions have been implemented:

- Expanded access to information and consultations by organizing seminars, awareness campaigns, and providing individual consultations on mobility opportunities and document preparation;
- Support for short-term mobility for students, such as ERASMUS+ BIP (Blended Intensive Programmes), which allow for a combination of virtual and face-to-face learning, reducing the need for extended stays abroad;
- Support for English language acquisition, including English courses or discussions with native English speakers, to improve conversational skills.

RTU continues to improve the quality monitoring and evaluation of the mobility process, working with structural units to ensure that the mobility experience not only enriches the study process but also promotes personal and professional growth. Mobility is considered one of the instruments for achieving RTU's internationalization goals.

## 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 previous accreditation of the study field was conducted in 2013 (the accreditation commission report was prepared in 2012). The study programs evaluated in the previous accreditation of the study field have been closed and are no longer active. This is related to the fact that in 2017, the Ministry of Education and Science of the Republic of Latvia prepared and the Cabinet of Ministers of the Republic of Latvia approved in 2018 the information report “Proposals for the provision of teacher education in Latvia based on conceptually new competence-based education requirements.” According to the provisions of this report, within the framework of ESF projects in all Latvian universities, working in cooperation, new teacher education programs at all study levels were developed, licensed, and included in the accreditation list of the study field, and the old study field programs were closed. Therefore, the recommendations provided by experts in the previous accreditation of the study field for individual programs will not be analyzed, as the study programs for which recommendations were given are no longer active.

General accreditation expert recommendations to RTA (now RTU LA) and actions taken

1) To improve quality assurance measures so that decisions are made based on comprehensive data.

In 2019, the Senate of RTA approved the “Quality Management Manual of Rezekne Technology Academy,” which contained the quality policy, quality management principles, criteria of the

excellence model, the evaluation cycle scheme for quality criteria, the organizational and management structure of RTA, and descriptions of processes and risk management. Relevant activities in the study quality system assurance and management are implemented every year. After consolidation with RTU, the RTU quality management system is implemented (https://www.rtu.lv/lv/universitate/strategija/rtu-izcilibas-pieeja/kvalitates-nodrosinasana-un-risku-vadiba/rtu-kvalitates-vadibas-sistema, Latvian only). During the consolidation process, in cooperation with RTU LA, an internal quality assurance system for the study field "Education and Pedagogy" and the study programs within it was developed, which is based on the RTU Quality Management System, including the RTU Quality Policy.

2) To ensure that study programmes move towards a holistic adaptation of intended learning outcomes to the program objectives and reflect this in the development and implementation of study courses.

The new study programmes and their objectives and learning outcomes in the study field were developed as a result of cooperation among universities within the ESF SAM8.2.1. projects. During the implementation of the programs, the learning outcomes were improved. Teaching staff, when developing the learning outcomes of study courses, rely on the program outcomes. Each study programme has conducted mapping of study programme and study course learning outcomes.

3) To strengthen support for English language studies for students and staff.

Activities carried out to improve English language skills for academic staff and students:

- Improvement of lecturers' English skills in the ESF SAM8.2.2. project;
- In 2022, discussions in English for students and lecturers with a professor from the USA (BAFF program) on education and science development issues;
- In 2023, English language lessons for students and teaching staff with Fulbright scholars from the USA;
- International week with guest lectures and presentations in May 2023;
- Guest lectures in English during the academic year;
- In 2024, lecturers' participation in English language improvement courses within the ERASMUS+ program;
- Improvement of students' English within study programs, for example, in the study programme "Primary Education Teacher," students study courses "Professional English I" and "Professional English II."

4) To increase the number of staff holding doctoral degrees.

Since 2012, 12 lecturers have obtained doctoral degrees, including 5 graduates of the RTA doctoral study programme "Pedagogy" (now "Educational Sciences"). Three lecturers from the study field have completed the doctoral theoretical course, received doctoral grants for the preparation of doctoral theses, and plan to defend their theses within a year.

Accreditation expert recommendations to LiepU (now RTU LA) and actions taken (study field accreditation list No. 38, 19.05.2017):

1) Renovate study rooms to provide an engaging and flexible study environment.

All auditoriums used for studies are equipped with appropriate furniture and technical equipment, including multimedia equipment, enabling lecturers to use social media online materials during lectures and students to present their research in multimedia presentations. Auditoriums provide access to MS Teams or other remote access programs, enabling remote or hybrid study opportunities. Students have access to an E-learning environment (Moodle), which provides access to study materials, assignments, and information from home. For organizing practical seminars for

students, an authentic learning environment has been created in two rooms to implement practice-based study processes. Managing the learning process in an authentic learning environment at RTU LA offers extensive collaboration opportunities, including expanding integrated teaching opportunities, creating educational videos, etc.

2) Develop a research development plan to increase the volume and quality of academic staff research.

An action plan for the implementation of Liepaja University's strategy (until 2020) specifies activity directions: (1) participation of sector academic staff in State research programs, international projects, applied research in educational sciences; (2) increasing the proportion of foreign partners in international conferences on educational sciences; (3) participation in scientific committees of sector international conferences and congresses; (4) scientific activity development fund in the annual budget.

RTU LA's research strategy (until 2030) has been developed in accordance with RTU's comprehensive strategy, emphasizing excellence in research, innovation, and cooperation with the industry. The focus on advancing scientific knowledge and promoting technological innovation ensures an effective contribution to the excellence of Latvian education and science.

3) Increase the number of guest lecturers and collaboration projects.

The main research goals are aimed at increasing international competitiveness, improving the research support system, renewing academic staff, forming research groups, improving the quality of publications (SCOPUS/WOS), and commercializing scientific results. Emphasis is placed on attracting projects, especially in EU framework and State research programs—promoting opportunities for applied research foundations.

Within the ESF project "Improvement of Liepaja University academic staff in strategic specialization areas - speech therapy, preschool education, and primary education" (No. 8.2.2.0/18/I/003), foreign academic staff from the University of Bologna (Italy), University of Helsinki (Finland), Vytautas Magnus University (Lithuania), etc., have been involved. Lecturers have participated in 19 Erasmus+ cooperation projects.

4) Promote cooperation with schools, implementing opportunities for professional communication between university lecturers and teachers.

Cooperation with schools and education boards in Liepaja and the Liepaja region continues, providing students with internships and voluntary work opportunities in educational institutions.

Representatives of educational institutions involved in the work of the State Examination Commission provide feedback on the resources and quality of the study program. Practice mentors have opportunities to observe and evaluate students' professional competence and the program resources' compliance with set goals during internships. Regular communication with school representatives (both practice mentors and university lecturers in discussions during internship final conferences, student internships, study field commission work, etc.) promotes the continuous interaction of theory and practice throughout the study process, which is one of the main aspects of ensuring study quality.

Section 2.6.2 will describe the licensed study programs during the review period and procedures for including study programs in the study field accreditation list, along with the implementation of expert recommendations.

**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, Rēzekne Academy of Technologies licensed and in 2022 included 6 study programmes in its study field, while Liepaja University included 7 study programmes. Both institutions received recommendations in the evaluation of their study programmes, with a detailed report on the implementation of these recommendations available in the appendix titled "Report on the Implementation of Recommendations."

The analysis of the implementation of each study programme was also conducted during the final phase of the ESF SAM 8.2.1 projects and is reflected in the programme accreditation reports included in the project documentation.

The recommendations provided by the experts within the framework of the inclusion of study programmes in the study field accreditation page have been basically implemented. Some of the recommendations provide for continuous improvement work, for example, regularly replenishing the library's book collection, improving the material and technical base, developing new projects, scientific grants, developing and maintaining cooperation with partner universities, participating in exchange programmes, conducting marketing activities to attract students, etc.

The implementation of expert recommendations, provided in the accreditation page for the study programmes inclusion study field, has significantly influenced both the improvement of the quality of studies and the improvement of the study process. It has promoted a closer connection of the study results of the programmes with the labor market, improved internal quality assurance mechanisms, strengthened the integration of research-based studies and encouraged the identification of the philosophy of the study programmes. In turn, the promotion of international cooperation and mobility in the study programmes has increased their competitiveness and attractiveness. The programmes have specified admission requirements, and descriptions of study courses and internships have been improved. The implementation of the recommendations has helped to improve the quality of the study programmes and promoted the improvement of the study implementation processes. Overall, the measures implemented in response to the recommendations provided have ensured sustainability in the development of the quality of the studies and the process.

When evaluating the experts’ recommendations, the main directions of action were set, and during the self-evaluation process of the study field, the key activities undertaken to improve the implementation of study programs were summarized as follows:

1. Collaboration with various institutions, including universities in Latvia and abroad.

Coordination and operational communication among the directors of study programs at RTU, LU, and DU take place regarding the implementation of study programs. Under the leadership of the director of the LU master’s program “Educational Sciences,” the Latvian Association for Educational Research was established, involving lecturers and researchers from LU, DU, and RTU. In the ESF SAM 8.2.2 project, cooperation in studies and research was implemented with lecturers from Adam Mickiewicz University in Poznań and Janusz Korczak Pedagogical University (Poland), University of Milano-Bicocca (Italy), Kaunas University of Technology (Lithuania), among others. For the evaluation of the “Special Education” study programme under ESF SAM 8.2.1, experts from LU, DU,

and RTU LA, as well as foreign universities such as Klaipeda University (Lithuania), Hradec Králové University (Czech Republic), and the Finnish National Agency for Education, were involved. Cooperation with foreign universities develops through mutual ERASMUS+ visits. As a result of collaboration, joint projects with universities and NGOs are implemented with partners from Poland, Bulgaria, Greece, Turkey, Denmark, the Netherlands, Spain, and others. Collaboration with schools and preschools provides opportunities to conduct pedagogical practice for students, organize visits to educational institutions as part of the study process, attract experienced teachers for professional study course leadership, participate in final assessments, and in practice completion conferences. Many cooperation agreements with educational institutions were signed or renewed during the review period.

2. Incoming and outgoing mobility of students and academic staff.

Students of study programmes use ERASMUS+ exchange opportunities and also receive foreign exchange students.Students have participated in Erasmus+ intensive BIP mobility programmes and studied at Kaunas University of Applied Sciences (Lithuania), Tallinn University (Estonia), University of Ljubljana and University of Applied Sciences Konin (Poland), Alexandru Ioan Cuza University (Romania), and University of Ruse (Bulgaria). Academic staff in the study field used all allocated exchange program places and carried out visits to Klaipeda University, Vilnius University Šiauliai Academy, Kaunas University of Applied Sciences (Lithuania), Janusz Korczak Pedagogical University (Poland), University of Laguna (Spain), Pamukkale University (Turkey), Artevelde University of Applied Sciences (Belgium), and others. Short-term mobility for lecturers included participation in various projects, seminars, adult education courses, and training. Visiting lecturers were invited under the ERASMUS+ exchange project. Lecturers from Lithuania, Poland, Turkey, and others were hosted. Long-term visits by foreign guest lecturers took place under the ESF SAM 8.2.1 project and BAFF program. Students participated in lectures by Latvian and foreign lecturers during scientific conferences.

3. Student recruitment.

Study programs are constantly promoted to attract students — participation in the national education fair “School,” regional education fairs, Shadow Days, Open Door events, career days organized by schools, visits to education fairs, student admissions, and introduction to study processes and laboratories, among others. Information about studies, programs, and events is disseminated on the website and social media.

Students are also admitted at later stages of study. For example, many graduates of the short cycle study programme “Preschool Teacher” choose to continue their studies in the professional bachelor’s programme “Primary Education Teacher.” Harmonization of study programmes has ensured continuation of studies in the bachelor’s programme from the 3rd year.

4. Student involvement in scientific work.

Students conduct research tasks within study courses and prepare study papers and final research theses. It is mandatory for students to participate with a presentation in at least one student conference, such as the RTU RA annual student scientific conference “Personality. Time. Communication.” Authors of the best theses, together with their supervisors, are encouraged to prepare publications for scientific journals. Students are motivated to publish their methodological materials in the collection “Ideju pūznis” or separate editions. Since 2023, the joint international scientific-practical conference of RTU, LU, and DU for students in preschool education “Child. Teacher. Education” has been held, involving students of the “Preschool Teacher” study program. Students are also involved in project work, which allows them to enhance research experience in cooperation with lecturers.

5. Evaluation of academic staff work quality.

The performance and fulfillment of planned tasks of academic staff are assessed annually at the department level. Assistant, lecturer, and associate professor evaluations are conducted every six years through academic elections; evaluation of associate professors and professors is done every six years by the Professors' Council and every two years by the study field commission and RTU RA and RTU LA councils.

6. Use of open resources and development of modern technologies.

Open educational resources and scientific databases subscribed by the library are available for methodological and research work, accessible both on-site and remotely. Students have access to digital teaching aids developed by lecturers on the RTU Publishing e-book platform. Within study courses, students can work in the RTU RA Multisensory Room and the Social Pedagogy and Rehabilitation Technology Laboratory. Students have opportunities to develop ideas for using Photon and Lego robots. They learn to use warm sand in the pedagogical process and the Barboleta balance platform in the Special Pedagogy laboratory. RTU LA students can work in the Music Therapy Center (with music therapy instruments), Speech Therapy Laboratory (with speech therapy and Montessori pedagogy tools), and Speech and Voice Research Laboratory. Authentic learning environments have been created in two RTU LA classrooms for practical seminars. Hybrid auditoriums have been created in the RTU RA and RTU LA academic buildings for holding hybrid conferences and hybrid lectures.

The Study Quality Commission, based on the study programmes reports for inclusion in the study field and expert recommendations, initiated discussions on programmes quality issues and also decided on urgent changes to the parameters of study programmes, for example, changes in admission requirements for first-cycle and second-cycle study programmes, clarification of the title of the doctoral study programme in English, clarification of the degree to be awarded, etc. The impact of the Study Quality Commission on the quality of studies and the improvement of processes is significant, as its decisions and discussions ensure both the compliance of study programmes with regulatory and professional requirements, as well as their competitiveness and transparency of processes, creating the basis for the sustainable development of the study field.

# Annexes

| | | |
|---|---|---|
| I - Information on the Higher Education Institution/ College | | |
| Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable) | | |
| List of the governing regulatory enactments and regulations of the higher education institution/ college | Internal_regulations.zip | Ieksejie_normativie_akti.zip |
| The management structure of the higher education institution/ college | RTU_Administrative_Structure.pdf | RTU_administrativa_struktura.pdf |
| II - Description of the Study Field - 2.1. Management of the Study Field | | |
| Plan for the development of the study field (if applicable) | The development plan of the study field.docx | RTU studiju virziena attīstības plāns.docx |
| The management structure of the study field | Study_Field_Management_Structure_2025.jpg | Studiju_virziena_parvaldibas_struktura_2025.jpg |
| 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. | Agreement with the University of Latvia on continuing education (in Latvian).edoc | Vienošanās ar LU par izglītības turpināšanu.edoc |
| 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. | Confirmation - on compensation for losses.edoc | Apliecinājums - par zaudējumu kompensāciju.edoc |
| Standard sample of study agreement | Sample of study agreement.zip | Studiju līgumi.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 | Analysis of the results of surveys of students, graduates and employers.docx | Studējošo, darba devēju un absolventu aptauju analīze un novērtējums.docx |
| II - Description of the Study Field - 2.3. Resources and Provision of the Study Field | | |
| Basic information on the teaching staff involved in the implementation of the study field | List of academic staff_RTU LA_RTU RA.xlsx | Mācībspēku saraksts_RTU LA_RTU RA.xlsx |
| Biographies of the teaching staff members (Curriculum Vitae in Europass format) | Academic staff_CV RTU LA_RTU RA_ENG.zip | Mācībspēku_CV RTU LA_RTU RA_LAT.zip |
| A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties. | Confirmation - knowledge of the state language.edoc | Apliecinājums - valsts valodas zināšanas.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) | Confirmation - knowledge of the foreign language.edoc | Apliecinājums - svešvalodu prasme.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 12_Compilation of quantitative data_EN.docx | 12.pielikums_Kvantitatīvo datu apkopojums_LV.docx |
| List of the publications, patents, and artistic creations of the teaching staff over the reporting period. | Annex 13_Scientific_publications_by_academic_staff_RTU_RA_RTU_LA.docx | 13.pielikums_Macibspeku_publikaciju_saraksts RTU_RA_RTU_LA.docx |
| II - Description of the Study Field - 2.5. Cooperation and Internationalisation | | |
| List of cooperation agreements, including the agreements for providing internship | Annex 14_List of cooperation agreements.docx | 14.pielikums_Sadarbības līgumu saraksts_RTU RA, RTU LA.docx |
| Statistical data on the teaching staff and the students from abroad | Annex 15_ Statistical data on foreign students and academic staff.docx | 15.pielikums_ Statistikas dati par ārvalstu studējošajiem un mācībspēkiem.docx |
| Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes) | Annex 16_Statistical data on outgoing and incoming student mobility_RTU RA_RTU LA.docx | 16.pielikums. Statistikas dati par studējošo izejošo un ienākošo mobilitāti_RTU_RA un RTU LA.docx |
| Statistical data on the incoming and outgoing mobility of the teaching staff | Annex 17_Statistical data on outgoing and incoming mobility of academic staff.docx | 17.pielikums_Statistikas dati par mācībspēku izejošo un ienākošo mobilitāti.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 18_Review of the implementation of the recommendations_EN.docx | 18.pielikums_Rekomendāciju izpildes pārskats_LV.docx |
| An application for the evaluation of the study field signed with a secure electronic signature | 02000-2.2.1-e_217.edoc | 02000-2.2.1-e_217.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 |
|---|---|
| RTU IT sistemu saskarnes.zip | RTU IT sistemu saskarnes.zip |
| Screenshots of RTU IT systems.zip | Screenshots of RTU IT systems.zip |
| Informācija par studiju turpināšanas iespējām, ja tiek pārtraukta RTU studiju virziena “Izglītība un pedagoģija” studiju programmu īstenošana | Pielikums_Informācija par studiju turpināšanas iespējām.docx |
| Information on the possibilities of continuing studies if the implementation of study programmes of the RTU study field "Education and Pedagogy" is discontinued | Annex_Information on the possibilities of continuing studies.docx |
| AIP lēmums par papildus uzņemšanas prasībām studiju programmā "Pirmsskolas skolotājs" RTU LA | AIP_lemums_PrSk_RTU_LA.edoc |
| AIP lēmums par papildus uzņemšanas prasībām studiju programmā RTU LA | AIP_lemums_RTU_LA.docx |
| Informācija par studiju programmu iekļaušanu studiju virzienā/ Information about including study programmes in the study field | Informācija par studiju programmu iekļaušanu studiju virzienā_Information about including study programmes in the study field.docx |
| Expert_requested_Additional information_20.10.2025.docx | Additional information_20.10.2025.docx |

# Educational Sciences (51142)

| | |
|---|---|
| Study field | *Education and Pedagogy* |
| ProcedureStudyProgram.Name | *Educational Sciences* |
| Education classification code | *51142* |
| Type of the study programme | *Third-cycle (doctor of philosophy) study programme* |
| Name of the study programme director | *Sanita* |
| Surname of the study programme director | *Martena* |
| E-mail of the study programme director | *sanita.martena@rtu.lv* |
| Title of the study programme director | *Dr.philol.* |
| Phone of the study programme director | *26442060* |
| Goal of the study programme | *The aim of the study programme: to improve the research and academic competence of a doctoral student in educational sciences for the performance of independent and innovative research activities, improvement and development of theories of educational sciences, improvement of pedagogical practice at different levels of education (from preschool to adult education) on a Latvian and international scale, independently developing and publicly defending a doctoral research that contains the results of original scientific research and provides new knowledge in educational sciences.* |

| | |
|---|---|
| Tasks of the study programme | *1. To implement research-based studies, promoting the acquisition and use of the theoretical and empirical research methodology of educational sciences in research, involving doctoral students in research conducted by academic staff and other research of national significance and international.*<br>*2. To develop the current research directions of educational science in the context of Latvian, European, world educational science research, promoting the creation of new knowledge, approbation of research findings and their transfer into the practice of the field of educational sciences.*<br>*3. To promote the presentation and publication of scientific communication and doctoral researchers' research results in publications recognized in the field of educational science in Latvia and internationally.*<br>*4. To organize and promote cooperation between doctoral student and scientific supervisor, mutual and academic staff of doctoral students in the performance of scientific research in the field of educational sciences.*<br>*5. To promote the understanding of doctoral students about scientific and academic careers and to improve the pedagogical competence necessary for academic work.*<br>*6.To cooperate with doctoral study programmes and doctoral schools of other universities, to organize joint doctoral seminars, attracting professors from other faculties for guest lectures, in the implementation of joint research projects*<br>*7. To promote the mobility and experience of doctoral students and academic staff by cooperating with foreign universities and international research organisations in attracting visiting professors and implementing joint research projects, promoting comprehensive and independent growth opportunities in the context of the European Higher Education Area.* |

| | |
|---|---|
| Results of the study programme | *Knowledge:*<br>*1. Understand the historical experience of the development of educational sciences and current theories and insights of educational sciences, the context of their formation in Latvia, Europe and the world;*<br>*2. Understand theoretical and empirical research methods and methodologies in the field of educational sciences and in contact with other branches of science, interdisciplinary approach to research;*<br>*3. Understands the role of a researcher in the field of educational sciences in the development of society, in solving educational problems in the context of comparative education policy;*<br><br>*Skills:*<br>*4. Systemically analyse, interpret the concepts binding in the educational sciences, topicalities of theory and educational policy and pedagogical practice in a local and internationally comparative context, independently evaluate and reasonably select research methods corresponding to scientific research in educational sciences;*<br>*5. Independently formulate and critically analyse research problems at different levels of education, solve current problems in educational science research and practice in order to expand and give a new understanding of existing knowledge and offer research-based solutions for the improvement of professional practice;*<br>*6. Communicate and discuss orally and in writing, take scientifically based decisions in solutions to educational problems and arguably defend his or her opinion regarding the field of educational sciences, encourage and implement research-based changes in Latvia and the international environment;*<br><br>*Competence:*<br>*7. Reasonably put forward innovative research ideas, carry out independent, critical analysis and evaluation of topical, complex research problems in the field of educational sciences, contributing to the expansion and deepening of knowledge in the field of educational sciences, and offer a perspective on the development of various aspects of education in the future;*<br>*8. Independently and responsibly plan, structure and manage scientific projects, including international ones, perform research significant in educational science, taking into account the ethical responsibility for the possible impact of educational sciences on the relations between education and society, promote the introduction of innovations in science and pedagogical practice;*<br>*9. Publish the results of his or her research in internationally recognised, including internationally cited publications in Latvia and abroad, communicate with colleagues, the scientific community and the general public in his or her field of scientific and academic activity, responsibly promote sustainable technological, social and cultural development in the knowledge society.* |
| Final examination upon the completion of the study programme | *Doctoral examinations and doctoral thesis* |

# 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) | *198* |
| 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) | *Doctor of Science (Ph.D.) in Social Sciences* |
| Qualification to be obtained (in english) | — |

**Places of implementation**

| Place name | City | Address |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

**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) | *198* |
| Admission requirements (in English) | *1. Second-cycle higher education (Master's degree) in education, teaching or psychology and entrance examination. English language proficiency equivalent to at least B2 level. 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. English language proficiency equivalent to at least B2 level.* |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | *Doctor of Science (Ph.D.) in Social Sciences* |
| Qualification to be obtained (in english) | — |

**Places of implementation**

| Place name | City | Address |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

## 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.

Based on the expert recommendations of the AIC Decision No. 2022/27-SPI on the inclusion of the Joint Third-cycle Doctoral Study Programme (JDSP) "Educational Sciences" (51142) in the study field on October 26, 2022, the following changes were made to the parameters of the study program:

1. The description of the study programme translated into English clarifies and continues to consistently use the name of the programme "*Educational sciences*". The name of the field of science in English has been agreed upon after consultations with the team of researchers 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 component studies of the research program in education" study "Online Glossary of Educational Terms" (project UL reg. No. ESS2021/435); the directors of all the partner institutions represented have agreed on a common name for the programme and the degree to be awarded and inform the relevant departments in their universities;
2. In accordance with the amendments to the regulatory framework [1]governing the granting of a doctoral degree, from 1 October 2022 the degree of science shall be indicated according to the group of the field of science. In the specific case, the branch of science "educational sciences" belongs to the group of social sciences, thus the degree to be awarded for the successful completion of the study programme is to be expressed as "doctor of science (*D.*) in the social sciences", to which the partner universities do not object;
3. On the basis of the interest of potential students in the programme, the admission requirements that the right to study in the programme ensures a master's degree in education, pedagogy or psychology, as well as in humanities, social sciences, art, medicine, sports or natural sciences or equivalent higher education and at least two years of pedagogical work experience in an educational institution" is supplemented by a master's degree in engineering, which is not opposed by the partner universities.
4. Based on the recommendations of experts in the AIC Decision No. 2022/27-SPI on the inclusion of the Third-cycle JDSP "Educational Science" (51142) in the study field on October 26, 2022, consolidation of study results was carried out. The consolidation of study results was carried out by summarizing and generalizing the 23 study results initially formulated in the program, which were found to be too detailed. During the consolidation process, 9 study results were formulated, which include the results to be achieved initially envisaged in the programme.
5. Based on the expert recommendations in AIC Decision No. 2022/27-SPI regarding the inclusion of the Third-cycle JDSP "Educational Sciences" (51142) in the study field, dated October 26, 2022, the following additional course is included in the programme plan: "National Defence, Civil and Environmental Protection" (3 ECTS). This course is offered to students who have not acquired it during lower-level studies, as stipulated by the regulatory framework.
6. Based on the recommendations of experts in the AIC Decision No. 2022/27-SPI on the

inclusion of the Third-cycle JDSP "Educational Sciences" (51142) in the study field on 26 October 2022, the study course "Trends in the Development of Didactics Theories", which overlapped in content with the study course "Inclusive Didactics", was removed from the program; it has been replaced by the study course "Current issues in developmental psychology".

7. In accordance with Decision No. 2024/42-A of the Foundation “Academic Information Centre” dated January 16, 2025, regarding the accreditation of the University of Latvia study field and the corresponding study programmes, it is necessary to ensure the compliance of the programme scope with the requirements of regulatory enactments and the intended duration of the study programme.To implement this decision, the scope of the JDSP “Educational Sciences” was reduced by 18 ECTS in order not to exceed the annual credit point volume established by the regulatory framework.The aforementioned changes have been coordinated with the programme directors of all higher education institutions involved in the joint study programme and have been approved by the programme council.

In accordance with Section 55, Paragraph one, Clause two, Sub-clause c) of the Law on Higher Education Institutions, the plan of the doctoral study programme "Educational Sciences" (part of the free choice) in the amount of 6 ECTS is included in Part C of the study programme.

In view of the above, the following changes have been made: The following courses have been closed:

Part A

- PsihD026 Current issues in pedagogical psychology (3 ECTS)
- IzglD048 Doctoral thesis: preparation of scientific publication III (12 ECTS)

Part B

- IzglD011 Responsible Research and Innovation in Education (3 ECTS)
- IzglD018 Scientific Communication (3 ECTS)
- IzglD017 Project Management in Educational Sciences (3 ECTS)
- IzglD014 Tertiary Didactics II (3 ECTS)

Part B modules

- IzglD022 UL Think--tank: Digital Solutions in Education II (6 ECTS)
- IzglD040 DU Think-tank: Transdisciplinary Problem Solving of Complex Educational Issues in Action and Evaluation Research II (6 ECTS)
- IzglD042 RTU RA Think-tank: Supporting Technologies in Special Education and Social Work II (6 ECTS)
- IzglD044 RTU LA Think-tank: Creativity and research literacy II 6 ECTS)

Study course included:

Part A

- IzglD051 Doctoral thesis: scientific publication III (9 ECTS)

Part C 6 ECTS

With these changes, the total number of credits in Part A was reduced by 6 ECTS, and in Part B by 18 ECTS, and Part C with 6 ECTS is introduced, which together brings the amount of the JDSP "Educational Science" program to 198 ECTS. These changes will take effect from the 2025/2026 academic year.

[1] The Law "Amendments to the Law on Scientific Activity", adopted on 14.07.2022, comes into force: 29.07.2022 and Cabinet Regulation No. 595 of 27 September 2022, Regulations Regarding Groups of Scientific Disciplines, Branches and Sub-sectors of Science of Latvia, came into force on 30.09.2022.

**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 conformity of the Joint Third-cycle Doctoral Study Programme "Educational Sciences" (51142) with the field of study determines the specifics of educational sciences as a sector, which includes research and science-based studies. The study programme corresponds to the group of Scientific Disciplines - Social Sciences and the scientific branches - Educational Sciences (Cabinet Regulation No. 595 "Regulations Regarding Groups of Scientific Disciplines, Branches and Sub-sectors of Science of Latvia", https://likumi.lv/ta/id/335928-noteikumi-par-latvijas-zinatnes-nozaru-grupam-zinatnesnozarem-un-apaksnozarem).

JDSP "Educational Sciences" has been developed in accordance with the informative report of the Ministry of Education and Science (hereinafter the MoES) "Proposals for ensuring a conceptually new competency-based education in Latvia that meets the requirements of teacher education" (https://www.izm.gov.lv/lv/media/1831/download, only in Latvian), which is implemented by the University of Latvia in partnership with DU, RTU LA and RTU RA, ensuring resource sharing and synergy between different competences of higher education institutions at the doctoral level, promoting the internal mobility of doctoral students in Latvia, increasing the research capacity of higher education institutions and promoting the quality of educational science research both in Riga and in the regions of Latvia.

The implementation of the JDSP "Educational Science" helps to achieve the common goals of the study field at different levels, ensuring high-level study and science integration oriented towards excellence, internationalization and interdisciplinarity, specializing in several areas of competitiveness, focusing on the internal mobility of doctoral students and increasing the research capacity of higher education institutions, which justifies the implementation of the doctoral study programme.

The name of the JDSP "Educational Science", the degree to be awarded, as well as the conformity of the parameters of the study programme in achieving the specified results of the study programme shall be governed by external norms, that is, Section 55.1 of the Law on Higher Education Institutions of the Republic of Latvia. Joint study programme (https://likumi.lv/ta/id/37967-augstskolu-likums, only in Latvian), "Amendments to the Law on Scientific Activity" (adopted: 14.07.2022., comes into force: 29.07.2022.) (https://www.vestnesis.lv/op/2022/144.7, only in Latvian), Cabinet Regulation No. 595 of 27 September 2022 "Regulations Regarding Groups of Scientific Disciplines, Branches and Sub-sectors of Science of Latvia" (entered into force on

30.09.2022)(https://likumi.lv/ta/id/335928-noteikumi-par-latvijas-zinatnes-nozaru-grupam-zinatnesnozarem-un-apaksnozarem, only in Latvian), Cabinet Regulation No. 322 (13.06.2017) on the classification of education in Latvia (https://likumi.lv/ta/id/291524#piel2, only in Latvian).

The activities of the RTU study field “Education and Pedagogy” are aimed at ensuring the provision of high-quality teacher education at all study levels. The joint third-cycle higher education (doctoral) study programme “Educational Sciences” corresponds to the study field “Education and Pedagogy”, as it provides study opportunities in the thematic group “Education”. The study programme code 51142 complies with the provisions of the Cabinet of Ministers of the Republic of Latvia Regulation No. 322 “Regulations on the Classification of Latvian Education” (2017) (first and second code digits 51 - type of education programme - Third-cycle higher education programmes for the acquisition of a Doctor of Science degree, to be implemented after the acquisition of second-cycle higher education; the duration of the programmes is determined by the Law on Higher Education; third code digit 1 - thematic group of education - Education; third and fourth code digits 14 - thematic area of education - Teacher Education and Educational Sciences; third, fourth and fifth code digits 142 - educational programmes group - Educational Science).

The aim, tasks and learning outcomes of the study programme are defined in accordance with the Latvian classification framework corresponding to the European Qualifications Framework. The study programme corresponds to the 8th level of the LQF and the qualification level of the third cycle of Framework of Qualifications of the European Higher Education Area (http://www.ehea.info/media.ehea.info/file/2018_Paris/77/8/EHEAParis2018_Communique_AppendixIII_952778.pdf, information is available in English).

The scope and duration of the JDSP "Educational Science", mandatory content, parts of the programme and their amount, the degree to be obtained, the basic principles and procedures for assessment, principles of implementation, etc. are regulated in accordance with the Cabinet Order No. 345 of 25 June 2020 on the conceptual report "On the introduction of a new doctoral model in Latvia" (https://likumi.lv/ta/id/315685-par-konceptualo-zinojumu-par-jauna-doktoranturas-modela-ieviesanu-latvija, only in Latvian), the uniform requirements of RTU for study programmes (approved by the RTU Senate on 27 November 2023, Protocol No. 677, as amended on 29 January 2024) and the procedure for applying, developing and amending study programmes (approved by the RTU Senate on 26 April 2021, Minutes No. 649).

The study results to be achieved correspond to level 8 of the European Qualifications Framework (EQF) and the Latvian Qualifications Framework (LCF) and the third cycle qualification level of the European Qualifications Framework of the European Higher Education Area. The results to be achieved in the study programme were formulated in detail on the basis of a *sample of the study results formulated* in the doctoral study programme "Education" (Doctor of Education) of Oxford Brookes University (UK) (https://www.brookes.ac.uk/courses/postgraduate/doctor-of-education, information is available in English). Oxford Brookes University's doctoral programme "Education" comprises study outcomes in four groups of outcomes: (1) knowledge and understanding with a focus on investment in education, (2) knowledge and understanding with a focus on audience engagement, (3) research skills, and (4) knowledge transfer skills and attitudes.

On the basis of expert recommendations from the decision No. 2024/42-A of the Foundation "Academic Information Centre" of 16 January 2025, consolidation of learning outcomes was carried out.

The doctoral study programme has been developed taking into account the mutual connection and sequence of study courses, which allows for the maximum achievement of the study programme's aim - to improve the research and academic competence of a doctoral student in educational

sciences for the performance of independent and innovative research activities, improvement and development of theories of educational sciences, improvement of pedagogical practice at different levels of education (from preschool to adult education) on a Latvian and international scale, independently developing and publicly defending a doctoral research that contains the results of original scientific research and provides new knowledge in educational sciences. In order to ensure this, the learning outcomes of the study programme have been formulated, which include knowledge, skills and competence, but taking into account the objective of the study programme and the results to be achieved, the content of the study courses has been created. Thus, the learning outcomes to be achieved within the framework of each individual study course are formulated in accordance with the results specified in the study programme. In order to assess the correlation of the outcomes to be achieved in the study courses with the learning outcomes of the study programme, a mapping of study courses has been carried out (see the file "Mapping of JDSP "Educational Sciences" submitted in Excel form), using the descriptions of the study courses included in the study programme for all study courses offered by the JDSP, but in the annex "Course descriptions of the study programme "Educational Sciences", they are added to those study courses implemented by RTU RA and RTU LA. The mapping of study courses is divided into three parts: knowledge, skills and competence. The third part is the most extensive – competence, which is formed by synergistically summing up and interacting with the knowledge, skills and attitude to be acquired in the study programme as the highest level of performance in the course. The learning outcomes to be achieved are described in the description of each study course and the type of achievement thereof and the assessment of the results are determined in intermediate examinations and final examinations. The aggregated information in the mapping of the study programme courses allows to conclude that the knowledge, skills and competence provided for in the study courses ensure the achievement of the objective set by the study programme and the interconnection of study courses.

In accordance with paragraph 6 of the conceptual report "On the introduction of a new doctoral model in Latvia", credits in academic doctoral study programmes should reflect the time allotted for scientific research (~70%) and the acquisition of study courses (~30%). Study courses must correspond to the topic and specifics of the field of science and the doctoral theses implemented therein, ensure the acquisition of widely used skills, as well as academic ethics studies. Thus, the results to be achieved in the JDSP "Educational Sciences" go beyond the boundaries of individual study courses and are strengthened in various research activities implemented within the framework of the programme, such as methodological seminars, colloquia, individual and group consultations, participation in research projects and scientific conferences, involvement in their organization, etc.

The content of the study programme consists of 198 ECTS, divided into Part A (147 ECTS), which includes:

1. development of a doctoral thesis (96 ECTS); preparation of publications and participation in scientific conferences (27 ECTS), i.e. 123 ECTS, which is implemented in all universities participating in the programme;
2. study courses in the field of educational sciences (15 ECTS) – the University of Latvia is responsible for the content and teaching of study courses as a leading partner in the joint programme;
3. doctoral examinations: doctoral examination in a foreign language (3 ECTS), doctoral examination in the field of educational sciences (3 ECTS) and doctoral examination in the subfield of educational sciences (3 ECTS) – a total of 9 ECTS.

Part B of the JDSP "Educational Sciences" has a volume of 45 ECTS, which includes:

1. general skills study courses in the amount of 3 ECTS, the UL is responsible for the content and teaching of study courses as a leading partner in the joint program, as well as assistant professor's internship 15 ECTS, which is implemented in all higher education institutions involved in the program;
2. study courses in educational sciences – five elective modules (21 ECTS each) implemented in the higher education institutions participating in the programme
3. participation in the think-tanks of the Doctoral School is included in Part C or equivalent experience in foreign universities or research institutions (6 ECTS), it is implemented by all universities involved in the programme.

The scope (198 credit points) and duration (3 years) of the JDSP "Educational Sciences" corresponds to the achievement of the specified results of the study programme, the study results correspond to the set goals and tasks. After mastering the JDSP "Educational Science", a Doctor of Science degree (*Ph.D.*) in social sciences is awarded. The duration and scope of studies for the implementation of the programme in Latvian and English do not differ.

The admission conditions of the JDSP "Educational Sciences" are in accordance with the goals and objectives of this study programme. The admission requirements shall be appropriate to the proposed results of the study programme. Admission of students to the JDSP takes place according to a previously approved procedure and criteria, mutually agreed between universities and taking into account the Admission Regulations for doctoral study programmes in the academic year 2024/2025 (approved by the RTU Senate on 27 November 2023, Minutes No. 677). Admission takes place at all universities participating in the programme, according to the link between the scientific interests of doctoral students and the study modules implemented by the universities.

JDSP "Educational Sciences" enrolls students with a 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 equivalent higher education, and at least two years of pedagogical work experience in an educational institution and an entrance examination. Studies in English require English language proficiency at least at level B2.

Although admission will take place in all partner universities, the applicants' documents and presentation are evaluated according to the admission criteria of the University of Latvia (as the leading partner university) in doctoral study programmes (https://www.lu.lv/gribustudet/uznemsanas-kartiba/doktorantura/ only in Latvian). Thus, uniform requirements will be provided for potential doctoral students, as well as the quality of the JDSP will be ensured.

During the entrance interview, the applicant shall present a five- to ten-minute report on the expected topic of the study. Since the JDSP will be implemented in both Latvian and English, the discussion of the entrance to studies in Latvian takes place in Latvian and in English by the potential doctoral student. Proficiency in foreign languages is an essential condition for studying in a doctoral study programme in the context of internationalisation of higher education. If the applicant has chosen to study in English, then the entrance examination interview is conducted in English.  It is important to emphasise that the previous education and professional experience of potential students are recognised and taken into account in entrance examinations.

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

Third cycle higher education (doctoral) study programme "Educational Sciences" was established in 2020 in accordance with the informative report of the Ministry of Education and Science "Proposals for the provision of conceptually new competence-based education in Latvia" (2017), in which the specializations of the higher education institutions involved in the program were defined:

- *UL – inclusive education and technological solutions in education at the school and higher education level, as well as general pedagogy and history.*
- *DU – school and higher education pedagogy in the perspective of sustainable development;*
- *LiepU – preschool and basic education;*
- *RTA – branch pedagogy, social pedagogy, special education.*

The information report of the Ministry of Education and Science provided for the establishment of one joint doctoral study programme in educational sciences in Latvia in order to ensure resource sharing and synergy between different competences of higher education institutions at the doctoral level. According to *OECD* data for 2017, Latvia has a very low share of doctoral degree holders per population (in Latvia 0.3 %, in other *OECD* countries on average 1.1 %) (*OECD Education statistics 2018*: http://www.oecd.org/science/inno/careers-of-doctorate-holders.htm; Excel tabula: https://doi.org/10.1787/888933941538 (information is available in English)). Thus, the creation of strong and competitive doctoral study programmes should be considered one of the priorities of higher education.

The information report of the Ministry of Education and Science provided that the University of Latvia is the leading higher education institution in the implementation of joint doctoral study programme (JDSP) "Educational Science", because the University of Latvia is the largest broad-profile university in Latvia, which has an important place not only in the development of the entire education system, but also in the overall growth of the country's economy.

JDSP "Educational Sciences" was licensed on May 27, 2020 and in the autumn of 2020 the first students were enrolled in all partner universities, on October 26, 2022, a decision was made on the inclusion of the JDSP "Educational Sciences" in the accredited study field "Education, Pedagogy and Sports".

Doctoral study programmes are considered to be an important part of university research, therefore the JDSP "Educational Sciences" was developed and implemented in accordance with the development directions set by the partner universities, which are related to scientific excellence, study development and contribution to society, as well as their corresponding strategic goals.

In its 2018 Communication to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions entitled 'Building a stronger Europe: the role of youth, education and cultural policies', the European Commission 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)

The development of the JDSP "Educational Sciences" was aimed at the implementation of both of these criteria: the merger of the previous four doctoral study programmes into one common one, the reworking and renewal of their content and form means the modernization of doctoral study programmes in the field of educational sciences; the programme promoted the sharing of resources and synergies between different competences of higher education institutions at the doctoral level, increased the internal mobility of doctoral students, increased the research capacity of higher education institutions, strengthened the quality of educational science research, as well as developed and expanded employment opportunities for graduates in Riga and the regions of Latvia.

JDSP "Educational Sciences" has been established in accordance with the development trends of industry and doctoral studies in Europe and the world, based on the recommendations

recommended by World Bank researchers to introduce into the Latvian Higher Education System for doctoral level studies, emphasizing that the goal of doctoral studies is the growth of young researchers and the promotion of innovations based on original research [6] (https://www.izm.gov.lv/lv/petijums-par-augstakas-izglitibas-parvaldibu-sadarbiba-ar-pasaules-banku/doctoral_education_european_trends_sursock1_0.pdf (information is available in English)).

Globally, much attention is paid to the employment prospects of PhD holders and to support their postdoctoral career development. Doctoral laureates are expected to be critically thinking, creative, autonomous and responsible researchers who, through their activities, contribute both to science and contribute to the transfer of new knowledge into economic practice. According to the conceptual report "On the introduction of a new doctoral model in Latvia", the career development opportunities of doctoral students are also strengthened in the JDSP "Educational Sciences".

Two doctoral students (one RTU RA and 1 RTU LA) have graduated from the KDSP "Educational Sciences" and obtained a doctoral degree. Both graduates work in higher education institutions as academic staff and researchers. Several doctoral students have completed the theoretical course of doctoral studies and, as applicants for a scientific degree, are working on preparing their doctoral thesis for defense, including also using the funding of doctoral student grants available at RTU. Doctoral students who have completed the theoretical course work both as academic staff or researchers in higher education institutions, as educators in general education institutions, and as educational or social policy makers in state institutions.

The JDSP "Educational Sciences" is in line with the trends in the formation of a single European Higher Education Area, or the Bologna Process, as it has been developed as a third cycle study programme with study results formulated in line with the European Qualifications Framework.

Given the ageing trends of academic staff in European higher education, doctoral students are essential for ensuring the renewal of scientific and academic staff. In the world, academic and scientific careers, as well as obtaining expert status, require high scientific qualifications, which is most often evidenced by obtaining a doctorate in order to be able to hold an academic position, as well as a doctorate in most European countries plays an important role in the development of an academic career[7][8] (information is available in English).

The content and organization of the programme contributes to the development of doctoral students' pedagogical competence for work in higher education institutions, which corresponds to the growing trend in Europe, to establish that research, university didactics courses and pedagogical practice in a higher education institution are a mandatory element of doctoral study programmes [9][10] (information is available in English).

The JDSP "Educational Sciences" was established in 2020 in accordance with the informative report of the Ministry of Education and Science "Proposals for the provision of conceptually new competency-based education in Latvia" (2017), in which the specializations of the higher education institutions involved in the program were defined:

- *UL – inclusive education and technological solutions in education at the school and higher education level, as well as general pedagogy and history.*
- *DU – school and higher education pedagogy in the perspective of sustainable development;*
- *LiepU – preschool and basic education;*
- *RTA – branch pedagogy, social pedagogy, special education.*

The information report of the Ministry of Education and Science provided for the establishment of one joint doctoral study programme in educational sciences in Latvia in order to ensure resource sharing and synergy between different competences of higher education institutions at the doctoral level. According to *OECD* data for 2017, Latvia has a very low share of doctoral degree holders per

population (in Latvia 0.3 %, in other *OECD* countries on average 1.1 %) (*OECD Education statistics 2018*: http://www.oecd.org/science/inno/careers-of-doctorate-holders.htm; Excel tabula: https://doi.org/10.1787/888933941538 (information is available in English)). Thus, the creation of strong and competitive doctoral study programmes should be considered one of the priorities of higher education.

The information report of the Ministry of Education and Science provided that the University of Latvia is the leading higher education institution in the implementation of the JDSP "Educational Science", because the University of Latvia is the largest broad-profile university in Latvia, which has an important place not only in the development of the entire education system, but also in the overall growth of the country's economy.

JDSP "Educational Sciences" was licensed on May 27, 2020 and in the autumn of 2020 the first students were enrolled in all partner universities, on October 26, 2022, a decision was made on the inclusion of the JDSP "Educational Sciences" in the accredited study field "Education, Pedagogy and Sports".

Doctoral study programmes are considered to be an important part of university research, therefore the JDSP "Educational Sciences" was developed and implemented in accordance with the development directions set by the partner universities, which are related to scientific excellence, study development and contribution to society, as well as their corresponding strategic goals.

In its 2018 Communication to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions entitled 'Building a stronger Europe: the role of youth, education and cultural policies', the European Commission has set two criteria for the education reform strategy: modernisation and employment. (https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018DC0268)

The development of the JDSP "Educational Sciences" was aimed at the implementation of both of these criteria: the merger of the previous four doctoral study programmes into one common one, the reworking and renewal of their content and form means the modernization of doctoral study programmes in the field of educational sciences; the programme promoted the sharing of resources and synergies between different competences of higher education institutions at the doctoral level, increased the internal mobility of doctoral students, increased the research capacity of higher education institutions, strengthened the quality of educational science research, as well as developed and expanded employment opportunities for graduates in Riga and the regions of Latvia.

JDSP "Educational Sciences" has been established in accordance with the development trends of industry and doctoral studies in Europe and the world, based on the recommendations recommended by World Bank researchers to introduce into the Latvian Higher Education System for doctoral level studies, emphasizing that the goal of doctoral studies is the growth of young researchers and the promotion of innovations based on original research (Andrée Sursock. *Doctoral education: Euroepan trends*. https://www.izm.gov.lv/lv/petijums-par-augstakas-izAndrée Sursock. *Doctoral education: Euroepan trends*.glitibas-parvaldibu-sadarbiba-ar-pasaules-banku/doctoral_education_european_trends_sursock1_0.pdf (information is available in English)).

Globally, much attention is paid to the employment prospects of PhD holders and to support their postdoctoral career development. Doctoral laureates are expected to be critically thinking, creative, autonomous and responsible researchers who, through their activities, contribute both to science and contribute to the transfer of new knowledge into economic practice. According to the conceptual report "On the introduction of a new doctoral model in Latvia", the career development opportunities of doctoral students are also strengthened in the JDSP "Educational Sciences".

The JDSP "Educational Sciences" is in line with the trends in the formation of a single European

Higher Education Area, or the Bologna Process, as it has been developed as a third cycle study programme with study results formulated in line with the European Qualifications Framework.

Given the ageing trends of academic staff in European higher education, doctoral students are essential for ensuring the renewal of scientific and academic staff. In the world, academic and scientific careers, as well as obtaining expert status, require high scientific qualifications, which is most often evidenced by obtaining a doctorate in order to be able to hold an academic position, as well as a doctorate in most European countries plays an important role in the development of an academic career (*Academic career in Latvia.* World Bank research recommendations. http://www.izm.gov.lv/images/izglitiba_augst/Pasaules_Banka/Akadmisk-karjera-Latvij-ieteikumi.pdf (information is available in English).

The content and organization of the programme contributes to the development of doctoral students' pedagogical competence for work in higher education institutions, which corresponds to the growing trend in Europe, to establish that research, university didactics courses and pedagogical practice in a higher education institution are a mandatory element of doctoral study programmes (European Commission/EACEA/Eurydice. The European Higher Education Area in 2018. https://op.europa.eu/en/publication-detail/-/publication/2fe152b6-5efe-11e8-ab9c-01aa75ed71a1/language-en (information is available in English)).

**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 admission of the first students to the third-cycle joint doctoral study programme "Educational Sciences" took place in the 2020/2021 academic year, at the time of writing the report, the  has been operating for four full years of study.

Statistical data as of October 1, 2020 show that 3 students were enrolled in the first year in RTA and 3 in LiepU , i.e., a total of 3 RTA doctoral students and 3 LiepU doctoral students studied in the programme.

Describing drop-out from studies, it should be concluded that in 2020/2021 studies were interrupted by one RTA first-year student and 1 of LiepU. An RTA student, who was admitted on personal funding, left her studies for financial reasons.  A LiepU student, who was admitted to studies on budget funds, left her studies for personal reasons.

Statistical data as of 1 October 2021 show that in the 2021/2022 study year, students were not enrolled in RTA in the first year. In LiepU 5 students were enrolled.  During the study year, 2 students (including a foreign doctoral student from Italy) were transferred from the RTA doctoral study programme "Pedagogy" to the 2nd semester of the 1st study year of JDSP "Educational Sciences" and a total of 3 RTA doctoral students and 4 LiepU doctoral students studied in the programme. One doctoral student stopped his studies for personal reasons. In total in LiepU – 7 doctoral students. A foreign student from Italy studied according to an individual study plan, classes were held in English, he was provided with the opportunity to learn the basic Latvian language course in the amount of 3KP. During this academic year, a doctoral student from Duzce University in Turkey studied in the study programme within the framework of the ERASMUS+ mobility

programme (see Annex "Statistics on outgoing and incoming mobility of students").

In the 2021/2022 academic year, one RTA 1st year student stopped his studies of his own volition due to busyness at work.

Statistical data as of 1 October 2022 show that in the 2022/2023 academic year, 3 students were enrolled in the first year of RTA (all studied with state funding), so at that moment a total of 5 RTA doctoral students were studying in the programme. During the 2022/2023 academic year, two 1st year students stopped their studies of their own volition. Accordingly, 4 doctoral students were enrolled in the 1st year of LiepU (all on budget funding). In this study year, LiepU has a total of 10 doctoral students in the study programme, 2 doctoral students completed the theoretical course of the study programme.

In 2023, one doctoral student-scientific degree applicant renewed her studies for the final examination – defending the doctoral thesis, and on September 13, 2023, defended the doctoral thesis.

Statistical data as of 1 October 2023 show that in the 2023/2024 study year, 3 students were enrolled in the first year of RTA (all studied on budget funds), so at that moment a total of 5 RTA doctoral students were studying in the programme. In the 2023/2024 academic year, two doctoral students completed the theoretical course of the study programme (t.sk. foreign student from Italy). In the 1st year of LiepU, 4 doctoral students were enrolled (all at budgetary expenses). In this study year, LiepU has 12 doctoral students. Accordingly, 2 doctoral students applied for a break in their studies, 1 doctoral student completed the theoretical course of the study programme.

Statistical data as of 1 October 2024 show that in the 2024/2025 study year, no students were enrolled in the first year of RTA, but at that moment a total of 3 RTA doctoral students were studying in the programme. In February 2025, one doctoral student – a scientific degree applicant renewed for the final examination – defending his doctoral thesis and in September 2025 he plans to defend his doctoral thesis. Accordingly, 4 doctoral students were enrolled at RTU LA (all studying with budget funds). RTU LA doctoral programme has a total of 14 doctoral students. On November 5, 2024, 1 doctoral student defended her doctoral thesis, obtaining a doctorate of science (*Ph. D.*) degree in social sciences. In 2025, 4 doctoral students plan to complete the theoretical course of the study programme.

Although the termination of studies of 4 students within four years of the JDSP "Educational Sciences" is not considered a critical indicator, however, the drop-out of doctoral students during their studies, as well as the low number of doctoral degree holders in comparison with the number of graduates of doctoral programme is a significant problem for the whole of Latvia.

To solve it, at the end of 2022, amendments have been made to the Law on Higher Education Institutions on the introduction of a new doctoral model in Latvia. The new funding model provides that doctoral students are enrolled in state-funded study places in accordance with the procedures laid down in the law, concurrently entering into an employment contract for at least part-time work for the recruitment of a doctoral student without election to the position of researcher, assistant, lecturer or other position. This will relieve doctoral students from the need to work in paid work in parallel with their studies, thus providing an opportunity to fully focus on the development of a doctoral research, thus reducing student dropouts and increasing the number of doctoral degree holders. RTU RA and RTU LA are involved in the implementation of the new doctoral funding model. In 2024, from September to December, 6 RTU RA and 10 RTU LA JDSP "Educational Sciences" students and applicants have received doctoral student grants. With doctoral students who wish to interrupt their studies, individual discussions are also conducted with the scientific supervisor and the programme director, looking for possible solutions for the continuation of studies. It is proposed

to stop studying at one's own volition and with the right to resume studies.

### 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 established in accordance with the informative report of the Ministry of Education and Science "Proposals for the provision of conceptually new competency-based education in Latvia" (2017), which provided for the establishment of one joint doctoral study programme in educational sciences in Latvia in order to ensure resource sharing and synergy between different competences of higher education institutions at the doctoral level. The MoES had envisaged that it would be implemented by four Latvian higher education institutions – UL in partnership with DU, LiepU and RTA, determining the specializations of the higher education institutions involved in the programme; the information report established the role of the University of Latvia as the leading partner in the program.

In accordance with Decision No. 2024/42-A of the Foundation “Academic Information Centre” of January 16, 2025, regarding the accreditation of the study field and the corresponding study programmes, it is necessary to ensure that the scope of the study programme complies with the requirements of regulatory enactments and the intended duration of the programme.

To implement this decision, the scope of the JDSP “Educational Sciences” was reduced by 18 ECTS in order not to exceed the maximum annual credit load established by regulatory enactments—198 ECTS in total—implemented jointly by all participating universities.

In Part A, the scope is 147 ECTS:

- development of a doctoral thesis (96 ECTS); preparation of publications and participation in scientific conferences (27 ECTS), i.e. 123 ECTS, implemented in all universities participating in the programme;
- study courses in the field of educational sciences (15 ECTS) – the UL is responsible for the content and teaching of study courses as a leading partner in the joint programme;
- doctoral examinations: doctoral examination in a foreign language (3 ECTS) (at each partner university), doctoral examination in the field of educational sciences (3 ECTS) and doctoral examination in the subfield of educational sciences (3 ECTS) (at each partner university) – a total of 9 ECTS.

Part B of the JDSP "Educational Sciences" has a volume of 45 ECTS, which includes:

- general skills study courses worth 3 ECTS, the UL is responsible for the content and teaching of study courses as the leading partner in the joint program, as well as assistant professor's internship 15 ECTS, which is implemented in all higher education institutions involved in the program;
- study courses in educational sciences – five elective modules (21 ECTS each) implemented in the higher education institutions implementing the programme (see 8.1.6)
- participation in the think-tanks of the Doctoral School included in Part C or equivalent experience in foreign universities or research institutions (6 ECTS), implemented by all universities involved in the programme.

The development of the JDSP content follows the "Salzburg (II) Recommendations" developed by

the Association of European Universities in the Bologna Process (European University Association. *European universities' achievements since 2005 in implementing the Salzburg principles*. https://eua.eu/downloads/publications/salzburg%20ii%20recommendations%202010.pdf, information available in English):it is research that makes doctoral studies fundamentally different from previous study cycles; doctoral students should ensure 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 academics staff in the study process, carrying out interdisciplinary, inter-institutional and sectoral cooperation-based studies; The doctoral programme should be implemented in an autonomous and responsible institution that promotes the research thinking and activities of doctoral students in order to develop original research.

On 5 November 2019, the higher education institutions involved in the development and implementation of the joint study programme concluded an agreement on the implementation of the joint doctoral study programme "Educational Sciences" LU Nr. 6012-A55.2/192 of the University of Latvia, DU, LiepU and RTA and ensuring the quality of studies, and the first students were enrolled in the program in the autumn semester of 2020.

JDSP "Educational Sciences" is implemented in all participating universities, using both offline and online study opportunities. The use of the online or remote form of study is one of the tools for ensuring the mobility of students and lecturers. In the form of remote studies, the programme is implemented in the amount of 18 ECTS (study courses that are taught to doctoral students of all partner universities) in accordance with Article 1 of Chapter I of the Education Law of the Republic of Latvia, which states that "*remote learning is a component of full time education process where educatees learn without being physically present in the same room or venue as the teacher, which also includes the use of information and communication technologies*" (https://likumi.lv/ta/id/50759-izglitibas-likums, Latvian only).

Quality assurance of studies in the JDSP "Educational Sciences" is implemented through two-stage doctoral councils – the joint doctoral council (hereinafter – the JDC) and the doctoral councils of higher education institutions and partner institutions subordinate thereto (hereinafter – the PDC), dividing between them the strategic and operational quality management functions, procedures to be implemented and responsibility for them. The proportion of representation of partner universities involved in the implementation of the programme, which would allow to ensure equal involvement in the management of quality assurance of studies, as well as provide for possible administration and supervision of the implementation of the system on the part of the implementing higher education institution. The JDC consists of 9 representatives of the academic staff of the field of science, 3 from the University of Latvia and 2 each from DU, RTU LA and RTU RA. The JDC elects its chairman and vice-chairman. In turn, the principles for the formation of the PDC are determined by the individual practice of each HEI.

The competence of the JDC includes: 1) deciding on significant changes in the content or implementation of the joint study programme; 2) to ensure efficient operation, assessment and continuous improvement of the quality assurance system of the joint study programme, to review the quality assurance elements of the joint study programme as necessary in accordance with the novelties in the international, national dimension and of the participating HEIs; 3) to determine the principles for the selection, planning, evaluation, and development of teaching staff; 4) to determine uniform procedures and principles for the enrolment of students, implementation of the study programme, including. evaluation, development of methodological materials, etc.; 5) to determine, as necessary, guidelines for the organisation of administrative procedures for the needs of the joint study programme; 6) to determine a uniform set of quality assessment measurements and standards for the performance thereof; 7) to accept doctoral examinations in the field of

science and to organise the discussion of doctoral theses; 8) to determine uniform principles of academic ethics, insofar as they are not determined uniformly for all HEIs in Latvia; 9) to perform regular evaluation of the quality of the joint study programme and to decide on further improvements t.sk.: by examining the annual review of the programme; approving the implementation plan of the joint study programme for 1 (one) year and carrying out regular control thereof; recommending long-term improvements for inclusion in the development plans of the study field implemented by HEIs involved in the implementation of the joint study programme for 6 (six) years.

The activities of each participating HEIs are regulated by its by-laws, defining its functions, which include responsibility for changes in study courses, enrolment of students, attestation, granting of academic leave, granting of scholarships, etc., as well as the organisation of the doctoral examination in sub-sectors. The PDC shall act in accordance with the procedures and internal laws and regulations of the implementing HEIs concerned, as well as in accordance with the decisions taken by the JDC on the common elements of the quality assurance system.

The joint doctoral study programme "Educational Sciences" is unique in Latvia. As stated in the decision of the Higher Education Quality Commission on the inclusion of the programme in an accredited study field on October 26, 2022: the JDSP "Educational Sciences" is topical, corresponds to the goals of higher education in Latvia, its creation and necessity is clear-cut and justified at the national, regional and international level, it corresponds to the study field and forms a new concept for doctoral studies in the field of educational sciences.

## 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" is created in accordance with the specialization of higher education institutions defined in the project SAM 8.2.1. The content of the program is developed based on:

- Article $55^1$ of the Law on Higher Education Institutions of the Republic of Latvia.. Joint study programme (https://likumi.lv/doc.php?id=37967). Law on Scientific Activity (https://likumi.lv/ta/id/107337-zinatniskas-darbibas-likums);
- Procedures and criteria for awarding a doctoral degree (Cabinet Regulation No. 1001 of 27.12.2005);
- Regulations Regarding the Delegation of the Rights of Granting of a Doctoral Degree to Higher Education Institutions (Cabinet Regulation No. 1000 of 27.12.2005);
- Procedures for the Issuance of State-Recognised Documents Certifying Higher Education

(Cabinet Regulation No. 202 of 16.04.2013);

- Regulations Regarding Groups of Scientce Disciplines, Branches of Science and Sub-sectors of Latvia (Cabinet Regulation No. 595 (27.09.2022).
- Procedures for granting the rights of an expert of the Latvian Council of Science. Issued in accordance with Paragraph 3 of the Cabinet Regulation No. 724 of 12 December 2017, Regulations Regarding the Qualification Criteria of Experts of the Latvian Council of Science, Establishment of Expert Commissions and Organisation of Their Activities.
- RTU Regulation on Doctoral Studies
- **RTU Admission Rules for Doctoral Study Programmes (approved** at the Senate meeting of 27 November 2023, Minutes Decision No. 677)
- RTU Order No. 04000-1.2-e/17 On Approval of the Procedure for the Attestation of Doctoral Students of Riga Technical University, 10.12.2024.
- RTU Uniform Requirements for Study Programmes (approved by the RTU Senate on 27 November 2023, Protocol No. 677, as amended on 29 January 2024)
- Procedures for Poposing, Developing and Amending Study Programmes (approved by the RTU Senate on 26 April 2021, Protocol No. 649)
- Conceptual report "On the introduction of a new doctoral model in Latvia" (Cabinet Order No. 345 of 25.05.2020).

In the regulations regarding groups of scientific disciplines, branches of science and sub-sectors of Latvia (Cabinet Regulation No. 595 (27.09.2022), educational sciences are applied to the field of social sciences, the regulations define the following sub-sectors of educational sciences: biology didactics, physics didactics, chemistry didactics, mathematics didactics, general pedagogy, social pedagogy, preschool pedagogy, school pedagogy, higher education pedagogy, adult pedagogy, branch pedagogy, as also other subfields of educational sciences.

The regulations indicate that the field of science includes general education, including training, pedagogy, didactics, special education (for talented learners, learners with learning disabilities).(https://likumi.lv/ta/id/335928-noteikumi-par-latvijas-zinatnes-nozaru-grupam-zinatnesnozarem-un-apaksnozarem).

The JDSP "Educational Sciences" has been established in order to include all the abovementioned sub-sectors of educational sciences in accordance with the "Regulations Regarding Groups of Scientific Disciplines, Scientific Sectors and Sub-Sectors of Latvia".

The JDSP 'Educational Sciences' code according to the Latvian Education Classification is 51142; its development took into account the provisions of Article 55.1 of the Republic of Latvia's Law on Institutions of Higher Education regarding the implementation of a joint study programme (see the annex 'Compliance of the Joint Study Programme with the Requirements of the Law on Institutions of Higher Education').

The planning of the JDSP "Educational Sciences" in 2000 was created in accordance with Paragraph 44 of the By-laws of study programmes and continuing education programmes of the University of Latvia[1]. The changes made, in accordance with the Decision No. 2024/42-A of the Foundation "Academic Information Centre" of 16 January 2025, ensure the fulfilment of RTU documents: RTU Uniform Requirements for Study Programmes (approved by the RTU Senate on 27 November 2023, Protocol No. 677, as amended on 29 January 2024) and the Procedures for Applying, Developing and Amending Study Programmes (approved by the RTU Senate on 26 April 2021, Protocol No 649. JDSP includes 198 ECTS, students studies account for 33 ECTS in each of the 6 semesters. According to the specifics of the doctoral programme and the decision of the joint doctoral council of the JDSP "Educational Sciences", students are provided with 8 contact hours for one ECTS in theoretical study courses if group work takes place (minimum 5 students) and 4 contact hours per

ECTS if an individual study programme is implemented.

RTU RA and RTU LA implement the following study courses in each structural unit:

In Part A:

- development of a doctoral thesis (96 ECTS); preparation of publications and participation in scientific conferences (27 ECTS), i.e. a total of 123 ECTS;

- doctoral examination in a foreign language (3 ECTS);

- doctoral examination in the subfield of educational sciences (3 ECTS).

In Part B:

- Professor’s assistant internship 15 ECTS;

- - two elective modules (21 ECTS each), RTU RA- Module 4; RTU LA- Module 5.
- In Part C:

1. Doctoral School Think-Tanks (6 ECTS).

Table 3.2.1.1

**Parts and courses of the joint doctoral study programme "Educational Sciences" implemented by RTU RA and RTU LA**

| JDSP structuring | Study Courses | ECTS |
|---|---|---|
| Part A | The Doctoral Thesis in Education Sciences I, II, III, IV, V, IV | Total - 96 |
| | Doctoral thesis: scientific publication I, II, III | Total - 27 |
| | Doctoral examination in specific field of English as foreigh language | 3 |
| | Doctoral examination in the sub-branch of education sciences | 3 |
| Part B | Professor’s assistant practice I, II, III | Total - 15 |
| | Elective module 4 (implemented by -RTU RA) | 21 |
| | Elective modes 5 (implemented by -RTU LA) | 21 |
| Part C | Doctoral School Think-Tanks | 6 |

The JDSP includes five elective modules (21 ECTS) implemented in 4 universities.

The names of the modules, their objectives, tasks and results to be achieved are as follows:

Module 1. *Didactics of subjects.*

*The purpose of the module***:** is to improve the research and academic competence of a doctoral student in subject didactics for independent and innovative research activity, improvement and development of theories of educational sciences, improvement of pedagogical practice.

*Tasks of the module:*

1. To implement research-based studies, promoting the acquisition and use of the theoretical

and empirical research methodology of subject didactics in research.
2. To develop current research directions of subject didactics in the context of Latvian, European, world educational science research, promoting the creation of new knowledge, approbation of research findings and their transfer into the practice of the field of educational sciences.
3. To promote the presentation and publication of scientific communication and doctoral researchers' research results in recognised publications in the field of subject didactics in Latvia and internationally.
4. To organize and promote cooperation between a doctoral student and a scientific supervisor in the performance of scientific research in the field of subject didactics.

*Knowledge:*

Understands theoretical and empirical research methods and methodology in the field of subject didactics and contact with other branches of science, interdisciplinary approach to research;

*Skill:*

Systemically analyses, interprets the concepts relevant to the didactics of subjects, topicalities of theory and educational policy and pedagogical practice in a local and internationally comparative context, independently evaluates and justifiably selects research methods corresponding to scientific research in educational sciences;

*Competence:*

Justifiably puts forward innovative research ideas, performs independent, critical analysis and evaluation of complex research problems relevant to the didactics of subjects, contributing to the expansion and deepening of knowledge in the field of educational sciences, and offers a perspective on the development of various aspects of education in the future.

Module 2. *Inclusive education and technology integration in school, university and adult education*

*The aim of the module:* is to improve the research and academic competence of the doctoral student in the field of inclusive education and technology integration in school, higher education and adult education for the performance of independent and innovative research activities, improvement and development of theories of educational sciences, improvement of pedagogical practice.

*Tasks of the module:*

1. To implement research-based studies, promoting the acquisition and use of theoretical and empirical research methodology for inclusive education and technology integration in education.
2. To develop current research directions in the field of inclusive education and technology integration in education in the context of research in Latvian, European, global educational sciences, promoting the creation of new knowledge, approbation of research findings and their transfer into the practice of the field of educational sciences.
3. To promote the presentation and publication of scientific communication and doctoral student research results in publications recognised in the field of inclusive education and technology integration in education in Latvia and internationally.
4. To organise and promote the cooperation of a doctoral student and a scientific supervisor in the field of integration of inclusive education and technologies in the performance of scientific research in education.

*Knowledge:*

Understands theoretical and empirical research methods and methodologies in the field of inclusive education and technology integration education and in contact with other branches of science, interdisciplinary approach to research;

*Skill:*

Systemically analyses, interprets the relevant concepts of inclusive education and technology integration in the field of education, topicalities of theory and education policy and pedagogical practice in a local and internationally comparative context, independently evaluates and justifiably schooses research methods corresponding to scientific research in educational sciences;

*Competence:*

Justifiably puts forward innovative research ideas, carries out an independent, critical analysis and evaluation of topical, complex research problems in the field of inclusive education and technology integration in education, contributing to the expansion and deepening of knowledge in the field of educational sciences, and offers a perspective on the development of various aspects of education in the future.

Module 3. *Education for sustainable development at school and university*

*The aim of the module:* is to improve the research and academic competence of the doctoral student for the promotion of sustainable development in school and higher education institution, for the performance of independent and innovative research activity, for the improvement and development of theories of educational sciences, for the improvement of pedagogical practice.

*Tasks of the module:*

1. To implement research-based studies, promoting the acquisition and use of theoretical and empirical research methodology in research for the promotion of sustainable development in school and higher education institution.
2. To develop current research directions for the promotion of sustainable development in the field of education in the context of Latvian, European, global research of educational sciences, promoting the creation of new knowledge, approbation of research findings and their transfer into the practice of the field of educational sciences.
3. To promote the presentation and publication of scientific communications and doctoral researchers' research results in publications recognised in the field of education for the promotion of sustainable development in the field of education at the Latvian and international level.
4. To organise and promote the cooperation of a doctoral student and a scientific supervisor in the performance of scientific research for the promotion of sustainable development in the field of education.

*Knowledge:*

Understands theoretical and empirical research methods and methodologies for promoting sustainable development in the field of education and in contact with other branches of science, interdisciplinary approach to research;

*Skill:*

Systemically analyses, interprets the concepts relevant to the promotion of sustainable development in the field of education, topicalities of theory and educational policy and pedagogical practice in a local and internationally comparative context, independently evaluates and justifiably chooses research methods appropriate to scientific research in educational sciences;

*Competence:*

Justifiably puts forward innovative research ideas, carries out independent, critical analysis and evaluation of topical, complex research problems relevant to the promotion of sustainable development in the field of education, contributing to the expansion and deepening of knowledge in the field of educational sciences, and offers a perspective on the development of various aspects of education in the future.

Module 4. *Branch Pedagogy, Special and Social Pedagogy was changed to "Digital transformation in branch pedagogy (including Engineering Pedagogy, Special and Social Pedagogy).*

Since Rezekne Academy of Technology (RTA) has been consolidated with RTU as RTU RA starting from 01.04.2025, adjustments were introduced in RTA module 4, placing emphasis on branch pedagogy, which includes not only the special and social field, but also engineering pedagogy. Such a need is also justified by the already existing doctoral students and scientific degree applicants for research on the topics chosen by doctoral theses, as well as the existing RTU support by awarding RTU consolidation grants to doctoral students for interdisciplinary research and quality assurance involves RTU's leading scientists in the implementation of individual study courses related to digital transformation. AI data mining research in student works.

The changes have been discussed and accepted at the meeting of the JDSP (Minutes of the Council meeting of the JDSP "Educational Sciences" No. 21-68/2, 11.02.2025.)

*The aim of the module:* is to offer doctoral students the opportunity to improve their research, digital and academic competence by providing information on the nature and application of effective digital transformation models in branch pedagogy, emphasizing the importance of modern technologies and innovations in pedagogical processes, including by developing knowledge and skills for data-based decision-making

*Tasks of the module:*

1.to develop an understanding of the development of modern pedagogical paradigms, their theoretical foundations and transformation processes, emphasizing the importance of innovations in branch pedagogy (t.sk engineering pedagogy, social and special education) in the Latvian and global context;

2. To promote the understanding of doctoral students about models of effective digital transformation and possibilities of responsible use in branch pedagogy by designing scientifically based and innovative activities in a specific environment and to predict the expected results;
3. To raise awareness of modern opportunities in educational data analytics using artificial intelligence methods;

To promote the presentation and publication of scientific communication and doctoral research results for the promotion of sustainable development in the field of education in recognized publications in Latvia and internationally.

4. To develop research work and digital competence for solving current problems, to promote mutual discussions between doctoral students, the responsibility of lecturers and students for the development and self-assessment of the research study process, to promote the purposefulness of research cooperation in the local and international environment.

*Knowledge:*

Understands theoretical and empirical research methods and methodologies in the field of branch pedagogy and in contact with other branches of science, interdisciplinary approach to research;

*Skill:*

Systemically analyses, interprets the relevant concepts in the field of branch pedagogy, topicalities of theory and educational policy and pedagogical practice in an interdisciplinary context, local and internationally comparative context, including the use of AI tools in a modern study/learning process, independently evaluates and justifiably selects research methods corresponding to scientific research in educational sciences;

*Competence:*

Justifiably puts forward innovative research ideas in the context of digital transformation, performs independent, critical analysis and evaluation of topical, complex research problems in the field of branch pedagogy, contributing to the expansion and deepening of knowledge in the field of educational sciences, and offers a perspective on the development of various aspects of education in the future.

Module 5. Innovation-based research in preschool and primary education (formerly Preschool and primary school pedagogy).

The justification for changing the name of the module has several aspects: (1) a reflection of a modern approach, i.e. the new name more accurately reflects modern trends in pedagogical and educational research, where innovation becomes an essential element of the development of the education system; (2) research emphasis - the title emphasizes the role of research in the development of preschool and primary education, which is especially important in the context of doctoral level studies; (3) more relevant **relevance to the scientific approach, as the relationship with practical pedagogy was previously emphasised**, while the new name clearly emphasises the research dimension and its link with innovation in educational processes; (4) International competitiveness, i.e. the emphasis on innovation and research, creates a clearer and more internationally recognised profile of the study module, which can facilitate the involvement of doctoral students in international research initiatives; (5) conformity with the trends of education development in Latvia, i.e. the state education policy is increasingly oriented towards the introduction of scientifically based, innovative approaches in pedagogy, and the new name more precisely conforms to these requirements.

The changes have been discussed and accepted at the meeting of the JDSP (Minutes of the Council meeting of the JDSP "Educational Sciences" No. 21-68/2, 11.02.2025.)

*The aim of themodule :*The aim of the module: is to improve the doctoral student's research and academic competence in the field of preschool and primary education, in connection with the development and implementation of an innovation-based approach, promoting the development and creation of new theories of educational sciences, as well as the development of innovative solutions for improving pedagogical practice.

*Tasks of the module:*

1. To implement research-based studies, promoting the acquisition of theoretical and empirical research methodology in the field of pre-school, basic education and its use in research.
2. To develop the current research directions in the field of pre-school and basic education in the context of research of educational sciences in Latvia, Europe, and the world, promoting the creation of new knowledge, approbation of research findings and their transfer into the practice of the field of educational sciences.
3. To promote the presentation and publication of scientific communications, as well as the results of doctoral research, in publications recognised in the field of pre-school and basic education in Latvia and internationally.

4. To plan and ensure co-operation of a doctoral student and a scientific supervisor in the performance of scientific research in the field of pre-school and basic education.

*Knowledge:*

Understands theoretical and empirical research methods and methodologies in the field of preschool and primary school pedagogy, in contact with other branches of science and interdisciplinary approach to research;

*Skill:*

Systemically analyses, interprets scientific approaches related to the field of pre-school and primary school pedagogy and strategies for their implementation, topicalities of education policy, pedagogical practice in a local and internationally comparative context, independently evaluates and justifiably selects research methods corresponding to scientific research in educational sciences;

*Competence:*

Justifiably and independently puts forward innovative research ideas, performs independent, critical analysis and evaluation of topical, complex research problems in the field of preschool and basic education pedagogy, contributing to the expansion and deepening of knowledge in the field of educational sciences, and offers a perspective on the development of various aspects of education in the future.

Participation in the Doctoral School's think-tanks or equivalent experience in foreign universities or research institutions (6 ECTS), implemented by all universities participating in the programme.

The following are appended to the programme plan as additional courses: "Latvian for Foreign Students" (3 ECTS), which is intended for foreign students who are constantly studying in the programme, who do not have a certificate of proficiency in the official language at the level A1 specified by the State Education Content Centre of the Ministry of Education and Science, must complete the course "Latvian for Foreign Students" in accordance with the requirements of Section 56 of the Law on Higher Education Institutions; "National Defence, Civil and Environmental Protection" (3 ECTS), which is offered to these students who have not acquired them in lower level studies, as provided for by the regulatory framework.

Students of the JDSP "Educational Sciences" can choose a module according to their scientific interests; After completing the module, students take a doctoral examination in one sub-field of educational sciences according to the thematic group reflected in the modules:

- Module 1. Didactics of subject – it is possible to choose an exam in subject didactics according to the student's scientific specialization in the field of a certain subject. This module includes a study course "Contemporary Didactics in Theory and International Practice" in the amount of 6 ECTS, which is a free elective course in which the assimilation of study courses acquired outside the JDSP "Educational Science" takes place.
- Module 2. Inclusive education and integration of technologies in school, university and adult education - it is possible to choose an exam in school, university, adult or sectoral pedagogy.
- Module 3. Education for sustainable development at school and university - it is possible to choose an exam in school, higher education or sectoral pedagogy.
- Module 4 Digital transformation in branch pedagogy (engineering pedagogy, special and social field) - it is possible to choose an exam in engineering pedagogy, special, social or other field of branch pedagogy.
- Module 5. Innovation-based research in preschool and primary education - according to the direction of the implemented research, it is possible to choose an exam in school or

preschool pedagogy.

If the student's scientific interest is related to general pedagogy, then he/she is entitled to choose study courses corresponding to it from the offered modules in the amount of 21 ECTS and to take a doctoral examination in the subfield of general pedagogy.

Students are also entitled to form an individual module by choosing study courses in the amount of 21 ECTS from all 5 modules offered and to take doctoral examinations in the subfield according to their scientific interests. This is necessary in cases where the doctoral research is carried out on a problem that overlaps with the topics offered in the elective modules, such as digitalisation in the pre-school or basic education stage. The combination of individual elective module courses allows the student to achieve the results to be achieved by the modules, for example, in this case by emphasizing the formulations of module 5 "Innovation-based research in preschool and basic education" and supplementing them with the specifics of module 2.

The study course "Contemporary Didactics in Theory and International Practice" included in module 1 provides for the equivalent of a study course acquired within the framework of international mobility (e.g. Erasmus+) in the amount of 6 ECTS. Doctoral students from all partner universities can choose this course as necessary and according to their scientific interests.

Students in the doctoral programme acquire a total of 198 credit points, of which 21 CP are elective modules. In the elective module, students can specialize in depth in one of the offered directions. Although the elective modules differ in content and educational field, they are all designed to ensure the same study outcomes at the programme level – i.e. the same level of research competence, the ability to conduct independent research and create new knowledge in educational sciences.

During the study process, lecturers shall use methods, examination forms and assessment criteria corresponding to the study objective and the planned study results. For example, in the study courses- Think-Tank, doctoral students, using a variety of interactive study methods, define current needs for educational practice and, under the guidance of lecturers and in cooperation with social partners, develop an up-to-date product for solving the challenges initiated by educational practice, thus practically confirming the achievement of the planned study results. Social partners will also be involved in the evaluation of the results of the study courses.

[1]By-laws of study programmes and continuing education programmes of the University of Latvia, VII. Paragraph 44 of the academic doctoral study 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).**

The qualification of the academic staff involved in the implementation of the JDSP "Educational Science" conforms to the conditions for the implementation of the study programme and the requirements of laws and regulations, ensures the achievement of the objectives and study results

of the study programme and the corresponding study courses. The academic staff involved in the programme carry out research in the educational sciences, thus confirming the improvement of their scientific qualifications and the fact that the content of the programme is based on the latest achievements in educational sciences.

JDSP "Educational Sciences" from RTU RA involved 11 academic staff in the implementation of study courses; all are doctors of science (9 represent educational sciences, 2 - engineering, 1 - humanities; 9 are elected to academic positions at RTU (professors, leading researchers or assistent professors) and 1 expert in the field of special education from the VIAA Department of Inclusive and Special Education, State Pedagogical Medical Commission, 1 expert in the field of general education is attached. As of 01.04.2025, out of 11 lecturers, 7 are experts of the Latvian Council of Science of Science.

9 RTU LA academic staff are involved in the implementation of KSDSP module 5 "Innovation-based research in preschool and primary education", including 7 professors, 1 associate professor and 1 elected researcher. Accordingly, 7 teaching staff members represent educational sciences, 1 - engineering, 1 - environmental sciences. All academic staff have the status of an expert of the Latvian Council of Science in accordance with the field of research carried out.

Supervisors of doctoral theses are also involved in the implementation of the study courses "Development of a doctoral thesis in educational sciences", "Development of a doctoral thesis: preparation of a scientific publication" and "Practice of an assistant professor" (qualification conforms to the guidelines of regulatory enactments).

The academic staff of the programme regularly work on the creation of new scientific and scientific methodological materials and teaching aids, edit and publish books, collections of articles, publish the results of their research in journals, conference collections, etc. The content of study courses is based on the research results of lecturers, as evidenced by their publications, in the descriptions of study courses lecturers' publications are indicated as mandatory sources of information to be used, as well as additional sources of information.

Publications of the academic staff show that academic staff involved in the JDSP "Educational Sciences" are internationally recognized researchers in their field of science.

During the reporting period, in the implementation of the JDSP module "Innovation-based research in preschool and primary education" implemented by RTU LA, the publications of the academic staff are included in the collections of articles of international scientific conferences and indexed in internationally recognized databases.

Publications of the academic staff thematically cover a wide field of education, which, according to the specifics of the doctoral study programme, reflects research related to the transformation of educational values, sustainable pedagogical methods, attitudes and identity of teachers, acquisition of competences, educational management with a focus on general education, professional development of teachers and pedagogical methods.

In the context of preschool education, factors affecting the participation of children and parents in preschool education have been analyzed. The research provides insights into the challenges and opportunities associated with access to and engagement in early childhood education. **Research on educational values and teaching methods aspects in relation to the** impact of cultural offers on the transformation of educational values in teacher education and the importance of values in the provision of quality education. Research on the professional development needs of preschool teachers is devoted to the competence approach and professional development of teachers. Accordingly, the publications on the role of reflection practice in the learning process consider the educational prerequisites necessary for the development of student reflective practice

and its impact on the quality of learning. In the context of the acquisition of social competence, the change in attitudes and values of young people, and the concept of civic education, current trends and their impact in society are analyzed. Research on the digitalization and sustainability aspects of the educational process is devoted to the multi-layered e-learning framework for education, analyzing personalized learning approaches, opportunities for digitalization in the study of history and culturology, green entrepreneurship education and skills in preschool, technologically enriched curriculum for teaching climate change in the education of future teachers. Accordingly, research on teachers' attitudes and identity emphasizes the importance of teacher attitudes in the learning process, emphasizing the impact of diverse pedagogical experiences on students' personal growth. In this context, research is devoted to the process of teacher identity formation, emphasizing the importance of self-reflection and continuous professional growth. Research has also highlighted the importance of reflection in quality education in the 21st century. The research on the topic of educational management and pedagogical innovation analyses the role of the school principal as a change leader in education, emphasizing the importance of introducing innovations, networking in pedagogical practice, demonstrating how collective learning and teacher collaboration can improve the learning environment, the importance of leadership in change management in preschool education and the effectiveness of teachers' professional development.

During the reporting period, the researchers involved in the program have published several monographs related to RTU RA's scientific specialization in the program, such as "*Transformative Digital Learning: Emerging Cases and Considerations*". *(edited by I.Zogla) (2021) RTA; REGI, 2021., 244 pages; Section 3.3. Case study 3. O.Vindača& V. Ļubkina. Digital Transformative Learning in the Context of Higher Education Following Covid-19 in Latvia.;*

*Bethere, D., Ļubkina, V., Prudņikova, I. et al. Development of adolescent emotional and social balance in inclusive education.-RTA, 143 pp., ISBN 978-9984-44-197-9*

*Dictionary of academic honesty terms. General Guidelines for Academic Integrity. Aut. collective under the direction of L. Tauginienė. Translation authors Anohina-Naumeca, A., Odiņeca, T., Birzniece, I., Šakele, V. RTU Publishing House, 2020, 161 p. ISBN for print edition 978-9934-22-431-7, ISBN for e-book 978-9934-22-432-4*

Prepared for the National Encyclopedia *by I.Birzniece*"*Information Retrieval, Computer Science*". *National Encyclopedia. [online] Available in: https://enciklopedija.lv/skirklis/92824-informācijas-izguve,-datorzinātnē (author of the article) 2020;* as well as *D. Bethere* "*Inclusive Education*". *National Encyclopedia. [online] Available on: https://enciklopedija.lv/skirklis/157512-iek%C4%BCaujo%C5%A1%C4%81-izgl%C4%ABt%C4%ABba (author of the article) 2024.*

The quality of the programme is enhanced by the results of international projects. During the reporting period, the academic staff has implemented several projects of national and international scope, involving doctoral students. In this regard, emphasis should be placed, for example, on the National Research Programme Project: "Transformation of the value of education for the cultural and economic growth of the social community", the project of the Ministry of Education and Science "Study on the prerequisites for a successful transition from preschool to primary education". Several academic staff members, together with doctoral students, are involved in research grant projects funded by the EU Recovery and Resilience Facility.

In the implementation of the JDSP module "Innovation-based research in pre-school and primary education",projects relevant to the profile have been implemented in the projects of the HORIZON Europe Framework Programme, Erasmus+ and NordPlus programmes.

The academic staff of the JDSP "Educational Sciences" are actively involved in various commissions,

advisory councils and working groups, in which issues topical to the Latvian society and economy are addressed, recommendations are provided at the national level in the formation of education policy, at the level of local governments in the development of educational strategies, as well as in the development of teaching aids in the context of the digitalization of education.

The academic staff of the JDSP "Educational Sciences" regularly give interviews in the media, as well as prepare popular science 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-centered approach of the JDSP "Educational Sciences" is followed throughout the development of the programes' content. It will be respected by paying special attention to the meaningful formulation of study results, thus promoting dialogue between academic staff and students on the content of studies, forms and methods of organization. Correctly formulated study results promote students' understanding and co-responsibility for their own learning, self-assessment and understanding of the assessment received.

During the acquisition of study courses and examinations, both oral, written and combined study and assessment methods are used.

The studies use a variety of methods of acquiring and strengthening knowledge, such as introductory lectures, interactive lectures, summary lectures, problem-oriented lectures. Practitioners, professionals from different institutions are invited to teach individual lectures in the study courses in order to promote the unity of theory and practice. Practical tasks, seminars, individual, pair and group work, discussions and project development, study trips to organizations of the field are widely used. Employers are involved in the implementation and improvement of study courses (they are invited to conduct separate seminar classes, often classes are organized as experience exchange visits to workplaces, etc.).

In order to promote the development of students' research competence, students in successive courses have the opportunity to analyze and study in depth problems in the field of interest to them. Senior students are involved in peer *teaching-learning*. Study courses in seminars promote students' speaking, presentation and discussion skills.

In order for students to achieve study results – 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 are used that promote communication of students in the performance of study tasks, solving real problems in the field, modeling situations.

Academic staff mostly use methods that encourage active participation, critical thinking and reflection in students. In the study process and for the promotion of independent studies, an e-study environment is used, in which students have access to lesson materials, task descriptions in

addition to study materials related to the course topics, as well as study tasks to be performed.

During the study process, academic staff shall use methods, examination forms and assessment criteria corresponding to the study objective and the planned study results. Students receive support and feedback from academic staff during the study process. The evaluation criteria for posting marks have been made public in advance. Assessment gives students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes.

Following the principles of student-centered education studies, student mobility (recognition of study results) is promoted, students engage in research initiated by academic staff and social activities in society, thus gaining significant experience by using what has been learned in practice. When implementing the internal quality assurance policy, study programmes are implemented in such a way that students are encouraged to actively engage in the improvement of the study process. There are procedures for submitting student proposals and resolving complaints, handling student appeals. In the improvement of the study process, the results of student surveys are evaluated and taken into account. Students are happy to make their recommendations for improving the study programmes and processes in conversations with lecturers, program directors.

Doctoral students receive support and feedback from the scientific supervisor and other lecturers of the program during the study process. The evaluation criteria for receiving evaluations have been made public in advance. Assessment gives students the opportunity to demonstrate at what level they have achieved the expected learning outcomes.

The study process of JDSP "Educational Sciences" is dominated by methods in which the continuous activity of a doctoral student is important, as well as methods are used that promote communication of doctoral students in the performance of study tasks, solving real problems of the field, modeling learning situations.

Employers, such as academic staff from other universities, which can potentially become doctoral students' workplaces in the future, are involved in the implementation and improvement of study courses. In order to promote the development of students' research competence, doctoral students in subsequent courses have the opportunity to analyze and study in depth problems in the field of interest to them. Doctoral students of senior courses are involved in the practice of assistant professors in managing the study process for first-level and bachelor's level students. The study process takes into account students' prior knowledge, previous professional experience and experience in research, thus the study courses are implemented flexibly.

Also, the physical environment of studies contributes to the implementation of a student-centered approach: audiences are transformable for group work, individual work, students can use digital technologies. The specifics of the JDSP include the active use of remote learning opportunities and diverse blended learning methods.

JDSP "Educational Sciences" from 2025 is implemented in 3 higher education institutions (UL, DU and RTU 2 implementation sites - RTU RA and RTU LA, therefore those credits in the program provided by the University of Latvia for doctoral students of all partner universities are implemented remotely. Students are offered to use the UL e-learning environment (Moodle), which is available to students in all JDSP partner universities, during the study process and to promote independent studies. Academic staff mostly use methods that encourage active participation of students, critical thinking in the development of a doctoral thesis research and reflection. The study process takes into account the diversity of students' learning needs, choosing pedagogical methods, promoting student learning motivation, self-reflection and participation in the study process.

The study process for foreign students is conducted in English, study materials are prepared in

English. The teaching methods used in the study process do not differ between the study process in English and Latvian. So far, only a few doctoral students in the programme study in English, therefore the work is organized individually, which provides an opportunity for active discussions with the academic staff, as well as receiving individualized feedback. If students admitted to RTU for studies in English choose one of the optional modules implemented at a partner university, the students are offered such an opportunity.

The organizational and methodological aspects of the study programme are determined by the Agreement on the implementation of the joint doctoral study programme “Educational Sciences” of the University of Latvia, Daugavpils University, Liepaja University and Rezekne Academy of Technologies, concluded on November 5, 2019, and the Supplementary Agreement on amendments to the Agreement on the implementation of the joint doctoral study programme “Educational Sciences” of the University of Latvia, Daugavpils University, Liepaja University and Rezekne Academy of Technologies, concluded on March 3, 2021, as well as the Cooperation Agreement on the renewal of the Agreement of November 5, 2019 on the implementation of the joint doctoral study program “Educational Sciences” of the University of Latvia, Daugavpils University, Liepaja University and Rezekne Academy of Technologies. For example, the management of the study programme is determined, that is, the activities and competence of the Joint Study Programme Council and the Doctoral Council of the Higher Education Institution in the implementation and quality assurance of the KDSP “Educational Sciences”, the obligations and rights of the program directors, settlements of partner universities, student mobility, sharing of resources, etc.

**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 Join Doctoral Study Programme (JDSP) “Educational Sciences” includes the study courses “Professor’s Assistant Practice I” (6 CP, 2nd semester), “Professor’s Assistant Practice II” (6 CP, 4th semester), and “Professor’s Assistant Practice III” (3 CP, 6th semester). The aim of the Professor’s Assistant Practice is to enhance doctoral students’ academic competence. During the course, the doctoral student assists a professor in acquiring and improving experience in teaching and organizational work. The professor’s task is to provide support to the doctoral student in developing academic competence and gaining experience in building an academic career. During the Professor’s Assistant Practice, the doctoral student improves academic competence by acquiring fundamental skills in teaching, research, methodological, and organizational work, thereby gaining experience necessary for a future academic career. In cooperation between the professor (the practice supervisor) and the student, individual practice tasks are developed for each student, taking into account the topic of the doctoral thesis and in line with the intended learning outcomes of the practice and the duties of a professor. When formulating practice tasks, the proportions of research, academic, methodological, and organizational work, as defined in the course descriptions of the Professor’s Assistant Practice, are considered. Students prepare an individual practice plan that specifies the timeline for completing the practice tasks, which is agreed upon with the doctoral

thesis supervisor and the professor (practice supervisor). The independent work tasks included in the practice plan are carried out with the support of the doctoral thesis supervisor and/or the professor (practice supervisor). During the Professor's Assistant Practice, consultations with the professor (practice supervisor) are held, within which the student reflects on the fulfillment of practice tasks and receives feedback. At the initiative of the doctoral student, the professor's assistant practice supervisor, or the doctoral thesis supervisor, the initially developed practice plan may be revised, with changes agreed upon by all involved parties. At the conclusion of the Professor's Assistant Practice, doctoral students present the results of their work completed during the practice.

Within the Professor's Assistant Practice, the doctoral student develops an understanding of the role of the educational sciences researcher in the development of society and educational policy, while also improving skills to scientifically analyze and address educational problems, collaborate in the academic environment, and communicate research results persuasively with different audiences. At the same time, the doctoral student acquires competence to responsibly implement research-based innovations and changes in education, promoting technological, social, and cultural development, as well as contributing to active participation in the scientific and academic community.

Opportunities for the Professor's Assistant Practice are also provided for international doctoral students, as the study process at RTU is implemented in English for international students, while the research environment is international. This ensures full participation of international doctoral students in the practice, allowing them to develop academic competences in the context of education and science.

The Professor's Assistant Practice is closely aligned with the intended learning outcomes of the JDSP "Educational Sciences," as it provides a practical environment in which the doctoral student can apply and deepen the knowledge acquired in studies regarding educational science theories, methodology, and the researcher's role in society. During the practice, skills are strengthened to analyze and solve educational problems, discuss research results, and implement research-based changes in both academic and societal contexts. At the same time, the practice fosters the development of competences, enabling the doctoral student to responsibly lead research tasks, promote innovation, and engage in international collaboration, thereby ensuring the achievement of programme learning outcomes and their practical implementation.

### 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/id/107337-zinatniskas-darbibas-likums*, Latvian only*) and the procedures and criteria for granting a doctoral degree (doctorate) (https://likumi.lv/ta/id/124787-zinatniska-doktora-grada-pieskirsanas-promocijas-kartiba-un-kriteriji*, Latvian only). Doctoral opportunities are available to candidates who have successfully completed doctoral study programmes and who have completed study courses in the amount of 198 ECTS, have passed three doctoral examinations provided for in the programme, as well as pre-defence of doctoral research provided for in the study course "The Doctoral Thesis in Education Sciences VI". .

A doctoral student develops a doctoral research within the framework of a doctoral study programme in cooperation with a scientific supervisor (in some cases also with a scientific

consultant). The scientific supervisor organizes individual consultations, in which not less than once a semester together with the doctoral student discusses the work done, involves doctoral students or helps them to engage in research projects, think-tanks of the Doctoral School, hackathons, etc. related to educational science innovations. The scientific supervisor of the doctoral research mentors the participation of the doctoral student in international scientific conferences (participation in at least one conference per year is mandatory), supervises the process of development of scientific publications, helps to prepare for the annual attestation, colloquiums, field examinations, and discussion or pre-defense of the doctoral thesis. Attestations, colloquiums, examinations and pre-defence are carried out under the supervision of the doctoral council.

Ensuring student mobility opportunities, for example, using the opportunities of the Erasmus+ programme, participation in international summer schools for doctoral students, etc., is also important for successful acquisition of the JDSP "Educational Science". Students involved in the programme have been offered the opportunity to consult foreign visiting professors individually throughout its implementation, which they are happy to use.

For the development of a doctoral research, doctoral students from RTU may receive financial support by participating in a competition for doctoral student grants, destnede for the conduct of research; Preparation and publication of Q1 or Q2 publications, cooperation opportunities, joint publications and networking activities at foreign universities. As of 01.04.2025, the grant recipients at RTA RA are 1 doctoral student and 5 doctoral degree applicants.  RTA LA doctoral student grants are implemented by 10 doctoral students and 1 scientific degree applicant.

The involvement of doctoral students in research projects, FLPP, National Research Programmes and their election as research assistants is both research related and financial support for doctoral students.

The amendments made in 2022 to the Law on Higher Education Institutions on the Introduction of a New Doctoral Model in Latvia implement the gradual introduction of a new doctoral financing model, which is an essential financial support for doctoral students, as it provides for employment in a higher education institution where a doctoral student develops his or her doctoral research. RTU is involved in the implementation of the new doctoral funding model.

For a doctoral student, doctoral studies end with passing all the examinations and outlines provided for in the doctoral study work plan and pre-defence of the doctoral thesis. Within two years after completion of the doctoral programme, the doctoral thesis must be submitted for the defence of the doctoral degree to the Doctoral Council of the relevant sector, for the public defence of the doctoral thesis and for the acquisition of the doctoral degree.

Graduates of JDSP "Educational Sciences" have the opportunity to defend their doctoral research in the doctoral councils of educational sciences UL, DU and RTU LA, as well as in branch pedagogy at RTU RA.

The abovementioned doctoral councils have been established and operate in accordance with  the requirements of the Cabinet of Ministers of the Republic of Latvia Regulation No. 1001 on "Procedures and Criteria for the Granting of a Scientific Doctoral Degree (Doctoral Degree)"(https://likumi.lv/ta/id/124787-zinatniska-doktora-grada-pieskirsanas-promocijas-kartiba-un-kriteriji, Latvian only), which stipulates that the composition of the Council shall include at least five scientists who have the rights of an expert of the Latvian Council of Science in the field of science, two of them – in the sub-field of science in which the doctoral thesis is defended. The term of office of the Council shall not exceed six years. The Council shall act in accordance with the by-laws approved by the higher education institution.

In the Doctoral Council of Educational Sciences of the University of Latvia, doctoral theses are

defended by graduates of the doctoral programme of the University of Latvia, as well as those graduates of RTU LA or RTU RA who have developed a doctoral research in any of the sub-fields of educational sciences that do not fall within the specialisation of RTU LA or RTU RA. In such cases, a doctoral student at RTU LA or RTU RA takes both doctoral examinations in the field of educational sciences and a sub-field, as well as the discussion or pre-defense of the doctoral thesis is organized at the University of Latvia.

### 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.

When starting studies in a doctoral program, in the admission process it is necessary to indicate both the topic of potential research and the scientific developments in it. Thus, the selection of topics for the doctoral thesis is implemented in several ways.

1. Young doctoral students choose the 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 different levels in the education system. The field of education that the potential doctoral student represents very often also determines his scientific interests. This is also reflected in the topic of doctoral theses. For example, a doctoral student working in the field of vocational education in the field of accounting conducts a study "Development of professional competence of an accountant in the context of lifelong learning", while a student working in a social support institution develops a doctoral thesis "Social inclusion and quality of life in adults with neurodevelopmental disorders".
2. A potential doctoral student already during master's studies or when starting his doctoral studies engages in research projects, the topic of which also determines the topic of his doctoral thesis. For example, a doctoral student who conducted research in the project of the Fundamental and Applied Research Program during her master's studies continues to develop the started topic and develops a doctoral thesis "The advantages of artificial intelligence in preserving the values of the individual".
3. Young doctoral students cooperate with a potential scientific supervisor based on common scientific interests in the educational sciences. Thus, for example, the applicant for a scientific degree in cooperation with the supervisor and the scientific consultant develops a doctoral thesis "Development of professional competence of an educator's career consultant in the age of artificial intelligence".

The doctoral research presentations selected by doctoral students at conferences arouse the interest and high appreciation of international educational researchers, as evidenced by both the citability of doctoral students' publications and discussions at international scientific conferences.

During the reporting period, RTU RA doctoral theses have been defended by two doctoral students. One work has been developed and defended within the framework of the ESF project "Strengthening academic staff of higher education institutions in the areas of strategic specialization RTA, VeA and ViA" (No.8.2.2.0/20/I/005). Thesis topic "Assessment of pedagogical competence of academic staff in transformative digital learning context". The second work has been developed within the framework of the ESF project "Strengthening the academic staff of the

Rezekne Academy of Technology in the study direction "Education, Pedagogy and Sport"" (No.8.2.2.0/18/I/002). The topic of the doctoral thesis "Development of the e-study process in a militarized educational institution". Both PhD holders continue their scientific activities in academic positions at RTU RA.

During the review period, the doctoral thesis of RTU LA was defended by one doctoral student. The doctoral thesis has been developed in the FLPP project "Transformation of the value of education for the cultural and economic growth of the social community" (IzVeTSKKEI), project No. lzp-2020/1-0178. Thesis topic "Reflection – a learning strategy to improve a student's performance after providing feedback", Available at: https://ebooks.rtu.lv/product/reflection-a-learning-strategy-to-improve-a-students-performance-after-providing-feedback/?lang=en. The holder of the doctoral degree continues her work in the doctoral studies of Ventspils University of Applied Sciences.

All doctoral theses that were evaluated during the reporting period received positive reviews from reviewers and the members of the Promotion councils unanimously decided to award the degree of Doctor of Science (Ph.D).

## 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.**

Studies in the doctoral program take place in the RTU RA study block at Atbrīvosanas Alley 115, Rezekne and in the RTU LA study block Lielā iela 14, Liepaja. The material and technical base necessary for the implementation of the program is constantly being updated and improved. All auditoriums used for studies are equipped with appropriate furniture and technical equipment, including multimedia equipment that allows lecturers to use online social media materials in lectures, students to present their research in multimedia presentations. Audiences are provided with the opportunity to connect to MS Teams or another remote access program, providing remote or hybrid learning opportunities as well as participation in virtual conferences and seminars. In order to ensure remote streaming of lectures in four auditoriums RTU RA and five auditoriums RTU LA has equipment with video/audio tracking capabilities of the lecturer, which is provided by moving 360-degree video cameras. Several modern computer classes can be used for the study process. Free Wi-Fi is available in the auditoriums used for the implementation of the study programme and in the student dormitory.

Students and faculty are provided with access to a full range of Microsoft development tools, servers, and platforms. Students are provided with an E-learning environment (Moodle), which provides access to learning materials, assignments and information at home. Students and faculty are provided with the opportunity to use the IBM SPSS Statistics program to process research data.

Since 2005, RTU RA has been operating a Special Pedagogy Laboratory, which ensures the connection of science with society and practice, carrying out the development, approbation and

implementation of preventive educational and correctional integrated programs and methodologies in special and general education institutions of Latvia. There is also a Laboratory of Social Pedagogy and Rehabilitation Technologies, which provides an experimental base for approbation of scientific research, performs methodological activities and the provision of social services, including for solving the problems of special pedagogy. In 2018, the Multisensory Room was installed, which is one of the most modern in the Baltic States, where equipment for conducting research in the field of social rehabilitation and stress reduction has been purchased. In turn, the Pedagogical Technology Laboratory ensures scientific-methodological activity in the implementation of innovative technologies and the development of methodologies for the solution of pedagogical issues.

RTU LA doctoral students have access to the Centre for Innovation of Creativity and Education, the Speech Therapy Centre with the Speech and Voice Research Laboratory and the Music Therapy Centre.

The access to research infrastructure provided to doctoral students provides opportunities for the development, testing and empirical research of methodologies in the fields of social and special, preschool and school, higher education and branch pedagogy. This infrastructure promotes the involvement of doctoral students in interdisciplinary research and ensures the connection of research results with practice. RTU RA laboratories are particularly important in the acquisition of the optional module "Digital Transformation in Branch Pedagogy" and the study course "RTU RA Think Tank: Supporting Technologies in Special Education and Social Work". In turn, RTU LA laboratories and research centers are important in the acquisition of the optional module "Innovation-based research in preschool and basic education" and the study course "RTU LA Think Tank: Creativity and research literacy".

The academic staff of the study programme have access to work rooms equipped with computer equipment and the Internet. For the sports and interests needs of students, premises are provided for sports classes, choir activities, acquisition of professional and interest education programs.

Students have access to the RTU library and its structural units in Rezekne and Liepaja. In the structure of the library there is a reading room, a subscription to teaching and sectoral literature, individual work rooms are available where students can work undisturbed.

The library provides all traditional services, including in the e-environment. The electronic catalogue reflects information about all books and magazines in the library's collection. The library offers users the following databases: ScienceDirect, Scopus, Web of Science, EBSCO, School word (Skolas Vārds), etc**.** Part of the databases can also be used remotely.

Information and technical support of partner universities.

At the University of Latvia (UL), the study process is carried out in a teaching building, where there are 41 auditoriums, including computer labs and a library with a reading room. The entire building is provided with wireless internet and is accessible to people with mobility impairments. Free-access computers are provided for the needs of students. 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. In order to organize remote streaming of lectures, two auditoriums are equipped with video recording and streaming equipment with video/audio tracking capabilities of the teaching staff, which is provided by a moving video camera. In addition, 10 mobile wide-angle video cameras with microphones have been purchased, which provide the opportunity to film and stream lectures from the auditoriums, as well as a 360-degree camera with a microphone for streaming lectures, seminars, meetings or discussions online. The E-study environment (Moodle) is used for studies, which provides students with convenient

access to study materials and information, as well as communication with teaching staff. In the library, students have the opportunity to process research data using the IBM SPSS Statistics program, print and copy the necessary materials, and familiarize themselves with doctoral theses. The qualitative data processing program MAXQDA is also available on several computers. MS Office software is available in computer labs. The infrastructure and material and technical support are appropriate for the implementation of scientific projects and research work.

The UL library is accredited until 2027 and provides services in 8 branch libraries. The collection of the Educational Sciences and Psychology Library contains 12,324 titles / 28,077 copies of information resources. The UL e-resource repository is intended to ensure the compilation, preservation and free and constant online access to the scientific achievements of the LU http://dspace.lu.lv. The repository collects and publicly accesses publications of UL academic staff, researchers and UL structural units - articles, doctoral theses and their summaries, conference materials, reports, research and project reports, journals, collections of articles and other electronic documents. In total, 42 e-resource platforms are available at UL (e-book platforms, e-journal databases and separately purchased e-journals, reference resources and tools, as well as mixed-format databases). UL has 183 verified open access databases with multi-format materials. The University of Latvia offers the opportunity to use subscribed electronic information resources (databases, e-book platforms) also outside the University of Latvia computer network by connecting with a username and password.

Daugavpils University (DU) provides facilities for studies, research and scientific communication in study buildings, where modernly equipped auditoriums, free access Internet and computers, a library, a reading room, copying equipment, computer classes with software necessary for data processing, equipment for organizing video conferences, modern recreation corners are located. Students can also use DU auditoriums for consultations, meetings, library rooms for literature analysis, preparation of independent and applied research works, as well as specially equipped rooms for organizing conferences, study and extracurricular activities. The necessary technical equipment (computers, video projectors, multifunctional devices) is installed in the auditoriums. In the study process and in the implementation of independent applied research projects, the DU CISCO System Networking Local Academy computer lab with new access technology, computer labs with the SPSS program package for data processing can be used, and for the implementation of the JDSP “Educational Sciences” a linguaphony room, simultaneous translation equipment (with equipment for 60 people and the ability to translate into three languages), videoconferencing equipment, interactive whiteboards, etc. In the study process of the JDSP “Educational Sciences”, the DU study environment Moodle is used for knowledge assessment and communication between students and faculty, students actively use library resources, including remotely accessible subscribed databases, open-access Internet resources, a database of doctoral theses, etc.

Students have the opportunity to use the information and material and technical resources of partner universities. For example, RTU students are registered in the UL systems and have access to the UL library, Moodle system, etc.

The facilities (material and technical provision) provided for the implementation of the study programme and its availability to students and teaching staff shall be assessed as appropriate.

**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 implementation of the doctoral study programme takes place in cooperation with the partner universities implementing the programme. RTU RA and RTU LA doctoral students are provided with access to the e-learning environment of the University of Latvia, resources and databases of the University of Latvia Library. The material and technical provision provided for the implementation of study programmes and its availability to students and teaching staff shall be assessed as fully corresponding to the needs of the study field. The workplaces created and equipped to ensure the study process are sufficient for students.

Doctoral students are involved in projects funded from various sources, such as the Council of Science, ESF, RRF, etc. Students act as research assistants or researchers in projects, receiving remuneration, support for participation in conferences for the publication of scientific articles. Within the framework of the projects, access to other resources related to the implementation of the projects is also provided.

RTU RA and RTU LA provide students with access to databases of international scientific publications, as well as the possibility to use the data processing program SPSS is provided. JDSP students can use resources developed by the academic staff of RTU RA and RTU LA in cooperation with other higher education institutions. For example, the partners of the ESF project "Increasing the Digital Capacity of Higher Education Institutions with Smart Integration of Online Learning Resources and Analytics" (EduAim, 8.2.3.0/22/A/003, project implementation time 01.11.2022.-31.12.2023) are Liepaja University (now RTU LA), Vidzeme University of Applied Sciences, Daugavpils University, Rezekne Academy of Technology, Latvian Maritime Academy of Riga Technical University. Within the framework of the implementation of the project, the university cooperated with internationally recognized providers of digital skills acquisition process support services, including open online courses (MOOC) platforms, "Coursera" and "edX" (USA), as well as with the developer of the methodology of the digital skills test tool "Fit4Internet" (Austria). As a result, more than 40 online courses (original courses, courses available on Coursera and edX platforms) have been developed and adapted for digital learning content in five key competence areas of digital skills, which comply with the European Commission's DigComp 2.2 guidelines (defines information and data literacy, communication and collaboration skills, digital content creation, digital security and problem-solving skills). JDSP "Educational Sciences" students can use courses to improve their digital skills. During the implementation of the project, students were provided with full access to courses on the Coursera platform.

Doctoral students have the opportunity to take advantage of the ERASMUS+ exchange program and study for a semester or an entire academic year at another European Union university and use the material base of the respective university for studies and research.

Doctoral students are involved in research projects that are funded from various sources, such as LZP, ESF, etc. Students work as research assistants in the projects, receiving remuneration for their work. Within the framework of the projects, access to other resources related to the implementation of the projects is also provided.
RTU provides students with access to databases of international scientific publications, as well as pays for
data acquisition and processing programs, such as SPSS.

**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).**

RTU RA resources and provision are fully sufficient for the high-quality implementation of the doctoral study programme. The financing of the study programme is planned within the framework of the funding available for the study field, which is described in Chapters 3.1-3.3 of Part II of the self-assessment report. The funding of the study programme consists of the funding of the study base, the part of the performance funding for results in research and preparation of graduates, the part of the funding of the science base, the financial resources attracted by scientific projects and the revenue from the study fee.

**The financing of the study base** is earmarked for a specific study programme and allocated from the State budget funds on the basis of the number of study places specified by the State for the study programme, the base costs of the study place and the coefficients of study costs in the thematic fields of education. The funding of the study base of the State budget is used:

1. Staff remuneration - 78%
2. Student scholarships – 8%
3. For the development of the study programme (t.sk. replenishment of library resources, cultural, sports activities, maintenance and improvement of infrastructure) – 14%.

The costs of the study place in the doctoral study programme "Educational Sciences" are determined taking into account the basic costs of the study place, at the level of study programmes, duration, form, as well as the structure of the academic staff and the field of study, i.e. 1 896.98 (base cost of the study place)*1.7 (minimum coefficient of study costs)*3 (coefficient of study level) = 8 313.56 EUR

The financing of the study base ensures access to education and is aimed at the development of the study programme, as it ensures stable and regular financing, which allows to plan and implement the study programme, covers the basic needs of the development of the programme, especially the remuneration of employees, updating of the study literature, inventory costs. The costs per student in the doctoral study program "Educational Sciences" of the RTU Rezekne Academy are shown in Table 3.3.3.1.

Table 3.3.3.1

**Costs per student in the doctoral study programme "Educational Sciences" at RTU Rezekne Academy**

| | | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|
| 1. | Tuition fee revenue (EUR) | 800,00 | 1912,5 | 2176,5 | 0 | 0 |
| 2. | Funding of the study base (in EUR), | 31’944 | 31’944 | 32’583 | 35’863 | 21’089 |
| 3. | Number of study places financed from the state budget | 5 | 5 | 5 | 5 | 3 |
| 4. | Number of students on 01.10 of the academic year, including: | 8 | 6 | 8 | 3 | 3 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4.1. | Full-time budget students | 6 | 5 | 8 | 3 | 3 |
| 4.2. | Full-time fee-paying students | 2 | 1 | 0 | 0 | 0 |
| 5. | Total revenue (budget and own revenue) (EUR) | 32744 | 33856,50 | 34759,50 | 35863 | 21089 |
| 6. | Full-time equivalent of students | 2,4 | 1,8 | 2,4 | 0,9 | 0,9 |
| | Costs per student** **from state budget funding and own revenue** (EUR) | 13643 | 18809 | 14483 | 39848 | 23432 |

* Forecast by the number of graduates and potentially enrolled students.

** Determined by dividing the funding available for the study programme by the full-time equivalent of students in accordance with the OECD methodology (Education at Glance 2024, p. 343).

RTU RA costs from state budget funding and own revenue per full-time equivalent of one student in the study programme, as shown in the table, **are fluctuating**. Project funding is a significant complement to the programme's revenue.

In addition to the funding indicated in the table, performance funding is used for the implementation of the study programme **for the results in the provision of research-based higher education**, which is not divided by study fields. It also includes the financial resources allocated to the preparation of graduates and demonstrates the change of emphasis from quantitative to qualitative indicators and is an important indicator of the development capacity of the programme. It provides for specific performance indicators (number of graduates and employment) that have a high capacity to assess the quality of the programme and improve it in order to ensure and improve the competitiveness of graduates in the labour market, promote cooperation with employers, provide internships for students and facilitate job opportunities. Performance funding for results in the provision of research-based higher education is used for the development of study infrastructure,

**The funding of the science base and the funding of scientific activity (performance) at** RTU RA is not divided by study fields, but is directed to the provision of scientific activity of RTU RA in accordance with the RTU RA Regulations on the principles of distribution of scientific funding, including such activities aimed at the development of the programme as:

- remuneration of scientific staff employed in the study programme,
- ensuring the co-financing of international research projects,
- the cost of conference missions and other scientific networking activities (including participation fees),
- the allocation of a coefficient for the remuneration of academic staff employed by the Institute,
- increasing the workload of scientific staff,
- the introduction of new workloads for scientific staff,
- for the purchase of equipment,
- coverage of conference attendance fees and travel expenses.

The number of students in the program depends on the state budget funding and the possibilities to involve doctoral students in scientific projects. During the reporting period, RTU RA implemented several scientific projects within the framework of the State Research Programme and the Fundamental and Lyrical Research Programme, which significantly influenced the qualitative implementation of the doctoral programme.

The funding of the RTU LA study programme is planned within the framework of the funding

available for the study field, which is described in chapters 3.1-3.3 of Part II of the self-assessment report. The financing of the study programme consists of the financing of the study base and the financial resources attracted in scientific projects.

Study financing from the State budget funds shall be granted each calendar year in accordance with Cabinet Regulation No. 994 of 12.12.2006. "Procedures by which higher education institutions and colleges shall be financed from the funds of the State budget" and an agreement between the Ministry of Education and Science and RTU LA on the preparation of a certain number of specialists.

In the calculation of the planned costs of the doctoral study programme "Educational Sciences" for the study year 2024/2025, the base costs determined in 2024 (EUR 1867.60 per place of study) and the coefficient of the thematic field of education set by the Ministry of Education and Science in the field of "Teacher Education and Educational Sciences" are used: 1.1, as well as the cost coefficient in doctoral level study programmes: 3.0. The cost of one study place in 2024 is EUR 6 163.08, the total cost of the study programme for 3 years is EUR 18 489.24. The number of study places financed from the State budget in 2024 is 11.

Assessment of the percentage distribution of costs within the framework of the study field: total funding in 2023/2024. for study field – EUR 942 123., JDSP "Educational Sciences" accounts for 7 % of the costs (on 01.10.2024 there were 14 students in this full-time study programme).

Accordingly, the planned costs of the RTU LA study program “Educational Sciences” for full-time studies for 2025–2026 were calculated using the base costs set in 2025 (EUR 1,867.60 per study place) and the coefficient of the thematic area of education set by the Ministry of Education and Science in the field of “Teacher Education and Educational Sciences”: 1.1, as well as the cost coefficient for first-level professional higher education study programs: 3. The costs of one study place in 2025 are EUR 6,163.08, the total cost of the study program for 2 years is EUR 18,489.24. The number of study places financed from the state budget in 2025/2026 is 20 study places.

The tuition fee approved by the RTU Senate for full-time studies for the 1st year of the 2025/2026 academic year is EUR 6,470, and it remains unchanged for the entire study period, the total study program tuition fee for 3 years is EUR 19,410. In accordance with the results of the current financial analysis, the JDSP “Educational Sciences” accounts for 6% of the costs of the RTU LA study field “Pedagogy and Education” financing.

During the reporting period , several scientific projects were implemented at RTU LA, including within the framework of the State Research Programme, which had a significant impact on the provision of doctoral study places.

RTU does not set a minimum number of students for doctoral study programmes, as the greatest emphasis in doctoral studies is on research work (development of a doctoral thesis) under the guidance of a doctoral thesis supervisor.

## 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 order to ensure high-quality and innovative implementation of the study programme, several criteria have been used for the selection of teaching staff to be involved in the JDSP "Educational Sciences", so that the study courses are conducted by qualified, scientifically and methodically prepared lecturers, specialists of the specified field of study, who use modern approaches in their work.

As mandatory criteria for the selection of academic staff are:

- compliance of the qualification of academic staff with the requirements laid down in regulatory enactments;
- the scientific research direction/interests correspond to the content of the study programme/course;
- knowledge of the appropriate national language and foreign languages.

In order to ensure the academic staff involved in the study programme, a strong orientation towards innovations in the field of educational sciences, ensuring the link between theory and practice, ensuring international competitiveness and quality of doctoral research is necessary.

The selection of academic staff of the JDSP "Educational Science" was carried out on the basis of 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/id/37967-augstskolu-likums ).
- Regulations Regarding Groups of Scientific Disciplines, Branches of Science and Sub-sectors of Latvia (Cabinet Regulation No. 595 (27.09.2022).
- Procedures for granting the rights of an expert of the Latvian Council of Science of Science. Issued in accordance with Paragraph 3 of the Cabinet Regulation No. 724 of 12 December 2017, Regulations Regarding the Qualification Criteria of Experts of the Latvian Council of Science, Establishment of Expert Commissions and Organisation of Their Activities.

In accordance with the requirements laid down in Section 55, Paragraph one, Clause three of the Law on Higher Education Institutions, at least five doctors of science in the field of science corresponding to the study programme or related to the study programme who have been elected to academic positions in the relevant higher education institution and of which at least three are experts approved by the Latvian Council of Science in the relevant field shall participate in the implementation of the doctoral study programme.

Only academic staff with a doctoral degree who are elected professors, associate professors or leading researchers in a particular higher education institution have the right to work in doctoral level study programmes; in doctoral level programmes; the head of doctoral theses must be an expert of the Latvian Council of Science in a certain field of science. Teaching of individual study courses is also permissible for academic staff with a doctoral degree, but without the rights of an expert of the Latvian Council of Science of Science.

In order to ensure high-quality and innovative implementation of the study programme, the study courses of the JDSP "Educational Sciences" are conducted by qualified, scientifically and methodically prepared academic staff, specialists of the specified field of study. Those involved in the implementation of the programme have a doctoral degree, as well as most of them have the active status of an expert of the Latvian Council of Science in the relevant field of science.

The qualification of the academic staff involved in the implementation of the JDSP "Educational Science" conforms to the conditions for the implementation of the study programme and the requirements of laws and regulations, ensures the achievement of the objectives and study results of the study programme and the corresponding study courses. The academic staff involved in the programme carry out research in the educational sciences, thus confirming the improvement of their scientific qualifications and the fact that the content of the programme is based on the latest achievements in educational sciences.

JDSP "Educational Sciences" from RTU RA 11 academic staff members are involved in the implementation of study courses, all are doctors of science (9 represent educational sciences, 2 engineering, 1- humanities; 9 are elected to academic positions at RTU (professors, leading researchers or docents) and 1 expert in the field of special education from the VIAA Department of Inclusive and Special Education, the State Pedagogical Medical Commission and 1 expert in the field of general education. As of 01.04.2025, out of 11 lecturers, 7 are experts of the Latvian Council of Science of Science.

During the reporting period, 9 academic staff members have been involved in the implementation of JJDSP "Educational Sciences" from RTU LA, all of them – doctors of science, 7 – professors, 2 – associate professors representing various sub-fields of science. According to NZDIS indicators (01.04.2025), 8 lecturers are experts of the Latvian Council of Science of Science.

The academic staff of the study programme regularly works on the creation of new scientific and scientific methodological materials and teaching aids, edit and publish books, collections of articles, publish the results of their research in journals, conference collections, etc. The content of study courses is based on the research results of academic staff, as evidenced by their publications, in the descriptions of study courses academic staff publications are indicated as mandatory sources of information to be used, as well as additional sources of information.

During the reporting period, the researchers involved in the program have published several monographs related to the scientific specialization of RTA RA and RTU LA in the program, such as "*Transformative Digital Learning: Emerging Cases and Considerations*". *(edited by I.Zogla) RTA; REGI, 2021., 244 pages; Section 3.3. Case study 3. O.Vindača & V. Ļubkina. Digital Transformative Learning in the Context of Higher Education Following Covid-19 in Latvia.;*

*Bethere, D., Ļubkina, V., Prudņikova, I. et al. Development of adolescent emotional and social balance in inclusive education.-RTA, 143 pp.,*

*Dictionary of academic honesty terms. General Guidelines for Academic Integrity. Aut. collective under the direction of L. Tauginienė. Translation authors Anohina-Naumeca, A., Odiņeca, T., Birzniece, I., Šakele, V. RTU Publishing House, 2020, 161 p.*

*Transformation of educational value. - Monograph, RTU publishing house. Accepted for publication.*

Prepared for the National Encyclopedia *by I.Birzniece*"*Information Retrieval, Computer Science*". *National Encyclopedia. [online] Available on: https://enciklopedija.lv/skirklis/92824-informācijas-izguve,-datorzinātnē (author of the entry) 2020.*

The quality of the programme is facilitated by the participation of academic staff in projects financed by the Latvian Council of Science, projects financed by the European Social Structural Funds, Erasmus+ projects of various levels, RTU-RTA and RTU-LiepU consolidation projects, projects of State Research Programmes.

The academic staff of the JDSP "Educational Sciences" are actively involved in various commissions, advisory councils and working groups, in which issues topical to the Latvian society and economy are addressed, recommendations are provided at the national level in the formation of education

policy, at the level of local governments in the development of educational strategies, as well as in the development of teaching aids in the context of the digitalization of education.

The academic staff of the JDSP "Educational Sciences" regularly give interviews in the media, as well as prepare popular science publications on current events in the fields of educational sciences and psychology, informing and educating the public.

### 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 has been no significant change in the composition of the academic staff since the licensing of the program. One professor has stopped working at the University of Latvia and has retired, two associate professors have become professors and two assistant professors have become associate professors. Since 2022/2023, one associate professor no longer teaches in the program, as during the approbation process of the program, it was found that the course she taught overlaps with that of another in the program. Thus, the course was replaced by another and one new faculty member from the field of psychology was included in the program.

In 2020/2021, a visiting professor from Germany taught several study courses together with the academic staff of the University of Latvia; in 2021/2022 visiting professors from Cyprus, Lithuania, Germany and the USA, in 2022/2023 – from Estonia worked in the program.

Since the licensing of the program, the composition of the teaching staff of RTU RA has been supplemented with 5 experienced lecturers with doctoral degrees and scientific publications, according to the specifics of the study courses. The attraction of additional teaching staff will promote the qualitative implementation of the study module implemented by RTU RA.

Since the licensing of the program, one lecturer with a doctoral degree, elected to the position of associate professor and scientific publications in the sub-field of pedagogical sciences of the school, has joined the academic staff of RTU LA. Due to the implemented changes in the RTU LA module, it is planned to engage academic staff with expertise in the field of natural sciences in the teaching of the study course "Digitalization and Innovative Educational Environment in STEM Learning Design". One of the teaching staff is a professor at RTU LA, the other is an elected researcher.

### 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).

JDSP "*Educational Sciences*" from RTU RA has 11 academic staff involved. As of April 2025, 7 out of

11 academic staff are experts of the Latvian Council of Science – 4 are experts of the Latvian Council of Science (LCS) in Social Sciences (Educational Sciences) and 2 in Engineering and Technology, 1 - in Humanities and Art Sciences Table 3.4.3.1).

Table 3.4.3.1

**Characteristics of the rights of LCS expert of RTU RA academic staff***

| Item No. | Expert scientific branch of the Latvian Council of Science | Expiry date of the rights of an expert of the Latvian Council of Science |
|---|---|---|
| 1. | Social sciences – Educational sciences | 06.12.2026 |
| 2. | Social sciences – Educational sciences | 01.11.2026 |
| 3. | Social sciences – Educational sciences | 12.07.2026 |
| 4. | Social sciences – Educational sciences | 06.03.2027 |
| 5. | Humanities and Arts - Linguistics and Literary Science | 06.09.2026 |
| 6. | Engineering and technology – Electrical engineering, electronics, information and communication technologies | 12.06.2027 |
| 7. | Engineering and technology – Electrical engineering, electronics, information and communication technologies | 09.04.2028 |

* NZDIS, 01.04.2025

From 2019 to January 2024, the total number of scientific publications of the academic staff of RTU RA involved in the implementation of the doctoral study programme, published in journals or conference collections indexed in the Scopus database, is 35, WoS – 57 and ERIH PLUS –19. Individual publications are indexed in several databases (list of publications in annex).

When describing the content of the publications of academic staff involved in the JDSP in educational sciences, it should be emphasized that the publications indexed in the databases analyze topics that resonate with the specialization of educational sciences of RTU RA: inclusive education, digital transformation in education, STEM education, development of competence of educators, etc.

The academic staff involved in the programme are published in journals indexed in international scientific databases at Q1, Q2 level, such as "Education Sciences" (Q1), "Social Sciences" (Q2), "Frontiers in Education" (Q2), etc.

Academic staff publications are cited internationally. So, for example, the highest Hirsch index in the Scopus database for one engineering lecturer out of 33 published articles is 10, while for the

same lecturer in the database WoS out of 41 pulications, the Hirsch index is 9, then followed by 2 lecturers in the field of social sciences with the Hirsch index SCOPUS -4 and Wos for one of them is 4, the other – 1. This is followed by an engineering lecturer with the Hirsch index SCOPUS – 4 and WOS V 2. Next, for social science lecturers, the predominantly Hirsch index is 2 or 1.

Accordingly, 7 academic staff members have been involved in the implementation of the RTU LA study programme, including 6 academic staff members of the study courses are experts of the Latvian Council of Science (see Table 3.4.3.2).

Table 3.4.3.2

**Characteristics of the LCS expert rights of RTU RA academic staff***

| Item No. | Expert scientific branch of the Latvian Council of Science | Expiry date of the rights of an expert of the Latvian Council of Science |
|---|---|---|
| 1. | Social sciences – Educational sciences | 05.10.2025 |
| 2. | Social sciences – Educational sciences | 10.01.2027 |
| 3. | Social sciences – Educational sciences | 04.05.2025 |
| 4. | Social sciences – Educational sciences | 06.11.2027 |
| 5. | Social sciences – Educational sciences | 10.05.2026 |
| 6. | Social sciences – Educational sciences | 04.09.2027 |
| 7. | Engineering and technology – Electrical engineering, electronics, information and communication technologies<br>Natural sciences – Computer science and informatics | 10.04.2027<br>08.05.2027 |
| 8. | Social sciences – Economics and entrepreneurship<br>Natural sciences – Earth sciences, physical geography and environmental sciences | 08.01.2028<br>09.04.2028 |

* NZDIS, 01.04.2025

The projects and publications implemented by the academic staff of the RTU LA modul econfirm the high scientific quality, innovation potential and significant impact on the education sector. A clear link between theoretical research and practical application is ensured, a swell as international and interdisciplinary cooperation (see Annex).

In general, the scientific quality of publications is confirmed by the level of scientific scientific

publication, i.e. book departments in prestigious international publications (Octaedro, Routledge, IntechOpen) and internationally edited monographs testify to high international scientific recognition. Many publications have been indexed in Scopus or other recognised databases (e.g. *Cypriot Journal of Educational Sciences*, *Social Sciences*, *Frontiers in Education*, *EDULEARN, ICERI*, *HTQE,SIE, etc* .) which attest to quality and adherence to review procedures. In addition, several publications have been developed in the framework of inter-university and international research cooperation, which demonstrates active scientific networking and research synergies. At the same time, most publications are freely available online, which increases their availability and possible citability. Publications have used DOI and peer-reviewed publications that meet international academic communication standards.

**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 assessing the qualifications of professors and associate professors is involvement in and management of research projects. The academic staff involved in the programme actively participate in the development of project applications, as well as participate in approved projects both as managers and as leading researchers.

In general, during the period JDSP "Educational Sciences", RTU RA academic staff have worked in several research projects in the period from 2020 to 2024 as project managers, working group leaders, main performers, leading researchers or researchers.

Projects were implemented in the Fundamental and Applied Research Programme of the Latvian Council of Science (LZP): "Introduction of transformative digital learning in the doctoral programme of pedagogical science in Latvia" (No. lzp-2018/2-0180) and "Transformation of the value of education for the cultural and economic growth of the social community (No. lzp-2020/1-025).

The following projects were implemented in the national research programme: "Development of a sustainable and cohesive Latvian society: solutions to the challenges of demography and migration", "New solutions in the study of demography and migration processes for the development of the Latvian and European knowledge society".

In 2020, JDSP "Educational Sciences" academic staff have participated in the National Research Program (VPP) study "Life with COVID. Assessment of overcoming the coronavirus crisis in Latvia and proposals for future resilience of society". The Ministry of Education and Science has expressed its gratitude to a group of educational science researchers from the University of Latvia, RTA, RSU and EDI for the developed recommendations for policymakers for the implementation of the digital transformation of education.

During the reporting period, the academic staff of JDSP "Educational Sciences" have also participated in the LV-UA cooperation programme in science and development funded project "Gender aspects of digital readiness and human capital development in the regions" (No. LV-UA/2018/3).

Erasmus+ projects related to technology-rich learning, such as "Transformative Digital Pedagogies for Higher Education" (No. 2022-1-LV01-KA220-HED-000085277) and "Transformative Digital

Learning for General Education Following Covid-19 Impact" (No.2021-1-LV01-KA220-SCH000032781), related to inclusive education, such as "Distance learning for students and kids with autism spectrum disorder" (No.2020-1-PL01-KA226-VET095338), as well as higher education, e.g. "DialogEduShift: Transforming Higher Education Teaching and Evaluation Approaches in the Era of AI Chat Tools" (No. 2023-1-PL01-KA220-HED-000167212).

The academic staff have participated in the work of several European Social Fund projects funded under the SAM 8.2.1 and SAM 8.2.2 specific objective programmes.

Currently, the implementation of the NORD PLUS program project "Mapping Adult Trainers' Qualifications and Competencies in twin transition to SMART future / SMART MAP" (No. NPAD-2023/10103) is ongoing. Within the framework of the project, scientific research in the field of adult education is carried out and publications are developed.

Doctoral students also work in the JDSP "Educational Sciences" projects together with the teaching staff.

From 2024, several scientific grant projects of doctoral students of the RRM programme are being implemented, in which the teaching staff of RTU RA and RTU LA act as supervisors of doctoral theses.

**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).**

Collaboration of the academic staff of the JDSP "Educational Sciences" can be characterized in three perspectives: 1) collaboration of the academic staff involved in the programme within the framework of RTU; 2) co-operation of the academic staff of partner higher education institutions involved in the programme; 3) co-operation with academic staff from other higher education institutions in Latvia and abroad.

RTU academic staff involved in the programme cooperate both in the joint development and teaching of study courses and in attracting specialists from other fields of science as lecturers to ensure the quality of the content of the programme. Mechanisms for promoting cooperation should also be mentioned, for example, joint work of academic staff of the programme in research projects, preparation of joint scientific publications, which provides an opportunity to improve the content of study courses based on research topicalities in the field of science. Similarly, cooperation with partner universities is implemented – joint research and publications, as well as representation of RTU lecturers in the doctoral councils of DU or UL.

Active international cooperation has also taken place. Within the framework of the study courses led by the University of Latvia, 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, the University of Mikola Romeris in Lithuania, the University of Mannheim in Germany, the Frederick University of Cyprus and St. Nobert College in the USA, the University of Leuven in Belgium.

RTU RA guest lectures for students, including doctoral students have been led by visiting professors from Janusz Korčak Pedagogical University in Poland, Kaunas University of Technology in Lithuania,

Milan-Bikoka University in Italy and Adam Mickiewicz University in Poznań, Poland. Guest professor, an expert in special education from the Australian Catholic University, has given lcctures for doctoral students in the field of special and inclusive education. .

Since the licensing of the study programme at RTU LA, visiting professors from the University of Leuven in Belgium, the Regional University of Northwestern Rio Grande do Sul in Brazil, the University of Kwazulu- Natal in South Africa, Bishop Grosseteste University in the UK, Vilnius University in Lithuania, the University of Odessa in Ukraine, Masrika University in the Czech Republic, etc. have been involved in the implementation of the study courses of the JDSP module.

Describing the ratio of the number of students and academic staff within the framework of the study programme, at the time of preparation of the self-assessment report, information in LUIS shows that the sum of the hours allocated for studies to the program is 658 hours. For academic staff, the study work in the workload is 900-1000 hours. The specifics of the doctoral program provide for the fact that 50 hours are planned for the academic staff for conducting 1 doctoral thesis per year.

In 2025, a total of 16 doctoral students are studying at RTU RA and RTU LA. This means that 800 hours are also paid for the implementation of the program for doctoral thesis supervision. A total of 658 hours of study work and 800 hours of scientific work are planned for the implementation of the programme, i.e. 1.5 full-time equivalents per 16 students.

# Annexes

| III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme | | |
|---|---|---|
| Sample of the diploma and its supplement to be issued for completing the study programme | Annex 19.8_Diploma sample_Doctoral programme.docx | 19.8.pielikums_Par studiju programmas apgūšanu izsniedzamā diploma paraugs_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) | Annex 21.8_Compliance of the joint study programme with the requirements of the Law on Higher Education Institutions.docx | 21.8.pielikums_Kopīgās studiju programmas atbilstība Augstskolu likuma prasībām.docx |
| Statistics on the students in the reporting period | Annex 22.8_Statistical data on students in the joint doctoral study programme.docx | 22.8.pielikums_Statistikas dati par studējošajiem_doktors RTU RA un_RTU_LA.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) | | |
| Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme | Annex 26.8_Mapping of study courses of the joint doctoral study programme.xlsx | 26.8.pielikums_Studiju kursu_kartējums_doktora programma.xlsx |
| The curriculum of the study programme (for each type and form of the implementation of the study programme) | Annex 27.8_Study plan of the joint doctoral study programme.xlsx | 27.8.pielikums_KDSP_Izglītības zinatnes_studiju plāns.xlsx |
| Descriptions of the study courses/ modules | Annex 28.8_Course descriptions_Doktoral study programme_ENG.pdf | 28.8.pielikums_Studiju kursu apraksti_Doktora programma_LAT.pdf |
| 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 - on compliance of the academic staff of the doctoral study programme.edoc | Apliecinājums - LZP eksperti doktora programmā.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) | Confirmation - on compliance of the academic staff.edoc | Apliecinājums - AL 55. pants par prof. skaitu akadēmiskās programmās.edoc |

# Speech Therapy (42141)

| | |
|---|---|
| Study field | *Education and Pedagogy* |
| ProcedureStudyProgram.Name | *Speech Therapy* |
| Education classification code | *42141* |
| Type of the study programme | *First cycle (professional bachelor’s) study programme* |
| Name of the study programme director | *Gundega* |
| Surname of the study programme director | *Tomele* |
| E-mail of the study programme director | *Gundega.Tomele@rtu.lv* |
| Title of the study programme director | *Ph D* |
| Phone of the study programme director | |
| Goal of the study programme | *1. To train qualified specialists who are competitive in the Latvian and European labour market and are able to carry out speech therapy work with individuals of any age who have speech, language, communication or oropharyngeal disorders of various pathogenesis function disorders – to assess, detect and correct the disorders, assess the progress and results of the correction, cooperate, consult and take preventive measures in accordance with the professional competence of the speech therapist in general and special education institutions as a teacher-speech therapist or in health and social care institutions as a medical support person (Cabinet Regulation No. 630), as well as in private practices.*<br>*2. To ensure the acquisition of the knowledge, skills and competences necessary for the professional activity of a speech therapist, as well as the opportunity to acquire the knowledge for successful further education and scientific research activities in accordance with the professional bachelor's degree in speech therapy and the qualification of a teacher-speech therapist.*<br>*3. To support students' personal fulfilment, professional identity development and understanding of the place of the speech therapy in the wider social context.* |
| Tasks of the study programme | *1. To acquire knowledge in speech therapy, educational sciences, medicine, psychology, linguistics and other sciences related to the field of speech therapy in the context of understanding the interaction between the individual and society, as well as the personality development of clients.*<br>*2. To acquire a set of knowledge, skills and competences necessary for the assessment of speech, language, communication and oropharyngeal function, identification of disorders, planning, implementation and evaluation of the correction process, as well as for the prevention of disorders.*<br>*3. To achieve unity of theoretical knowledge and practical skills in the acquisition of speech therapy technologies, methods and techniques, facilitating the effective application of competences acquired in professional specialisation courses.*<br>*4. To ensure the development of students' research activity and the development of evidence-based research in speech therapy, integrating interdisciplinary theoretical approaches and insights from internship.*<br>*5. To promote the development of an independent, responsible, creative and cooperative personality.*<br>*6. To promote the development of self-analysis, self-evaluation and self-reflection of learning and professional activity necessary for the development of professional competence in the context of lifelong learning.* |

| | |
|---|---|
| Results of the study programme | *Knowledge:*<br>*1. Understands the basic concepts, theoretical and practical approaches of speech therapy, educational sciences, medicine, psychology, linguistics and other fields of science related to the field of speech therapy, which are necessary for the performance of the basic tasks and duties of the speech therapist;*<br>*2. Understands the principles of planning and implementation of the speech therapy correction process, and how it can be used in the professional practice of speech therapists in educational and other professional settings;*<br>*3. Is familiar with speech therapy technologies, IT, speech, language, communication and oropharyngeal function assessment, identification, correction and outcome evaluation, with the content, methodology, competences, pervasive and competence approaches of the Latvian language teaching field.*<br><br>*Skills:*<br>*1. Can independently, purposefully and responsibly plan, organise, implement and evaluate speech, language, communication, oropharyngeal function assessment, identification, correction and prevention of disorders in different professional settings;*<br>*2. Is able to use professionally and responsibly a variety of speech therapy technologies, IT, assessment, identification, correction and evaluation methods and techniques, to develop/complete speech therapy documentation;*<br>*3. Analyses and solves current problems independently and in collaboration with colleagues, professionals in related fields, and relatives of the student, patient or client, to ensure positive interaction in different social settings.*<br><br>*Competences:*<br>*1. Is familiar with and able to analyse the guidelines of speech therapy, educational sciences, medicine, psychology, linguistics and other fields of science related to the field of speech therapy, and is able to integrate them into the professional practice of a speech therapist;*<br>*2. Is able to independently, purposefully and responsibly plan, organise, implement and evaluate the professional activities of a speech therapist in order to improve the educational, health or social care process of an individual, in accordance with the requirements of the professional field and the individual and social needs of the person, innovations in the development of speech therapy, education, medicine and other fields of science and current needs of practice;*<br>*3. Is able to integrate the requirements of the national standard of primary education and the guidelines for pre-school education into speech therapy and to facilitate the acquisition of language competences by students with speech, language and communication disorders;*<br>*4. Is able to assess independently and in collaboration with colleagues and other professionals the outcomes, achievements and progress of a student, patient or client in correction work, and provide the necessary support to improve learning and social functioning;*<br>*5. Complies with the basic legal and ethical principles of professional activity, national, civil and environmental protection legislation, etc;*<br>*6. Is aware of and able to critically evaluate their own experience and performance, and strategically implement their own professional development, is able to carry out research in speech therapy and innovate in the field of professional activity, is involved in the improvement and development planning of an educational, health or social care institution, and understands the place of their profession in the wider social context.* |

| | |
|---|---|
| Final examination upon the completion of the study programme | *Qualifying Examination in Speech Therapy*<br>*Bachelor Thesis in Speech Therapy* |

# 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) | *240* |
| 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 Speech Therapy* |
| Qualification to be obtained (in english) | *Teacher Speech Therapist* |

**Places of implementation**

| Place name | City | Address |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

**Part time extramural studies - 4 years, 5 months - latvian**

| | |
|---|---|
| Study type and form | *Part time extramural studies* |
| Duration in full years | *4* |
| Duration in month | *5* |
| Language | *latvian* |
| Amount (CP) | *240* |
| 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 Speech Therapy* |
| Qualification to be obtained (in english) | *Teacher Speech Therapist* |

**Places of implementation**

| Place name | City | Address |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

# 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 "Speech Therapy" (code 42141) has been established within the framework of the SSO (*SAM*) project "Reduction of fragmentation of study programmes in LiepU" (No. 8.2.1.0/18/I/002). The working group "Speech Therapy" (head of the working group G. Tomele) consisted of teaching staff – experts from Liepaja University, the University of Latvia, the Rezekne Academy of Technology and Daugavpils University (M. Domiceviča, S. Polkovņikova, Z. Tumševica, I. Vilka, A. Vindeče). LiepU administration, teaching staff, representatives of the Speech Therapists Association of Latvia, speech therapy professionals from educational and health care institutions, private practices participated as consultants in the development of the new program.

During the development of the study programme, the opinions of employers, professionals and experts, as well as experts of the ESF project "Competency-based Approach to Learning Content" (No. 8.3.1.1/16/I/002) and experts of the Foundation "Possible Mission" on the concept of the new study programme were identified and recommendations were collected. The following recommendations were implemented in the development of the study programme:

- unified acquisition of general education study courses of the programme within the framework of the study field;
- development of study courses according to innovations in the development of speech therapy science and in the Latvian educational space;
- reduced fragmentation of study courses;
- the unity of theory and practice is respected;
- integrated guidelines of the project "Competency-based approach to learning content" applicable to the professional activity of a speech therapist.

The establishment and operation of the study programme is based on compliance with the legislative acts of the Republic of Latvia – the Law on Higher Education Institutions, the Constitution of Riga Technical University (hereinafter – RTU) and the RTU Development Strategy (previously – the Constitution of Liepaja University and the Development Strategy of LiepU). In the establishment and implementation of the study programme, the latest trends in the educational space in Latvia and the European Union are observed, as well as the guidelines of the Speech Therapists Association of Latvia (hereinafter – STAL) and the European Speech and Language Therapy Association (hereinafter – ESLA)[1] in the education of speech therapist specialists. One of the main priorities of the study program is to ensure the acquisition of high-quality speech and language therapist education.

In the implementation of the study programme, the strategic documents of Latvia are respected – the Sustainable Development Strategy of Latvia until 2030[2] (available in Latvian), the Guidelines for the Development of Education for 2021-2027 "Future Skills for the Society of the Future"[3] (available in Latvian), the Guidelines for Science, Technology Development, and Innovation for 2021-2027[4] (available in Latvian), the National Development Plan of Latvia for 2021-2027[5]

(available in Latvian), as well as the strategic documents of the RTU, RTU LA.

Since 1 March 2024, the study programme "Speech Therapy" has been implemented within the framework of Riga Technical University at Liepaja Academy (hereinafter – RTU LA).

The training of speech therapists at RTU LA (formerly LiepU) has been implemented since 1962, changing the forms and content of studies. As an independent study program, it has been implemented since 1998. There have been significant changes both in the content of the study programme and in the provision of material and technical resources, as well as in the attraction of professional teaching staff. The new study programme "Speech Therapy" was licensed in 2020 (Decision of the Higher Education Quality Commission No. 2020/32-L, 17.06.2020), and in 2022 it was included in the accredited study field "Education, Pedagogy and Sports" [Decision of the Study Quality Commission on the inclusion of the study programme in the study field RTU LA (mentioned in the decision LiepU): 24.08.2022. No. 2022/17-SPI].

In accordance with the decision of the Quality Commission for Higher Education 2022/18-SPI (24.08.2022.), the admission requirements have been clarified, indicating the necessary previous education and the intended entrance examinations. Admission requirements: secondary education and entrance examination (LiepU Senate extract No. 2, 26.09.2022.).

The Study Quality Commission and the experts of the Accreditation Commission did not have short-term recommendations for improving the implementation of the study programme "Speech Therapy". In accordance with the four long-term recommendations of the experts of the Accreditation Commission, changes have been made in the implementation of the study programme that improve the quality of the results to be achieved by the study programme.

The first recommendation is that communication skills should be more included in study courses, cooperation skills should be added when entering the work environment.

Implementation of the recommendation – the content of study courses has been improved, including tasks, study forms, which promote students' cooperation and communication skills both in the study process and in the working environment. Descriptions of the study courses have been supplemented. In the study process, in the development of independent work and research work (“Research in Speech Therapy III”), work in pairs and small groups is updated in order to improve the ability to collaborate to achieve one goal (be able to formulate, plan, implement, reflect, present, persuade, involve). The implementation of speech therapist traineeship includes tasks that facilitate the students cooperation not only with the head of practise, but also with the administration of the institution, other specialists, teachers and parents (be able to interview, question, inform, educate, involve). In cooperation with employers and practice managers, the knowledge, skills and competence acquired in the study courses are strengthened in practice. As a result, students are able to cooperate in different environments and with different individuals.

The second recommendation is to promote incoming and outgoing mobility of academic staff, to include more lecturers in mobility programmes.

Implementation of the recommendation – the cooperation of the lecturers of the study programme with the International Relations Department of RTU LA and foreign universities has been improved. In addition, outgoing and incoming student mobility has also been increased. For example, in the 2022/2023 academic year, 4 students participated in the BIP, one incoming mobility of the teaching staff and one outgoing mobility of the teaching staff. In the 2023/2024 academic year, 12 outgoing student mobility, 5 outgoing mobility of teaching staff, 2 incoming mobility (1 group of students and 1 teaching staff member within the BIP framework) were implemented. In the 2024/2025 academic year, 16 outgoing student mobilities, 7 outgoing mobilities of teaching staff, 3 incoming mobilities of teaching staff have been implemented. This review indicates only that mobility that are directly

related to the field of speech therapy. The total amount of mobility of the teaching staff involved in the programme is higher. The result is an increase in student and teaching mobility, which improves international cooperation, improves the professionalism of teaching staff, as well as students' knowledge and internationalization.

The third recommendation is to include more lecturers (e. g. practitioners) in the teaching of specific courses related to speech therapy.

Implementation of the recommendation – in the 2022/2023 academic year, four new lecturers were involved in the implementation of the programme (teaching staff for teaching the courses "Dysarthria and oropharyngeal disfunction in children", "Speech Therapist: Basics of Professional Activity", "Audiology", "Rhythmic Gymnastics and Fine Motor Skills Exercises in Speech Therapy", "Latvian Language Teaching in Pre-school", "Neurology, Psychiatry, Genetics I, II"). In the 2023/2024 and 2024/2025 academic years, the programme continues to attract lecturers, however, this is mostly due to the replacement of teaching staff. When implementing the attraction of new teaching staff, the Law on Higher Education Institutions, Cabinet regulations, regulatory documents of RTU LA, etc. are observed. As a result, within the framework of the assessment period, the attraction of new teaching staff-professionals in the teaching of study courses in speech therapy and other fields has been implemented.

The fourth recommendation is to broaden the range of books on various topics of speech therapy.

Implementation of the recommendation – the range of textbooks in children, school and other areas of speech therapy in English is regularly updated (as of 2022, more than 15 new unit names in the field of speech therapy are available in the RTU LA reading room and via subscription). The library's funds have also been supplemented with textbooks and methodological tools in Latvian on prevention of speech and language disorders in children and pupils, promotion of language development (in total more than 11 titles of units). The result is an updated range of books in various areas of speech therapy, which ensures an improvement in the quality of studies (acquisition of innovative information in science and evidence-based). The range of textbooks on children's speech therapy and other areas of speech therapy is being replenished, as well as the teaching staff and students are involved in the expansion of the teaching literature base.

Expert recommendations of the Licensing Commission (10.06.2020) – short-term recommendations were implemented already until the commencement of the implementation of study programmes on 01.09.2020 (the compliance of the content of the study programme with the standard of the profession of a speech therapist has been revised; a cooperation agreement No. 59-22/E/176/2020 has been concluded with RSU on undertaking mutual obligations for ensuring the implementation of the study programme; information on extramural studies has been specified in the study course descriptions; study agreements have been adjusted; additional agreements have been developed; additional criteria for speech therapist internship have been laid down).

Expert recommendations of the Licensing Commission (10.06.2020) – long-term recommendations have been implemented (library collections have been supplemented and updated; the number of literature units has been increased, as well as the availability of information in electronic format has been ensured; the material and technical base has been supplemented with mullages, posters; the appropriateness of the specialization of teaching staff of medical-clinical study courses has been evaluated – lecturers have been replaced in the study courses “Dysarthria in Children”, “Cleft Palate Speech and Orthodontics I, II”, “Neurology and Psychiatry I, II”; assessment criteria have been revised and clarified ).

The experts of the Higher Education Quality Commission, the Licensing and Accreditation Commission have not provided recommendations to change the parameters and essence of the

study programme. The recommendations made have been implemented. The parameters characterizing the study programme have not been changed.

The material and technical base of the study program is presented in section 3.3.1, the changes made to the teaching staff are presented in section 3.4.2. A comprehensive report on the implementation of the recommendations of the Licensing Commission experts and the study field Accreditation Commission experts is attached in the section “Other appendices.”

[1] https://eslaeurope.eu/education-netques-project/

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

[3] https://likumi.lv/ta/id/324332-par-izglitibas-attistibas-pamatnostadnem-2021-2027-gadam

[4] https://likumi.lv/ta/id/322468-par-zinatnes-tehnologijas-attistibas-un-inovacijas-pamatnostadnem-20212027-gadam

[5] https://pkc.gov.lv/sites/default/files/inline-files/20200204_NAP_2021_2027_gala_redakcija_projekts_.pdf

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

In the development and implementation planning of the study programme "Speech Therapy", the objectives of the study field "Education and Pedagogy" are respected:

1. to offer high-quality study programs and studies aimed at the education of creative specialists competent in the theories of educational sciences and in their field for pedagogical work in the region, in the country and in the international market;
2. to develop the methodological and scientific research capacity of students and academic staff, ensuring scientific excellence and transfer of innovative pedagogical technologies for the development of the pedagogical process.

The objectives of the study programme "Speech Therapy" correspond to the essence of the profession of a speech therapist and the professional qualification of a teacher-speech therapist:

1. to educate qualified specialists who are competitive in the Latvian and European labour market and are able to perform the work of a speech and language therapist with persons of any age who have speech, language, communication or oropharyngeal function disorders of various pathogenesis, according to the competence of the speech therapist, in educational institutions as a teacher-speech therapist or in health and social care institutions as a medical support person (Cabinet Regulation No. 630)[1] (available in Latvian), as well as in private practices;

2. to ensure the acquisition of the set of knowledge, skills and competences necessary for the performance of the professional activity of a speech therapist, as well as the possibility to acquire knowledge for the successful implementation of further education and scientific research activities in accordance with a professional bachelor's degree in speech therapy and the qualification of a teacher-speech therapist;
3. to provide support for self-realization of students' personality, development of professional identity and understanding of the place of the profession of speech therapist in a broader social context.

The compliance of the study programme "Speech Therapy" with the study field is summarized in Table 3.2.1.1.

Table 3.2.1.1

**Compliance of the study programme "Speech Therapy" with the strategic directions of the study field "Education and Pedagogy" and the tasks of the development plan**

| **Study field "Education and Pedagogy" action directions and tasks of the development plan** | | **Conformity of the study programme "Speech Therapy"** |
|---|---|---|
| ***Methodological, scientific development and involvement in innovation processes of students and academic staff*** | | |
| Organization and management | Promoting constructive collaboration and teamwork | The implementation of the study programme takes place by cooperation between RTU LA centres (*PSDC, HMZC, DIC, VSZC*) and RTU structural units, providing a teaching staff corresponding to the field of study. Within the framework of the implementation of the programme, cooperation is taking place with other higher education institutions of Latvia (University of Latvia, Riga Stradins University), Liepaja City Education Department, professional organisations (STAL, Liepaja Methodological Association of Speech Therapists), educational, health and social care institutions, etc. |
| Personnel policy | Provision of qualified academic staff | The qualification of the academic staff shall be appropriate to the specifics of the study programme and the conditions for its implementation, as well as to the requirements of regulatory enactments in the field of higher education. |
| Scientific activity and innovation | Activation of scientific research activities of lecturers involved in the study field, promotion of recognition of scientific activity | The study programme creates a link between studies, practice and research: "theory – practice – research."<br>The scientific research activity of the lecturers of the study programme is implemented in the Speech and Voice Research Laboratory of RTU LA, as well as in cooperation with other centres and higher education institutions, participating in national and international projects. Research results are presented at seminars, conferences, congresses, reflected in publications. Students are involved in research projects. |
| ***Quality study programmes and studies*** | | |

| | | |
|---|---|---|
| Improvement and development of the study programme | Improvement of the quality of the study process<br>Involvement of lecturers of the study programme in mobility programmes and international projects | The content and implementation of study courses of the study programme is regularly improved in accordance with the ESLA and STAL guidelines in the education of speech therapy specialists, considering the latest trends in the European and Latvian educational space, as well as evaluating student and graduate surveys.<br>During the reporting period, the academic and professional competence of the teaching staff has been improved within the framework of the ESF projects "Ensuring better governance at Liepaja University" (No. 8.2.3.0/18/A/017) and "Improvement of the academic staff of Liepaja University in areas of strategic specialization – speech therapy, pre-school education and primary education" (No. 8.2.2.0/18/I/ 003). It is regularly improved in the training seminars implemented by RTU.<br>The competence of the teaching staff is supplemented by internships in educational institutions, participation in courses, seminars, conferences, congresses, involvement in Erasmus+ mobility programmes and projects, as well as in professional practice. |
| Infrastructure development | Provision of facilities (the material-technical base) | For the implementation of the study programme at RTU LA, the Creativity and Education Innovation Centre, the Speech and Language Centre with the Speech and Voice Research Laboratory, the Music Therapy Centre, the Library, computer classes, etc. are available. Improvement of the facilities takes place on a regular basis. |
| Connection with society | Promotion of the study field and targeted attraction of applicants | Promotion of the results of research conducted by students – scientific readings of students, student papers at seminars and conferences, scientific articles of students.<br>Involvement of teaching staff and students in the annual RTU LA (formerly LiepU) "Open Day," "Researchers' Night," "Hand in Hand with the Student," "Shadow Days," Education Exhibition School 2025 events, creation of the content of informative material of the speech therapist's profession for the website "World of Professions" maintained by the State Education Development Agency (*VIAA*). Activities of students and faculty in social networks, communication in the e-environment.<br>Cooperation with professional organizations and employers, visits to educational institutions. |

The name of the study programme "Speech Therapy" (code 42141), the conformity of the professional qualification, as well as other parameters of the study programme in the achievement of the specified results of the study programme are governed by external norms: Cabinet Regulation No. 305 (23.06.2023.) "Regulations Regarding the State Standard of Vocational Higher Education"[2] (available in Latvian), Cabinet Regulation No. 322 (13.06.2017) "Regulations Regarding the Classification of Education of Latvia"[3] (available in Latvian), Cabinet Regulation No. 569 (11.09.2018) "Regulations Regarding the Education and Professional Qualification Necessary for Teachers and the Procedures for the Improvement of Professional Competence of Teachers"[4](available in Latvian).

As a result of their studies, students are awarded Level 6 professional qualification "Teacher-Speech Therapist," which is regulated by the requirements of the profession standard "Speech Therapist"[5] (available in Latvian) (agreed at the meeting of the Tripartite Sub-Council for Vocational Education and Employment on June 10, 2020, Minutes No. 4). The profession standard distinguishes the skills and attitudes, knowledge and competence necessary for the performance of the basic tasks and duties of the professional activity specified for Level 6 of the LQF. A teacher-speech therapist needs additional skills, knowledge and competence that meet the requirements for the professional qualification of a teacher-speech therapist[6] (available in Latvian) (agreed at the meeting of the

Tripartite Cooperation Sub-Council on Vocational Education and Employment of 10 June 2020, Minutes No. 4).

The admission requirements in the study programme "Speech Therapy" are appropriate for the acquisition of the professional competence of a speech therapist and the admission rules at RTU LA. Admission of students takes place according to a previously approved procedure and criteria, which are published on the RTU LA website[7] (available in Latvian).

Admission conditions: secondary education [CE in Latvian, foreign language or IELTS in a foreign language, mathematics (this criterion, if secondary education was acquired before or after 2004 or for a person with special needs, is different), successful annual grades of the secondary education certificate in all subjects with an average grade not lower than 7 points (if the average mark is lower than 7 points, there is an opportunity to take an additional test – interview)]. All applicants must take an oral and written entrance examination.

Assessment criteria for entrance examinations: (1) ability to to have a grasp of and discuss current events in education, health or social care and related developments in society, (2) professional motivation, (3) ability to substantiate one's opinion in writing and orally, (4) optimal competence in speech and language use.

Entrance examinations and admission conditions help to ensure that students who are motivated to learn the profession of speech therapist, are able to implement tasks and meet the requirements to achieve the goals of the study programme are admitted to the program.

The objectives of the programme are achieved by theoretically and practically mastering the study courses provided for in the study plan, completing the tasks and achieving the planned results therein, performing internship tasks in speech therapy, developing study papers in various areas of speech therapy, developing and defending a bachelor's thesis in speech therapy, passing a qualification examination in speech therapy, as well as actively engaging in scientific research and creative activities outside of direct study work.

In order to achieve the objectives of the study programme, the following tasks have been implemented:

1. To acquire knowledge in speech therapy, educational sciences, medicine, psychology, linguistics and other sciences related to the field of speech therapy in the context of understanding the interaction of the individual and society, as well as the development of the personality of clients.
2. To acquire the set of knowledge, skills and competences necessary for assessment and detection of disorders, planning, implementation and evaluation of the correction process of speech, language, communication and oropharyngeal function, as well as for prevention of disorders.
3. To implement the unity of theoretical knowledge and practical skills in the acquisition of technologies, methods and techniques of speech therapy, promoting effective use of the competence acquired in professional specialization courses.
4. To ensure the growth of students' scientific research activity and the development of evidence-based scientific research in speech therapy, integrating interdisciplinary theoretical frameworks and insights gained in practice.
5. To promote the development of an independent, responsible, creative and cooperative personality.
6. To promote the development of self-analysis, self-assessment and self-reflection of learning and professional activity that is necessary for the development of professional competence in the context of lifelong learning.

The tasks defined in the study programme determine and justify the choice of study courses during the implementation of the programme, which are acquired in sequential thematic groups – "Basic Issues of Speech Therapy" (1st, 2nd semester), "Speech Therapy for Children" (3rd, 4th semester, separate study courses in 5th, 6th semesters), "Audiology and Voice Disorders" (4th semester), "School speech therapy" (5th semester), "Complex functional disorders" (6th semester), "Clinical Speech Therapy" (7th semester), "Final Module in Speech Therapy" (8th semester). Each thematic group includes content-relevant internship in speech therapy. The final module includes final internship, development and defence of a bachelor's thesis, qualification exam in speech therapy. Thus, during the study process, students acquire basic knowledge in those fields of medicine, linguistics, pedagogy, psychology and other branches of sciences that are directly or subordinately related to the science of speech therapy, as well as specific knowledge in theoretical and practical courses of speech therapy – skills in the use of speech therapy technologies, methods and techniques are acquired when working with children/pupils/clients of all ages who have different speech, language, communication or oropharyngeal function disorders. Students develop a responsible attitude towards a person with speech, language, communication or oropharyngeal disorders, his/her individual potential, opportunities for improving the quality of life, development, learning and personal growth needs, and place in society. The achievement of the goals, tasks and defined study results set by the study programme "Speech Therapy" is ensured by the content of the study programme, which is implemented in 50 study courses, 7 speech therapist internships, development and defence of a bachelor's thesis, and qualification exam. The implementation mechanism of the study programme ensures the achievement of study results in accordance with the defined objectives of the programme.

The results of the study programme (knowledge, skills, competence to be achieved) are formulated in accordance with Level 6 of the European Qualifications Framework[8] (EQF) (available in Latvian) and the Latvian Qualifications Framework[9] (LQF) (available in Latvian), the Speech Therapist Professional Standard (2020) and the Requirements for Professional Qualification of a Speech Therapist (2020).

The duration of the implementation of the study programme is 4 years (full-time) and 4 years and 5 months (part-time extramural), the amount of the study programme: 240 CP. Student workload corresponds to the amount of 28-hour study work for 1 CP. The obtained Level 6 professional qualification "Teacher-Speech therapist" gives the right to continue studies in the second-cycle higher education study programmes corresponding to LQF level 7.

[1] https://m.likumi.lv/ta/id/355331-arstniecibas-personu-un-arstniecibas-atbalsta-personu-registra-noteikumi

[2] https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu

[3] https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitibas-klasifikaciju

[4] https://likumi.lv/ta/id/301572-noteikumi-par-pedagogiem-nepieciesamo-izglitibu-un-profesionalo-kvalifikaciju-un-pedagogu-profesionalas-kompetences-pilnveides

[5] https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf

[6] https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-137.pdf

[7] https://www.rtu.lv/lv/liepaja/gribu-studet/uznemsana-10/uznemsanas-noteikumi-2/pamatstudiju-pro

grammas

[8] http://www.nki-latvija.lv/content/files/EKI-limenu-apraksti_1.pdf

[9] http://www.nki-latvija.lv/content/files/LKI%20limenu%20aprakstu%20tabula%202017.pdf

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

The content of the study programme "Speech Therapy" has been developed in accordance with the 21st century, trends in promoting the competitiveness of graduates in the labour market, in ensuring national and regional interests, as well as in line with the guidelines for the education of speech therapists in Europe. As a result of mastering the study programme, qualified and professional specialists enter the Latvian labour market, who are able not only to provide the assistance of a speech therapist, but also understand the pathogenesis and connections between speech, language, communication and oropharyngeal function disorders, are able to integrate insights from various fields of science into the implementation of both professional and scientific activities.

RTU LA (formerly LiepU) has been implementing the study programme in speech therapy since 2006 and has obtained approval for the correctness of the chosen strategy. The first graduates of the bachelor's study programme "Speech Therapy" were in 2009/2010, and more than 91.66 % of graduates (N=84) worked as speech therapy specialists by the beginning of the reporting period. 36.90 % of graduates continued their education in second cycle studies. During the reporting period (from 2020/2021 to the 2024/2025 academic year), 40 students have graduated from the program (N=40) and 95 % work in the field of speech therapy in educational institutions, one graduate works in a related field in pedagogy, the other continues to work in medicine (see Table 3.1.3.1). The data analysis for the reporting period includes all graduates (N=40) who graduated from the study program "Speech Therapy" from June 2021 to January 2025 (including graduates who started the study program before September 2020). The data are indicative of correspondence of the demand of the labour market and the specialization of the study program.

Table 3.1.3.1

**Graduate data for the reporting period (recorded on 01.02.2025)**

| Number of graduates | Employment | | | |
|---|---|---|---|---|
| | Work in the specialty | Work in the specialty and continue their studies | Continue to study, do not work in the specialty | Another |
| 40 | 36 | 2 | 1 | 1 |

An additional 15 students are expected to graduate from the program in the spring semester of 2024/2025. In the coming years of study, there will be a sharp increase in the number of graduates,

as students from extramural groups begin to graduate from the program, so there will be about 30-40 graduates in each subsequent study year.

When evaluating the employment of all graduates of the program (N=124) (from 2009/2010 to the 2024/2025 academic year) in the specialty, the data show that 92.86 % of graduates work according to the acquired professional qualification. Job offers are made to all graduates, however, a small part of them refuses (domestic reasons, insufficient pay, non-compliance of working conditions with the job description of a Teacher-speech therapist). The employment prospects of graduates of the study programme are also evidenced by the fact that some of the students start working in the field of speech therapy already in the 2nd and 3rd years of study under the guidance of a mentor. In turn, almost all part-time 4th and 5th year students already work as speech therapists.

Within the framework of the SSO (*SAM*) project "Reduction of fragmentation of study programmes in LiepU" (No. 8.2.1.0/18/I/002), conducting an in-depth study of the labour market in several regions of Latvia, it was found that in several municipalities there is a lack of accurate statistics on the number of children with speech and language disorders if they do not acquire special education programmes, as well as there are significant discrepancies in the proportion of the number of educatees with speech and language disorders and the teache speech therapist workloads. It was concluded that, thereby, the conditions specified in the job description of the Teacher-Speech Therapist for the effective implementation of the professional activity of a teacher-speech therapist are not observed in educational institutions. For example, in municipality N in 2018/2019, the average per person workload of a speech therapist in a preschool educational institution was 49.26, but if assistance was provided to all children with language disorders, then it would have already been 62.75 children. The job description of the teacher-speech therapist (approved by the Ministry of Education and Science on 06.09.2016, latest version – 13.12.2021) stipulates that per load of a speech therapist in a preschool educational institution (hereinafter - PEI) there are 21–24 children with language disorders, but in special PEI 12–14 children. Consequently, the demand for speech therapy specialists is expected to continue to grow in the future. The labour market research was carried out in 2018/2019 in cooperation with experts from LiepU, LU, RTA and DU. However, as a risk factor, it is necessary to indicate the financial situation of local governments, since the load of a state-paid speech therapist in educational institutions is provided for only from the age of 5.

The number of children with delayed speech and language development or its disorders is increasing. This is confirmed by the studies conducted from 1999 to 2021 (over a period of 23 years). S. Tūbele (2006)[1] (available in Latvian) found that between 1999 and 2005, between 20 % and 25 % of primary school pupils needed the help of a speech therapist. In turn, in 2015, B. Trinīte pointed out that according to preliminary data of the Speech Therapists Association of Latvia, the help of a speech therapist is needed already in 35 % of primary school age pupils. In preschool age, 50 % of children aged 3–5 years have manifestations of speech, language and communication disorders, while among 5–6 years of age 35 % – 40 % of children (Trinite, 2015)[2] (available in Latvian). Also, the compilation of the reports of speech therapists of Liepaja preschool educational institutions in the Inclusive Education Support Department of the Liepaja City Education Department confirms that the average number of children with speech and language disorders in the period from October 2011 to April 2021 varies from 41.01 % to 48.03 % [Lidaka, Strazdina, &Tomele, 2017[3]; Tomele, 2022[4] (available in Latvian)].

The above research results show that the number of learners with speech and language disorders has a persistent tendency to remain consistently high, therefore, the demand for speech therapy specialists will not decrease, especially if the norms of workload of specialists specified in the job description of a Teacher-Speech Therapist are observed.

Graduates of the study programme can work in educational institutions, health care and social care institutions, private practices and elsewhere. Currently, there is a great demand in the labour market for educators, including teacher-speech therapists. A survey conducted by the Ministry of Education and Science in 2024, which covered 71 % of schools and preschool educational institutions, showed that at the beginning of the 2024/2025 school year, there was a shortage of educators in the country, including support staff (speech therapists, special education teachers, etc.) – of the 516 vacant teacher loads, 280 were support staff loads (54.26 %). The survey data were published in the media (LETA 04.09.2024)[5] (available in Latvian).

In the long term, the demand for teacher-speech therapists is also influenced by the age structure of employed teachers. The forecasts of the Latvian Economic Development Report[6] (available in Latvian) show that the reduction in labour reserves will be largely determined by the ageing of the existing labour force and the exit from the labour market.

The RTU study, developed in 2023 within the framework of the procurement "Research and development of an analytical tool for forecasting demand – supply and employment modelling of teachers of general and vocational education institutions"[7] (available in Latvian), announced by the Ministry of Education and Science, shows employment and age trends of special education teachers, including speech therapists. The average age of special education educators is 49.7 years. In this category of positions, data on teachers, speech therapists, special education teachers and special educators have been retrieved from the VIIS database. When analysing the age of educators, the group of educators "teacher speech therapist" is not separately distinguished, therefore, the data indicate possible trends in the field of the profession of a teacher-speech therapist. 10.27 % (270 teachers) of all special education teachers employed in 2022 are of pre-retirement or retirement age (63–88 years), 18.56 % (488 teachers) are aged 58–63 (p. 120). Thus, it can be concluded that in the coming years there will be an increase in vacancies in special education, including teacher speech therapists. The total load of 2629 special education educators in rates is 2109. The total load of 1087 teacher speech therapists in rates is 959, and they account for 45 % of the total load of special education teachers. The average load in rates per person for speech therapist teachers is 0.88. 61 % of special education teachers combine work in several positions. It can be concluded that it is possible to improve the availability of the service of a speech therapist by providing full-time work.

An analysis of education policy planning documents and studies shows that in most European countries educational institutions face similar problems related to the teaching profession (e.g. the ageing of teachers, the abandonment of teachers, as well as the decline in the prestige of the teaching profession). Currently, in many countries in Europe, as in Latvia, there are not enough resources for teaching staff, as well as it is a profession that requires staff renewal[8].

The Guidelines for the Development of Education 2021-2027 "Future Skills for the Society of the Future" also draw attention to the ageing of teachers, which leads to a shortage of teachers. Thus, one of the problems of the Latvian education system is the large share of teachers of pre-retirement age (including speech therapists) in educational institutions, which is confirmed by the Latvian Economic Development Report developed by the Ministry of Economics[9] (available in Latvian), indicating that further challenges of the labour market will be related to the ageing of the labour force and lack of employees.

In order to be able to reliably predict the demand for educators in the future, RTU tenure professor A. Blumberga, together with RTU colleagues and professionals from the University of Latvia and the University of Bergen in Norway, has developed a simulation tool for predicting the demand and supply of educators using the system dynamics approach[10] (available in Latvian). The forecasting tool is currently being approved and will soon be used to forecast the supply and demand of

educators and to model teacher employment in the short, medium and long term until 2050.

Based on the common trends in the Latvian and European development planning documents, the study programme "Speech Therapy" is being improved accordingly (for example, the implementation of part-time studies has also been started), thus both increasing the number of graduates and expanding the employment opportunities and competitiveness of graduates in the labour market, as well as ensuring the interests of Latvia and the region.

[1] Tūbele, S. (2006). Detection and correction options for speech and language disorders in the youngest grades. Doctoral thesis. Riga: UL. Available http://www3.acadlib.lv/greydoc/Tubeles_disertacija/Tubele_lat.pdf

[2] Trinite, B. (2015). The school's speech therapy reform was foreshadowed. Education and Culture, *13*(479), 7.

[3] Lidaka, A., Strazdina, I., & Tomele, G. (2017). Pedagogical and Psychological Aspects of Parent Education Content in Children's Upbringing Context. In ICLEL 17 Conference Proceeding Book (pp.855-865). Sakarya: Sakarya University Faculty of Education. Available http://www.ijlel.com/conferance17/101.pdf

[4] Tomele, G. (2022). Promotion of the child's language development and correction of language disorders in the aspect of Montessori pedagogy. Doctoral thesis. Liepaja: LiepU.

[5] https://www.diena.lv/raksts/latvija/zinas/izm-augusta-beigas-izglitibas-iestades-bija-vakantas-516-pedagogu-slodzes-14323374

[6] https://www.em.gov.lv/lv/media/20526/download?attachment

[7] https://ppdb.mk.gov.lv/wp-content/uploads/2024/04/1.pielikums.pdf

[8] https://ec.europa.eu/eurostat/web/products-eurostat-news/-/EDN-20171004-1?inheritRedirect=true

[9] https://www.em.gov.lv/lv/media/12820/download

[10] https://www.rtu.lv/lv/universitate/masu-medijiem/zinas/atvert/rtu-zinatnieki-izstrada-modelesanas-riku-pedagogu-trukuma-mazinasanai

### 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 study programme "Speech Therapy" was licensed by decision No. 2020/32-L of the Study Quality Commission meeting of 17 June 2020 and started to be implemented on 1 September 2020. The number of students in full-time and part-time extramural studies of the study programme during the reporting period is reflected in Table 3.1.4.1. The table summarizes data on all students studying in the program (including those students who were admitted to the program until September 2019 and continued their studies in the 2nd, 3rd and 4th years of the new program from

the 2020/2021 academic year).

Table 3.1.4.1

**Number of students in the study programme "Speech Therapy" (in the reporting period, recorded on 16.09.2024.)**

| Year of study | Full-time | Part-time | Total | Matriculated |
|---|---|---|---|---|
| 2020/2021 | 48 | 17 | 65 | 14(F)/17(P)=31 |
| 2021/2022 | 56 | 39 | 95 | 19(F)/24(P)=43 |
| 2022/2023 | 51 | 63 | 114 | 14(F)/29(P)=43 |
| Winter admission | | 8 | 122 | 8(P) |
| 2023/2024 | 56 | 99 | 155 | 19(F)/31(P)=50 |
| 2024/2025 | 55 | 135 | 190 | 16(F)/41(P)=57 |

The total number of students in the study programme during the reporting period has almost tripled, increasing from 65 to 190 students (recorded in September of each academic year, including students who are taking an academic break). This is explained by launching of a part-time form of study in the new program. The number of full-time students enrolled in the 1st year is stable – from 14 to 19 students are enrolled annually, or on average about 16 students per year. During the reporting period, a total of 82 students were enrolled in full-time studies. The number of part-time students enrolled in the 1st year is increasing every year – from 17 students in the 2020/2021 academic year to 41 students in the 2024/2025 academic year. During the reporting period, a total of 150 students have been enrolled in part-time studies. In both forms of study, a total of 232 students are enrolled in the first courses. In addition, 10 more students have been enrolled in the later stages of their studies. When starting the implementation of the new study programme "Speech Therapy", 34 students of the study programme implemented until then (full-time 2nd, 3rd, 4th year) were included in it. Positive admission statistics show that the content, form and place of implementation of the study programme are competitive. As the most important factor why the RTU LA study programme "Speech Therapy" has been chosen, student surveys indicate the quality of the implementation of the program.

The second most important factor is that the qualification of a teacher speech therapist can currently be obtained only at RTU LA. According to the Informative Report "Proposals for Ensuring Teacher Education in Latvia That Meets the Requirements of Conceptually New Competencies-Based Education,"[1] Liepaja University (now RTU LA) was chosen as the leading higher education institution in the development and implementation of the study programme "Speech Therapy". Statistics on the number of students show that by concentrating the implementation of the study programme in one place, a stable number of students is formed, and not only quality, but also economic contribution to the university as a whole is ensured.

In the study programme "Speech Therapy" from the spring semester of 2024, it is possible to study with state budget funds also in part-time studies. This factor could have a positive impact on the enrolment rates of the 2024/2025 academic year, as there were no budget places for part-time

studies before that. The presence of budget places is an essential factor in motivating potential students to start their studies. However, a positive dynamic of the number of enrolled students in part-time studies was also before that, which confirms the interest of potential students in mastering the profession of speech therapist.

In the 2020/2021 academic year, 31 students started their studies, of which 14 were full-time and 17 part-time. During the first and second year of studies, 8 students discontinued their studies (one did not start the studies, for domestic reasons, difficulties in combinng studies and work – two, Covid-19 pandemic restrictions – three, academic commitments – two), five students took a study break (due to domestic reasons, health condition – two, Covid-19 pandemic restrictions – three). 28 students continue their studies in September 2021, but only 23 students in October.

In the 2021/2022 academic year, 43 students started their studies, of which 19 were full-time and 24 part-time. In later stages of study (2nd year), one part-time student was enrolled, but studies were interrupted due to Covid-19 restrictions. 12 students stopped their studies in the first year – two of them did not start their studies, three stopped their studies for personal reasons, and seven stopped their studies due to Covid-19 restrictions. Studies are continued by 31 first-year students.

In the 2022/2023 academic year, 43 students started their studies, of which 14 were full-time and 29 part-time. In the later stages of study (2nd and 3rd year), four part-time students enrolled. A total of 12 students dropped out of the program. Eight students stopped studying in the first year – due to health conditions – two, three stopped studying for personal reasons, three – for financial reasons. 34 first-year students continue their studies. At his own volition, one 2nd year student (for financial reasons) and three students who entered the later stages (difficulties in combining work with studies) interrupted their studies.

In addition to the 2022/2023 academic year, winter admission was also held. In the 1st year, 8 part-time students started their studies. One of the students in the first year interrupted his studies at his own volition (difficulty in combining work with studies). The other 7 students continue their studies. The small number of students in the winter admission group confirmed that admission twice a year was not an economically sound decision, although the number of students admitted in the group met the minimum requirements. Winter admission for the next two years of study was no longer implemented.

In the 2023/2024 academic year, 50 students started their studies, of which 19 were full-time and 31 part-time students. In the later stages of study (2nd and 4th year), three part-time students were enrolled. In the program, a total of 9 students dropped out of their studies. In the first year, six students stopped their studies – two of them did not start their studies, four stopped their studies of their own volition (health, personal reasons). 44 first-year students continue their studies. At their own volition, one full-time and two part-time 2nd year students stopped their studies (health, not able to combine work with studies).

In the study programme in the 2024/2025 academic year, 57 students started their studies, of which 16 were full-time and 41 were in part-time students. In addition to the 1st year (part-time), two students had to return after academic leave due to their health condition. In the later stages, two students started their studies (part-time 2nd and full-time 4th year). By March 2025, 13 students stopped studying. In the first year, 9 students stopped their studies – one of them did not start their studies, seven stopped their studies at their own volition (health, difficulties in combining work with studies, financial reasons, personal reasons), and one student was exmatriculated (academic obligations were not fulfilled). 46 first-year students continue their studies. One student at a time of their own volition was expelled from the part-time 2nd and 4th year studies (health, personal reasons), as well as two part-time 1st year students after the academic year (non-fulfilment of academic obligations).

During the reporting period, 54 students have interrupted their studies for various reasons. The main reasons for stopping studies are the restrictions of the Covid-19 pandemic (2020/2021, 2021/2022 academic year), health reasons, family circumstances, difficulties in combining studies with work, financial reasons, non-fulfilment of academic obligations.

Analysis of statistical data on students confirms that the number of students in the study programme is stable in full-time studies, but in part-time studies with positive dynamics. The size of the group for part-time studies significantly exceeds forecasts, while for full-time studies is in line with forecasts. The minimum number of students in one course at RTU LA (formerly LiepU) in full-time studies – 15 students, in part-time studies – 7 students.

[1]
https://www.izm.gov.lv/lv/informativais-zinojums-priekslikumi-konceptuali-jaunas-kompetences-balstitas-izglitibas-prasibam-atbilstosas-skolotaju-izglitibas-nodrosinasanai-latvija

**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 (first cycle) study programme "Speech Therapy" is a conceptually new quality study programme for the implementation of the education of speech therapy specialists.

The content of the study programme is developed to achieve the set goals and tasks, and it is in accordance with the requirements of regulatory enactments. The objectives, tasks and study results of the study programme in terms of knowledge, skills and competence have been developed in accordance with Level 6 of the Latvian Qualification Framework (LQF), the Profession Standard of a Speech Therapist (2020), the requirements for professional qualification of a Teacher-Speech Therapist (2020) and the job description of a Teacher-Speech Therapist (profession code 2352 01) (the new version of the job description was agreed by the Ministry of Education and Science on 13

December 2021, approved at the meeting of the Board of the STAL on 12 December 2021)[1] (available in Latvian). The language content and methodology courses are based on the guidelines developed by the project "Competency-based Approach to Learning Content" (Cabinet Regulation No. 716)[2] (available in Latvian). Compulsory (general education) and certain theoretical and professional specialisation courses in the field are also in line with the Teaching Profession Standard (2020).

The design of the study programme includes 240 CP (ECTS), and their distribution is in accordance with the Cabinet Regulation No. 305 "Regulations on the State Standard of Vocational Higher Education"[3] (available in Latvian).

The workload of students in the acquisition of the study programme corresponds to 28 academic hours of work for 1 CP. One credit point includes 12 contact hours and 16 hours of student independent work.

The study programme is implemented taking into account the succession of thematic study groups, study courses and internships, they are mutually unified and coherent in the context of the knowledge, skills and competence to be achieved. During the studies, it is planned to study seven thematic groups:

- Thematic group I – Basic Issues of Speech Therapy (1st and 2nd semester);
- Thematic group II – Speech Therapy for Children (3rd semester, separate study courses related to this thematic group are included in the 4th and 6th semesters);
- Thematic group III – Audiology and Voice Disorders (4th semester, separate study courses related to this module are included in the 1st and 2nd semesters);
- Thematic group IV – School Speech Therapy (5th semester);
- Thematic group V – Complex Functional Disorders (semester 6, separate study courses related to this module are included in the 1st, 2nd, 3rd, 4th and 5th semesters);
- Thematic group VI – Clinical Speech Therapy (7th semester);
- Thematic group VII – Final Thematic Group in Speech Therapy (8th semester, final internship, development and defence of a bachelor's thesis, qualification exam in speech therapy).

The content of the study programme "Speech Therapy" provides a set of knowledge, skills and competences necessary for the performance of professional activities, according to the understanding of the essence of the profession of speech therapist in Latvia and the European Union. The study programme has been developed based on the competencies of a speech therapist to be acquired in the study process defined by ESLA. The compliance of the study programme with the ESLA standard[4], indicating the exact names of the study courses, is summarised in the annex "Compliance of study courses of the study programme Speech Therapy with the ESLA training standard for speech therapists." The ESLA standard does not provide for an exact distribution of OSIs between areas and the study courses included in them.

The content of the study programme is acquired by fulfilling the requirements of study courses and the tasks of speech therapy traineeship. At the end of their studies, students develop and defend their bachelor's thesis and take a qualification examination. Graduates of the study programme can continue their education in the second cycle (master's) study programmes in Latvia and Europe.

In accordance with the objectives, tasks and results to be achieved set in the study programme and study courses, the basic requirements for the assessment of the acquired education have been determined, which are based on the principles:

- the principle of summing up positive performances;
- the principle of the mandatory nature of the assessment;
- the principle of openness and clarity of requirements;

- the principle of diversity of types of inspection;
- the principle of appropriateness in assessment[5](available in Latvian).

The amount of content to be included in the tests corresponds to the content specified in the course programmes and to the skills and knowledge requirements set out in the profession standard. The basic forms of assessment of the acquisition of the study programme are an examination and a test. The acquisition of study courses is assessed on a 10-point scale in accordance with the Cabinet of Ministers Regulation No. 305[6] (available in Latvian) of the Republic of Latvia, summing up positive achievements (successful assessments).

Credits are applied for each course of study completed if a score of at least 4 points (almost mediocre) on a 10-point scale is received. Monitoring of students' knowledge, skills and achieved results is carried out in accordance with the RTU Study Results Assessment Regulations (approved in a new version on 17.06.2024, Minutes No. 684).

The expected results in the study process in the form of skills, abilities and competence are specified in the description of each study course, indicating the content and scope of the independent work, the papers to be submitted and participation in the study process. The student is expected to be responsible for studies, performance of independent work and implementation of internship tasks, compliance with the work schedule and participation in lectures.

The assessment of study results shall be determined using the assessment criteria and examination forms indicated in the study courses. In the final examinations of the study courses, the emphasis is placed on the integration of theory into practice.

In the study programme, assessment according to the summative principle is implemented, subject to the condition that each individual criterion is evaluated positively (at least 4 points). Assessment according to the summative principle promotes a responsible attitude of students to the study process, as well as encourages students to acquire knowledge systemically and systematically, to perform the tasks of independent work in a timely manner, to participate in lectures, seminars and practical work, to successfully pass interim tests. An important form of assessment of the set of competencies acquired during the study process is student self-reflection. Multimedia technologies are used in the study process. Study materials, as well as tests and other types of examination in certain study courses are available in the e-learning environment.

The results of the study courses of the study programme have been developed to achieve the joint results of the study programme. When defining the study results of study courses, several principles are observed:

1. principle of succession: the director of the study programme keeps track of and discusses with the teaching staff of the study programmes the study results of the study course to ensure their conformity with the study results specified by the study programme;
2. principle of compliance: the director of the program keeps track of and the teaching staff, when developing the results of the study course, comply with the knowledge, skills and competence specified for the 6th level of the LQF, as well as the requirements of the standard of the profession of a speech therapist and the professional qualification of a teacher;
3. principle of transparency: the study results of study courses are embedded in the study course descriptions, which are available and explained to students;
4. principle of regular review: the content of study courses and study results are regularly reviewed with the introduction of the improvements required by the development of the labour market or industry.

To ensure the conformity of the content of study courses with the needs of the sector, labour

market and scientific trends, teaching staff, upon commencing the implementation of the study course in the relevant study semester, shall perform an analysis of the content of the study course and, if necessary, introduce the necessary updates. The procedures for making changes to the RTU Register of Study Courses shall be determined by the by-laws of the RTU Study Course Register[7]. In the improvement of the content of study courses, the recommendations of students and employers are considered, which are extracted from the results of surveys, interviews and practice reports. The commission of the study field evaluates the surveys according to the RTU quality cycle, which is planned annually and which includes surveys, perception assessments and main performance results organized by RTU. Particular attention is paid to the integration of the latest literature and scientific knowledge into the course of study.

The topicality of the content of the study programme and study courses and compliance with the requirements of the labour market is promoted by implementing cooperation with representatives of the sector, for example, teaching staff with professional work experience in the field participate in the implementation of the study programme, employers provide recommendations for improving the content of the study programme in surveys organised by RTU and interviews organised by the management of the study programme, as well as a significant part of the studies is the traineeshio of a speech therapist,  in the process of implementation and evaluation of the results of which employers participate, providing recommendations for updating the study content.

Updating of the study content according to scientific trends takes place in several ways:

1. the teaching staff employed in the study programme participate in scientific conferences and the implementation of scientific projects, and their insights are integrated into the content of study courses;
2. student participation in seminars, conferences is promoted;
3. Regular replenishment of the resources of the RTU LA Library with the latest literature;
4. RTU Scientific Library provides wide access to scientific databases.[8]

For the development of scientific competence, the study programme includes several study courses that develop students' research skills – "Research in Education", "Social Anthropology", "Research in Speech Therapy I, II, II, IV, V," which includes the development of three study theses, as well as the development and defence of a bachelor's thesis. Study courses that directly promote the competence of students' research activities cover the amount of 30 CP in the study programme. Other study courses also develop students' scientific competence by studying and analysing the latest research in speech therapy and related fields.

At the end of the study programme, a state final examination is taken – defence of a bachelor's thesis and a qualification examination in speech therapy, which are assessed on a 10-point scale. The State Examination Commission shall consist of the head of the Commission and at least four members of the Commission. The head of the Commission and at least half of the composition of the Commission shall be professional employers or representatives of the sector.

[1] http://logopedi.lv/index.php?sad=jaunumi&nr=356&val=en

[2] https://likumi.lv/ta/id/303371-noteikumi-par-valsts-pirmsskolas-izglitibas-vadlinijam-un-pirmsskolas-izglitibas-programmu-paraugiem

[3] https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu

[4] https://eslaeurope.eu/education-netques-project/

[5] https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu

[6] https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu

[7] https://www.rtu.lv/writable/public_files/RTU_studiju_kursu_registra_nolikums_16.12.2019.pdf

[8] RTU Databases, E-resources. https://www.rtu.lv/lv/studijas/biblioteka/informacijas-meklesana/datubazes-eresursi

**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.**

In the process of acquiring the content of study courses, two forms of study are implemented: work in the auditorium and independent work of the student. The study course descriptions define the topics, tasks and assessment criteria of independent work. In some cases, the acquisition of the content of the study course can also be partially implemented in the form of remote studies using the MS Teams platform. Reduction of programme fragmentation and sharing of resources is ensured by joint implementation of compulsory (general educational) and also individual theoretical study courses in the field of RTU LA study field "Education and Pedagogy", for example, "Psychology for Teachers", "Inclusive and Special Needs Education", "Education Management", "Introduction to Education for Sustainable Development", "State, Civil and Environmental Protection", "Legal Aspects of the Pedagogical Process." Study courses of the study programme "Speech Therapy" are also offered for the further education of teachers. This option is usually used by educators who want to start their studies in later stages of studies (within the framework of the reporting period – 10 listeners participated in the acquisition of study courses as listeners of the lifelong learning department).

The content of the study programme is successively structured in thematic groups with appropriate study courses and practices, which ensure gradual acquisition of the competence of a speech therapist. The content of studies is aimed at the unity of theory and practice; studies are closely related to scientific topicalities in speech therapy. Methods to be used in the study process – lectures, seminars, discussion, individual, pair and group work, practical work, laboratory work,

situation simulations, case analysis, independent work, etc. According to the purpose of the study course and the planned study results, appropriate study work methods, examination forms and evaluation criteria are used. The following approaches are followed in the implementation of the study programme:

1. student-centred approach;
2. the use of practical experience and contextual learning;
3. cooperation and social interaction;
4. reflection and self-evaluation;
5. teaching staff as a consultant and support person in solving problem situations.

The student-centred approach is based on the formation of positive pedagogical relationships, involving students in evaluating the study process, providing feedback and improving the study program, at the same time encouraging to be independent and responsible in achieving the results of the study process. The essence of student-centred teaching and learning:

1. considers and respects the diversity of students and their needs;
2. considers and uses different ways of implementing the programme (full-time and part-time studies);
3. according to the circumstances, a variety of pedagogical methods are used;
4. promotes the student's independence and responsibility;
5. promotes mutual respect in the student-faculty relationship.

Learning from each other and with the participation of the faculty as a support person / consultant helps students to achieve the competence defined in the study results of the program, as well as to create an inclusive, developmentally stimulating and socially emotionally safe environment in cooperation with group members both in the study process and in practice. In the study process, simulation of situations and case analysis is implemented, their analysis is carried out and solutions are sought. Simulation of situations or case analysis in the study process develops students' skills to solve problem situations in practice, promotes reflection and self-evaluation.

Group work, discussions, joint projects are an important part of the study process, which helps to understand the most important concepts of speech therapy, to analyse, to evaluate and summarize conclusions in a reasoned manner. In seminars, students present independently developed topics, acquire the ability to critically evaluate their own and other students' performance, provide reasoned justification of their opinion. Thus, when developing the study programme and its study courses, special attention is paid to the meaningful formulation of study results in order to promote students' understanding and co-responsibility for learning, the performance assessment received, and to improve self-reflection and self-evaluation.

In the study process of study programmes of the study field "Education and Pedagogy", including the programme "Speech Therapy", the following dimensions are taken into account for the creation of a supportive and inclusive study environment and ensuring the quality of the learning process:

- cognitive (knowledge, theory);
- pedagogical (didactic-pedagogical technologies, organization of the study process);
- social (interpersonal and pedagogical relations);
- innovative (transformation of knowledge and skills gained in practice);
- research (research integration).

In order to strengthen practical experience, as well as to promote the unity of theory and practice, professionals such as Māra Domiceviča (field of preschool speech therapy), Zane Tumševica (field of early development speech therapy), Liene Gūtmane (field of clinical speech therapy), Irita Kovaļska (field of secondary speech and language disorders) are invited to teach separate study

courses. Industry professionals help to formulate and manage study assignments in such a way that they relate to a real context of correction of speech and language disorders at different ages and in cases of disorders of different pathogenesis. During the seminar classes, professionals are invited to introduce students to a specific topic, practical exercises, present experience stories, examples of good practices (during the reporting period – speech therapists Aiga Budriķe-Ziemele, Elīna Lasmane, Selga Krauja, speech therapists and deaf pedagogues Maruta Zvirbule, Uldze Strazdiņa, audiologist and myofunctional therapy specialist Evija Ekure, speech therapist and AAC specialist Andžela Šteinberga, psychologist and Barboleta platform specialist Baiba Blomniece etc.).

To strengthen the contextual learning experience, classes are also held directly at the RTU LA Speech Therapy Centre both by observing the classes led by the teaching staff and by acquiring initial practical skills in the correction of speech and language disorders in the study courses "Speech Sound Disorders," "Language Disorders in Children I, II," "Montessori Therapeutic Pedagogy in Speech Therapy," " Munich Functional Development Diagnostics in Speech" (assistant professor, speech therapist and Montessori educator Gundega Tomele), "Rhythmic Gymnastics and Fine Motor Skills Exercises in Speech Therapy" (professor Helena Vecenāne, lecturer, speech therapist Māra Domiceviča).

The study courses "Complex Function Disorders" (lecturer, audiologist Irita Kovaļska), "Neurology and Psychiatry II" (lecturer, psychiatric nurse Liene Preisa, senior lecturer, doctor Ivars Krastiņš) and "Anatomy, Physiology and Pathology of the Organs of Speech and Hearing" (senior lecturer, doctor Eva Katvare) are partly acquired in a real work environment (Līvupe Primary School – Development Centre, Liepaja Regional Hospital, Hospital “Piejūras”, SIA Magnum Social & Medical Care). The study course "Voice Disorders" (professor, audiologist Baiba Trinīte) is also partially implemented in the work environment at Liepaja Regional Hospital (RTU LA Speech and Voice Research Laboratory).

RTU LA Speech Therapy Centre invites children to events ("Researchers' Night", "Museum Night"), internships or classes at the university, which are organized and implemented by students of the study programme with the support of teaching staff. Students implement classes in practice, prepare materials, acquire skills in the record-keeping of speech therapist's documents, analyse their activities and results in the correction of speech and language disorders, promotion of language development. At the end of the spring semester, each student gives an overview of his or her performance and results, discusses with group members, exchanges stories of experience with each other.

In the study process, methods are implemented that develop the creative potential of students, for example, regular presentations / exhibitions of corrective work materials developed by students in the thematic groups of speech therapy “Speech Therapy for Children” and “School Speech Therapy.” In the study course "Voice Disorders" students make their own laryngeal mullages from materials of their own choice (paper, cardboard, fabric, plastic, metal, etc.).

Using the abovementioned methods and approaches, the implementation of the study programme is improved and the introduction of innovations in the content is promoted:

1. implementation of a flexible study process that meets the requirements for the quality of study content, in connection with the work environment;
2. regular feedback and self-reflection is ensured;
3. partial acquisition of individual theoretical study courses in the e-environment;
4. CLIL approach (attraction of foreign guest lecturers, Erasmus+ mobility activities);
5. the interlinking of studies, internships and research;
6. an interdisciplinary approach linking the study and research of the social, humanities and exact sciences, providing for access to resources from all academic fields.

The methods of implementation of the study programme and study courses are aimed at achieving the objectives of the study programme – (1) to provide students with the acquisition of the set of knowledge, skills and competences necessary for the performance of the professional activity of a speech therapist, as well as (2) the opportunity to acquire knowledge for the implementation of successful further education and scientific research activities in accordance with the degree of the professional bachelor in speech therapy and the qualification of a speech therapist, (3) to provide support for the self-realization of the personality of students,  development of professional identity and understanding of the place of the profession of speech therapist in a broader social context.

The study program "Speech Therapy" has the same goals, objectives, results, content, methods and assessment for full-time and part-time studies. The number of contact hours and hours of independent work for students differs, which is reflected in the study course descriptions.

**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 study programme "Speech Therapy", internships are planned and implemented in accordance with the RTU LA rules on practice. The procedure for organising internships is governed by the decision of the SENATE (RTU Senate meeting of 28 January 2019, Protocol No. 626) "On approval of the procedures for organising internships at Riga Technical University in a new wording". RTU Liepaja Academy enters into an agreement with a company or organization, an educational institution that accepts students for internships. This document is available on the RTU website https://www.rtu.lv/lv/studijas/studiju-reglaments (Clause 5.6). The annexes to the attached document also contain the form of the contract and a feedback form (from the practice manager) in both Latvian and English.

The contract for the provision of an internship is created and signed in the ORTUS system, as well as the order for permission to carry out the internship. The internship agreement shall include the objectives and tasks of the internship, the planning of the internship, the procedures for evaluating the achievements of the internship, as well as the duties and responsibilities of the parties. Internship assessment is also implemented electronically – the internship manager receives an access link to the student's internship assessment feedback page a week before the end of the internship to fill it in at the end of the internship.

The student achieves the goal of the internship based on the acquired knowledge, skills, competence and previous study experience. In the implementation of the content of the study programme, the continuity of study courses and practices, which is summarised in the annex, is observed. The content of the study courses offered in the program is oriented towards the acquisition of successive and mutually integrated knowledge and skills to develop the professional competence of students in various fields of speech therapy during the study process. The implementation of internship tasks promotes students' independence, responsibility and confirms the skills to use previously acquired knowledge in the work environment.

The practice planning strategy of the study programme provides for the attraction of teacher-speech therapists (profession code 2352 01), speech therapists (profession code 2266 03) and audiologists (profession code 226601). Teacher-speech therapists working in the education system, audiologists working in the health and social care system and medical support persons, as well as speech therapy specialists working in private practices are involved in the provision of practice.

RTU LA has entered into a cooperation agreement with Liepaja state city municipal institution "Liepaja City Education Department", on the provision of internships for students in accordance with the study plans of study programmes of the study field "Education and Pedagogy". For the implementation of the practice of a speech therapist, individual cooperation agreements with educational, health and social care institutions are also concluded according to the content of the practice. Student internships in speech therapy cover all regions of Latvia – Kurzeme, Zemgale, Vidzeme, Latgale and Riga. Before and after the internship, the suitability of the place of practice for the performance of the relevant speech therapy practice is evaluated. The student independently searches for a place of internship that corresponds to the content of the internship and agrees on its implementation by concluding a tripartite agreement. If necessary, support in finding an internship place is provided by the RTU LA internship coordinator, as well as the director of the study programme "Speech Therapy," involving the head of the RTU LA PSWC and the RTU LA practice methodologist.

Internships are planned in the amount of 39 CP, which is in accordance with the Cabinet Regulation No. 305 "Regulations on the State Standard of Professional Higher Education"[1] (available in Latvian). The total amount of internships exceeds the minimum number of credits set by the Cabinet of Ministers by 9 credits or 6 weeks. Thus, in-depth acquisition of the professional skills and practical skills of a speech therapist in the work environment under the guidance of professionals (unity of theory and practice) is ensured, as well as students' cooperation and communication skills are promoted not only in the study environment, but also in the work environment (with the administration of the institution, practice manager, other specialists in other fields, parents), which comply with the recommendations of the experts of the Higher Education Quality Commission and the Accreditation Commission (24.08.2022).

Traineeships are linked to the thematic areas to be studied and the corresponding study courses, which are arranged in a standard plan according to the practices. During the study programme, a total of seven speech therapist internships are planned – Speech Therapy Internship I (Organisation of Speech Therapy Work), Speech Therapy Internship II (Speech Therapy for Children), Speech Therapy Internship III (Audiology), Speech Therapy Internship IV (School Speech Therapy), Speech Therapy Internship V (Complex Functional Disorders), Speech Therapy Internship VI (Clinical Speech Therapy), Speech Therapy Internship VII (Final Speech Therapy Internship) (see Annex "Description of Internship" for an overview of the internship plan).

Thus, all areas of professional activity are covered, where a young speech therapist could work after graduation from the study program. Internships must be selected according to the study courses (thematic area) acquired during the semester of study, and this is indicated in the methodological materials of the introductory instruction of the internship. Already during their studies, students can assess their abilities and professional suitability for work in a particular field of speech therapy. This reduces the risk that the young specialist, having started the independent implementation of the work of a speech therapist, will conclude that the chosen area, however, does not correspond to the professional interests and psychological suitability of the specialist. Student surveys and discussions during internship conferences confirm that most students have already chosen their professional field of activity during their studies, and the choice has largely been influenced by the experience gained in practice.

In the introductory briefing of the internship (which takes place at least a month before the start of the internship), students are provided with information about the purpose of the internship, tasks, and the results to be achieved. Each student has access to internship introductory briefing materials in electronic form. They are presented to the practice manager before concluding an internship agreement. An integral part of the tripartite internship agreement signed by the student, the head of the institution and the director of the study programme is an annex, which reflects basic information about the internship type, purpose, tasks and results to be achieved .

During the internship, students observe the professional activities of internship consultants, find out the organization of the speech therapist's work in the institution, plan, manage, analyse speech therapist classes under the guidance of a practice consultant, draw-up lesson plans, evaluation and progress reports, as well as perform data acquisition for scientific research for the implementation of study papers and bachelor's thesis development. The course of the internship is reflected in the practice diary and in the materials of the internship folder. During the internship, students must comply with the Code of Professional Activity and Ethics of the Latvian Speech Therapist[2] (available in Latvian) and all the norms and regulations of the relevant field.

During the internship, the internship coordinator (RTU LA lecturer) communicates with both students and internship managers to make sure of the progress of the internship and, if necessary, provide advisory support to the student or internship manager. Internship managers are invited to participate together with trainees in events organized at the university (e.g. student scientific readings, guest lectures, practice advocacy conferences, internship seminar on the MS Team platform, etc.).

Both students and practice managers provide their opinion and recommendations on the content of the speech therapist's internship, knowledge and skills acquired during their studies. At the final conference of the internship, students give a presentation of their work during the internship, share their impressions and new skills. Finally, an internship assessment is provided on a 10-point scale, which consists of a summative assessment that includes the evaluation of the defence of the internship, the evaluation of the internship folder, and the description and evaluation of the student's work provided by the internship manager.

[1]https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu

[2]https://www.logopedi.lv/dokumenti/etikas-kodekss

### 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.

Within the framework of the reporting period, 32 full-time students and 8 part-time students have graduated from the study programme. The analysis includes the bachelor's theses of all students who graduated from the study program "Speech Therapy" from June 2021 to January 2025 (including students who started their studies before September 2020).

The topics of bachelor's theses (hereinafter referred to as BT) cover all thematic areas of the study programme "Speech Therapy" – the summary of topics is presented in Table 3.2.6.1.

Table 3.2.6.1

**Summary of thematic areas of bachelor's theses in speech therapy (in the reporting period)**

| **Thematic area in speech therapy** | **Year of study** | | | | | **Total (in the framework of topics)** |
|---|---|---|---|---|---|---|
| | **2020/2021** | **2021/2022** | **2022/2023** | **2023/2024** | **2024/2025** | |
| Organization of the work of a speech therapist | 2 | | 1 | | | 3 |
| Children speech therapy | 2 | 3 | 2 | 1 | 2 | 10 |
| Audiology and voice disorders | | | | 2 | 1 | 3 |
| School speech therapy | 1 | 1 | 2 | 3 | 2 | 9 |
| Complex function disorders | | 2 | 2 | 1 | | 5 |
| Clinical speech therapy | | 1 | | 1 | | 2 |
| Other/mixed range of topics (bilingualism, early development speech therapy, smart devices and language, impact of Covid-19, etc.) | 1 | 1 | 1 | 2 | 3 | 8 |
| **Total (within the framework of the study year)** | 6 | 8 | 8 | 10 | 8 | 40 |
| **Average BT rating** | 8,66 | 7,5 | 8 | 8,7 | 7,88 | **8,15** |

Summarizing the data of the reporting period, it can be concluded that almost half of the students in the framework of the bachelor's thesis have carried out in depth studies of current issues or problem situations related to the educational system in the fields of children's speech therapy (10) or school speech therapy (9). This is due to the fact that a large percentage of students in the 4th year have already begun to work in the profession of a speech therapist. The first independent professional experience, challenges of the work environment encourage them to choose topics that

are relevant in the professional aspect. In the thematic circle of children's speech therapy, the perception of sounds, the pronunciation of sounds and the comprehensibility of speech were the most often studied topics. Among the topics of school speech therapy, the prevalence, manifestations and correction of reading and writing disorders were most often studied, however, unconventional research directions were also chosen, for example, the influence of temperament traits on literacy.

In turn, eight female students chose to study more specific, less frequently studied topics that could be a big challenge for the future specialist, such as correction of sound pronunciation disorders in the case of cleft palate speech, stuttering correction, tight sublingual ligaments and connections between sound pronunciation disorders, the development of the language of children born extremly prematurely, the relationship between eating habits and speech development, etc. Each of these studies provides an individual contribution to the improvement of the student's research skills, as well as to the updating of topics less studied in Latvia and public awareness.

A topical issue in the students' view is also the work of a speech therapist in cases of complex functional disorders – this direction was chosen by five female students for their research. Within the framework of BT, aspects of speech, language and communication were studied in cases of Dravet syndrome, Down syndrome, autistic spectrum disorders and mental disorders, the use of alternative and augmentative communication methods such as PECS (*Picture Exchange Communication*) in speech therapy. This line of research is an important aspect in the context of an inclusive society and educational environment.

Three students chose to study the issues of organization of the work of a speech therapist, while three topics were related to the study of voice disorders. Two female students studied disorders of oropharyngeal function – one in the child population and the other in the geriatric population.

Students' research often resonates with topical issues in society, such as the work of a speech therapist during the COVID-19 pandemic. Both studies were important for evaluating, analyzing, drawing conclusions on how to optimally organize the work of a speech therapist in case of emergency situations.

In turn, at the time when the transition to education only in the official languages took place in Latvia, three student studies were conducted on topical and important topics in this context – how to assess, how to perform differential diagnostics, what measuring instruments to use so that the speech therapist's conclusion is correct, and the learner could be provided with optimal support.

It can be concluded that the topics of bachelor's theses cover both all thematic circles of speech therapy and individual study courses. This confirms that the content of the study program, the study courses are optimally selected, and in each of them students can find ideas for conducting innovative research.

The average score of students' bachelor's theses in the scoring system is high – 8.15 points. During the reporting period, three entries were rated with the highest rating (10 points), while 16 entries were rated as excellent (9 points), nine entries as very good (8 points), as many entries – as good (7 points), only 3 entries had a lower rating (2 rated as almost good – 6 points, 1 rated as satisfactory – 5 points).

Inga Ekuze, Chairperson of the State Examinations Commission, Head of the Liepaja City Education Department, described the students' performance in the last State Examination of the reporting period (17.01.2025) very positively, pointing out that students are able to independently choose and formulate, analyze complex professional problems and choose paths for their solution, that students' knowledge and skills correspond to those specified in the description of the profession standard "Speech Therapist" and professional qualification "Teacher-Speech Therapist" Criteria. The

assessment of the bachelor's theses by the Chair of the Commission, who also represents the opinion of employers, confirms that the tasks defined in the study programme have been fulfilled and the objectives have been achieved. The topicality and assessment of the topics of the bachelor's thesis confirm the quality and achievements of the implementation of the study programme "Speech Therapy".

Twice a year (autumn and spring semesters), scientific practical seminars "Research in Speech Therapy – Scientific Readings of Students" organized by the RTU LA PSWC Speech Therapy Centre are implemented, where all future graduates of that semester present their research within the framework of their bachelor's thesis, thus both strengthening and improving skills in disseminating research results, and informing the public about current topics in speech therapy. Traditionally, speech therapy students of all courses, scientific supervisors of works participate in these events as listeners, and anyone interested in speech therapy and related challenges can attend them. Students of all courses at the seminar gain experience in the implementation of research, discuss, ask questions that have arisen within the framework of the seminar, and find ideas for conducting their own research.

Two bachelor's theses of the 2023/2024 academic year "*Perception of disturbed and normophonic voice in communication*" (D. K.) and "*Influence of voice stimuli for the gender of speakers on the speed and accuracy of performance of movement tasks*" (E. L.) have been developed at the RTU LA Speech and Voice Research Laboratory within the framework of the interdisciplinary research project "Neural processing of affective and disturbed voice stimuli during movement tasks: EEG study" (Nr. lzp-2021/1-0159) under the guidance of professor Baiba Trinīte. Both students (D. K. and E. L.) were actively involved in the implementation of research within the framework of three years (2022-2024) and have presented the research together with the project team at international conferences, such as in Belgium (12th European Congress of Speech and Language Therapy, 2024). The results of this study have also been presented in the USA (American Speech-Language-Hearing Association Convention, 2024), Spain (15th Pan-European Voice Conference, 2024), Estonia (9th Congress of Baltic States SLTs, 2024), Italy (10th Convention of the European Acoustics Association, 2023), Turkey (30th Congress of Union of the European Phoniatricians, 2023), as well as in Latvia. The results of the research within the framework of the project with the co-authorship of both students (D. K. and E. L.) have been published in international scientific journals. These results confirm both the quality of the study programme "Speech Therapy", its research implementation at RTU LA (leading researcher Baiba Trinīte), as well as the importance of student involvement in the implementation of projects and dissemination of results.

Other innovative, socially important research that has been developed within the framework of the bachelor's thesis is also promoted for presentation at international scientific conferences, such as:

- M., E., & Tumševica, Z. The importance of phonemic perception and its training in logorhythmics classes for children aged 5–6 years. RTU LA XXI International Scientific Conference *Language Learning: Problems and Perspectives*. Latvia, Liepaja, 17.05.2024.
- B., E., Trinīte, B., & Tomele, G. Early detection of reading disorders in preschool and primary school children. LiepU XX International Scientific Conference *Language Learning: Problems and Perspective.* Latvian, Liepaja, 19.05.2023.
- Tomele, G., & T., A. Cooperation of Speech therapist and parents. LiepU XIX International Scientific Conference *Language Learning: Problems and Perspective.* Latvia, Liepaja, 20.05.2022.
- K., V., & Tomele, G. Effects of speech and language disorders on literacy acquisition in primary school students in the first and second grades. LiepU XVIII International Scientific Conference *Language Learning: Problems and Perspective.* Latvia, Liepaja, 14.05.2021.

Two studies of bachelor's theses have been presented at the conference, and co-authored with the scientific supervisor are included in the collection of scientific articles:

- Domiceviča, M., & V., A. (2022). *Speech therapist's work in preschool during the Covid-19 pandemic*. Language Learning: Problems and Perspectives XVIII/XIX Collection of Scientific Articles[1] (available in Latvian);
- Domiceviča, M., & A., K. (2020). *The participation of parents in the expansion of the vocabulary of preschoolers*. Language Learning: Problems and Perspectives XVI Collection of Scientific Articles[2] (available in Latvian).

Providing an assessment of students' performance in defending bachelor's theses (17.01.202), the Head of the Liepaja City Education Department, the Chairperson of the State Final Examination Commission also gives an assessment of the prospects and further development of the program: "The goal of the study programme to prepare professionally educated, creative and motivated speech therapists who are able to solve educational issues according to professional competence and are competitive in both the Latvian and European labor markets has been achieved."

[1] https://doi.org/10.37384/VA.2022.17.18.061

[2] https://doi.org/10.37384/VA.2020.16.171

## 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.**

Studies take place in RTU LA training block Liela str. 14, Liepaja. The material and technical base necessary for the implementation of the programme is constantly being updated and improved. All auditoriums used for studies are equipped with appropriate furniture and technical equipment, including multimedia equipment, which allows lecturers to use online social media materials in lectures, and students to present their research in multimedia presentations. Audiences are provided with the opportunity to connect to MS Teams or another remote access program, providing remote or hybrid learning opportunities. In order to ensure remote streaming of lectures in five RTU LA auditoriums, there are conference video equipment with video/audio tracking capabilities of the lecturer, which is provided by moving 360-degree video cameras. Several modern computer classes can be used for the study process.

The RTU LA Centre for Pedagogy and Social Work (CPSW) plays a leading role in the implementation of the study programme "Speech Therapy", in cooperation with the Centre for Humanities and Arts, the Centre for Natural and Engineering Sciences and the teaching staff of the Centre for Management and Social Sciences, providing an appropriate teaching staff and technical base.

For the organization of practical seminars for students, an authentic learning environment has been

created in two offices (*mobile tables and composite chairs for students and a workplace for the teacher, as well as a digital whiteboard ODIN).*

For the sports and interest needs of students, premises are provided for sports classes, choir activities, acquisition of professional and interest education programs.

Support for RTU LA students and faculty in the study process and research is the RTU LA Library (information about the Library is available in the Library section of the RTU LA website here: https://www.rtu.lv/lv/liepaja/studijas-liepaja/biblioteka-liepaja) (available in Latvian).

RTU LA Library collection (Liela str. 14, Liepaja) contains approximately 61,000 information resources (93 % of books, 7 % of serial editions and other items of the collection). The library's collection thematically corresponds to the study programme "Speech Therapy" of the study field "Education and Pedagogy". The study programme offers literature according to the following topics of the courses to be taught, such as educational psychology and management, research in education, special and inclusive education, language (Latvian, professional foreign language, etc.), communication, speech therapy, anatomy, physiology and pathology, child development and physiology, Montessori therapeutic pedagogy, languages, speech and voice disorders, speech therapy, etc. Of all the information resources at the library's disposal, these topics account for around 10 % of the items in the collection.

If the Library does not have the necessary information resources, Interlibrary Subscription (*SBA*) and International Interlibrary Subscription (*SSBA*) services are offered. Successful cooperation has been established with the National Library of Latvia and other Latvian libraries.

For the needs of the study programme "Speech Therapy", databases offer information resources on various topics of the courses to be taught, for example, the EBSCO e-book collection contains approximately 17,500 electronic publications according to the following keywords – educational psychology, educational management, special education, research in education, inclusive education, child development, speech therapy, speech and language disorders, physiology and pathology, Montessori pedagogy, etc. "Cambridge Journals Online" is an electronic journal on the following topics: education (6 journals), medicine (38 journals), psychology (18 journals). The Library provides training, reference and consultation on the use of information resources and the use of services.

The material and technical provision provided for the implementation of the study programme and its availability to students and teaching staff shall be assessed as appropriate.

**RTU Liepaja Academy PSDC Speech Therapy Centre**

The speech therapy center was established in 2005 with the aim of providing theoretical and practical training for students, since 2012 students have been provided with opportunities to carry out research activities as well. The speech therapy center is located at 14 Liela Street, auditoriums 138 and 137. Speech therapy students are provided with independent access to these premises, observing the internal rules of procedure of RTU LA. The following material and technical base is available in it:

- computer, projector and projector screen;
- mullages (Laryngeal model, Nose and nasal cavity model, Oropharyngeal system model, Ear model, Dental/occlusion model);
- posters (Organs of speech, Human ear, Binaural hearing, Larynx, Human brain, Respiratory system, Digestive tract);
- multimedia programs ("Respiration," "Phonation and Prosody Stimulation," "Applied Speech

Science for Dysarthria," "Speech Articulation: Animation of Muscle Vectors," "Neuroscience for Human Communication: from Intention to Articulation, Applied Speech Science for Voice & Resonance Disorders");

- computer program "SymWriter2" ("Widgit") for learning and supporting active speech and literacy in cases of cognitive impairment;
- balance platform "Barboleta";
- Munich diagnostic (0–3) test material;
- test kits for testing the pronunciation of sounds and language comprehension of preschoolers [Kalinka, D. (2013). *Language comprehension test.* Test for children from 3 to 5 years old. Riga: VISC; Kalinka, D. (2013). *Language comprehension test.* Speech therapist's book. Riga: VISC; Kušķe, L. (2013). *Tests for the study of phoneme production and the study of the reception and differentiation between phonemes in children from 3 to 6 years old.* Riga: VISC; Kušķe, L. (2013). *Methodological recommendations for speech therapists on how to work with phoneme perception and differentiation research and phoneme production tests for children aged 3-6 years*. Riga: VISC; Razgaila, N. (2012). *A set of tasks for assessing the level of acquisition of knowledge and skills of preschoolers (from 3 to 7 years).* Riga: SIA "Drukātava"];
- Set of materials developed by the VISC ESF project "Development of a support system for learners with functional disorders" (No. 2010/0330/1DP/1.2.2.4.1/ 10/IPIA/VIAA/001);
- Set of materials developed by the VISC ESF project "Competence approach to learning content" (No. 8.3.1.1/16/I/002) in the context of literacy promotion in the context of the Acadience™ (Dibels Next) test, Acadience™ (Dibels Next) test (from 0 to 6), test manual;
- study papers and didactic materials developed by students.

LiepU PSDF Speech Therapy Centre provides students with an opportunity to develop professional and research skills, which are ensured by the availability of practical classes and scientific-methodological materials, opportunities to conduct research within the framework of study works in accordance with the specifics of study courses. The center's material and technical base is available to all faculty and students of the program. On the basis of the Speech Therapy Center, bachelor's theses are developed annually.

The activities of the RTU LA Speech Therapy Centre ensure the quality, sustainability and further development of the study programme "Speech Therapy" at the professional and academic level. The transition of the Speech Therapy Center to larger premises with modern equipment for observing and analyzing classes, as well as tools for assessing speech and language development, conducting research is planned.

## LC Speech and Voice Research Laboratory

The Speech and Voice Research Laboratory was opened in December 2011 within the framework of the ERDF project "Modernization of Liepaja University Infrastructure and Training Equipment to Improve the Quality of Studies of Priority Fields, Ensuring the Principle of Equal Opportunities and Universal Access to the Environment" (No. 2010/0107/3dp/3.1.2.1.1./09/IPIA/VIAA/010). The Speech and Voice Research Laboratory is located, as well as its scientific research activities and practical classes of students are implemented at Liepaja Regional Hospital. The provision of technical equipment of the Speech and Voice Research Laboratory of the CPSW Speech and Speech Therapy Center is summarized in Table 3.3.1.1.

Table 3.3.1.1

**Overview of the technical equipment of the Speech and Voice Research Laboratory**

| No. | Plant name | Number | Software, license | Equipment application |
|---|---|---|---|---|
| 1. | Computerized speech laboratory (equipment with software for measuring speech and voice function) | 1 | Programs:<br>1. Voice Range Profile<br>2. Auditory Feedback Tools<br>3. Disordered Voice database and program<br>4. Speech and voice exercises in the form of games<br>5. Speech Motor Disorder Analysis Program, also provides for the preparation of clinical reports in Motor Speech Profile<br>6. Multidimensional voice program that provides analysis and comparison of voice parameters with samples in the database<br>7. Electroglotogram Data Analysis Program Real-time EGG Analysis<br>8. Real-timepitch<br>9.Real-time Spectrogram<br>10. SonaMatch | Assessment of speech and voice function, data processing and analysis, correction of speech and voice disorders, evaluation of process efficiency and progress, data storage |
| 2. | Handheld microphone | 1 | | Making quality sound recordings |
| 3. | Preamplifier | 1 | | Ensures microphone operation and high quality of sound recordings |
| 4. | Computer | 2 | Windows XP | Ensures the operation of the speech laboratory |
| 5. | Electroglotograph | 1 | Real-time EEG Analysis | Provides non-invasive examination of the function of the vocal cords |
| 6. | Electrodes | 1 | | EGG examinations for children |
| 7. | Diagnostic audiometer | 1 | | Provides the possibility to perform hearing tests in air-bone mode |
| 8. | Portable computer | 1 | | To ensure the operation of the audiometer |
| 9. | Hearing booth | 1 | | For testing of hearing and audio recording |

| | | | | |
|---|---|---|---|---|
| 10. | Multifunctional equipment (printing, copier, scanner) | | | Computerized speech for laboratory operation |
| 11. | Studio audio headphones | 1 | | For Speech laboratory operation |

In 2017, the laboratory equipment was supplemented with instrumentation room acoustic measurements and voice monitoring devices within the framework of the ERDF project "Support for the implementation of postdoctoral research" (No. 1.1.1.2/16/I/001).

In 2020, the laboratory equipment was supplemented with a mobile electroencephalography system within the framework of the cross-border project Interreg "Joint and interdisciplinary long life learning training for professionals working with neuro sensorimotor disorders" [No. LLI-352/SU-22-(8.2)SU-30(8.2)] of Šiauliai University. From 2022 to December 2024, an interdisciplinary research project "Neural processing of affective and disturbed voice stimuli during movement tasks: EEG study" (Nr. lzp-2021/1-0159) was implemented. The research was funded by the Fundamental and Applied Research Programme of the Latvian Council of Science. Two students of the study programme "Speech Therapy" were also involved in the study.

The Speech and Voice Research Laboratory is available for both faculty and students during the study process and for conducting research. The resources of the website are available to any interested person in the field of speech therapy. Speech and Voice Research Laboratory website (http://voice.liepu.lv/praktiskie-resursi/) (available in Latvian) the following practical resources are available:

- Voice disorder index (standardized);
- Voice disorder index (Russian version);
- Vocal symptom scale;
- Voice risk factor research questionnaire for teachers (standardized);
- Videolaryngostrophoscopy evaluation protocol;
- Assessment of voice ergonomics in the workplace. Manual and evaluation forms;
- Feeding recommendations in case of swallowing disorders;
- Nordic orofacial test – screening, NOT-S: protocol, images and guidelines;
- Language Early Assessment Test, VANT (*Esamedel Linguaggio alletto delmalato, ELLM*) (standardized);
- *Bilingual Aphasia Test (BAT);*
- Differentiated test of speech motility and articulation (adapted into Latvian from Lithuanian. Kairienė, D. (Ed.). (2015). Assessment of children's speech and language skills, problem identification and differentiation. Šiauliai: Lithuanian Association of Speech Therapists);
- Speech comprehension context scale (Melnik, S., & Tinite, B., 2021);
- McCarthy-Beit Communicative Development Test, KAT (Vulāne, A., Ureka, O., Darģis, R., Tauriņa, A., Zīriņa, T., & Grama-Simonsen, H., 2017) (standardized);
- Phoneme test in children 3–6 years old. Latvian phonemes test and evaluation tables (Markus, D., Ureka, O., & Čeirane, S.) (standardized);
- Phoneme test in children 3–6 years old. Russian phonemes test and scoring tables (Ureka, O., & Kuzina, V.) (standardized)
- and other materials.

## LC Alternative Education Room

The Center for Alternative Education was established in September 2007 and its activities are carried out at 14 Lielā Street, auditorium 137. Since the addition of LiepU to RTU, the Alternative Education Centre has been one of the areas of activity of the Speech Therapy Centre. Here, students acquire practical work skills by hosting and conducting speech and language disorder correction classes, integrating speech therapy technologies and basic didactic principles, methods and correction materials of Montessori pedagogy, following humanities, whole, transversal and competence approaches. The Alternative Education Cabinet offers a full range of Montessori didactic materials for preschool learners, partly for primary school learners.

**Music Therapy Room**

In addition to the above resources, students have opportunities to get to know and use music therapy in the alleviation of speech and language disorders for individuals of different ages.

Music therapy tools are available in the music therapy room, there are opportunities to practically master their use under the guidance of an experienced specialist (Ph. D. Mirdza Paipare). As one of the topics of study papers in the field of children's speech therapy, the use of music therapy, musical elements, logo rhythmics in speech therapy is often chosen.

The material and technical provision provided for the implementation of the study programme "Speech Therapy" is diverse – starting from practical correction materials and concluding with EEG equipment, assessment methods and materials used in Latvia are available, there is sufficient provision of IT and Library resources. The provision and availability of resources for students and teaching staff shall be assessed as appropriate to the specific needs of the study programme. At the same time, further restoration and replenishment of material and technical resources in accordance with modern requirements is planned.

**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 study programme shall be financed in conformity with the cost of the educational programme stipulated by the Cabinet. The amount of the study fee and the procedures for payment for each study year shall be determined in accordance with the RTU guidelines and approved by the Senate.

Payment for studies is made according to an agreed payment schedule, obligatory to cover each year's payment at the agreed time. In order to promote the growth of the number of students through a marketing and sales strategy, RTU LA offers various types of activities to attract students. Tuition fees related to the study process shall be approved by the Senate for each year of study. The provision of financial resources is stable.

Study financing from the State budget funds shall be granted each calendar year in accordance with Cabinet Regulation No. 994 of 12.12.2006. "Procedures by which Higher Education Institutions and Colleges are Financed from the State Budget Funds"[1] (available in Latvian) and an agreement between the Ministry of Education and Science and RTU LA (formerly Liepaja University) on the preparation of a certain number of specialists.

The calculations of the planned costs of the study programme "Speech Therapy" (full-time) for full-time studies for 2025-2026 use the base costs determined in 2025 (EUR 1867.60 per place of study) and the coefficient of the thematic field of education set by the Ministry of Education and Science in the field of "Teacher Education and Educational Sciences": 1.4, as well as the cost coefficient in first-level professional higher education study programmes: 1.0. The cost of one study place in 2025 is EUR 2 614.64, the total cost of the study programme for 4 years is EUR 10 458.56. The number of study places financed from the State budget in 2025/2026 is 20 study places.

The calculations of the planned costs of the study programme "Speech Therapy" (part-time) for full-time studies for 2025-2026 use the base costs determined in 2025 (EUR 1867.60 per place of study) and the coefficient of the thematic field of education set by the Ministry of Education and Science in the field of "Teacher Education and Educational Sciences": 1.05, as well as the cost coefficient in the first level professional higher education study programmes: 1.0. The cost of one place of study in 2025 is EUR 1 960.98, the total cost of the study programme for 4.5 years is EUR 8 824.41. The number of study places financed from the State budget in 2025/2026 is 20 study places.

The study fee approved by the RTU Senate for full-time studies for the 1st year of the 2025/2026 study year is EUR 2630, and it is unchanged for the entire study period, the total study fee for 4 years is EUR 10 520.

The study fee approved by the RTU Senate for part-time studies for the 1st year of the 2025/2026 academic year is EUR 2 310 and it is unchanged for the entire study period; the total study fee for 4.5 years is EUR 10 395.

The minimum number of students per course at RTU LA (formerly LiepU) in full-time studies is 15 students, in part-time studies – 7 students. This number of students was determined when conducting financial calculations within the framework of licensing the new study program in 2020.

RTU LA's resources and provision are fully sufficient for high-quality, growth-oriented implementation of the study programme. The funding of the study programme is planned within the framework of the funding available for the study field, which is described in the self-assessment report. The study program “Speech Therapy” expenses are planned jointly with the other implemented study field and are included in the section of the Pedagogy and Social Work Center. The analysis of the cost items of the basic budget shows that the largest expense item is made up of remuneration (67.73%) and employer social tax, etc. costs (15.97%). The second set of expense items is made up of mutual internal expenses (7.89%), utility payments (2.56%), services (3.22%), goods (1.07%), co-financing (1.07%), fixed assets (0.48%). The costs of the study program "Speech Therapy" are 29% of the total costs of the center's basic budget.

Funding for scientific research consists of several financial sources: funding of the Scientific Activity Base granted by the Ministry of Education of the Republic of Latvia (in accordance with the Cabinet Regulation No. 252 "Procedures for Granting the Funding of the Scientific Activity Base"[2] (available in Latvian): for the maintenance of the elected scientific personnel, scientific infrastructure, as well as for the partial provision of research work to academic staff: professors, associate professors and docents performing scientific work), Performance funding,  funds attracted in accordance with the tender procedure (internal grants, project co-financing, projects), as well as the RTU LA Foundation for the Development of Scientific Activity.

In accordance with the amendments made to Cabinet Regulation No. 994 "Procedures by which Higher Education Institutions and Colleges shall be Financed from the State Budget Funds"[3] (available in Latvian), which provide for performance funding for results in research and artistic creation. The allocated funding for the results of the previous year in research and artistic creation is used by RTU LA in accordance with the approved budget. Funding is granted for the support of the scientific activity of the academic staff involved in the study programme from the development budget of the RTU LA Pedagogy and Social Work Centre and the RTU LA Scientific Action Development Fund. Priorities for receiving this funding are: full or partial financial support for publications in*the Web of Science* and *Scopus* databases, in the humanities, including ERIH+; full or partial financial support for publications in other industry databases (e.g. EBSCO, etc.); development and publication of peer-reviewed scientific monographs; RTU LA for the preparation and publication of scientific journals and publications included in databases. The development budget of the Centre is also used for business trips to scientific conferences, their participation fees, and support for students' research.

[1] https://likumi.lv/ta/id/149900-kartiba-kada-augstskolas-un-koledzas-tiek-finansetas-no-valsts-budzeta-lidzekliem

[2] https://likumi.lv/ta/id/331784-zinatniskas-darbibas-bazes-finansejuma-pieskirsanas-kartiba

[3] https://likumi.lv/ta/id/149900-kartiba-kada-augstskolas-un-koledzas-tiek-finansetas-no-valsts-budzeta-lidzekliem

## 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 "Speech Therapy" is

teaching staff who are highly qualified specialists in the theoretical frameworks of the relevant scientific fields (speech therapy, educational sciences, medicine, psychology, linguistics, etc.) or are professionals in the relevant fields of science. The composition of the teaching staff working in the study programme "Speech Therapy" complies with the Law on Higher Education Institutions[1] (available in Latvian). The qualification of the academic staff involved in the implementation of the study programme shall conform to the specifics of the study programme and the conditions for implementation, as well as to the requirements of regulatory enactments in the field of education. Teaching staff are professionals in their field of science, who have proven their competence in industry research, participated in international and national projects.

The elected academic staff are professionals in their field of science and have demonstrated competence in industry research, use of e-environment in the study process, as well as participated in national and international projects, developed scientific articles, teaching aids or monographs.

Lecturers who are professionals in their specialty with practical work experience in education, speech therapy or medicine are also attracted to the implementation of the study programme, and who are successfully able to balance theoretical and practical issues, emphasizing the knowledge, skills and competences necessary for teachers of speech therapists in professional activities. Attracted professionals work in a professional working environment and provide students with unity of theory and practice.

In order to ensure high-quality and innovative implementation of the study programme, several criteria have been used for the selection of teaching staff to be involved in the programme, so that the study courses are conducted by qualified, scientifically and methodically prepared lecturers, specialists of the specified field of study, who use modern approaches in their work.

As mandatory criteria for the selection of teaching staff: (1) compliance of the qualification of teaching staff with the requirements laid down in regulatory enactments, (2) scientific research direction / methodological activity corresponds to the content of the study programme / course, (3) appropriate knowledge of the state language and foreign languages.

Also, the creative and scientific biography of the teaching staff involved in the implementation of the study programme must certify the fulfilment of at least one of the following additional criteria:

1. professional development in the field of university didactics / teaching methodology;
2. practical work experience in the context of the study course to be taught;
3. scientific / practical experience in speech therapy, medicine, psychology or pedagogy;
4. participation in conferences, research or development projects;
5. creative activity in the field of artistic creation.

The academic staff involved in the implementation of the study programme complies with the set criteria, the qualification of the staff is appropriate to the specifics and conditions for implementation of the study programme "Speech Therapy", as well as to the requirements of regulatory enactments in the field of education. Teaching staff are professionals in their field who have proven their competence in industry research, improved their competence at conferences, seminars, project work, and implemented creative activities.

The provision of academic staff involved in the study programme requires an orientation towards innovations in the field of speech therapy, ensuring the link between theory and practice, support for work-based speech therapist education. Observing the above criteria, the acquisition of the professional competence of a speech therapist in the study process would be ensured.

Currently, the teaching staff of several centres are involved in the implementation of the study programme "Speech Therapy", a total of 35 teaching staff, of which 22 have a doctoral degree

(62.86 %), 10 – a master's degree (28.57 %), and 3 are professionals in the field (8.57 %). 6 teaching staff are lecturers from other universities (RTU, LU, RSU).

22 elected university lecturers and 13 non-elected university lecturers are involved in the implementation of the study program. Of the 22 elected university lecturers, 16 are habilitated professors, professors or associate professors, 5 assistant professors (all with a doctorate in various fields of science), 1 lecturer (studying for a doctorate). Of the 13 unelected university lecturers, 1 has a doctorate: a senior lecturer. The share of elected teaching staff in the study programme is 62.85 %.

The teaching staff are involved in the implementation of the study programme – experts in the field with sufficient professional experience (5 years and more) in speech therapy (4), medicine (6). All experts in the field have a master's degree or education is comparable to a master's education (doctor's education). Teaching staff also have the status of an expert in the field (e.g., Ph. D. G. Tomele, Dr. med. B. Trinite).

The professionalism of the teaching staff, the ability to relate scientific activity to the study process is also evidenced by the research and publications carried out during the reporting period, which are compiled in the biographies of the teaching staff and the compilation of scientific research results. Most of the publications are in collections of articles of international scientific conferences and publications indexed in Web of Science, Scopus or other databases (see compilations of teaching staff CVs).

RTU LA Professor B. Trinīte and Assistant Professor G. Tomele have participated in the development of the collective monograph:

- Trinīte, B., & Tomele, G. (2024). Construct of speech and language development. M. Raščevskas (Ed.) Development of a set of psychological assessment screening tools for recognizing the risks of early development in children. Volume 1. *Theoretical justification of screening structures and availability of development interventions* (pp. 43-55). Rīga: LU Akadēmiskais apgāds.
- Trinīte, B., & Tomele, G. (2024). Areas of language and speech development. M. Raščevskas (Ed.) Development of a set of psychological assessment screening tools for recognizing the risks of early development in children. Volume 1. *Theoretical feasibility of screening constructs and availability of development support interventions* (pp. 186-199). Rīga: LU Akadēmiskais apgāds.

Zane Tumševica, a lecturer of the study course "Speech Therapy of Early Development and Oropharyngeal Dysfunction," is a co-author of the book

- Irbe, A., Lindenberg, S., Tumševica, Z., & Odziņa, I. (2024). *The child learns to speak in the family*. Fourth supplemental edition. Rīga: RaKa.

Māra Domiceviča, a lecturer of the study course "Rhythmic Gymnastics and Fine Motor Skills Exercises in Speech Therapy," is a co-author of scientific articles in the collection *Language Learning: Problems and Perspective:*

- Domiceviča, M., & Valtere, A. (2022). Speech therapist's work in preschool during the Covid-19 pandemic. Language Learning: Problems and Perspectives XVIII/XIX Collection of Scientific Articles.
- Domiceviča, M., & Apīne, K. (2020). The participation of parents in the expansion of the vocabulary of preschoolers. Language Learning: Problems and Perspectives XVI Collection of Scientific Articles.

The teaching staff of the study programme actively work in various national and international

projects, as well as prepare and submit new projects related to both speech therapy and educational sciences and other fields of science The most significant projects in which the teaching staff of the study programme "Speech Therapy" are involved:

- 2024–2026. RTU Research and Development Grant Project *Historical Development of Laudatory Texts in Latvian: Influence of Other Languages and Traditions, Linguistic Specificity and Situationality of Use in the Academic Community* (Nr. RTU-PA-2024/1-0025) D. Laiveniece.
- 2023–2024. UL project "Development of a single set of methodological tools for early development screening of children" (Līg.No.4.1-1/29-2022). B. Trinīte, G. Tomele.
- 2023. UL project "Study on the prevalence of socio-emotional, behavioral and other developmental risks in children's cohort" (Lig.No.4.1-1/29-2022). B. Trinīte, G. Tomele.
- 2022–2024. Fundamental and Applied Research Programme of the Latvian Council of Science. "Neural processing of affective and disturbed voice stimuli during movement tasks: EEG study" (Nr. lzp-2021/1-0159). B. Trinīte, A. Zdanoviča.
- 2021-2023. Development and implementation of the ESF project Education Quality Monitoring System (No. 8.3.6.2/17/I/001), study "Explanatory online dictionary of educational terms" (No. 23-12.6/21/3). D. Laiveniece.
- 2021–2022. UL project "Feasibility study for the development of a set of methodological tools for the unified assessment of children's early development needs (Līg.No.4.1-1/18-2021). B. Trinīte, G. Tomele.
- 2019–2022. "Montessori in the VET" (No. 2019-1-IT01-KA202-007793). Erasmus+ activity Strategic Partnership (KA2) (Cooperation for innovation and the Exchange of good practices). G. Tomele.
- 2019–2022. "Barboleta Learning Board Methodology" (No.2019-1-LV01-KA201-060405). Erasmus+ activity Strategic Partnership (KA2) (The Union programme for education, training, youth and sport). G. Tomele.
- 2018–2023. SSO project "Reduction of fragmentation of study programmes in LiepU" (8.2.1.0/18/I/002). Leadership of the working group "Speech therapy". G. Tomele.
- 2018–2020. Cross-border project (Interreg V–A Latvia – Lithuania) "Joint and interdisciplinary long live learning training for professionals working with neurosensorimotor disorders" (Nr.LLI-352). B. Trinīte, G. Tomele.
- Et al.

During the reporting period, two teaching staff members of RTU LA have improved their professional competence by doing internships in general education institutions (G. Tomele – in speech therapy), thus ensuring the link between theory and practice.

The quality of studies is also ensured by the involvement of lecturers in professional development courses, in which they have improved professional English language skills (7 RTU LA teaching staff), leadership of academic staff, competence of cooperation with industry, design thinking, communication and emotional intelligence (7 RTU LA teaching staff members), academic integrity *(*8 RTU LA teaching staff), etc.

During the reporting period, RTU LA teaching staff have participated in courses and seminars offered by continuing education projects for academic staff.

In addition, professional competence is improved – participation in seminars, conferences, congresses related to speech therapy (6 RTU LA teaching staff members), participation in seminars of medical practitioners, conferences (10 RTU LA teaching staff members).

During the reporting period, the teaching staff in the field of speech therapy at RTU LA have implemented at least 9 outgoing Erasmus+ teaching mobility:

- 2025 – Erasmus+ professional development mobility: University of Murcia, Spain (G. Tomele, B. Trinite, A. Zdanoviča);
- 2024 – Erasmus+ KA1 Teaching Staff Mobility Programme Boosting Teachers Resilience, Positive Thinking & Problem Solving (35 hours), Oranjestad, Aruba (Z. Tumševica);
- 2024 – Erasmus+ professional development mobility: Theodor-Hellbrügge-Stiftung zur Förderung der sozialpädiatrischen Entwicklungs-Rehabilitation in Wissenschaft, Forschung und Lehre, Germany (G. Tomele);
- 2024 – Erasmus+ KA1 Faculty Mobility Programme Collaboration, Teamwork & Teambuilding: Create stronger bonds in your classroom, Dubrovniki, Croatia (Z. Tumševica);
- 2024 – Erasmus+ professional development mobility: University of Murcia, Spain (B. Trinite, A. Zdanoviča);
- 2023 – Erasmus+ professional development mobility: Theodor-Hellbrügge-Stiftung zur Förderung der sozialpädiatrischen Entwicklungs-Rehabilitation in Wissenschaft, Forschung und Lehre, Germany (G. Tomele).

The mobility of teaching staff in other fields can be seen in the curriculum vitae.

Several teaching staff members are involved in artistic creation activities: participate in concerts, concert performances, act as artistic directors or conductors of choirs, organize workshops, exhibitions, and participate in exhibitions with their works. Information about the creative activity of the teaching staff and the acquired professional development programs can be found in the summaries of the teaching staff's CVs.

[1]https://likumi.lv/ta/id/37967-augstskolu-likums

### 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.

Several changes have been made to the composition of lecturers in the study program during the reporting period from 2022 to 2024. The changes have been implemented in accordance with the recommendation of Accreditation Commission experts to include more lecturers (e.g. practitioners) in the delivery of specific speech therapy-related courses. In the 2022/2023 academic year four new lecturers were involved in the implementation of the programme. When implementing the attraction of new teaching staff, the Law on Higher Education Institutions, Cabinet regulations, regulatory documents of RTU LA, etc. are observed. The changes made are clearly reflected in Table 3.4.2.1.

Table 3.4.2.1.

**Change of the composition of the teaching staff of the study programme "Speech Therapy" during the reporting period**

| No. | Name of the study course | Name of the teaching staff in the licensing documents | Name of the teaching staff who will continue to teach the course | Brief explanation |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 1. | Speech Therapist: Basics of Professional Activity | Dr. med. B. Trinīte Mg. sc. educ. G. Tomele | Ph. D. G. Tomele | Dr. med. B. Trinīte does not continue to read the ethics part due to heavy workload, the course continues to be led by Ph. D. G. Tomele |
| 2. | Orthoepy and Orthography | Dr. philol. Dz. Šulce | Dr. philol. L. Lauze | Dr. philol. Dz. Šulce terminates the employment relationship, the course is started by Dr. philol. L. Lauze |
| 3, | Articular and Acoustic Phonetics | Dr. philol. Dz. Šulce | Dr. philol. D. Markus | Dr. philol. Dz. Šulce terminates the employment relationship, the course is started by Dr. philol. D. Markus |
| 4. | Neurology and Psychiatry I, II | Mg. paed. dr. V. Kadiķe | Dr. I. Štrāle Dr. I. Krastiņš Mg. sc. sal. L. Preisa | Dr. V. Kadiķe terminates her employment relationship, the course is started by three professionals - neurologist I. Štrāle, reanimatologist I. Krastiņš, psychiatric nurse, Mg. sc. sal. L. Preisa |
| 5. | Introduction to Education for Sustainable Development | Dr. paed. I. Miķelsone | Mg. sc. educ. S. Lanka | Dr. paed. I. Miķelsone stops teaching due to heavy workload, will be taught by Mg. paed. S. Lanka |
| 6. | Educational Management | Dr. sc. admin. I. Kulberga Dr.paed. A. Samuseviča | Ph. D. I. Zeide | Dr. paed. A. Samuseviča, Dr. admin. I. Kulbergsa will not read the study course due to the heavy workload, will continue to read - Ph. D. I. Zeide |
| 7. | Neuropsychology | Mg. psych. S. Voitkāne | Mg. psych. A. Zdanoviča | Mg. psych. S. Voitkāne terminates employment relationship, neuropsychologist A. Zdanoviča continues to read |
| 8. | State, Civil and Environmental protection | Mg. sc. admin. U. Zupa Ph. D. A. Mackeviča | Dr. paed. P. Jurs | Both lecturers have terminated their employment relationship, the course of study will be read by Dr. paed. P. Jurs |

| | | | | |
|---|---|---|---|---|
| 9. | Anatomy, Physiology, Pathology of the Organs of Speech and Hearing | Dr. Ā. Svolaks | Dr. E. Katvare | Dr. Ā. Svolaks terminates the employment relationship, continues to read - ORL doctor Dr. E. Katvare |
| 10. | Rhythmic Gymnastics and Fine Motor Skills Exercises in Speech Therapy | Dr. paed. B. Vikmane Dr. paed. J. Grava | Dr. paed. H. Vecenāne Mg. paed. M. Domiceviča | Dr. paed. B. Vikmane terminates employment, Dr. paed. J. Grava has heavy workload. The study course will be led by Dr. paed. H. Vecenāne and Mg. paed. M. Domiceviča |
| 11. | Cleft Palate Speech and Orthodontics I, II | Dr. Ā. Svolaks Mg. sc. educ. G. Tomele | Dr. med. B. Trinīte Dr. med. V. Folkmanis | Dr. Ā. Svolaks terminates employment relationship, the study course will be read by Dr. med. V. Folkmanis and Dr. med. B. Trinīte |
| 12. | Dysarthria in Children | Mg. sc. educ. G. Tomele Mg. paed. Z. Tumševica | Mg. sc. sal. L. Gūtmane | Ph. D. G. Tomele stops reading the study course due to the heavy workload, it is taken over by audiologist L. Gūtmane. The second part will continue to be read separately by speech therapist Z. Tumševica |
| 13. | Entrepreneurship | - | Ph. D. I. Zeide | The course is started to be read according to the rules of the Cabinet of Ministers – will be read by Ph. D. I. Zeide, has managerial experience |
| 14. | Psychotherapy and Psychological Health | Mg. psych. V. Zēlerte | Mg. psych. A. Zdanoviča | Mg. psych. V. Zēlerte plans to terminate her employment relationship, will continue to read - Mg. psych. A. Zdanoviča |
| 15. | Latvian Language Teaching in Pre-School | Mg. sc. educ. G. Tomele | Mg. paed. M. Domiceviča | Ph. D. G. Tomele stops reading the course of study due to heavy workload, it will be taken over by Mg. paed. M. Domiceviča |

| | | | | |
|---|---|---|---|---|
| 16. | Language Disorders in Children I, II | Mg. sc. educ. G. Tomele<br>Ph. D. M. Vlassopoulus | Ph. D. G. Tomele | Ph. D. M. Vlassopoulus ended his status as a visiting professor. The study course is continued by Ph. D. G. Tomele on the sole |
| 17. | Audiology | Dr. Ā. Svolaks<br>Mg. sc. sal. I. Kovaļska | Dr. med. V. Folkmanis<br>Mg. sc. sal. I. Kovaļska | Dr. Ā. Svolaks does not continue the working relationship. Dr. med. V. Folkmanis has work experience at Latvian Childrens Hearing Center |
| 18. | Speech therapy internship VI | Dr. med. B. Trinīte | Mg. sc. sal. L. Gūtmane | Dr. med. B. Trinīte has too heavy workload. L. Gūtmane is qualified as an audiologist, works at Liepaja Regional Hospital |

During the reporting period, 6 teaching staff members – Dzintra Šulce, Vita Kadiķe, Sarmīte Voitkāne, Uldis Zupa, Ādolfs Svolaks, Blāzma Vikmane – have terminated their employment relationship with RTU LA (formerly LiepU), and Vija Zēlerte is planning to terminate. The teaching of study courses is taken over by lecturers with appropriate experience or education. The status of visiting professor at the end of the project has ended for Ph. D. Aiga Mackeviča and Ph. D. Maria Vlassopoulos. Study courses will be taught by other lecturers with relevant academic experience and/or professional experience. The study courses Dr. med. Baiba Trinīte and Ph. D. Gundega Tomele were harmonized. Two new study courses ("Entrepreneurship", "Social Anthropology") will be launched. The study course "Entrepreneurship" will be led by Ph. D. Inga Zeide, who previously had experience in team management. The study course "Social Anthropology" will be conducted by Dr. paed. Arturs Medveckis (has professional and academic experience in social anthropology). The two new study courses will be led by specialists in this field, who are also academic faculty members of RTU LA. The replacement of all teaching staff has taken place for objective reasons.

The change in the composition of the teaching staff continues to improve the quality of studies - the workload of leading teaching staff is reduced, new teaching staff with appropriate academic and/or professional experience are involved, the content of the study program is improved, and the unity of theory and practice is strengthened.

**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).**

Collaboration between teaching staff is an essential factor in the quality of the study programme, which corresponds to the understanding of quality defined by the ESG2015[1] as a result of the interaction between teaching staff, students and the learning environment. Collaboration between teaching staff shall take place on at least two levels.

First of all, it is the cooperation of teaching staff in one institution in the implementation of one course of study. For example, the study course "Rhythmic Gymnastics and Fine Motor Skills Exercises in Speech Therapy" is taught and evaluated at RTU LA by more than one lecturer who meets the standards set by the ESG2015 regarding student-centered learning, teaching and assessment. Such cooperation corresponds to the specifics of the study course, which combines different fields and requires competence from the teaching staff in one of them (music, visual arts, technology, etc.). In this case, each teaching staff member teaches his part of the course, his own topics. The lead teaching staff coordinate the development of the study course, but each teaching staff member develops their own part. The lead teaching staff members are responsible for entering grades in the ORTUS system.

Secondly, cooperation between the teaching staff of RTU LA and other higher education institutions, such as the University of Latvia, RSU or another structural unit of RTU, is essential. The study programme "Speech Therapy" is currently implemented only at RTU LA. However, also in the study programme "Speech Therapy" there are study courses taught by two or even three teaching staff members who do not work in the same university or work environment. For example, the study course "Neurology and Psychiatry I, II" is implemented by three lecturers, and each is from its own institution. Again, cooperation is required.

Study programmes, which are implemented in several RTU structural units, in accordance with the RTU didactic strategy, each study course is implemented by at least one teaching staff member from RA and at least one teaching staff member from LA. One of the teaching staff members

belongs to the leading teaching staff, who takes on a leading, coordinating role in ensuring the quality standards of the study course. The leading lecturers are determined by evaluating the academic, scientific and professional competence of the teaching staff, his or her duties include planning, development and improvement of the study course, management, involving other teaching staff in this process. Collaboration among teaching staff takes place in at least three stages: coordinating the description of the study course (by agreeing on the content of the study course, methodology, independent work, assessment requirements, literature to be used in the study course, etc.), evaluating the experience of assessment of study results and feedback on the study course, deciding on the improvement of the study course. Cooperation between academies is mostly carried out in an MS Teams environment; some activities are also organized in person. This cooperation model has been introduced with the aim of providing students with a more diverse and rich learning experience, as well as to promote cooperation and professional development among teaching staff.

The study programme "Speech Therapy" currently (as of April 2025) has 50 full-time and 114 part-time students, or a total of 164 students. 35 teaching staff members teach in the study program. So, there are 4.69 imaginary students per faculty.

[1]Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium. Available https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

# Annexes

| III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme | | |
|---|---|---|
| Sample of the diploma and its supplement to be issued for completing the study programme | Diploma_diploma_pielikuma_paraugi_Logopedija_LV_ENG.pdf | Diploma_diploma_pielikuma_paraugi_Logopedija_LV_ENG.pdf |
| 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 | Annex_5_ Statistical data_Speech Therapy_2025.docx | 5_Pielikums_Statistikas_dati_par_studejosajiem_LOGOPEDIJA_2025.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 | Annex_6_Compliance of the State Standard of Education_Speech Therapy_2025.pdf | 6_Pielik_Atbilstiba_valsts_izgl_standartam_LOGOPEDIJA_2025.pdf |
| 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_7_Conformity_Occupational Standart_Speech Therapy_2025.pdf | 7_Pielik_Atbilstiba_prof_standartam_LOGOPEDIJA_2025.pdf |
| Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable) | Annex_Compliance of Cabinet Regulation No. 569_Speech therapy_2025.docx | Pielikums_Atbilstība MK noteikumiem 569_LOGOPEDIJA_2025.docx |
| Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme | Annex_8_Study course map_Speech therapy_2025.xlsx | 8_Pielikums_Studiju kursu kartejums_LOGOPEDIJA_2025.xlsx |
| The curriculum of the study programme (for each type and form of the implementation of the study programme) | Annex_9_Study_plan_Speech Therapy_FT_PT_2025.xls | 9_Pielikums_Tipveida_plans_LOGOPEDIJA_PL_NL_2025.xls |
| Descriptions of the study courses/ modules | ANNEX_Study course plans_Speech Therapy_2025.docx | Pielikums_Studiju kursu plani_LOGOPEDIJA_2025.docx |
| Description of the organisation of the internship of the students (if applicable) | Annex_Internship_Speech therapy_2025.zip | Pielikumi_Prakse_LOGOPEDIJA_2025.zip |
| 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 (44141)

| | |
|---|---|
| Study field | *Education and Pedagogy* |
| ProcedureStudyProgram.Name | *Teacher* |
| Education classification code | *44141* |
| Type of the study programme | *First cycle (professional qualification) higher education study programme (after secondary, short-cycle or first-cycle higher education)* |
| Name of the study programme director | *Madara* |
| Surname of the study programme director | *Priedoliņa* |
| E-mail of the study programme director | *madara.priedolina@rtu.lv* |
| Title of the study programme director | *Mg.sc.educ.* |
| Phone of the study programme director | |
| Goal of the study programme | *To enable students with a Bachelor's or Master's degree in a field of study (or equivalent field in higher education) other than pedagogy but relevant to the field of study, to develop the competence necessary for pedagogical activity and to acquire the qualification of teacher in accordance with the professional standard "Teacher" in one of the teacher modules in the subject areas in order to carry out professional pedagogical activity at one of the available levels and types of education.* |
| Tasks of the study programme | *1. Organise research and work-based studies for the development of knowledge, skills and competences necessary for the teaching profession in the planning, implementation and assessment of the teaching process, and in the self-evaluation of one's performance.*<br>*2. To promote students' readiness and experience to carry out pedagogical activities in accordance with educational standards and current content and teaching methodology relevant to their subject areas.*<br>*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 activities and apply integrated teaching methodologies in practice.*<br>*4. To foster the development of students' leadership skills in collaboration with colleagues, students, parents and their involvement 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.*<br>*5. To encourage students' awareness of their own learning needs and motivation for continuous development of professional competence in lifelong learning.* |

| | |
|---|---|
| Results of the study programme | *Knowledge:*<br>*1. Understanding of the most important concepts and regularities of the field of educational sciences in the contexts of the teacher's professional activity.*<br>*2. Theoretically justifies the principles of planning, implementing and evaluating the learning process.*<br>*3. Describes the educational system, the specifics of pedagogical activity at different levels and types of education and understands the content of the field of study relevant to his/her qualification and its learning-learning content.*<br><br>*Skills:*<br>*1. Plans an inclusive learning process in accordance with the development needs of the learner and the learning outcomes to be achieved.*<br>*2. Implements a learning process corresponding to the learning outcomes to be achieved for the individual development needs of the educatee and closer to life situations.*<br>*3. Evaluates the learner's learning performance and growth.*<br>*4. Formulates problems in the professional activity of the teacher and conducts their study.*<br>*5. Analytically describes information, problems and solutions in the educational sciences and the teacher`s profession, explains and discusses them in a reasoned way both with specialists in the field and with non-specialists and independently structures and directs own learning.*<br><br>*Competence:*<br>*1. Using various sources of literature, obtains, selects, critically analyzes information about the pedagogical process, performance and growth of learners, their professional activity and makes decisions, finds creative solutions in changing or unclear situations for the professional activity of a teacher.*<br>*2. Reasonably assesses, plans to improve their professional ethics requirements in order to purposefully improve pedagogical practice in the educational institution, as well as engages in the development of the educational institution and the field of education, taking responsibility and initiative, performing work individually, in a team or managing the work of other people.* |
| Final examination upon the completion of the study programme | *Developing and defending a thesis/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) | *60* |

| | |
|---|---|
| Admission requirements (in English) | *1. First-cycle higher education or an equivalent higher education in the chosen field of study (mathematics, natural sciences, Latvian language and literature, foreign languages and second languages, health and physical activities, social and civic areas, cultural understanding and self-expression in art) within the corresponding branch of science (natural sciences, engineering and technology, medical and health sciences, agricultural, forestry, and veterinary sciences, social sciences (except pedagogy and education sciences), humanities, and arts), along with an entrance examination. 2. First-cycle higher education or an equivalent higher education in natural sciences, engineering and technology, medical and health sciences, agricultural, forestry, and veterinary sciences, social sciences (except pedagogy and education sciences), humanities, and arts. Within the framework of the study programme, study courses corresponding to the field of study (mathematics, natural sciences, Latvian language and literature, foreign language and second language, health and physical activities, social and civic areas, cultural understanding and self-expression in art) must have been completed in an amount of at least 12 ECTS, along with an entrance examination. 3. First-cycle higher education or an equivalent higher education in a field unrelated to the field of study (mathematics, natural sciences, Latvian language and literature, foreign and second languages, health and physical activities, social and civic areas, cultural awareness and self-expression in art). However, during previous studies, study courses corresponding to the chosen field of study (mathematics, natural sciences, Latvian language and literature, foreign and second language, health and physical activities, social and civic areas, cultural understanding and self-expression in art) must have been acquired in the amount of 12 ECTS. Additionally, a rating of "very good," "excellent," or "outstanding" (8–10 points) in the chosen field of study must have been obtained in the UL qualification examination, along with an 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 |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

# 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 first cycle vocational higher education programme "Teacher" (44141) (hereinafter referred to as the Study Programme) has been developed in cooperation between experts of the ESF project No. 8.3.1.1/16/I/002 "Competence Approach to Learning Content" from 4 leading higher education institutions in the field of pedagogy in Latvia – Liepāja University, University of Latvia, Daugavpils University and Rēzekne Academy of Technology, representatives of sectoral professional organisations, employers, and experts of the foundation "Possible mission". The study programme provides for the education of qualified teachers corresponding to the current requirements in education and the labour market in a relatively short study period, which is a significant contribution to the development of the Latvian economy.

Decision of the Higher Education Quality Commission on the inclusion of the study programme in the study field – RTU LA (LiepU is mentioned in the decision): 24.08.2022. No. 2022/19-SPI.

In accordance with the recommendations of the Higher Education Quality Commission, the following changes have been made to the parameters of the study programme:

1) in accordance with the requirements set out in Cabinet Regulation No. 305[1], under section 'VIII Mandatory content of study programmes implemented after completion of short-cycle or first-cycle higher education', the scope of the study programme has been amended to 60 ECTS credits (previously 40 ECTS credits)."

2) the outcomes to be achieved by the study programme, which characterise the knowledge, skills, and competence of students, have been specified. They are also reflected in the mapping of study courses and in study course descriptions.

3) the specified admission requirements have been submitted for approval to the RTU Senate, indicating the necessary previous education and the intended entrance examinations. *The admission requirements are expressed as follows:*

*Option 1 of previous education:* first-cycle higher education or an equivalent higher education in the chosen field of study (mathematics, natural sciences, Latvian language and literature, foreign languages and second languages, health and physical activities, social and civic areas, cultural understanding and self-expression in art) within the corresponding branch of science (natural sciences, engineering and technology, medical and health sciences, agricultural, forestry, and veterinary sciences, social sciences (except pedagogy and education sciences), humanities, and arts), along with an entrance examination;

*Option 2 of previous education:* first-cycle higher education or an equivalent higher education in natural sciences, engineering and technology, medical and health sciences, agricultural, forestry, and veterinary sciences, social sciences (except pedagogy and education sciences), humanities, and arts. Within the framework of the study programme, study courses corresponding to the field of study (mathematics, natural sciences, Latvian language and literature, foreign language and

second language, health and physical activities, social and civic areas, cultural understanding and self-expression in art) must have been completed in an amount of at least 12 ECTS, along with an entrance examination;

*Previous education Option 3:* first-cycle higher education or an equivalent higher education in a field unrelated to the field of study (mathematics, natural sciences, Latvian language and literature, foreign and second languages, health and physical activities, social and civic areas, cultural awareness and self-expression in art). However, during previous studies, study courses corresponding to the chosen field of study (mathematics, natural sciences, Latvian language and literature, foreign and second language, health and physical activities, social and civic areas, cultural understanding and self-expression in art) must have been acquired in the amount of 12 ECTS. Additionally, a rating of “very good,” “excellent,” or “outstanding” (8–10 points) in the chosen field of study must have been obtained in the UL qualification examination, along with an entrance examination.

The purpose of the entrance examination is to maintain quality criteria in the selection of 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 society.

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

In the development and implementation planning of the study programme, the objectives of the study field are respected: (1) to offer high-quality study programmes and studies aimed at the education of creative specialists competent in the theories of educational sciences and in their field for pedagogical work in the region, state and international market; (2) to develop the methodological and scientific research capacity of students and academic staff, ensuring scientific excellence and transfer of innovative pedagogical technologies for the development of the pedagogical process.

Table 3.1.2.1

**Compliance of the study programme with the strategic directions of the study field "Education and Pedagogy" and the tasks of the development plan**

| **Study field "Education and Pedagogy" action directions and tasks of the development plan** | **Relevance of the study programme** |
|---|---|
| ***Methodological, scientific development and involvement in innovation processes of students and academic staff*** | |

| | | |
|---|---|---|
| Organization and management | Promotion of constructive cooperation and teamwork.<br>– | The implementation of the study programme takes place in cooperation with the teaching staff of the 4 RTU LA centres, creating a strong provision of appropriate academic staff. |
| Personnel policy | Provision of qualified academic staff. | The qualification of the academic staff shall be appropriate to the specifics of the study programme and the conditions for implementation, as well as to the requirements of regulatory enactments in the field of education. |
| Scientific activity and innovation | Activation of scientific research activities of lecturers involved in the study field, promotion of recognition of scientific activity. | The study programme creates a link between studies, practice and research by implementing practice-based studies. |
| ***Quality study programmes and studies*** | | |
| Improvement and development of the study programme | Improvement of the quality of the study process.<br>Involvement of lecturers of the study programme in mobility programmes and international projects. | The courses on the content of the learning areas and the integrated teaching methodology are designed according to the learning areas developed by the project "Competence approach to learning content" ("School 2030").<br>Surveys of students and graduates on the analysis and evaluation of the results of the program, improvement of study courses are organized. Discussions are taking place with employers on the professional training of graduates; employers' recommendations have been taken into account in restructuring the study programme and improving the content.<br>The competence of the academic staff is complemented in practice, as well as by attending courses, seminars, conferences, congresses, forums, participating in Erasmus+ mobility activities, etc. |
| Connection with society | Promotion of the study field and targeted attraction of applicants | In the study process, it is planned to popularize the results of research conducted by students.<br>Employers are and will continue to be involved in the improvement of the study programme, taking into account the labour market and industry development trends. |

The objective of the study programme is related to the aspects of the development of the study

field "Education and Pedagogy":

- quality and competitiveness of study programmes;
- compliance of study programmes with the changes taking place in the Latvian educational environment, current trends and labour market demand;
- development of internationalization of study programs.

The study programme “Teacher” (code 44141), in accordance with the Latvian Qualifications Framework (LQF), corresponds to Level 6, as regulated by the Cabinet of Ministers Regulations No. 322 of 13 June 2017 “Regulations on the Classification of Education in Latvia” (with amendments of 23 June 2023). According to the annex of these regulations, the programme is classified as follows:

- Education thematic group: 1400 – *Education*;
- Education thematic area: 1411 – *Teacher Education and Educational Sciences*;
- Education programme group: 141101 – *Teacher Education*;
- Professional qualification level: LQF Level 6.

The programme complies with the study field “Education and Pedagogy”. Upon completion, students obtain a professional qualification “Teacher” at Level 6, which is regulated by the professional standard “Teacher”[1] (endorsed by the Sub-council of the Tripartite Cooperation of Vocational Education and Employment, 12 June 2020, protocol No. 5). The professional standard specifies the skills, attitudes, knowledge and competences required for the fulfilment of the main professional tasks at LQF Level 6.

The alignment of the programme title, professional qualification and other programme parameters with the intended learning outcomes is regulated by external normative acts: Cabinet of Ministers (CM) Regulation No. 305 (23.06.2023) “Regulations on the National Standard of Professional Higher Education”[2], and CM Regulation No. 322 (13.06.2017) “Regulations on the Classification of Education in Latvia”[3].

The target audience of the study programme consists of prospective teachers who have previously obtained a first- or second-cycle higher education qualification in a field of science (or an equivalent field of higher education) other than pedagogy, relevant to the intended subject area; therefore, the admission requirements are:

- previous education option: first-cycle higher education or an equivalent higher education in the chosen field of study (mathematics, natural sciences, Latvian language and literature, foreign languages and second languages, health and physical activities, social and civic areas, cultural understanding and self-expression in art) within the corresponding branch of science (natural sciences, engineering and technology, medical and health sciences, agricultural, forestry, and veterinary sciences, social sciences (except pedagogy and education sciences), humanities, and arts), along with an entrance examination;
- previous education option: first-cycle higher education or an equivalent higher education in natural sciences, engineering and technology, medical and health sciences, agricultural, forestry, and veterinary sciences, social sciences (except pedagogy and education sciences), humanities, and arts. Within the framework of the study programme, study courses corresponding to the field of study (mathematics, natural sciences, Latvian language and literature, foreign language and second language, health and physical activities, social and civic areas, cultural understanding and self-expression in art) must have been completed in an amount of at least 12 ECTS, along with an entrance examination;
- previous education option: first-cycle higher education or an equivalent higher education in a

field unrelated to the field of study (mathematics, natural sciences, Latvian language and literature, foreign and second languages, health and physical activities, social and civic areas, cultural awareness and self-expression in art). However, during previous studies, study courses corresponding to the chosen field of study (mathematics, natural sciences, Latvian language and literature, foreign and second language, health and physical activities, social and civic areas, cultural understanding and self-expression in art) must have been acquired in the amount of 12 ECTS. Additionally, a rating of "very good," "excellent," or "outstanding" (8–10 points) in the chosen field of study must have been obtained in the UL qualification examination, along with an entrance examination.

The entrance examination takes place in two stages:

1. Written part – filling in the questionnaire,
2. Oral part – participation in an individual interview and role-playing task.

The entrance examination process is initiated if the candidate's education meets the admission requirements of the project "*Mācītspēks*" (*Teaching Force)* or the qualification examination in the subject has been successfully passed. The entrance examination process generally takes 2-4 weeks. In the written part, the candidate must answer in detail four questions about situations in pedagogical work, studies and learning environments. The written part shall be completed and submitted electronically by filling in the questionnaire.

The second round of the entrance examination is the oral part. The oral part takes place in the format of an interview and consists of two stages – a conversation about the candidate's experience in work or study situations and a task related to the daily life of the school. The oral part is an opportunity for the candidate to make sure of his or her ability to participate fully in the project "*Mācītspēks*" (*Teaching Force*) by evaluating his or her experience so far, discussing doubts, and asking questions about the *Teaching Force*.

In order to ensure a high-quality study process, the objective, tasks, learning outcomes and admission requirements of the study programme are developed in logical mutual coherence:

- **The purpose of the study programme, learning outcomes and admission requirements**. The objective of the study programme is to provide an opportunity for students with a bachelor's or master's degree in a field of science (or an equivalent field in higher education) other than pedagogy and corresponding to the field of study to be acquired, to develop the competence necessary for pedagogical activity and to obtain a teacher qualification in accordance with the profession standard "Teacher" [4] in one of the teaching areas teacher modules to carry out professional pedagogical activity at any of the levels and types of education. In turn, the admission requirements and performance in entrance examinations confirm motivation and desire to work with children, provide that students who are admitted are already motivated and able to start studies in this field, acquiring the necessary knowledge, skills and competences to achieve the goals of the study program.
- **Purpose and objectives of the study program. The objective of the study programme is achieved by implementing specific tasks,** for example, by implementing research and work-based studies for the improvement of the knowledge, skills and competence necessary for the teaching profession in the planning, implementation of the learning process and assessment of the learning performance of pupils and self-assessment of their activities, promoting the readiness of students and improvement of the experience to perform pedagogical activity in accordance with educational standards and current content and teaching methodology of the sciences corresponding to the subject areas.
- **Learning outcomes and the purpose of the study programme.** The learning outcomes

are directly related to the purpose of the study programme and indicate what knowledge, skills and competencies students will acquire after the completion of the study programme. For example, the learning outcomes provide for the development of student leadership skills for cooperation with colleagues, pupils, 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, local community and state. These outcomes allow students to achieve the goal of the program: to become competent teachers.

The achievement of learning outcomes is ensured by the implementation mechanism of the study programme, which includes the principles of research- and work-based, student-centred learning, for example, implementation of a flexible study process in connection with the work environment that complies with the quality requirements of the study content and competence-based educational guidelines, ensuring regular feedback and critical self-reflection.

The duration of the implementation of the study programme is 1 year (full-time on-site), the amount of the study programme: 60 CP. The workload of students corresponds to the amount of 28 hours of study work for 1 CP, the study programme provides for the possibility for applicants to acquire the pedagogical competences necessary for the teacher in a relatively short study period. Thus, qualified specialists have the opportunity to engage in the labour market faster, creating advantages for the Latvian teacher education system in the European Education Area. The acquired Level 6 professional qualification "Teacher" gives the right to continue studies in the master's degree.

[1]The standard of the profession of a teacher.
https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf

[2] MK Note No.305.
https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu

[3] MK Note No.322. https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitibas-klasifikaciju

[4] Profession standard "Teacher". AGREED at the meeting of the Tripartite Sub-Council on Vocational Education and Employment on 23 May 2018, Minutes No. 4,
https://visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-048.pdf

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

Graduates of the study programme are in demand in the Latvian labour market. In the profession profile created by the State Employment Agency (NVA),[1] the demand for teachers is marked as rapidly growing in all regions of Latvia. In the list of TOP 10 professions of the NVA after five years, the demand for pre-school and basic education teachers ranks 8th with 19817 employees. The survey conducted by the Ministry of Education and Science in 2024, which covered 71% of schools and preschool educational institutions, shows that at the beginning of the 2024/2025 school year, there is a shortage of teachers in the country, where vacant are 60.3 positions for Latvian language teachers, 59.3 positions for mathematics teachers, 47.3 positions for teachers of foreign languages, 37.5 position for teachers of STEM subjects, except for mathematics teachers, 38.8 positions for

music teachers, 12.8 positions for sports and health teachers.

The survey data have been published in the media, for example, LETA on 04.09.2024.[2] In the long term, the demand for teachers is also influenced by the age structure of the employed education teachers. The forecasts of the Latvian Economic Development Report[3] show that the reduction in labour reserves will be largely determined by ageing of the existing labour force and exit from the labour market. By analysing the statistical data of the Ministry of Education and Science (MoES) on the distribution of the number of teachers by age groups in educational institutions[4], it can be concluded that in Latvia the share of the number of young (29 years and younger) teachers is markedly small in relation to teachers aged 50 and over.

The RTU study, developed in 2023 within the framework of the procurement announced by the Ministry of Education and Science "Study and development of an analytical tool for forecasting demand - supply of teachers of general and vocational education institutions and modelling of employment",[5] shows that 5% (713 positions) of all general secondary education teachers employed in 2022 are of pre-retirement or retirement age (63-88 years), 11% or (1217 positions) are aged from 58 to 63 years (p. 118), which in the coming years will increase the vacancies of teachers in general secondary education.

The employment of graduates of the study programme is evidenced by the fact that students start working at schools already at the beginning of their studies, since practice-based studies are implemented in the study programme. Data from the alumni questionnaire show that during the reporting period all graduates work at schools, which indicates the alignment of the demand of the labor market and the specialization of the study programme.

Table 3.1.3.1

**Graduate data on the reporting period (fixed on 01.03.2025)**

| | Number of graduates | Employment | | | |
|---|---|---|---|---|---|
| | | Work in the specialty | Work in the specialty and continue their studies | Continue to study, do not work in the specialty | Another |
| RTU LA | 34 | 34 | 3 | - | - |

NVA labour market forecasts[6] show that the thematic group of teacher education in terms of employment is ranked 2nd among the Top 15 thematic groups by employment level in Latvia with 93% of employment indicators.

Referring to the common trends in the development planning documents of Latvia and Europe in the education of teachers, the study programme has been improved in accordance with the development trends in science and practice, thus expanding the employment and competitiveness of graduates in the labour market, as well as ensuring regional interests.

[1] NVA. https://prognozes.nva.gov.lv/lv/profession

[2] LETA. https://www.diena.lv/raksts/latvija/zinas/izm-augusta-beigas-izglitibas-iestades-bija-vakantas-516-p

edagogu-slodzes-14323374

[3] Economic Development Report of Latvia.
https://www.em.gov.lv/lv/media/20526/download?attachment

[4] Statistics of the Ministry of Education and Science.
https://www.viis.gov.lv/dati/pedagogu-skaits-pirmsskolas-izglitibas-iestades

[5] RTU. https://ppdb.mk.gov.lv/wp-content/uploads/2024/04/1.pielikums.pdf

[6] NVA. https://prognozes.nva.gov.lv/lv

### 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 study programme "Teacher" at RTU LA is implemented in one form of study: full-time face-to-face studies.

Number of students in the study programme "Teacher" during the reporting period in full-time face-to-face studies:

- In the 2020/ 2021 academic year, 20 students were studying at RTU LA (LiepU);

- In the 2021/ 2022 academic year, 5 students were studying at RTU LA (LiepU);

- In the 2022/ 2023 academic year, 7 students were studying at RTU LA (LiepU);

- 2023/2024 academic year: 4 students at RTU LA (LiepU);

- In the 2024/ 2025 academic year, 3 students are studying at RTU LA.

The study programme "Teacher" is implemented in three Latvian universities, initially 100 budget places were planned for the implementation of the programme in three universities with the following distribution of students - 50 students at the University of Latvia, 25 at Daugavpils University and 25 at Liepāja University.

On the basis of the informative report of the Ministry of Education and Science "Implementation and development of a work-based study programme for teacher training" (examined at the meeting of the Cabinet of Ministers on 21 January 2020), the foundation "Possible Mission" was approved as the cooperation partner of the university, with which the agreement No. 1.-2020/62 was concluded on 4 March 2020 on attracting applicants of the second-level study programme Teacher, ensuring the selection process and Summer Schools Organisation. As a result of the selection carried out, in 2020/2021, 20 students were matriculated at Liepāja University, according to the previously planned distribution of students (Language field – 10 students; Natural sciences – 3 students; Mathematics – 3 students; Social and civic field – 2 students and 1 student in the field of Health and Physical Activity. On July 2, 2021, 18 students successfully completed their studies. Characteristics of students: high motivation and good academic achievements, the average score of the final examinations is "very good" and "excellent".

In 2021/2022, 47 applicants had indicated as the first priority at RTU LA (LiepU), although the demand from applicants was high enough, however, as a result of the selection of a cooperation

partner, instead of 25 planned students, five students were matriculated at RTU LA (LiepU) (Language field – 2 students; Social and civic field – 1 student; In the field of health and physical activity – 1 student; Mathematics – 1 student).

In the 2022/2023 academic year, 7 students studied in the study programme (Social and civic field – 1 student, Language field – 4 students, Mathematics – 1 student, Technology – 1 student).

In the 2023/2024 academic year, 4 students studied in the study programme (4 students in the field of languages).

Currently, in the 2024/2025 academic year, 3 students are studying in the programme (1 student, 1 student, 2 students).

The sharp decrease in students after the 2021/22 academic year is explained both by the opacity of the co-operation partner selection process and by objective circumstances, for example, in the Kurzeme region according to statistical data there is a smaller number of potential applicants with higher education[1], and there are relatively few vacancies offered[2], the totality of all the above conditions negatively affects the number of students.

As of 2023 and currently, the selection procedure for potential students has been taken over by the University of Latvia. However, the number of students attracted has remained consistently insufficient. Also in the 2025 selection, 22 applicants had indicated RTU LA as the first priority, and according to the information provided by the University of Latvia on 31.03.2025, 10 potential students have passed the selection. There is no information on the distribution of areas at the time of drawing up the report, moreover, students who have passed the selection must be provided with jobs, only then can the matriculation process begin. It should be taken into account that at the beginning of each school year, the demand for teachers in certain fields of study varies, but the demand for teachers of the fields of study in the exact sciences – science, mathematics and technology – remains relatively high.

Despite the unsuccessful student selection procedure, RTU LA itself does not have the opportunity to organize the selection of students, as the Ministry of Education and Science has redirected additional funding for the selection and support of the study programme to the University of Latvia. On the basis of the decision of the Ministry of Education and Science, RTU LA is attached to the University of Latvia's Study Development and Management Development Programme project "University of Latvia's innovative, research-based study programme "Education, Pedagogy and Sport" Agreement No. 8.2.1.0/18/I/004 for 2023 – no fee-paying study places are planned.

There is a pronounced shortage of teachers in many fields of study in Latvia, therefore, in order to attract the number of students corresponding to the study programme, independent selection should be ensured, and fee-paying study places should be considered.

[1]Level of education in the regions: https://stor1.leta.lv/za-feb3f20/ig/8/c/2/8c2e5777-c5d4-42c3-b074-dc96d4ed4569/index.62417ce032001.html)

[2]Skolu vakances: https://esiskolotajs.lu.lv/vakances

**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 criterion is 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.**

In accordance with the objective, tasks and results to be achieved set for the study programme, in accordance with level 6 of the European Qualifications Framework (EQF) and the Latvian Qualifications Framework (LQF) and the profession standard "Teacher" (2020) (See annex: compliance with the national professional higher education standard), a study course plan and their content has been developed. The selection, content and scope of study courses of the study programme, as well as the content and scope of internships have been developed in accordance with the qualification to be obtained, in accordance with the standard of the teaching profession and the standard of professional higher education. The content of studies is successively structured in study courses and practices, directing towards the integration of theoretical and practical experience, which ensures the gradual acquisition of competencies in practice-based studies.

Taking into account the duration of the study programme and the requirements of the professional standard *"Teacher" (2020)*, the content of the programme, its methodological solutions and the organisation of the study process have been developed to ensure the comprehensive development of the teacher's professional competence in accordance with the requirements set out in the standard.

1. Compliance with professional competences:
The study courses and professional practice ensure the acquisition of the knowledge, skills and attitudes defined in the standard. For example:

- Planning the teaching and learning process – students develop, adapt, and analyse lesson plans in various subject areas (language, social sciences, mathematics, natural sciences, etc.);
- Implementing the teaching process and facilitating student learning – achieved through school placements and active methods such as discussions, modelling, project-based tasks, field lessons, etc.;
- Assessing student learning outcomes – students learn and apply assessment methodology, design criteria, and implement them in practice;
- Reflecting on and developing professional activities – fostered through written assignments

(e.g. reflective essays), peer evaluation, and participation in development groups led by experienced mentors.

2. Practice as a key element for competence development:
Professional placement (30 ECTS) is implemented in cooperation with educational institutions. Students are supported by mentors and experienced teachers, who provide professional guidance, feedback, and facilitate integration into school life. This enables students to operate in a real educational environment, in line with the standard's emphasis on a teacher's ability to function in complex and dynamic contexts.

3. Student-centred study methods:
The programme uses modern, interactive and collaborative teaching methods to develop the role of the teacher as a learning facilitator. These include:

- interactive lectures, group work, case studies, modelling;
- digital tools and platforms (e.g. Moodle, soma.lv, skolo.lv);
- real-world problem-solving and analysis of teaching practice.

4. Development of research competence:
Students explore and analyse current issues in the field through research tasks and in-depth coursework. Research skills are developed progressively, ensuring alignment with professional practice and the ability to base decisions on evidence and critical reflection – as outlined in the professional standard.

5. Support for professional development and collaboration:
Students participate in development groups led by mentors (in cooperation with the University of Latvia and the "Iespējamā misija" initiative). These groups promote emotional support, shared responsibility, collaborative creation of teaching materials and reflection on professional growth – fostering a professional identity in line with the standard.

6. Involvement of alumni in the study process:
Graduates contribute to the implementation of the programme as peer mentors and guest lecturers, creating a professional community and supporting lifelong learning – a key aspect of the teacher's role.

7. Feedback and quality assurance:
Programme quality is supported by systematic feedback from students, academic staff, and employers, which is used to improve course content and teaching methods. This adaptability ensures responsiveness to changes in the education sector – one of the core competencies defined in the standard.

The study programme ensures the comprehensive development of teachers' professional competencies in accordance with the *Professional Standard "Teacher" (2020)* by integrating theoretical knowledge with practical experience and fostering pedagogical professionalism through practice-based studies.

The content of the study programme in the amount of 60 CP consists of study courses, internship and thesis (Cabinet Regulation No. 305[1]). Breakdown of study courses:

- study courses for general knowledge acquisition (9 CP) and field study courses (6 CP), a total of 15 CP.
- Internship (30 KP).
- development of a thesis (15 CP).

In accordance with the requirements set out in Paragraphs 50 and 51 of Section VIII *"Mandatory content of short-cycle or first-cycle higher education study programmes"* of Cabinet Regulation No. 305[1]), the study programme plan has been supplemented with the study courses *"National, Civil and Environmental Protection"* and *"Fundamentals of Entrepreneurship,"* which must be completed if they have not been previously acquired in earlier studies.

The courses of the content of the study areas and integrated learning methodology are designed according to the study areas developed by the project "Competence Approach to Learning Content" ("School 2030"): language, social and civic, cultural awareness and self-expression in the arts, natural sciences, mathematics, technology, health, safety and physical activities, which are included in the Cabinet Regulation No. 416 "Regulations on the State General Secondary Education Standard and Samples of General Secondary Education Programs"[2] The content included in both the theoretical and professional specialization study courses in the field is aimed at improving students' pedagogical competence in practice-based studies.

Graduates of the study programme can continue their studies in the study programmes of the Master of Educational Sciences.

The study results of the study programme have been developed in order to achieve the joint learning outcomes specified for the study field, the learning outcomes defined for the study courses respectively ensure the implementation of the outcomes of the study programme. In the annex the mapping of study courses is included, which has been developed with the aim of ascertaining whether the learning outcomes specified in the study courses ensure the achievement of the learning outcomes of the study programme.  When defining the learning outcomes of study courses, several principles are observed:

1. **Principle of succession**: the director of the study programme follows and discusses with the teaching staff of the study programmes the learning outcomes of the study course in order to ensure their conformity with the learning outcomes specified for the study programme and study field.
2. **Principle of compliance**: the director of the programme follows and the teaching staff, when developing the learning outcomes of the study course, comply with the knowledge, skills and competences specified for the level 6 of the LQF, as well as the requirements specified in the standard of the teacher's profession.
3. **Principle of transparency:** the learning outcomes of study courses are incorporated into the study course descriptions available to students and all interested persons in the RTU study course catalogue.
4. **The principle of regular review**: the content of study courses and the learning outcomes are regularly reviewed, introducing the necessary improvements required by the development of the labour market or industry.

The topicality of the **content of the study courses** of the study programme is a complex quality indicator of the study programme, to which special attention is paid when developing the study programme, performing annual self-assessment and following the development trends of the sector. In order to ensure the conformity of the content of study courses with the needs of the sector, labour market and scientific trends, the teaching staff shall regularly, upon commencing the implementation of the study course in the relevant study semester, perform an analysis of the content of the study course and, if necessary, introduce the necessary updates. The procedures for making changes to the RTU Register of Study Courses shall be determined by the by-laws of the RTU Study Course Register[3] (Information is available only latvian). Secondly, in the improvement of the content of study courses, the recommendations of stakeholders (students, employers) are taken into account, which are extracted from the results of surveys and interviews. The commission

of the study field evaluates the surveys in accordance with the RTU quality cycle, which is planned annually and which includes surveys, perception assessments and main performance results organized by RTU. Thirdly, special attention is paid to the integration of the latest literature and scientific knowledge into the course of study.

The topicality of the content of the study programme and study courses and compliance with the requirements of the labour market is promoted by implementing cooperation with representatives of the sector, including: academic staff with professional work experience in the field participate in the implementation of study programmes, employers provide recommendations for improving the content of the study programme in surveys organised by RTU and interviews organised by the management of the study programme, a significant part of studies is professional practice, in the process of implementation and evaluation of the results of which Employers participate in providing recommendations for updating the study content.

Updating of the study content according to scientific trends takes place in several ways: 1) the teaching staff employed in the study programme participate in scientific conferences and implementation of scientific projects, the insights of which are integrated into the content of study courses; 2) the participation of students in student conferences is also promoted. Thirdly, for the development of research papers, the RTU Scientific Library provides wide access to scientific databases.[4]

In addition to formal studies, RTU LA offers additional continuing education opportunities. For example, the Professional Development Centre offers professional development education programmes and continuing education programmes for teachers, where it is possible to acquire "Implementation of the learning process in special education programmes", which provides opportunities to acquire knowledge about psychosocial signs of mental development disorders and learning difficulties, understanding of the system of special education didactics, "Research methods for the development of project work", within the framework of which teachers are provided with methodological support in the management of pupils' research work within the framework of advanced courses, etc.[5]

The expected results in the study process in the form of skills, abilities and competences are specified in the description of each study course, indicating the content and scope of independent work, the works to be submitted and participation in the study process. The student is expected to be responsible for studies, performance of independent work and implementation of internship tasks, compliance with the work schedule.

The assessment of study results shall be determined based on the assessment criteria and examination forms indicated in the study courses. In the final examinations of the study courses, the emphasis is placed on the integration of theory into practice.

Credits are applied for each course of study completed if a score of at least 4 – "almost mediocre" on a 10-point scale is received.

Monitoring of students' knowledge and skills and the achieved results takes place in accordance with the RTU Study Results Assessment Regulations (approved in a new version on 17.06.2024, Minutes No. 684).

In the content of the study programme, special attention is paid to study courses of the content of the study areas, which are oriented towards the acquisition of methodologies of the study content areas. The evaluation includes three criteria:

- results of intermediate assessments of the acquisition of study courses;
- assessment of the internship manager and mentor in the areas of educational content;

- final assessment of the study course and feedback.

At the end of the study programme, the State Final Examination – defence of the thesis, which is also assessed on a 10-point scale, is taken. The final examination commission shall consist of the head of the commission and at least four members of the commission. The head of the Commission and at least half of the composition of the Commission shall be professional employers or representatives of the sector.

The selection, content and scope of study courses of the study programme, as well as the content and scope of internships are developed in accordance with the qualification to be obtained, in accordance with the standard of the teaching profession (see Annex) and the standard of professional higher education. The study content is structured in study courses and internships, directing towards the integration of theoretical and practical experience, which ensures the acquisition of competences.

[1] Cabinet Regulation No. 305. Regulations Regarding the State Standard of Vocational Higher Education
https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu

[2] Cabinet Regulation No. 416. https://https://likumi.lv/ta/en/en/id/309597

[3] RTU Study Course Register Regulations (Information is available latvian only).
https://www.rtu.lv/writable/public_files/RTU_studiju_kursu_registra_nolikums_16.12.2019.pdf

[4] RTU Databases, E-resources.
https://www.rtu.lv/lv/studijas/biblioteka/informacijas-meklesana/datubazes-eresursi

[5] RTU Continuing Education Courses.
https://www.rtu.lv/lv/studijas/talakizglitiba/talakizglitibas-kursi

**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 criterion is 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 studies use a variety of methods of acquiring and strengthening knowledge, such as introductory lectures, interactive lectures, problem-oriented classes and seminars. Professionals from different educational institutions are invited to teach individual 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, study tours are widely used. Employers from educational institutions are involved in the implementation and improvement of study courses (invited to conduct separate seminar classes, participate in the evaluation and improvement of the study process, etc.).

In order to promote the development of students' research competence, students in successive courses have the opportunity to analyze and study in depth problems in the industry of interest to them. Graduates of the programme are involved in the implementation of the study process, for example, by participating in discussions and evaluating the content and process of the study programme.

Lectures and seminars promote students' speaking, presentation and discussion skills.

In order for students to achieve study results – to acquire and strengthen knowledge, skills and develop competence – the study process is dominated by methods in which student activity is important. Methods are used that contribute to the communication of students in the performance of tasks, solving real problems of the industry, modelling situations.

The physical environment of studies is also gradually changing: audiences are easily transformed for group work, individual work; students have opportunities to use digital technologies. Academic staff predominantly uses methods that encourage student active participation, critical thinking and reflection. In the study process and to promote independent studies, e-learning environment is used. An e-learning environment (Moodle) has been created for each study course, where students have access to lesson materials, task descriptions, additional learning materials related to the course topics, as well as tasks (tests, forums, seminars, conferences, etc.). All assessments of intermediate examinations and final examinations of study courses with the basis of a grade are recorded and made available to students in the e-learning environment.

The student-centered approach is followed by updating study programmes and study courses included therein, paying special attention to meaningful formulation of study results, thus promoting dialogue between the academic staff and students on the study content, forms and methods of organization. In turn, correctly formulated study results promote students' understanding and co-responsibility for their own learning, self-assessment and understanding of the assessment received. During the study process, lecturers shall use methods, examination forms and assessment criteria corresponding to the study objective and the planned study results.

Students receive support and feedback from faculty, field specialists, and programme alumni during the study process. The evaluation criteria have been made public in advance. Assessment gives students the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes.

Following the principles of student-centered education studies, student involvement in research and social activities initiated by academic staff in society is promoted, thus gaining significant experience by using what has been learned in practice. When implementing the internal quality assurance policy, study programmes are implemented in such a way that students are actively involved in the improvement of the study process. RTU LA has set procedures for submitting student proposals and resolving complaints, examining student appeals. In the improvement of the

study process, the results of student surveys are evaluated and taken into account. Students make their recommendations for improving the study programmes and process in conversations with faculty, programme directors.

Students, according to the topic of the study course, raise and discuss various possible or real problems in the context of daily study work and create solutions. Discussions are successfully conducted, as students have different duration of experience in pedagogical work, and it is observed that the exchange of experience that takes place during lectures is invaluable and essential, especially for younger educators. In the study course, as an essential goal, also is promoting the teacher's self-reflection on his chosen methods, their effectiveness and being able to relate them to theory and research-based insights (which takes place both in oral discussions and in individually written and submitted essays).

The study course "Professional activity of a teacher" uses innovative study methods and forms, such as off-site classes, study visits, classes in small groups in educational institutions. For the development of innovative educational solutions and modelling of cooperation in the implementation of the study course, a tripartite cooperation with the academic staff of the University of Latvia and Daugavpils University takes place.

The organisational forms, teaching and assessment methods chosen for the achievement of the objectives, tasks and study results set in the language module are implemented in accordance with the goal set by the entire study programme and the student-centred education approach. In addition, in order to learn the specifics of the subject in the field of languages in practical activities, students get acquainted with samples of lesson plans, analyze them, exchange ideas with each other, opinions for improving the lesson plan, adapting it to another level of language skills. Under the guidance of an experienced teaching staff, students have the opportunity both to participate and observe a demonstration of the application of diverse teaching and assessment methods in the study process, and to feel the effect of the applied methods on the part of the language learner in order to purposefully and meaningfully plan to implement them in their pedagogical activities.

The forms, methods and techniques of work chosen in the Social and Civic Area module are based on interactive learning, immersive learning and blended learning aspects. Students have the opportunity to engage in group work, analysis of situations, try out diverse variations in working with text, discuss, try games and creative, strategic tasks, to create new digital tasks, as well as scoring techniques using various platforms, applications, and to analyze, for example, *digklase.lv, manaekonomika.lv, soma.lv, skolo.lv* etc. materials found on platforms, their suitability. Students are encouraged to use thematic seminars, webinars offered by experts in one of the social and civic fields.

Students of the module in the field of mathematics acquire and demonstrate planning and assessment skills during their studies by analyzing the effectiveness of teaching methods and approaches for achieving and evaluating different learning outcomes in lessons, at the end of the topic and the educational stage. In the planning of lessons, special attention is paid to the achievement of complex results. Students observe, model and analyze lessons, outdoor and project classes, discuss their effectiveness.

In the implementation of the natural sciences module, emphasis is placed on the teaching methods used to learn the content of the field, as well as attention is paid to the formation of tests, tests and the establishment of assessment criteria. In the learning process, both the individual work of the student and the work of pairs and groups are organized, with students reflecting on their experiences and sharing their problems, jointly looking for theoretical and practical solutions to the problem.

In the field of health and physical activity, teaching methods are applied, which are implemented in accordance with the goal set by the entire study programme and the approach of student-centered education. Involvement of students in discussions, analysis of situations, study of different platforms and selection of suitable materials (e.g. skolo.lv, Skola 2030; tavaklase.lv, Olimpiade.lv (the whole class participates in sports), etc.); Students in practice plan, organize and conduct sports lessons, perform the duties of a sports teacher, carry out self-analysis of the taught lessons and, in cooperation with the internship manager and mentor, improve their pedagogical skills.

During the reporting period, one module of the field of study "Methodology of Teaching Computer Science" was implemented in the field of technology training. Taking into account the small number of students, an individualized approach, discussions, analysis of the situation with the connection of theory, etc., are applied under the guidance of an experienced teaching staff. In the acquisition of the theoretical and practical content of the methodology of teaching computer science, the opinion of students is respected, the principles of experience-based learning are used.

It should be mentioned that not a single student in the field of Culture and Arts was admitted during the reporting period.

On the basis of the cooperation agreement with the University of Latvia, in addition to the study process, support groups are provided to students. They are led by experienced educators (including graduates of the programme of previous years). Meetings and classes of improvement groups are held 1-2 times a month, discussing current developments in the school, professional issues and reflecting on student performance and professional growth. The main goal of development groups is to create an environment of cooperation between students - young teachers, promoting co-creation or creation of teaching materials, emotional support, advancement of professional growth, etc. Students' evaluation of the work in these groups is positive. The main benefits of development groups mentioned by students are regular lesson observation and feedback from the curator on conducting and course of the lesson, which leads to improvement, new ideas and helps formulate the next task to achieve their professional goal. Together with the curator, the skill of reflection is improved, and ideas and answers to various situations that have already been experienced in the classroom or for which the new teacher is preparing are found in the group. Work in the development group promotes sharing of experience and the provision of methodological support both mutually and in cooperation with the curator.

Schools provide mentor support to students; the mentor helps to get to know the daily life, rules and requirements of a particular school, as well as provides professional communication and recommendations.

**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 concept of the study programme provides for studies based on the work environment; therefore, the course of pedagogical practice is a very important part of studies. This is also

evidenced by the amount of the study programme planned for the internship – 30 CP (from 60 CP).

The internship is carried out when the student has a full year of study in an employment relationship with an educational institution, where students are assigned a mentor to support students in the stage of integration into the new work environment, as well as to provide professional support during the internship. The internship ensures the development of the student's knowledge, skills and competences in accordance with the goals of the study programme and the real needs of the working environment.

During the internship, students develop an individual research project, discuss it, thus confirming the skills of using the acquired knowledge in scientific research work and the ability to independently obtain, select, analyze and critically evaluate information from various sources and use it. When developing a research project, students conduct analytical and critical analysis, use a scientific approach to solving problems, and demonstrate effective communication skills during project discussions. During the internship, by collecting research data in the field of education and participating in research as participants, students confirm their understanding of research ethics.

The study plan provides that studies are started in the summer. Students before starting their internship in an educational institution attend at least two weeks of intensive introductory studies, that ensures preparation for the commencement of pedagogical practice and provides a basis for the acquisition of further practice-based study content. In addition to improving his or her pedagogical and field knowledge, skills and competences of the teaching content and didactics, the student receives intensive individual support during the internship from a mentor at school, a professional in the field of study. as well as RTU LA internship manager, which promotes the professional growth of the young educator. In addition to individual support, support in groups (mutual learning) - methodological learning in groups is also implemented.

The purpose of pedagogical practice is to develop the competence necessary for pedagogical activity and obtain the qualification of a teacher by working as a teacher and analyzing the processes in the school.

The internship is implemented in accordance with the internship agreement, which defines the objectives, tasks of the internship, the procedure for evaluating the achievements of the internship, as well as the duties and responsibilities of the parties. Students achieve the goal of the internship based on the acquired knowledge, skills, abilities and previous activity experience.

The place of internship is the student's place of work – an educational institution where the student is a teacher in the relevant field of study and with which RTU LA has concluded an agreement on ensuring the student's internship.

The internship is implemented in the format of an employment relationship in a particular educational institution, where the student plans and conducts lessons, receiving the remuneration specified in the employment relationship for this. Organisation of the internship is determined by the procedure for organising the internship (RTU Senate Decision No. 626 of 28.01.2019).

During the internship, the student receives support from the organizer of the internship and the internship manager from RTU LA (academic staff of teaching methodology study courses), as well as an experienced teacher appointed by the head of the educational institution – a mentor with the appropriate competence for conducting the internship, preferably having the qualification of a mentor.

The pedagogical practice of the second level professional higher education study programme "Teacher" consists of 2 parts (Pedagogical Practice I (15 CP) and Pedagogical Practice II (15 CP). Also, the 1st semester study courses "Professional activity of a teacher", "Educational psychology"

and "Integrated methodology of the field of study" include study tasks based on the analysis of school internship and pedagogical self-experience, so that future teachers get information about the school, the organization of teaching work, observe and analyze the learning process, as well as get acquainted with the work of upbringing at school and the activities of a class teacher.

The content of the study courses is planned according to studies based on the working environment, including support for the student for the topicalities of the specific stage of pedagogical practice (planning of the learning content, planning of an effective lesson, methodology of the subject and use of teaching methods, support in classroom management, assessment in the learning process, analysis of achievements, differentiation of the learning process, etc.).

The specific tasks of pedagogical practice are indicated in the descriptions of study courses. They provide for the participation of students in internship seminars, the performance of daily work duties at school, which includes planning and conducting lessons, evaluating and analyzing students' learning achievements, reflecting on their work and evaluating its results, using theoretical knowledge in pedagogy, psychology and methodology of the field of study. During the pedagogical practice, it is also an important task to plan and organize research for the development of a thesis or an experiential thesis at the final stage of studies for obtaining a teacher's qualification.

During the pedagogical practice, implementing the unity of theory and practice, in the 1st semester the internship takes place in parallel with the active study process, students participate in internship seminars, also during "Pedagogical Practice II" active work of internship seminars is planned.

At the introductory seminar of the internship, the internship manager introduces students to the general and the procedure for organizing the internship, the documentation of the internship, and the content of the internship. Internship seminars are conducted by an internship manager. Students draw up review documents on the tasks performed in practice, students prepare for the seminar and share experience. Problem situations are analyzed and solutions are sought for the improvement of the pedagogical process.

In internship seminars, a very important place is reserved for the exchange of student experience, because a group of students 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.

The role of the teacher-mentor is to support the student in getting to know the activities of the educational institution, to regularly observe the lessons conducted by the student and to support him or her in the lesson analysis and improvement. The task of the mentor is to cooperate with the head of the student's internship, regularly providing information about the observations in the lessons, the recommendations provided and the student's development during the internship, as well as to follow the instructions of the internship manager regarding mentoring activities. In order for the mentor's support for the student in practice to be effective, at least 1–2 student-led lessons per month are observed, providing time for the analysis of each lesson, as well as regular individual support conversations with the student, discussing achievements and challenges, providing individual feedback.

Student support during internship is implemented through the activities of support and study groups, in which students are involved in solving a current practice challenge, receiving mutual support within the study group, thus ensuring the opportunity for students to get support in a safe and professional support group. In order to ensure effective support to the student during the

internship, the circulation of essential information between the school mentor and the RTU LA internship manager is ensured.

At the final seminar of the internship, the student introduces the results of the internship tasks, their evaluation is carried out by the head of the practice. The overall assessment of the internship consists of both the assessment made by the internship manager - mentor on the planning, management and analysis of the daily learning process, and the evaluation provided by the RTU LA internship manager on the lessons observed, the internship diary and participation in seminars, as well as the student's self-analysis and presentation assessment at the final seminar.

Special attention in the course of pedagogical practice should be paid to cooperation between school and university, student and teacher, as well as between students with the aim of getting to know the specifics of the teacher's work, ensuring the development of professional skills. Cooperation between RTU LA and the educational institution during the students' internship is a potential support for the professional development and career of teacher mentors (internship managers).

The competence to plan and implement pedagogical activities independently, purposefully and responsibly is ensured by pedagogical practices. During the studies, two internships are planned, each in the amount of 15 CP.

RTU LA has entered into a cooperation agreement with Liepāja state city municipal institution "Liepaja Education Authority" *(Provision of internships for trainees of RTU Liepaja Academy according to the study plans of study programmes of the study field "Education, Pedagogy and Sports").*

When starting their studies in the first cycle study programme "Teacher", students start working at the school to implement practice-based studies. Consequently, the internship takes place in the school where the student works. At the place of internship, the student agrees on its implementation by entering into a tripartite agreement on cooperation in the implementation of student internship programmes, as well as in the exchange of information and experience aimed at the development of scientific-research and teaching methodological cooperation.

### 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 criterion is 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.

The topics of the thesis (hereinafter referred to as DD) chosen by students are related to current events and problems in the school educational environment.

Research topics are defined within the framework of pedagogical practice, and according to the specifics of the study programme – studies based on the work environment, first of all, the choice of students is taken into account, and it is related to everyday pedagogical activity. The recommendations of internship mentors, academic staff, as well as industry representatives are significant. Analyzing the topics chosen by students and the recommendations of industry representatives, it can be concluded that the following topical themes are especially studied: innovative approaches to teaching the field of study, teaching and improvement of the learning process, self-directed learning, feedback and assessment, application of modern technologies in the teaching and learning process. A total of 34 DDs have been defended during the reporting period.
In the 2020/21 academic year, 18 DD were defended: *Online platform and resources for learning the subject "Computer Science" in the 8th grade; Elements of pupils' cognitive interest in science lessons; Self-directed learning in math classes in grade 4; Self-guided experiments by students for acquiring science curriculum in 6th grade; Feedback in the formative and summative assessment process in Latvian language and literature lessons; Organization of feedback in English lessons in grade 9; Learning journals as a formative assessment tool in English language learning in grades 6 and 7; The use of dictionaries in learning second foreign language : a learning strategy; Remote learning in the process of implementing the competence approach in the subject of mathematics in grade 7*; *Promotion of the individual interest of the student for the development of literacy in the 6th grade in English; Outdoor lessons are a motivator and attitude builder for the acquisition of geographical regularities; Improving the stage speaking skills of elementary school pupils; Communicative approach to learning English at a younger age in school; Differentiated tasks in mathematics lessons for grade 5; Developing versatile abilities in learning English in primary school; The diversity of pedagogical methods and forms in social studies; Methods for developing text literacy for learning English for 1st grade pupils; Teaching methods for the development of text literacy for English language acquisition in 1st grade pupils; Implementation of health and sports lessons for pupils in grades 1-3 in the remote learning process.*

In the 2021/22 academic year, 4 DD were defended: *Methods for acquiring literacy skills in English in primary school;*

*Deep learning approach to learning a foreign language in grade 10; Positive emotional environment as an essential prerequisite for the development of a student's learning; Posture disorders and prevention. Posture disorders and prevention in primary school students.*

In the 2022/23 academic year, 7 DD were defended: *Methods and tools for acquiring self-guided learning skills for 3rd graders; The influence of English on the use of the mother tongue in colloquial language in primary school; Teaching materials for teaching professional terms to audiovisual communication designer assistants at a vocational high school; Extracurricular activities in German language lessons at school; The importance of the link between the content of vocational and general education subjects; Approach to diagnosing students' values in the pedagogical process; Creating cross-curricular link in mathematics for grades 6-9*

In the 2023/24 academic year, 5 DD were defended: *The effect of differentiation of the learning process on the performance of pupils in Latvian language and literature in grade 6; Promotion of media literacy in Latvian language lessons for grade 7*; *Critical thinking methods in literature at the high school stage; Methods and tools for mastering self-guided learning skills for 3rd graders; Educational materials for teaching professional terms to audiovisual communication designer assistants at a vocational high school.*

In defence of the final works, students present the most important and up-to-date in the scientific literature and sources on the problem of the chosen research, prove the unity of theory and practice, as well as propose a methodology for solving the problem. The development of the final

thesis is a significant contribution to the implementation of the content of basic and general secondary education, as well as to solving current problems. The results of the work can be used as examples of good practice in the study process.

The evaluations of the final works reflect not only the student's knowledge of theoretical issues, but also his professionalism in solving specific pedagogical situations. The final work is evaluated on a 10 point- scale. The evaluation follows the RTU LA Methodological Instructions for writing and drawing up study and final theses: the developed DD is initially evaluated by the reviewer, he or she proposes the evaluation, the student publicly presents his or her work to the final examination commission, answers questions, participates in the open discussion, the commission decides on the evaluation of the DD, taking into account the quality of the development of the work, the assessment recommended by the reviewer and the course of defending the work. The main criteria: the student's ability to analyze the latest insights about the problem being studied, the methodological proposal for the solution of the problem, the ability to evaluate the dynamics of child-youth development. RTU LA's average rating in DD defense – 8.5 points.

DD quality analysis shows that students are able not only to theoretically analyze the problem, but also to develop interesting methodological materials in accordance with the needs and interests of primary and general secondary education, applying the created materials in their pedagogical activities and sharing valuable insights with colleagues.

## 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.

Studies take place in RTU LA training block Lielā iela 14, Liepāja. The material and technical base necessary for the implementation of the study programme is constantly updated and improved. All auditoriums used for studies are equipped with appropriate furniture and technical equipment, incl multimedia equipment that allows lecturers to use online social media materials in lectures, and students to present their research in multimedia presentations. Audiences are provided with the opportunity to connect to MS Teams or another remote access program, providing remote or hybrid learning opportunities. In order to ensure remote streaming of lectures in five RTU LA auditoriums, there are conference video equipment with video/audio tracking capabilities of the lecturer, which is provided by moving 360-degree video cameras. Several modern computer classes can be used for the study process. Free Wi-Fi is available in the auditoriums used for the implementation of the study programme and in the student dormitory.

Students and academic staff are provided with access to a full range of Microsoft development tools, servers, and platforms. Students are provided with an E-learning environment (Moodle), which provides access to learning materials, assignments and information also at home. Students and academic staff are provided with the opportunity to use the IBM SPSS Statistics program to process research data.

RTU LA students have access to an open-access wireless network in each of the study blocks (in total, 36 wireless network access points are installed). RTU is a member of the *Eduroam,* a secure, international wireless network accessible to academic users. *Eduroam* has a shared network that allows wireless network services around the world, without the need to get a guest account. A workstation virtualization solution has been implemented, and three computer classes are equipped with workstations for clients (80 workstations in total). A virtual computer, which is not tied to the workplace is created for each student. This solution ensures the mobility and security of the study process. Modern network hardware has been installed that ensures computer network virtualization and a CAMPUS computer network connection has been established between all study blocks.

A cooperation agreement has been concluded with Microsoft for the lease of MS Office and MS Windows software licenses, which teachers can use both in the implementation of the learning process and in the production of teaching materials. Within the framework of this cooperation agreement, both RTU LA lecturers and students have access to MS Office 365, 1Tb file archive in the cloud, etc. at no additional cost.

Students have access to technical and informational support for working in databases of scientific publications – EBSCO, Letonika, ScienceDirect, SCOPUS, Web of Science and Cambridge Journals Online.

The implementation of the study programme takes place in cooperation with the RTU LA Centre for Pedagogy and Social Work (PSDC), the Centre for Humanities and Art Sciences, the Natural and Engineering Centre and the teaching staff of the Centre for Management and Social Sciences, creating a strong provision of appropriate teaching staff and technical base.

For the organization of practical seminars for students, the creation of an authentic learning environment in two offices has been carried out (*mobile tables and composite chairs for schoolchildren and a workplace for the teacher, as well as digital whiteboards ODIN.*) and in the hallway (*OneTwenty multifunctional and modular product consisting of two basic products – acoustic wall and pouf, as well as Signs pouf modules*) with the aim of implementing a practice-based study process. Managing the learning process in an authentic learning environment at RTU LA provides a wide range of cooperation opportunities, including expanding integrated teaching opportunities, creating training videos, etc.

The academic staff of the study programme have access to work rooms equipped with computer equipment and the Internet. For the sports and interests needs of students, premises are provided for sports classes, choir activities, acquisition of professional and interest education programmes.

Students have access to the RTU library and its structural unit in Liepaja. In the the library there is a reading room, a subscription to teaching and sectoral literature, individual work rooms are available where students can work undisturbed.

The collection of the RTU Library thematically corresponds to the first-cycle higher education study programme *"Teacher"* within the study field *"Education and Pedagogy."* The study programme offers literature relevant to various course topics, such as professional practice in education, pedagogy and psychology, educational leadership and research, as well as teaching and learning across a range of subject areas (including mathematics, technology, culture and the arts, natural sciences, languages and literature, social sciences, health and physical activity, among others). Approximately 10% of the library's holdings consist of information resources related to these topics.

For the needs of the first cycle professional higher education study programme "Teacher", databases offer information resources on various topics of the courses to be taught in the study programmes, for example, the EBSCO e-book collection contains approximately 22,000 electronic publications according to the following keywords – educational management, educational

psychology, teaching and learning, educational staff, etc. In the database "Cambridge Journals Online", electronic journals correspond to the study programme on the following topics: education (6 magazines), management (10 magazines), psychology (18 journals), environmental sciences (25 journals), economics (34 journals), linguistics (22 journals), mathematics (35 journals), computer science (18 journals) etc. The library provides training, reference and consultation on the use of information resources and the use of services. In 2024, the databases and other digital resources available in the RTU LA library have been used in 24,400 connection sessions.

The material and technical provision /facilities provided for the implementation of the study programme and its availability to students and teaching staff shall be assessed as appropriate.

**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 criterion is 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).**

**Assessment of the Achievement of the Objectives of the Provision of Financial Resources of the Study Field "Education and Pedagogy" and the Financial Planning Mechanism**

Study financing from the State budget funds shall be granted each calendar year in accordance with Cabinet Regulation No. 994 of 12.12.2006. "Procedures by which Higher Education Institutions and Colleges shall Be Financed from the State Budget Funds". In the calculation of the planned costs of the study programme "Teacher" for 2025-2026, the base costs determined in 2025 (EUR 1867.60 per place of study) and the coefficient of the thematic field of education set by the Ministry of Education and Science in the field of "Teacher Education and Educational Sciences" are used: 1.7, as well as the cost coefficient in first-level professional higher education study programmes: 1.0. The cost of one study place in 2025 is EUR 3 174.92, the total cost of the study programme for 1 year is EUR 3 174.92. The number of study places financed from the State budget in 2025/2026 is 10 study places.

The tuition fee approved by the RTU Senate for full-time studies for the 1st year of the 2025/2026 academic year is EUR 3 340 and it is unchanged for the entire study period, the total study programme fee for 1 year is EUR 3 340.

**Assessment of the percentage distribution of costs within the framework of the study field**

Total funding for the 2024/2025 study field is EUR 1 293 634.  Less than 1 % of the costs are made up of the study programme "Teacher". As of 01.03.2025, there were 3 students in this full-time study program.

More than 2% of the total expenditure is allocated to the one-year full-time study programme “Teacher”. As of 1 September 2025, 11 students have been admitted to this full-time programme.

The increase in student numbers exceeds 250% compared to 2025, indicating the potential of this programme and the necessity to continue its development.

The minimum number of enrolled students required to ensure the cost-effectiveness of the programme is eight (8). This threshold ensures the sustainable implementation of the study programme in alignment with both financial planning and the institution’s academic quality standards.

Maintaining this minimum allows for efficient allocation of resources, including academic staff workload, infrastructure usage, and administrative support. The programme’s financial model has been developed in accordance with the university’s strategic development plan, which emphasises the importance of offering professionally relevant, high-quality teacher education programmes that respond to national education system needs and labour market demand.

Achieving or exceeding this minimum student number contributes to the long-term viability and further development of the programme, supporting the institution's commitment to strategic goals such as the expansion of initial teacher education, promotion of practice-based learning, and strengthening collaboration with schools and education stakeholders.

In general, the cost structure is evaluated as optimal, and appropriate to the development strategy.

In accordance with the amendments made to Cabinet Regulation No. 994 "Procedures by which Higher Education Institutions and Colleges shall be Financed from the State Budget Funds", which provide for performance funding for results in research and artistic creation. The allocated funding for the results of the previous year in research and artistic creation is used by RTU LA in accordance with the approved budget. Funding is granted for the support of the scientific activity of the academic staff involved in the study field from the development budget of the RTU LA Pedagogy and Social Work Centre and the RTU LA Fund for the Development of Scientific Activity.  databases, humanities, including ERIH+; full or partial financial support for publications in other sectoral databases (e.g. EBSCO, etc.); the development and publication of peer-reviewed scientific monographs; RTU LA for the preparation and publication of scientific journals and publications included in databases. The budget of each study centre provides funds for business trips to scientific conferences, their participation fees, and student research support.

**Funding sources and university/college tools to manage them**

The annual total budget of RTU LA consists of the cash flow budget, which consists of the incoming and outgoing funds of the university for the planned calendar year. The financial resources for ensuring the study process at RTU LA basically consist of:

- payments from the state basic budget for higher education;
- monies received from paid services provided, including tuition fee revenues;
- deductions from projects to cover centralised expenses;
- donations and gifts;
- revenue earmarked for specific purposes;
- other revenue from own funds;
- financing from the European Union Structural Funds;
- the balance of funds in the bank account of the basic budget from the previous calendar

year.

## 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 academic staff, who are highly qualified specialists in the relevant fields of science, including educational sciences.

The qualitative composition of the academic staff working in the study programme complies with the requirements of the Law on Higher Education Institutions. The qualification of the academic staff shall be appropriate to the specifics of the study programme and the conditions for implementation, as well as to the requirements of regulatory enactments in the field of education. The elected academic staff are professionals in their field of science, who have demonstrated competence in industry research, use of the e-environment in the study process, as well as participated in national and international projects, developed scientific articles, teaching aids or monographs. In the implementation of the study programme, professionals in their speciality with practical work experience in general or vocational education are also attracted, who are successfully able to balance theoretical and practical issues, emphasizing the knowledge, skills and competences necessary for teachers in professional activities. Attracted professionals work in educational institutions as managers, deputies, educational methodologists or teachers and, as a result, ensure the unity of pedagogical theory and practice.

In order to ensure high-quality and innovative implementation of the study programme, several criteria have been used for the selection of academic staff to be involved in the programme, so that the study courses are conducted by qualified, scientifically and methodically prepared lecturers, specialists of the specified field of study, who use modern approaches in their work.

As mandatory criteria for the selection of teaching staff are:

- compliance of the qualification of teaching staff with the requirements laid down in regulatory enactments;
- scientific research direction/methodological activity corresponds to the content of the study programme/course;
- appropriate knowledge of the national language and foreign languages.

Also, the creative and scientific biography of the teaching staff involved in the implementation of the study programme must certify the fulfilment of at least one of the following additional criteria:

- professional development in the field of university didactics / teaching methodology;
- practical experience of work in an educational institution or undergoing an internship in an educational institution;

- scientific/practical experience in school pedagogy, inclusive education;
- participation in conferences, research or development projects;
- participation in the European Social Fund project "Competence approach to learning content";
- creative activity in the field of artistic creation.

The academic staff involved in the implementation of the study programme shall comply with the set criteria; the qualification of the staff shall conform to the specifics of the study programme and the conditions for implementation, as well as to the requirements of regulatory enactments in the field of education. The academic staff are professionals in their field who have proven their competence in industry research, improved their competence at conferences, seminars, project work, developed teaching aids and materials, and implemented creative activities.

In the implementation of the first-cycle study programme *"Teacher"* (code 44141), 22 academic staff members are involved, including 4 full professors, 2 associate professors, 6 assistant professors and 10 lecturers and researchers.

General information on the academic staff involved in the implementation of the first-cycle professional higher education study programme *"Teacher"* (code 44141) (after completion of secondary, short-cycle or first-cycle higher education)

| No. | Name, Surname | Degree and/or Professional Qualification | Elected Status at the University (Yes/No) | Position | Course/Module Title | Study Programme |
|---|---|---|---|---|---|---|
| 1 | Sandra Anohina | Mg.paed. | No | Lecturer | Methodology of the Technology Learning Area (seminars in sub-groups: Computer Science Teaching Methodology; Design and Technology Teaching Methodology) | Teacher |

| No. | Name, Surname | Degree and/or Professional Qualification | Elected Status at the University (Yes/No) | Position | Course/Module Title | Study Programme |
|---|---|---|---|---|---|---|
| 2 | Agata Babina | Dr.philol. | Yes | Assistant Professor | Methodology of Foreign and Second Language Teaching (seminars in sub-groups: Latvian as a Second/Foreign Language Teaching Methodology; English Language Teaching Methodology; German Language Teaching Methodology; Spanish Language Teaching Methodology; French Language Teaching Methodology) | Teacher |

| No. | Name, Surname | Degree and/or Professional Qualification | Elected Status at the University (Yes/No) | Position | Course/Module Title | Study Programme |
|---|---|---|---|---|---|---|
| 3 | Olga Blauzde | Mg.paed. | Yes | Assistant Professor | Cultural Awareness and Self-expression in Arts (seminars in sub-groups: Cultural Studies and Visual Arts Teaching Methodology; Cultural Studies and Theatre Teaching Methodology; Cultural Studies and Music Teaching Methodology; Cultural Studies and Literature Teaching Methodology) | Teacher |
| 4 | Agnese Dubova | Dr.philol. | Yes | Assistant Professor | Methodology of Foreign and Second Language Teaching (seminars in sub-groups as above) | Teacher |
| 5 | Jurs Pāvels | Dr.paed. | Yes | Professor, Researcher | State, Civil and Environmental Protection; Methodology of Social and Civic Education | Teacher |

| No. | Name, Surname | Degree and/or Professional Qualification | Elected Status at the University (Yes/No) | Position | Course/Module Title | Study Programme |
|---|---|---|---|---|---|---|
| 6 | Indra Kalniņa | Mg.paed. | No | Lecturer | Methodology of Foreign and Second Language Teaching (seminars in sub-groups as above) | Teacher |
| 7 | Inta Klāsone | Dr.paed. | Yes | Professor | Cultural Awareness and Self-expression in Arts (seminars in sub-groups as above) | Teacher |
| 8 | Ārija Kolosova | Dr.hist. | Yes | Assistant Professor | Methodology of Social and Civic Education | Teacher |
| 9 | Anda Kuduma | Dr.philol. | Yes | Associate Professor, Researcher | Methodology of Latvian Language and Literature Teaching | Teacher |
| 10 | Dace Kūma | Dr.math. | Yes | Assistant Professor | Methodology of Mathematics Teaching | Teacher |
| 11 | Diāna Laiveniece | Dr.philol. | Yes | Professor, Senior Researcher | Methodology of Foreign and Second Language Teaching (seminars in sub-groups as above) | Teacher |
| 12 | Diāna Līduma | Ph.D. | Yes | Assistant Professor, Senior Researcher | – | Teacher |

| No. | Name, Surname | Degree and/or Professional Qualification | Elected Status at the University (Yes/No) | Position | Course/Module Title | Study Programme |
|---|---|---|---|---|---|---|
| 13 | Maija Ročāne | Dr.paed. | Yes | Associate Professor | Teacher's Professional Practice | Teacher |
| 14 | Linda Pavītola | Dr.paed. | Yes | Professor | Cultural Awareness and Self-expression in Arts (seminars in sub-groups as above) | Teacher |
| 15 | Valdis Priedols | Mg.paed. | No | Lecturer | Integrated Methodology of Natural Sciences (seminars in sub-groups: Biology Content Methodology; Physics Content Methodology; Geography Content Methodology) | Teacher |
| 16 | Ieva Roze | Dr.biol. | Yes | Assistant Professor | Integrated Methodology of Natural Sciences (seminars in sub-groups as above) | Teacher |
| 17 | Daiga Straupeniece | Dr.philol. | Yes | Researcher, Senior Lecturer | Methodology of Latvian Language and Literature Teaching | Teacher |
| 18 | Irina Strazdiņa | Dr.psych. | Yes | Assistant Professor, Researcher | Educational Psychology | Teacher |
| 19 | Ēvalds Urtāns | Mg.biol. | No | Lecturer | State, Civil and Environmental Protection | Teacher |

| No. | Name, Surname | Degree and/or Professional Qualification | Elected Status at the University (Yes/No) | Position | Course/Module Title | Study Programme |
|---|---|---|---|---|---|---|
| 20 | Helēna Vecenāne | Dr.paed. | Yes | Associate Professor, Researcher | Methodology of Health and Physical Activity Teaching | Teacher |
| 21 | Inese Veisbuka | Mg. in Translation and Terminology | No | Lecturer | Methodology of Foreign and Second Language Teaching (seminars in sub-groups as above) | Teacher |
| 22 | Lauma Veita | Mg.paed. | No | Lecturer | Methodology of the Technology Learning Area (seminars in sub-groups: Computer Science Teaching Methodology; Design and Technology Teaching Methodology) | Teacher |

**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, the composition of the teaching staff has changed in the teaching of study courses: the lecturer has been changed for the course "Educational Psychology" (3 CP) – in connection with the termination of the professor's main employment termination with RTU LA. Consequently, the relevant course of study will henceforth be taught by lecturer Dr. psych. Irina Strazdiņa. For the same reason, lecturers have been substituted in the study course "Methodology of Teaching a Foreign Language and Second Language" - instead of lecturers Inga Bliska and Elita Balčus Dr.philol Agnese Dubova and Mg. in translation and terminology Inese Veisbuka have been attracted. The study course "Russian language teaching methodology" has been removed from the study plan on the basis of amendments to the Cabinet of Ministers Regulation No. 747, thus also Dr.paed. Marina Novika will not teach this course of study in the study programme.

The need for planned guest lecturers has been reviewed, due to the specifics of the study programme they are not required (see CV in the appendix). In total, the programme has 22 teaching staff members: 4 professors, 3 associate professors, 8 docents/assistant professors, 7 lecturers. 68 % of them have a doctorate in different fields of science and the share of elected academic staff is 72 %.

Academic staff involved in the implementation of the study programme – experts in the field with extensive pedagogical work experience in general education, for example, Maija Ročāne: 25 years, Pāvels Jurs: 19 years; Indra Kalniņa - 49 years, Valdis Priedols 13 years, Ārija Kolosova - 19 years.

The professionalism of the teaching staff, the ability to relate scientific activity to the study process is also evidenced by the research and publications carried out during the reporting period, which are compiled in the biographies of the teaching staff and the compilation of scientific research results. A large part of the publications is in collections of articles of international scientific conferences and publications indexed in Web of Science, Scopus or other databases.

The teaching staff of the study programme actively work on various national and international projects, as well as prepare and submit new projects related to educational sciences and teacher education. The most significant projects in which the teaching staff are involved:

- 2023-2026, State research programme "Education" project "Individualised and personalised support system for the development of pupils' text literacy, numeracy and natural science literacy" (Nr. VPP-IZM-Education-2023/1-0001);
- -2026., ERASMUS+ project “Empowering Mathematics Education for All” proj.nr. 2024-1-LV01-KA220-SCH-000247243"
- – 2026. VPP "Research of 20th and 21st century history and reproduction of human capital" (No.VPP-IZM-History-2023/1-0003).
- 2024-2025, RTU research and development project grant no. RTU-PA-2024/1-0025 "Historical development of laudatio texts in Latvian: influence of other languages and traditions, linguistic specificity and situationality of use in the academic community
- 2024-2025, RTU Research and Development Grant No. RTU-PA-2024/1-0024 "Towards an annotation writing assistant for the final study work rooted in artificial intelligence: preparation, analysis and model development of a bilingual corpus of texts"
- 2022-2025. Horizon Europe project "Cooperation in modelling of environmental data and dynamic systems for Latvia" (03000-3.1.2.1/4 | 4613 | 4613);
- 2022-2025. Digital Europe Programme (DIGITAL) "Latvian Digital Accelerator" (03000-3.1.2.1-e/4 | 101083718 | 4698);
- 2021 – 2024. Threatened species in Latvia: improved knowledge, capacity, data and awareness (LIFE FOR SPECIES). LIFE19 GIE/LV/000857
- 2022-2024. State Research Programme "Use and Development of the Modern Latvian Language"(VPP-LETONIKA-2022/1-0001 | 4869);
- 2024, EEA-Norway grants "Academic Writing in the Baltic States: Rhetorical Structures through culture(s) and languages, EMP475, abbreviation Bwrite"
- 2021-2024, National Research Programme "Letonika for the Development of Latvian and European Society" project "Landscapes of Identities: History, Culture and Environment" (Nr. VPP-LETONIKA-2021/1-0008);
- 2021-2024. State research programme "Research of the Modern Latvian language and development of language technologies", (0L000-100/31 | VPP-LETONIKA-2021/1-0006 | 4872);
- 2023, ESF project No. 8.3.6.2/17/I/001 "Development and implementation of the education quality monitoring system" Action 3.2 "Implemented component studies of the research programme in education" (Explanatory online dictionary of educational terms)
- 2022-2023, SAM 8.3.6. project "Development and implementation of the Education Quality

Monitoring System" (No. 8.3.6.2/17/I/001) study "Explanatory online dictionary of educational terms"
- 2022-2024. Erasmus+ project "Development of a technology-enabled curriculum on climate change education", (2022-1-BG01-KA220-HED-000088178 | 4858);
- 2021-2024, LZP fundamental and applied research project "Transformation of the value of education for the cultural and economic growth of the social community" (0L000-100/33 | lzp-2020/1-0178 | 4874);
- – 2024. VPP "Letonika for the development of Latvian and European society" in the project "Landscapes of Identities: History, Culture, Environment" (Nr. VPP-LETONIKA-2021/1-0008);
- , Project “European project for Vocational Education and Training. Montessori in the VET” (2019-1-IT01-KA202-007793) Plovdiv, Bulgaria.

During the reporting period, the academic staff have improved their professional competence by doing internships in general education institutions, thus ensuring the linkage of theory and practice. The academic staff of the programme systematically improve their qualifications through various professional development programmes.

The quality of studies is also ensured by the involvement of lecturers in professional development courses, in which they have improved professional English language skills (4 teaching staff members), leadership of academic staff, competence in cooperation with industry, competence approach in action: modelling and analysis of the lesson, design thinking, use of artificial intelligence, work in the e-environment, communication and emotional intelligence (19 teaching staff), academic honesty *(*8 RTU LA faculty.) etc.

During the reporting period, RTU LA academic staff have participated and continue to participate in courses and seminars offered by continuing education projects for academic staff.

On the basis of the analysis performed, it can be concluded that the qualification of the academic staff involved in the implementation of the study programme is appropriate to the specifics of the study programme and the conditions for implementation, as well as to the requirements of regulatory enactments in the field of education.

**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).**

The criterion is 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).**

The criterion is 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).**

During the reporting period, taking into account the choice of fields of study chosen by students and the small number of students in recent years, close cooperation has developed between general education joint lecturers of study courses and the director of the programme. The director of the study programme, coordinating the study process, establishes close cooperation with the methodology of the study fields for lecturers of study courses, as well as school mentors. The acquisition of study courses (6 ECTS) of study methodologies of study areas is implemented intensively, planning for all students and teachers at the same time once a week – on Fridays. In addition, additional professional development groups are provided for students, thus work at school, intensive studies on Fridays and participation in professional development groups create an intensive study load.

Close cooperation takes place between the director of the study programme "Teacher" of the University of Latvia Dr.paed. Ieva Margeviča-Grinberga and Eridiana Oļehnoviča, director of the study programme at Daugavpils University. Within the framework of the study programme, since the academic year 2020/2021, a Summer School has been organized, in which all involved lecturers in whose fields students have applied take part, that also forms meaningful inter-university cooperation, However, with the decrease in the number of students, the cooperation of the interuniversity teaching staff of RTU LA and DU is implemented by jointly teaching the study course "Teacher's Professional Activity" at the Summer School.

Ratio of the number of students and teaching staff in the 2024/ 2025 academic year: number of students – 3, number of teaching staff – 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 | Diploma_diploma pielikuma_paraugi_Skolotajs_1gads_LV_ENG.pdf | Diploma_diploma pielikuma_paraugi_Skolotajs_1gads_LV_ENG.pdf |
| 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 | Statistics.pdf | Statistikas dati par studējošajiem studiju programmā_pielikums.pdf |
| 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 with the national education standard.pdf | atbilstība valsts izglītības standartam.pdf |
| 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 with Teacher profesional standard.pdf | atbilstība Skolotāja profesijas standartam.pdf |
| Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable) | Compliance of Teacher (code 44141) Cabinet Regulation No.569.pdf | Atbilstiba MK_569_Skolotajs_1 gads.docx |
| Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme | Mapping_Skolotājs_(44141).xlsx | Studiju kursu kartējums_Skolotājs_(44141).xlsx |
| The curriculum of the study programme (for each type and form of the implementation of the study programme) | Standard curriculum .pdf | Tipveida plāns Skolotājs (1g).pdf |
| Descriptions of the study courses/ modules | Course descriptions.pdf | Pielikums_Studiju kursu apraksti_labots.pdf |
| Description of the organisation of the internship of the students (if applicable) | PEDAGOGOCAL PRACTICE_Eng.docx | PEDAGOĢISKĀS PRAKSES PĒCTECĪBA.pdf |
| 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 | *Second-cycle (academic master's) study programme* |
| Name of the study programme director | *Maija* |
| Surname of the study programme director | *Ročāne* |
| E-mail of the study programme director | *Maija.Rocane@rtu.lv* |
| Title of the study programme director | *Pedagoģijas doktora zinātniskais grāds, Dr.paed.* |
| Phone of the study programme director | *26977123* |
| Goal of the study programme | *The aim of the academic master's study programme "Educational Sciences" is: to promote the development of students' professional pedagogical, leadership and research competence for competitiveness in education, to motivate further academic growth, innovations and cooperation, ensuring the preparation of specialists necessary for the Latvia`s economy.* |
| Tasks of the study programme | *- To foster students' research literacy by integrating the latest scientific knowledge and innovative ideas in interdisciplinary contexts.*<br>*- To promote the development of students' pedagogical competence, readiness to plan, implement, evaluate and develop educational work according to the learning needs, different abilities and backgrounds of the target groups, internal and external conditions and diverse contexts of the development of educational institutions and the education system.*<br>*- To promote students' management and leadership competences by implementing the change management.*<br>*- To promote student participation and co-responsibility by fostering the development of a competent, responsible and motivated lifelong learner.*<br>*- To promote students' understanding of and adherence to professional and academic ethical standards in practice.*<br>*- To promote multi-level cooperation for the academic development of students, as well as the implementation of innovations in education, and the training of specialists necessary for the Latvian economy.* |

| | |
|---|---|
| Results of the study programme | *Knowledge:*<br>*1. Critical understanding of educational theory, the development of research methodology rationale, the connection between research and pedagogical principles with practice, and an understanding of educational sciences (including integration of other sciences related to human activity) and their subfields, theories and practices, educational systems, history, development trends, and current research topics in Latvia, Europe, and globally.*<br>*2. Understanding of the pedagogical process, the implementation of innovations in education, and the creation of optimal learning environments in diverse educational contexts, as well as an understanding of the research process, which includes research logic, a variety of research methods, data analysis software, interpretation of research data, and dissemination.*<br>*3. Demonstrated integrated knowledge and understanding of educational leadership, interaction among participants in the educational process across different levels of education, the research process, multi-level collaboration for academic growth, mentoring in education, and communication within team work in educational institutions at various levels.*<br><br>*Skills:*<br>*1. Systematically and critically addresses complex issues in educational sciences across various educational levels and professional contexts, providing well-reasoned and evidence-based arguments both orally and in writing. Demonstrates understanding of societal processes related to education, relevant theories, research data, and current educational policy and legal developments in Latvia, Europe, and globally.*<br>*2. Plans, implements, evaluates, and improves pedagogical activities according to the needs of diverse educational target groups in various contexts, creating a safe, supportive, and optimal learning environment. Independently applies theories, methods, and problem-solving skills to conduct research in the field of educational sciences.*<br>*3. Formulates, analytically describes, and presents information, problems, and solutions in educational sciences within the professional activities of teachers and educational leaders.*<br>*4. Provides well-reasoned explanations and engages in discussions on complex or systemic aspects of educational sciences and the professional activities of teachers and educational leaders, as well as on the results of international and local research. Communicates these findings effectively with both specialists and non-specialists, and presents research outcomes to diverse audiences.*<br><br>*Competencies:*<br>*1. Independently formulates and critically analyzes complex scientific and professional problems in the field of education, justifies decisions, and, when necessary, conducts additional analysis using acquired knowledge and skills in new or unpredictable situations. Integrates knowledge and skills from various disciplines in autonomous decision-making processes, contributing to the creation of new knowledge and the development of research and professional practice methods, while maintaining ethical responsibility for the potential impact of scientific results or professional activities on society in the context of sustainable development.*<br>*2. Leads or coordinates interdisciplinary teams, implements mentoring practices, and carries out educational activities tailored to the needs of diverse educational target groups in inclusive learning environments. Takes responsibility for personal initiative and for the outcomes of staff and team work. Initiates and implements innovative, theory- and research-based changes in the field of education within their workplace and society, responsibly evaluating the potential impact of these actions on the relationship between the education sector and society.*<br>*3. Reflects on their own learning process and achieved results, and actively guides the further development of their knowledge, skills, and competencies.* |
| Final examination upon the completion of the study programme | *Defense of the Master's thesis* |

# Study programme forms

**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) | *75* |
| Admission requirements (in English) | *1. In the field of specialization “Diversity and Inclusion in Education” and “Teaching and Learning for Literacy” – a first-cycle higher education degree or a second-cycle higher education degree (after obtaining secondary education), or an equivalent higher education qualification with a completed program of at least 240 CP in the field of Education, and an entrance exam. 2. In the field of specialization “Educational Management” and “Human Behaviour and Education” – a first-cycle higher education degree or a second-cycle higher education degree (after obtaining secondary education), or an equivalent higher education qualification with a completed program of at least 240 CP credits in the field of Education or another academic field, and an entrance exam.* |
| 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 |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

**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) | *75* |
| Admission requirements (in English) | *1. In the field of specialization “Diversity and Inclusion in Education” and “Teaching and Learning for Literacy” – a first-cycle higher education degree or a second-cycle higher education degree (after obtaining secondary education), or an equivalent higher education qualification with a completed program of at least 240 CP in the field of Education, and an entrance exam. English language proficiency equivalent to at least B2 level. 2. In the field of specialization “Educational Management” and “Human Behaviour and Education” – a first-cycle higher education degree or a second-cycle higher education degree (after obtaining secondary education), or an equivalent higher education qualification with a completed program of at least 240 CP in the field of Education or another academic field, and an entrance examination. English language proficiency equivalent to at least B2 level.* |

| | |
|---|---|
| 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 |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

**Part time extramural studies - 1 years, 8 months - latvian**

| | |
|---|---|
| Study type and form | *Part time extramural studies* |
| Duration in full years | *1* |
| Duration in month | *8* |
| Language | *latvian* |
| Amount (CP) | *75* |
| Admission requirements (in English) | *1. In the field of specialization "Diversity and Inclusion in Education" and "Teaching and Learning for Literacy" – a first-cycle higher education degree or a second-cycle higher education degree (after obtaining secondary education), or an equivalent higher education qualification with a completed program of at least 240 CP in the field of Education, and an entrance exam. 2. In the field of specialization "Educational Management" and "Human Behaviour and Education" – a first-cycle higher education degree or a second-cycle higher education degree (after obtaining secondary education), or an equivalent higher education qualification with a completed program of at least 240 CP in the field of Education or another academic field, 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 |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

**Part time extramural studies - 1 years, 8 months - english**

| | |
|---|---|
| Study type and form | *Part time extramural studies* |
| Duration in full years | *1* |
| Duration in month | *8* |
| Language | *english* |
| Amount (CP) | *75* |

| | |
|---|---|
| Admission requirements (in English) | *1. In the field of specialization “Diversity and Inclusion in Education” and “Teaching and Learning for Literacy” – a first-cycle higher education degree or a second-cycle higher education degree (after obtaining secondary education), or an equivalent higher education qualification with a completed program of at least 240 CP in the field of Education, and an entrance exam. English language proficiency equivalent to at least B2 level. 2. In the field of specialization “Educational Management” and “Human Behaviour and Education” – a first-cycle higher education degree or a second-cycle higher education degree (after obtaining secondary education), or an equivalent higher education qualification with a completed program of at least 240 CP in the field of Education or another academic field, and an entrance examination. English language proficiency equivalent to at least B2 level.* |
| 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 |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

**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) | *120* |
| Admission requirements (in English) | *First-cycle higher education or second-cycle higher education (after obtaining secondary education), or an equivalent higher education qualification with a completed program of at least 180 CP in the field of Education or in another academic field, and an entrance exam.* |
| 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 |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

**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) | *120* |

| | |
|---|---|
| Admission requirements (in English) | *First-cycle higher education or second-cycle higher education (after obtaining secondary education), or an equivalent higher education qualification with a completed program of at least 180 CP in the field of Education or in another academic field, and an entrance examination. English language proficiency equivalent to at least B2 level.* |
| 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 |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

**Part time extramural studies - 2 years, 5 months - latvian**

| | |
|---|---|
| Study type and form | *Part time extramural studies* |
| Duration in full years | *2* |
| Duration in month | *5* |
| Language | *latvian* |
| Amount (CP) | *120* |
| Admission requirements (in English) | *First-cycle higher education or second-cycle higher education (after obtaining secondary education), or an equivalent higher education qualification with a completed program of at least 180 CP in the field of education or in another scientific discipline, 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 |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

**Part time extramural studies - 2 years, 5 months - english**

| | |
|---|---|
| Study type and form | *Part time extramural studies* |
| Duration in full years | *2* |
| Duration in month | *5* |
| Language | *english* |
| Amount (CP) | *120* |
| Admission requirements (in English) | *First-cycle higher education or second-cycle higher education (after obtaining secondary education), or an equivalent higher education qualification with a completed program of at least 180 CP in the field of Education or in another scientific discipline, and an entrance examination. English language proficiency equivalent to at least B2 level.* |

| | |
|---|---|
| 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 |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

# 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.**

Since the issuance of the previous accreditation sheet for the study direction, the following changes have been made to the academic master's study program **"Education Sciences**" (code 45142), in accordance with the recommendations of the Study Quality Commission (Study Quality Commission decisions on the inclusion of the study program in the study direction – RTU LA (referred to as LiepU in the decision): 24.08.2022, No. 2022/20-SPI; RTU RA (referred to as RTA in the decision): 27.04.2022, No. 2022/03-SPI):

1. **Specification of study results:**
   The intended learning outcomes of the study program, which describe students' knowledge, skills, and competences, have been clarified. These changes are reflected in the course descriptions and course mapping.
2. **Clarification of admission requirements:**
   The admission requirements for the short form of the master's study program "Education Sciences" implemented by RTU LA and RTU RA have been clarified for the specialization options "Educational Management" and "Human Behavior and Education".

If the applicant has:

- **Pedagogical education**– first cycle higher education or second cycle higher education (after secondary education), or equivalent higher education in the field of education, at least 240 CP and entrance examination, and an entrance examination consisting of:
  - *Written part:*an essay on current issues and challenges in education within the chosen specialization.
  - *Oral part:*an interview assessing the applicant's communication, leadership, and foreign language skills.
- **Other higher education**– first cycle higher education or second cycle higher education (after secondary education), or equivalent higher education, with a program of at least 240 CP in another field of science, and an entrance examination consisting of:
  - *Written part:*an essay on current issues and challenges in education within the chosen specialization.
  - *Oral part:*an interview assessing the applicant's communication, leadership, and foreign language skills, as well as prior knowledge and work experience or informal experience in the field of education.

3. **Supplementation of the program's goals and objectives:**
   The goals and objectives of the program have been supplemented to align with the strategic development directions of Riga Technical University.
4. **Changes in the structure of study courses:**
   Two study courses – "Master's Thesis Development I" (15 CP) and "Master's Thesis Development II" (15 CP) – have been merged into a single course "Master Thesis" (30 CP).

- For students in the short form (1 year and 3 months), the course is delivered across the 2nd semester (Part I – 15 CP) and the 3rd semester (Part II – 15 CP).
- For students in the long form (2 years), the course is delivered across the 3rd semester (Part I – 15 CP) and the 4th semester (Part II – 15 CP).
- The form of assessment for the study course is the defense of a master's thesis, which is graded on a 10-point scale for the master's thesis that has been prepared and defended.

5. Following the reorganization of RTU structural units, the implementation of the program at RTU Liepāja Academy (RTU LA) and RTU Rēzekne Academy (RTU RA) will take place in closer cooperation. RTU LA will serve as the leading partner in the program's implementation. Considering that the study program was implemented separately prior to the reorganization of Liepāja University and RTA, but was merged into a single study program for the evaluation of study directions, the changes made during the consolidation of the study program are as follows:

    1. Strengthening cooperation between RTU structural units:
       Following the reorganization, RTU Liepāja Academy (RTU LA) and RTU Rēzekne Academy (RTU RA) now implement the program in closer collaboration.
    2. Review of specialization directions:
       As part of the consolidation process, the specialization directions have been reviewed and supplemented to ensure that all graduates, regardless of their study location, achieve consistent learning outcomes.

**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 title of the study program “Education Sciences” reflects the content and purpose of the program – to develop pedagogical, leadership, and research competencies. The code 45142 corresponds to the Latvian Education Classification, where (4 – higher education level, 5 – academic master’s program type, 142 – education sciences thematic area). The degree awarded – Master’s Degree in Education Sciences (Mg.sc.educ.) – is logically aligned with the program’s content and objectives. Admission requirements are differentiated according to specializations, ensuring that applicants with appropriate education and motivation can achieve the program’s goals and outcomes.

As one of the priorities set by the European Commission is lifelong learning (see https://www.esfondi.lv/izglitiba-prasmes-muzizglitiba, (Latvian only)), the Master's programme provides the opportunity for students to study in higher level studies, fulfilling their lifelong learning potential, developing professionally and academically, specialising in one of the fields of education, obtaining academic education and a master's degree in "Educational Sciences".

The master's study programme "Educational Sciences" is intended both for teachers, specialists in

the field of education to support them in developing interdisciplinary, multifaceted and innovative pedagogical practice, as well as to support specialists in other fields who have acquired previous education in a field different from pedagogy and want to develop pedagogical and management competence. The programme will provide an opportunity to acquire research-based, internationally recognised academic master's level education, which will encourage change, innovation and modernisation in educational practice, while students improve their pedagogical and managerial professional competence.

In the development and implementation planning of the study programme, the objectives of the study field are respected: (1) to offer high-quality study programmes and studies aimed at the education of creative specialists competent in the theories of educational sciences and in their field for pedagogical work in the region, state and international market; (2) to develop the methodological and scientific research capacity of students and academic staff, ensuring scientific excellence and transfer of innovative pedagogical technologies for the development of the pedagogical process.

For the analysis of the compliance of the study programme with the strategic directions of the study field "Education and Pedagogy" and the tasks of the development plan, see Table 1.

Table 3.1.2.1.

**Compliance of the study programme with the strategic directions of the study field "Education and Pedagogy" and the tasks of the development plan**

| **Study field "Education and Pedagogy" action directions and tasks of the development plan** | | **Relevance of the study programme** |
|---|---|---|
| ***Methodological, scientific development and involvement in innovation processes of students and academic staff*** | | |
| Organization and management | Promotion of constructive cooperation and teamwork. - | The implementation of the study programme takes place in cooperation between RTU LA centres (Centre for Nature and Engeneering; Centre for Pedagogy and Social Work; Centre for Humanities and Arts; Centre for Management and Socia Sciences) and RTU RA with the teaching staff of the Centre for Education, Language and Social Technologies, creating a strong provision of appropriate teaching staff. RTU LA is a member organisation of the Comenius Association and ETEN (The European Teacher Education Network). |
| Personnel policy | Provision of qualified academic staff. | The qualification of the academic staff shall be appropriate to the specifics of the study programme and the conditions for implementation, as well as to the requirements of regulatory enactments in the field of education. |

| | | |
|---|---|---|
| Scientific activity and innovation | Activation of scientific research activities of lecturers involved in the study field, promotion of recognition of scientific activity. | The study programme creates a link between studies, practice and research.<br>The compulsory part of the master's programme includes courses in the field of educational sciences for the study of theoretical knowledge of the chosen field and approbation of theoretical knowledge in the aspect of current problems of the chosen field of science or sub-field in both forms: "History and Philosophy of Education in the Perspective of the 21st Century", "Research I" and "Quality of Education", as well as "Academic Practice in educational sciences I". These courses are taught simultaneously for both short and long study forms. In the long form, in addition to the mandatory part, there are also courses: "Introduction to the study of educational sciences", "Psychology for education", "Quality of education", "Research II".<br>In the study course "Master thesis", the development of a theoretical concept, justification of the research methodology, data analysis and interpretation, visualization of research data, discussion of research results, etc., as well as improvement of pedagogical practice is implemented. |
| ***Quality study programmes and studies*** | | |

| | | |
|---|---|---|
| Improvement and development of the study programme | Improvement of the quality of the study process.<br>Involvement of lecturers of the study programme in mobility programmes and international projects. | Student and graduate surveys on the study process are organized, analysis and evaluation of the results of the Study Programme are implemented, improvement of study courses is carried out. There are discussions with employers about the professional training of graduates; employers' recommendations are considered in restructuring the study programme and improving the content.<br>Students publish their scientific articles in scientific journals, for example, in the journal – "Education. Innovation. Diversity", where publications are indexed in the ERIH PLUS database, as well as actively involved in combined intensive programmes (in English). Blended Intensive Program, abbreviated BIP), for example, in the programme that took place at RTU Liepaja (2024) – "Cross-team Collaboration – our Chance in Academic Research".<br>The competence of the teaching staff is supplemented in research work by developing publications (including joint publications with students), regularly participating in projects and Erasmus+ mobility events, etc., experience exchange activities, as well as attending courses, seminars, conferences, congresses, forums. |

| | | |
|---|---|---|
| Infrastructure development | Provision of the material-technical base | Access to a full set of Microsoft development tools, servers, and platforms is provided. Special program licenses allow subscribers to install software on all computers for educational and scientific purposes.<br>RTU LA students have access to an open-access wireless network in each of the study blocks (in total, 36 wireless network access points are installed). RTU is a member of Eduroam, a secure, international wireless network, accessible to academic users.<br>Both RTU LA and RTU RA lecturers and students have access to MS Office 365, 1Tb file archive in the cloud, etc. at no additional cost.<br>Students have access to technical and informational support for working in databases of scientific publications – EBSCO, Letonika, ScienceDirect, SCOPUS, Web of Science and Cambridge Journals Online.<br>RTU RA library provides all traditional services, including e-environment. The electronic catalogue reflects information about all books and magazines in the library's collection. The library offers users the following databases: ScienceDirect, Scopus, Web of Science, EBSCO, LNB Digital Collections, School Name, etc**.** Part of the databases can also be used remotely. |

| | | |
|---|---|---|
| Connection with society | Promotion of the study field and targeted attraction of applicants | Information about current events in the study programme is provided on the website of higher education institutions, news is republished on social media.<br>Lecturers and students of the study programme are involved in career days and in the organization of educational exhibitions, visiting educational institutions.<br>To promote the study program, students regularly participate in scientific conferences, also as organizers.<br>International scientific conference is regularly held<br>"DIMENSIONS OF THE QUALITY OF EDUCATION IN THE KNOWLEDGE SOCIETY". In 2024, in cooperation with students and faculty of Vilnius University Šiauliai Academy, the international online conference of master's students "Social work practice and social welfare in a diverse world" was implemented.<br>In the 2024/2025 academic year, students of the master's programme have also participated in several combined intensive programmes ("Well-being and education" at Haute École Léonard de Vinci (Belgium) and "Way of Inclusion in Education", which took place at the University of Masarika (Czech Republic) and brought together students and researchers from RTU Liepaja, Agder University (Norway) and Masarika University (Czech Republic)) |

The aim of the academic master's study programme "Educational Sciences" is: to promote the improvement of students' professional pedagogical, leadership and research competence for competitiveness in education and further academic growth, introduction of innovations and cooperation, ensuring the preparation of specialists necessary for the Latvian economy, and its tasks are related to the development aspects of the study field "Education and Pedagogy":

- quality and competitiveness of study programmes;
- compliance of study programmes with the changes taking place in the Latvian educational environment, current trends and labour market demand;
- Development of internationalization of study programs.

Upon graduation from the academic master's study programme "Educational Sciences", the degree to be obtained is – Master's Degree in Education Sciences. Within the framework of studies, research, management and pedagogical competences required in the labour market at Level 7 of the LQF are improved (able to demonstrate in-depth and extensive knowledge in the relevant scientific field or professional field; able to independently use theory, methods and problem-solving skills for the performance of research, artistic or highly qualified professional activities in changing conditions; able to independently formulate and critically analyse complex scientific and professional problems, to integrate knowledge in various fields, to contribute to the creation of new

knowledge (https://www.latvijaskvalifikacijas.lv/jedzieni/?doing_wp_cron=1743341605.8930120468139648437500 (Latvian only))), in order to use employment opportunities at the level of basic groups 3, 2 and 1 corresponding to the Classification of Occupations of the Republic of Latvia (Regulations Regarding the Classification of Occupations, Basic Tasks Corresponding to the Profession and Basic Qualification Requirements).

The study programme "Educational Sciences" corresponds to the study field "Education and Pedagogy", as it provides study opportunities in the thematic group "Education". The study programme code 45142 (level of education: 4 (higher education); type of program: 5 (academic master's program); thematic area and program group: 142 (educational sciences) complies with the provisions of the Cabinet of Ministers of the Republic of Latvia Regulation No. 322 "Regulations on the Classification of Latvian Education" (2017) (45- Academic education (master's degree), to be implemented after obtaining the first cycle of higher education or second cycle of higher education, duration of studies in full-time from one to two years; 142 – educational science) ((https://likumi.lv/ta/id/327540-grozijumi-ministru-kabineta-2017-gada-13-junija-noteikumos-nr-322-noteikumi-par-latvijas-izglitibas-klasifikaciju- Latvian only). The objective, tasks and study results of the study programme are defined in accordance with the Latvian Classification Framework corresponding to the European Qualifications Framework. The study programme corresponds to Level 7 of the LQF, therefore the study results are defined in accordance with Level 7

The study programme is to be implemented on a full-time and part-time basis. According to the conditions of the Latvian education classification, the duration of the implementation of the study programme in full-time studies is 1 year and 3 months or 2 years, but, in accordance with the requirements of the Law on Higher Education Institutions of the Republic of Latvia, the amount of studies in part-time studies in a semester is less than the amount of full-time studies and thus the duration of studies in part-time studies is 1 year and 8 months or 2 years and 5 months.

The master's programme "Educational Sciences" continues both – the best classical universities and academic traditions – at the master's programme level and creates a new – much more purposeful and structured, modern and innovative – offer for educators and other specialists who want to improve pedagogical, management and research competencies.

Master's study programme "Educational Sciences", implemented by RTU LA and RTU RA, has been established in accordance with:

- the Law on Higher Education Institutions of the Republic of Latvia;
- Cabinet Regulation No. 27 (09.01.2018) "Implementing rules for the first and second round of project application selection of the specific objective 8.2.1 "To reduce fragmentation of study programmes and strengthen resource sharing" of the operational programme "Growth and Employment";
- the informative report of the Ministry of Education and Science "Proposals for the provision of conceptually new competency-based education in Latvia that meets the requirements of competency-based education" (23.11.2017);
- The "Development Strategy of the University of Latvia for 2016-2020" developed by the University of Latvia, the research programme of the University of Latvia for 2015-2020, the development concept of the study field "Education, Pedagogy and Sport" and the concept of research development;
- By-laws of study programmes and continuing education programmes of the University of Latvia (Decision No. 102 of the Senate of the University of Latvia, 24.04.2017).
- RTU Strategy 2023-2027, according to which the objective and tasks of the programme have been supplemented.

- National Development Plan of Latvia for 2021-2027.
- Cabinet Regulation No. 240 (13.05.2014) Regulations on the state standard of academic education (see https://likumi.lv/doc.php?id=266187 (Latvian only).

The master's study programme "Educational Sciences" is organized in a short and long form. The program is conducted in Latvian and English.

**The short form** (75 CP) (full-time – 1 year and 3 months, 75 CP; par time - 1 year and 8 months) provides for the opportunity to specialize at the master's level in one of the areas relevant to the modern educational environment in four specializations: "Diversity and inclusion in education", "Teaching and Learning for Literacy ", "Human behaviour and education" and "Educational management". To study in the specialization directions "Diversity and inclusion in education", "Teaching and learning for literacy", a first-cycle or second-cycle higher education qualification (obtained after completing secondary education), or an equivalent qualification in the field of education, comprising at least 240 CP credits is required. In turn, in the specializations "Educational Management" and "Human Behaviour and Education" a first-cycle or second-cycle higher education qualification (obtained after completing secondary education), or an equivalent qualification in education or another academic field, with a completed study program of at least 240 CP credits, and a qualifying entrance examination are required.

- The acquisition of the specialization direction **"Diversity and inclusion in education"** promotes the understanding of human diversity as not disturbing, but an enriching factor in education. In the age of globalisation and digitalisation, diversity is an integral part of our daily lives. The term "diversity" includes differences and similarities such as gender, age, experience, beliefs and patterns of behaviour, language, ethnicity, religious affiliation, special needs and sexual orientation. The aim is to raise awareness among educators and to increase pedagogical and pedagogical management competence in relation to solving diversity issues in the educational context by searching for and using research-based techniques. Diversity competence is one of the key competences in the 21$^{st}$ century and is necessary for specialists in all fields, especially those working in the field of education.
- The specialization direction **"Learning and Learning for Literacy"** emphasizes the diverse problems of modern education, which are related to the new challenges and changes in education policy and practice, promoting the integration of interdisciplinary, interdisciplinary pedagogical and research activities and the independent development of pedagogical competence oriented towards sustainable development. There is an increase in interest among prospective students of the programme in this direction of specialization.
- In the specialization direction **"Educational Management", students'** understanding is developed and theoretical and practical knowledge is enhanced about educational management, education policy in the state and local governments, management of organizations, leadership in education, education economics, management of educational work, as well as about personnel management in educational institutions, developing the practical work skills and competencies necessary for the head of educational institutions, sports manager and educator – manager.
- The specialization direction **"Human behaviour and education"** addresses the aspect of student behaviour that has been relevant in education for the last decade. Educational staff need both knowledge and skills and competences to understand this phenomenon and to know possible pedagogical techniques in solving behavioural issues. In the specialization, students will study in depth a variety of factors that affect human behaviour, as well as learn practical pedagogical solutions for promoting positive behaviour in the educational environment, improving skills and developing competences to identify, evaluate, monitor, provide the necessary support to students and adults in the pedagogical process in solving

behavioural problems, involving all parties, consulting in small groups and understanding the possibilities of pedagogical supervision.

The specialization directions offered in the study programme have been analysed and reviewed, ensuring the achievement of the planned study results – evaluating current trends in the field of education (European Commission report (2019). European Political strategy centre. (2017). Ten *trends transforming education as we know*. https://op.europa.eu/en/publication-detail/-/publication/227c6186-10d0-11ea-8c1f-01aa75ed71a1) and summarizing students' research intentions, in cooperation with RTU RA colleagues, the specialization directions offered by the study programme were reviewed in cooperation with researchers from RTU LA and RTU RA.

Studies in the master's programme "Educational Sciences" are also implemented in the long form "Pedagogy" (120 CP) (full-time – 2 years; part - time- 2 years and 5 months), where a first-cycle or second-cycle of higher education qualification (obtained after completing secondary education), or an equivalent qualification in education or another academic field, with a completed study program comprising at least 180 CP is required. Studies in the long form "Pedagogy" provide students with the opportunity to acquire pedagogical and pedagogical management competencies, as well as to develop research competencies by mastering theoretical and practical aspects of teaching and learning, teaching and learning technologies, pedagogical management, communication and cooperation, gaining an idea of sub-branches of pedagogy, deepening knowledge and understanding of research-based educational practice, encouraging students to become theoretical and pedagogical practice-based agents of change in today's changing society in transformative processes, thus also supporting their career growth in the work environment.

One of the competitive advantages of the programme is the ability to respond quickly to the needs of continuing education of educational professionals, on the one hand providing a client-centered approach, and on the other hand, ensuring the financial profitability of the program. Each course can also be offered as a continuing education course (with the possibility of obtaining at RTU LA and RTU RA KP).

To ensure internationalization, the programme is also partially offered in English. In English, the part of short form (a compulsory part) and specializations : "Educational management", "Diversity and inclusion in education" and "Teaching and learning for literacy" are offered, as well as the long form "Pedagogy".

The flexibility of the programme is ensured by planning both the short form and the long form by planning a common compulsory part (Part A), also partly part limited choice part, which would include courses that are implemented simultaneously in the short and long forms, as well as simultaneously for all four specialisations of the short form ("Diversity and Inclusion in Education", "Teaching and Learning for Literacy", "Human Behaviour and Education" and "Educational Management"). In parallel with face-to-face studies, it is planned to offer studies in a part-time extramural form. Part-time studies in the extramural form have not been implemented either at RTU LA or at RTU RA.

The short form (75 CP) specialization courses in in the limited choice part (Part B) are designed to support students in developing specific research, management and pedagogical competencies that are closely related to their professional needs in the workplace, as well as the opportunity to obtain theoretically based and research-based solutions for practice. Students are also offered free choice courses that enhance professional competencies. Accordingly, the choice part (C part) is possible – in the amount of 6 CP (75 CP form) or 9 CP in the amount (120 CP in the form. In the 120 KP form, students can also choose limited choice courses in the amount of 6 CP from all four specializations of the short form ("Diversity and Inclusion in Education", "Teaching and Learning for Literacy",

"Human Behaviour and Education" and "Educational Management"). In the development of the program, several transversal competencies are also purposefully included: the ability to critically analyze various problems related to education in the national and international context, as well as the ability to conduct research based in theory and practice, enhancing practical skills, further implementing the necessary changes in the workplace, using technological solutions, maintaining high ethical standards in everyday life, as well as in communication with the public.

To ensure a high-quality study process, the objective, tasks, learning outcomes and admission requirements of the study programme are developed in logical mutual coherence:

- ***Coherence of the objective of the study programme, learning outcomes and admission requirements*:** the aim of the study programme is to promote the improvement of students' professional pedagogical, leadership and research competence for competitiveness in education, further academic growth, introduction of innovations and cooperation, ensuring the preparation of specialists necessary for the Latvian economy. In turn, the admission requirements include writing an essay on current events and problems in education in the chosen specialization, as well as interviews are conducted in the oral part, during which the applicant's communication, leadership and foreign language skills, preliminary knowledge and work experience or informal experience in the field of education are tested* (*for specialization directions " Educational Management" and "Human Behaviuor and Education" ). The essay and discussions also largely reveal the motivation of prospective students to start their studies in the master's programme "Educational Sciences", acquiring the necessary knowledge, skills and competencies to achieve the goals of the study program.

***The goal and objectives of the study program.*** **The goal of the study programme is achieved by implementing specific tasks:**

1. to promote students' research competence by integrating the latest scientific knowledge and innovative ideas into interdisciplinary contexts;
2. to promote the development of students' pedagogical competence, readiness to plan, implement, evaluate and develop educational work in accordance with the learning needs of educational target groups, different abilities and prior knowledge, internal and external conditions for the development of educational institutions and the education system, and diverse contexts.
3. to promote student leadership and leadership competencies in the implementation of change management;
4. to promote student participation and co-responsibility by promoting the formation of a competent, responsible and lifelong learning motivated personality;
5. to promote the understanding of the standards of professional and academic ethics of students and their observance in practical activities;
6. to promote multi-level cooperation for the academic growth of students, introduction of innovations in education, ensuring the preparation of specialists necessary for the Latvian economy.

***Learning outcomes and the goal of the study programme*.** The results of studies are directly related to the goal of the study programme and indicate what knowledge, skills and competence students will acquire after completion of the study programme. For example, one of the results to be achieved in the programme is: encourage and implement innovative, theoretical and research-based changes in the field of education in a workplace and society, responsibly assessing the potential impact of the activity on the relations between the field of education and society, which emphasizes the introduction and cooperation of the innovations mentioned in the goal, ensuring the preparation of specialists necessary for the Latvian economy.

Master's programme "Educational Sciences" was designed considering the student-centred approach. Special attention was paid to the formulation of the goal of the study programme, objectives and meaningful formulation of study outcomes. The achievement of study results is ensured by the implementation mechanism of the study programme, which includes the principles of student-centred learning, for example, implementation of a flexible study process that complies with the quality requirements of the study content and the guidelines for competency-based education in connection with the professional environment, ensuring regular feedback and critical self-reflection.

Student workload corresponds to the amount of 28-hour study work for 1 CP.

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

The master's programme "Educational Sciences" envisages to provide students with the opportunity to study in higher level studies, realizing their lifelong learning potential, professional and academic improvement, specializing in one of the educational directions, obtaining academic education and a master's Degree in Educational Sciences.

At RTU LA and RTU RA, in this programme study working teachers, school principals and assistant principals of educational institutions, Youth Guard (in Latvian: “Jaunsargi”) instructors, psychologists, speech therapists, social and special educators, and other specialists in the field of education. It is important to emphasize that the study programme has been chosen by professionals of pre-school education, basic education, secondary education, interest education, higher education, etc. in order to obtain scientifically research-based, internationally recognized academic master's level education, which encourages initiation of changes, innovations and modernization in educational practice, at the same time, improving pedagogical and management professional competence. Students of the programme implement interdisciplinary, multifaceted and innovative pedagogical practice in the study process (information on social media, such as: https://www.facebook.com/photo/?fbid=8151379161543180&set=a.7597664143581354 (published scientific article: Sūņāksle, L., Pavītola, L. (2024). Social-Emotional Learning in Theatre Art Classes in School Education. Education. Innovation. Diversity, 2024, Vol. 1, No. 8, pp.86-92. e-ISSN 2661-5401. Available from: doi:10.17770/eid2024.1.7940) or https://www.facebook.com/RTULiepajaPSDC/videos/1078654703521929 (published scientific paper: Šitina, A., &Latsone, L. (2024). SUPPORT SYSTEM AS A PREREQUISITE FOR THE SUCCESSFUL ADAPTATION OF NOVICE TEACHERS. Education. Innovation. Diversity., 2(9), 27-38. https://doi.org/10.17770/eid2024.2.8249) or https://www.facebook.com/photo/?fbid=860458916091395&set=pcb.860459919424628Gretchin, I. ., &Rochane, M. (2024). DAILY LIFE CONTEXT BASED DIDACTIC GAMES IN MATHEMATICS LESSONS TO DEVELOP MATHEMATICAL COMPETENCE. Education. Innovation. Diversity., 1(8), 54-61. https://doi.org/10.17770/eid2024.1.7938 ).

Studies in the master's programme "Educational Sciences" are also chosen by specialists of other fields who have acquired previous education in pedagogy in a different field and want to develop pedagogical competence. 6 graduates of the programme who entered the program, without previous education in pedagogy, during their studies or after studies started working in general education institutions (2 of them as chemistry teachers, one as a primary education teacher, one as a teacher of the Latvian language, three – of the English language). It is the reduction of the

shortage of teachers that provides the most important economic justification, ensuring the preparation of specialists necessary for the Latvian economy.

Employment opportunities for graduates of the programme correspond to the level of the 3rd, 2nd and 1st basic groups corresponding to the Classification of Occupations of the Republic of Latvia, which are:

- leaders: legislators, officials and leaders; officials of associations and foundations; administrative managers and commercial directors; heads of research and development; managers of the field of production and specialized services; managers of children's social care and social rehabilitation services; leadership roles in the field of education;
- specialists: specialists in commercial activities and administration (administration), organizers of conferences and events;
- senior specialists: senior specialists in the field of education, academic staff of universities and other higher education institutions, vocational education teachers, secondary education teachers, primary education teachers, preschool teachers, other senior specialists in the field of education, specialists in educational methodology, special education teachers, other music teachers, information technology, communication and vehicle instructors and teachers, and other senior specialists in the field, senior specialists in training and personnel development.

Employment prospects of graduates can also be substantiated based on: Cabinet Regulation No. 569:

- Paragraph 2.4 stipulates that a person who has higher education and a master's or doctoral degree in education or pedagogy and the scientific work developed for the acquisition thereof is related to the content and didactics of the study subject can work as a teacher (https://likumi.lv/ta/id/301572-noteikumi-par-pedagogiem-nepieciesamo-izglitibu-un-profesionalo-kvalifikaciju-un-pedagogu-profesionalas-kompetences-pilnveides (available only in Latvian)).

Thus, the employment prospects of graduates are largely provided by the thematic scope of the topic of their Master Theses.

Data on graduates' careers in education are summarised in Table 2.

Table 3.1.3.1

**Graduate data on the reporting period (recorded as of 01.03.2025)**

| | Number of graduates | Employment | | | |
|---|---|---|---|---|---|
| | | Work in the education sector | Work in the field of education and continue their doctoral studies | Do not work in the education sector | Another |
| RTU LA | 64 | 58 | 5 | 6 | |
| RTU RA | 25 | 21 | 2 | 2 | |

The master's study programme "Educational Sciences" is intended for both existing teachers,

specialists in the field of education, and specialists in other fields who have acquired previous education in a different field, and who want to develop pedagogical and management competence. The progress of professional development also depends on the short (75 CP) or long (120 CP) module chosen by the students, as well as the direction of specialization in the short module:

- The target audience of the short module (75 CP) specialization direction "Diversity and inclusion in education" is teachers, heads of educational institutions and social educators with pedagogical education. Students of this specialization direction can be described as change-makers who recognize diversity, are able to accept it and are ready to work proactively to change their own and society's attitude towards diversity. One of the graduates who has chosen this direction of specialization is studying in the doctoral study programme "Educational Sciences", is engaged in scientific projects and is actively working on the creation of publications. Given that, diversity competence is one of the key competencies in the 21$^{st}$ century and is necessary for specialists in all fields, especially those working in the field of education. Students are offered the opportunity to study the short module with the specialization direction "Diversity and Inclusion in Education" in English.
- The target audience of the short module (75 CP) of the specialized direction "Learning and Learning for Literacy" is teachers who see the need to improve their professional skills, as well as understand the need to improve their pedagogical competencies in the new process of change in the modern school, becoming leaders and consultants, supporting their colleagues, developing the ability to work in interdisciplinary contexts, creating inter-subject links in practice.
- The target audience of the specialization direction "Education Management" of the short module (75 CP) is future and existing heads of educational institutions in state and municipal institutions, public and private educational institutions, deputy heads, methodologists, teachers, experts and specialists in state and municipal institutions. Graduates of the study programme who have chosen this field of study have also chosen to continue their studies in doctoral studies.
- The target audience of the short module (75 CP) specialization direction "Human Behaviour and Education" is teachers, social educators, educational workers, implementers of adult education, as well as graduates of other social sciences who specifically want to deepen their knowledge of human behaviour in the context of education.
- The target audience of the long module (120 CP) "Pedagogy" are both teachers and other employees in the educational sector who want to deepen their competence in pedagogy by improving pedagogical and management competencies, as well as specialists in other fields who have obtained a bachelor's degree, and who may not have pedagogical education, but who are involved or plan to engage in different levels of education, levels of educational management and educational directions. 3 of the graduates of the long module had chosen to study in the doctoral study programme "Educational Sciences".

Information on the module chosen by matriculated students (short (75 CP)) or long ((120 CP)), as well as the direction of specialization in the short module, is summarized in Table 3.

Table 3.1.3.2.

**Selection of specializations and modules**

| Scope, type, duration of the study program | Number of matriculated students for the 2020/2021 academic year | Number of matriculated students Academic year 2021/2022 | Number of matriculated students Academic year 2022/2023 | Number of matriculated students Academic year 2023/2024 | Number of matriculated students Academic year 2024/2025 |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| **RTU LA** | | | | | |
| Short module (**75 CP / full-time / 1 year 3 months)** Minimum number of students: 10 (if 2 sub-directions of the study programme are implemented) | 21 (specialization directions: "*Educational Management*"; "*Human behaviour and education*") | 16 (specialization directions: "*Educational Management*"; "*Diversity and inclusion in education*") | 12 (specialization directions: "*Educational Management*"; "*Diversity and inclusion in education*") | 17 (specialization directions: "*Educational Management*"; "*Diversity and inclusion in education*") | 17 (specialization directions: "*Educational Management*"; "*Human behaviour and education*") |
| Long module **(120 CP / full-time / 2 years)** Minimum number of students: 7 | - | 12 | 15 | 11 (including 5 international students) | 8 |
| Total | 21 | 28 | 27 | 28 | 25 |
| **RTU RA** | | | | | |
| Short module (**75 CP / full-time / 1 year 3 months)** | 6 (specialization directions: "*Educational Management*"; "*Diversity and inclusion in education*") | 14 (specialization: "*Educational Management*") | 9 (specialization: "*Educational Management*") | 6 (specialization: "*Educational Management*") | 6 (specialization: "*Educational Management*") |
| Long module **(120 CP / full-time / 2 years)** | 9 | 7 | 4 | 10 | 8 |
| Total | 15 | 21 | 13 | 16 | 14 |

The economic and social justification of the master's study programme is reinforced in the audit carried out by the State Audit Office of the Republic of Latvia in 2024 "Do we prepare the necessary educators and take care of their retention in the profession?[1] found that "The lack of teachers in the Latvian education sector affects the quality of education and may pose a risk to the sustainability of the education system". It has also been found that 33% of young educators leave the education sector within the first five years." [2]

There can be several reasons for quitting work, a UNESCO (2024) study highlights inadequate preparation of educators, lack of career growth and support as some of the reasons (UNESCO 2024 Global Report on Teachers, Addressing teacher shortages and transforming the profession, available at: https://unesdoc.unesco.org/ark:/48223/pf0000387400). In the master's study programme "Educational Sciences", about half of the matriculated students have obtained a bachelor's degree 1-5 years before starting their studies in the master's program. These students emphasize that it is studies in the master's programme that provide them with essential knowledge, skills and competences, such as knowledge and understanding of the pedagogical process, the introduction of innovations in education and an optimal learning environment in diverse educational contexts.

Referring to the common trends in the development planning documents of Latvia and Europe in the education of teachers, the study programme has been improved in accordance with the

development trends in science and practice, thus expanding the employment and competitiveness of graduates in the labour market, as well as ensuring regional interests.

[1] Audit report of the State Audit Office of the Republic of Latvia. https://lrvk.gov.lv/lv/getrevisionfile/29698-N9Xeklz6Qm6SoqnsfUda9e9dNTrAgdKp.pdf

[2] Audit report of the State Audit Office of the Republic of Latvia. https://lrvk.gov.lv/lv/getrevisionfile/29698-N9Xeklz6Qm6SoqnsfUda9e9dNTrAgdKp.pdf

### 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 short and long forms of the programme are offered in both full-time face-to-face and part-time extramural studies. In search of the most optimal solution between the wishes and possibilities of students, master's degree students have been given the opportunity to combine studies with work – full-time studies take place from Thursday afternoon to Saturday evening twice a month (RTU LA) and from Friday afternoon to Sunday afternoon (RTU RA). In turn, for the implementation of the part-time extramural form in master's studies, students are offered to study 6 (six) sessions in one year of study, where the duration of one session is one week. Part-time extramural studies have not been launched because students' interest in this form of study is relatively low. However, this situation may change in the future, because Latvian citizens living in other countries (Sweden, Germany) have shown interest in studies, because part-time extramural studies would be more financially advantageous for them (come to RTU LA or RTU RA 6 times a year).

In the study programme during the reporting period in full-time face-to-face studies:

- In the 2020/ 2021 academic year, 21 students are studying (in the 1st year – short form, specialization directions: "*Educational Management*"; "*Human Behaviour and Education*") RTU LA (LiepU) and 15 students (in the 1st year - 6 students – short form, specialization directions "Educational Management", "Diversity and Inclusion in Education" and 9 students – long form "Pedagogy" RTU RA (RTA);
- In the 2021/ 2022 academic year, 47 students are studying (in the 1st year - 16 students – short form, specialization directions: "*Educational Management*"; "*Diversity and inclusion in education*'; 12 students long form) RTU LA (LiepU) and 36 students (in the 1st year - 14 students – short form, specialization "Educational Management" and 7 students long form) RTU RA (RTA);
- In the 2022/2023 academic year, 49 students are studying (in the 1st year - 12 studentsshort form (specialization directions: "*Educational Management*"; "*Diversity and inclusion in education*'; 15 students long form (of which 1 is a foreign student from Ukraine)) RTU LA (LiepU) and 43 students (1st year 9 students short form, specialization direction "Educational Management" and 4 students long form) RTU RA (RTA);
- In the 2023/2024 academic year, 52 students are studying (in the 1st year 17 students – short form (specialization directions: "*Education Management*"; "*Diversity and inclusion in education*'); 11 students – long form (of which 6 international students – long form) RTU LA (LiepU) and 38 students (1st year 6 students – short form, specialization "Education

Management" and 10 students – long form) RTU RA (RTA);

- In the 2024/2025 academic year, 45 students are studying ((1st year 17 students – short form, (specialization directions: "*Educational Management*"; "*Human behaviuor and education*'); 8 students – long form) RTU LA (LiepU) and 30 students ( 1 year 6 students – short form, specialization "Educational Management" and 8 students – long form) RTU RA (RTA).

Information about foreign students:

In the 2022/2023 academic year, one international student from Ukraine began studies in the program and successfully graduated in 2024.

In the 2023/2024 academic year, six international students enrolled (one from Turkmenistan, four from Sri Lanka, and one from Ukraine). One student from Sri Lanka and the student from Ukraine graduated in 2025. Two students from Sri Lanka are considering continuing their studies—one interrupted studies due to family circumstances, and another due to health issues. Meanwhile, one student from Sri Lanka and the student from Turkmenistan have not expressed interest in continuing their studies.

On September 1, 2025, seven international students will begin studies in the academic master's study program.

The differences in the number of students at RTU LA and RTU RA are due to the fact that in the Latgale region, where RTU RA is located, Daugavpils University also operates, which also implements the master's programme "Educational Sciences". The number of students enrolled in the programme is generally stable. The largest number of matriculated students at RTU LA was 28 students (2021/2022 academic year and 2023/2024). In turn, RTU RA in 2021/2022 21 students were matriculated.

In total, 129 students have been admitted to RTU LA since the start of studies, 79 students have been admitted to RTU LA.

During the reporting period from 2022 to 2025, 29 RTU LA students have stopped their studies of their own volition (3 students have returned to their studies and have left their studies again; 1 student has re-entered the programme repeatedly and left the studies again). 2 students have renewed their studies and successfully passed the final examination (defended their master's thesis). 10 students have been discharged due to academic failure. RTU LA students in the study programme "Educational Sciences" are from different regions of Latvia – most often from Kurzeme (different towns/cities, e.g. Liepaja, Ventspils, Talsi, etc.), but also about 30% of students are from Riga and its surroundings (Ogre, Ikšķile, etc.), as well as from Jelgava, Saldus and other parts of Latvia. 2 students from Ukraine (one student from Ukraine has already graduated from the study program) another one is graduating in June, 2025, 4 from Sri Lanka and one from Turkmenistan have started their studies in the study program. In this academic year (2024/2025), students from Turkey show interest in studying in the program. In September 2025, 7 foreign students from Azerbaijan, Vietnam, Sri Lanka, India, and Nepal will begin the Master of Education program at RTU LA. As a very high assessment for the implementers of the study programme is the fact that a part of the students already during their studies, as well as upon their graduation, assume responsibility and are involved in the work of the administration of educational institutions, as well as in the formation of national education policy (for example, a student from Sri Lanka. The subject of his paper is "Analysis of Mechanisms for Reporting and Addressing Child Rights Violations in Schools in Sri Lanka"). For attracting international students, more opportunities are provided by RTU LA (before Liepaja University) joining RTU.

During the reporting period, 20 students have stopped studying at RTU RA of their own volition, and

10 students have been exmatriculated due to failing to meet academic requirements. RTA RA study programme "Educational Sciences" students come from different regions of Latvia – most often from Latgale (Rēzekne, Balvi, Preiļi, Krāslava counties, etc.) and Vidzeme (Madona, Smiltene, Cēsis counties, etc.), but there are also students from Riga and its surroundings and other parts of Latvia.

In general, there are 2 main reasons for dropping out of studies:

1) non-fulfilment of the obligations of the study contract, which is manifested in the timely non-fulfilment of the requirements of the study programme (as the reason for this is most often excessive workload, lack of time planning and motivation);

2) of one's own volition (as the reason for this is most often excessive workload, change of of place of residence or work, health problems, etc. personal circumstances that the student does not always want to reveal).

A large part of RTU LA and RTU RA students who have stopped their studies and have not yet resumed their studies want to resume them in the future (data obtained in interviews with students).

In later stages, a student (studied in the same program) from the University of Latvia has also started studying and graduated from RTU LA.

Analysis of statistical data on students allows us to conclude that the number of students in the study programme is stable and aligned. The size of the group is in line with the forecasts or exceeds them (the minimum number of students in the short form.

**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 criterion is 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 planning of the Master's programme "Educational Sciences" in full-time and part-time off-site includes:

1. In the short form (75 CP), where the duration of full-time face-to-face studies is 1 year and 3 months, in the specializations "Learning and teaching for literacy ", "Educational management", "Human behaviour and education", "Diversity and inclusion in education", 30 CP are acquired in the first two semesters, and in the third semester – 15 CP, respectively.
2. In the short form (75 CP), where the duration of studies in part-time extramural studies is 1 year and 8 months, in the specializations "Learning and teaching for literacy ", "Educational management" and "Human behaviour and education", "Diversity and inclusion in education" 21 CP were acquired in the first two semesters, respectively, 18 CP in the third semester, and 15 CP in the fourth semester, respectively.
3. In the long form (120 CP) "Pedagogy", where the duration of studies in full-time face-to-face studies is 2 years, 30 CP are earned in each of the semesters in four semesters.
4. In the long form (120 CP) "Pedagogy", where the duration of studies in part-time extramural studies is 2 years and 5 months, in the first three semesters 27 CP are earned during the the first 3 semesters each, in the fourth – 24 CP, and in the fifth – 15 CP, respectively.

The scope of the master's study programme is at least 120 credit points, if it provides for the admission of applicants after completion of a first cycle or second cycle of higher education studies of 180 credits. The scope of the master's study programme shall be at least 75 credit points, if it provides for the admission of applicants after completion of an academic bachelor's study programme of 240 credits.

The mandatory or limited elective part of the academic master's study programme includes study courses, which are also acquired in a foreign language (English), in the amount of at least 12 credit points in study programmes in the amount of 120 credits and in the amount of 6 credit points in study programmes of the amount of 75 credits. For international students, all study courses are managed in English.

In addition to the mandatory part of the academic master's study programme, the student shall complete “National Defence, Civil and Environmental Protection study course” in the amount of not less than 3 credit points, if the student has not completed this study course in the previous study stage, which is stipulated by Cabinet Regulation No. 240 "Regulations Regarding the State Academic Education Standard"[1]. If the student has not acquired the requirements in the Environmental Protection Law in the Law on Civil Protection and Disaster Management law in a lower-cycle study programme, he/she shall acquire them in addition to the master's study programme".*(Cabinet Regulation No. 558 of 03.10.2023)*

The distribution of CP of the programme complies with the Cabinet regulation No. 240 "Regulations Regarding the State Standard of Academic Education",[2] which stipulates that :

- the master's amount of the study programme is not less than 60 CP; not less than 30 credit points from the scope of the master's study programme is the development of a master's thesis *(in the wording of Cabinet Regulation No. 558 of10.2023).*
- the compulsory part of the programme, except for the development of a master's thesis, includes the study of theoretical knowledge of the field chosen by the relevant field or sub-field of science and approbation of theoretical knowledge in the aspect of current problems of the field of science or sub-field chosen *(in the wording of Cabinet Regulation No. 558 of10.2023).*

The mandatory part of the **master's programme "Educational Sciences"**:

1. The short form (75 CP) contains 51 CP, of which 30 CP is master's thesis development ("Master thesis").
2. The long form (120 CP) contains 69 CP, of which 30 CP is master's thesis development

("Master thesis").

The compulsory part of the master's programme includes courses in the field of educational sciences for the study of theoretical knowledge of the chosen field and approbation of theoretical knowledge in the aspect of current problems of the chosen field of science or subfield: in both forms (short and long) study courses: "History and philosophy of education in the perspective of the 21st century" (6 CP), "Research I" (6 CP) and "Quality of education" (6 CP), as well as "Academic Practice in Educational Sciences I" (3 CP) are taught simultaneously for both the short and long forms.

In the long form, in addition to the compulsory part, there are also the study courses: "Introduction to the study of educational sciences" (6 CP), "Psychology for education" (6 KP), "Research II" (6 KP).

The scope of the **limited choice and elective part of the Master's** programme "Educational Sciences":

1. The short form (75 CP) is comprised of 24 CP, of which 18 CP are for specialization (limited choice part) and 6 CPs for students' free choice.
2. The long form(120 CP) is comprised of 51 CP, of which 42 CP are intended for the acquisition of basic pedagogical, management and research competence (limited choice part), and 9 CP according to the free choice of students.

Elective courses for the long and short forms can be taught simultaneously.

The content of the short form is determined by the content required to master the four specializations. In the short form (75 CP) in the limited elective part, the choice to study in 4 specializations is offered, taking courses in the amount of 18 CP.

- In the specialization "Educational Management" courses "Management and Leadership in Education" (9 CP), "Organization of Educational Work and Human Resources in Education" (9 CP) are included.
- In the specialization "Human behaviour and education" the courses "Psychological aspects of human behaviour" (6 CP), "Human behaviour in education – evaluation and pedagogical solutions" (9 CP), "Pedagogical counselling and supervision" (3 CP) are included.
- In the specialization "Learning and teaching for literacy" the courses "Teaching and learning in the digital age" (3 CP), "Professional identity and pedagogical mastery of the teacher" (9 CP), "Education for sustainable development" (6 CP) are included.
- In the specialization "Diversity and inclusion in education" the courses "Solutions of inclusive and special pedagogy for diversity" (6 CP), "Innovative pedagogy in diversity and digital inclusion" (6 CP), "Diversity leadership" (6 CP) are included.

Within the framework of the elective part (courses are read if at least 5 students apply) it is possible to take courses of 6 CP at the choice of students. Students have chosen: "Spirituality in education" (3 CP) (RTU LA), "Socialization of personality" (3 CP) (RTU LA), "Sustainability of education for civic participation and development of democracy" (3 CP) (RTU LA), "Mentoring in education" (3 CP) (RTU RA), "Development of methodological materials" (3 CP) (RTU RA), "Intercultural dialogue in education" (3 CP) (RTU RA).

In the long form (120 CP), students acquire basic pedagogical, managerial and research competencies, taking the following courses in the amount of 42 CP: "Teaching and learning in a transformative pedagogical space" (6 CP), "Teaching and learning technologies" 6 CP), "Communication and pedagogical cooperation" (3 CP), "Modern pedagogy and its sectoral systems" 6 CP), "Literacy in preschool and school pedagogical process" 6 CP), "Literacy in adult and university pedagogy" 6 CP), "Pedagogical management in social transformation processes" 6 CP),

"Academic practice in educational sciences II" (3 CP).

Within the framework of the free choice part (courses are taught if at least 5 students apply) it is possible to take courses in the amount of 9 CP at the choice of students: "Spirituality in education" (3 CP), "Socialization of personality" (3 CP), "Sustainability of education for civic participation and development of democracy" (3 CP), "Mentoring in education" (3 CP), "Development of methodological materials", "Intercultural dialogue in education" (3 CP). In the elective part, students of the long form can take one of the courses of the limited elective part of the short form.

The detailed content of the study program, which is given in the course descriptions, was developed on the basis of the goals, tasks and results to be achieved in the programme, taking into account the opinion of the programme developers, experts of the working group, experience, regulatory documents, international research, recommendations, recommendations of employers and professional organizations, survey results.

The master's programme "Educational Sciences" corresponds to the state educational standard. The master's programme "Educational Sciences" is designed considering the student-centred approach. Special attention was paid to the formulation of the goal of the study programme, tasks and meaningful formulation of study results.

The learning outcomes of the study programme have been developed in order to achieve the joint study results specified for the study field, the study learning outcomes defined for the study courses respectively ensure the implementation of the results of the study programme A mapping of study courses is attached to the annex, which has been developed with the aim of ascertaining whether the study outcomes specified in the study courses ensure the achievement of the learning outcomes of the study programme. When defining the learning outcomes of study courses, several principles are observed:

1. **Principle of coherence**: the director of the study programme follows and discusses with the teaching staff of the study programmes the study results of the study course to ensure their conformity with the learning outcomes specified for the study programme and study field.
2. **Principle of compliance**: the director of the programme follows and the teaching staff, when developing the learning outcomes of the study course, comply with the knowledge, skills and competencies specified for Level 7 of the LQF, as well as the requirements specified in the standard for the teaching profession.
3. **Principle of transparency:** the learning outcomes of study courses are included in the study course descriptions available to students and all interested persons in the RTU study course catalogue.
4. **The principle of regular review**: the content of study courses and the learning outcomes are regularly reviewed, introducing the necessary improvements required by the development of the labour market or industry.

The topicality of the content of the study courses **of the study programme** is a complex quality indicator of the study programme, to which special attention is paid when developing the study programme, performing annual self-assessment and following the development trends of the sector. To ensure the conformity of the content of study courses with the needs of the sector, labour market and scientific trends, the academic staff shall regularly, upon commencing the implementation of the study course in the relevant study semester, perform an analysis of the content of the study course and, if necessary, introduce updates. The procedures for making changes to the RTU Register of Study Courses shall be determined by the by-laws of the RTU Study Course Register[3]. Secondly, in the improvement of the content of study courses, the recommendations of stakeholders (students, employers) are considered, which are extracted from the results of surveys and interviews. Surveys are evaluated according to the RTU quality cycle,

which is planned annually and includes surveys, perception assessments and key performance results organized by RTU. Thirdly, special attention is paid to the integration of the latest literature and scientific knowledge into the course of study.

**The topicality of the content of the study courses of the study programme** and compliance with the requirements of the labour market is promoted by implementing cooperation with representatives of the sector. Academic practice is essential in the study process, the aim of which is to strengthen students' research work skills, to promote the understanding of scientific current events in education. Within the framework of the study course, students are involved in the collection and processing of research data, in the organization of scientific conferences, paying attention to the forms of organization of scientific work and socialization of future young scientists, performing common tasks under the guidance of experienced lecturers and researchers.

Updating of the study content according to scientific trends takes place in several ways: (1) the teaching staff employed in the study programme participate in scientific conferences and implementation of scientific projects, the insights of which are integrated into the content of study courses; (2) Student participation in student conferences is also encouraged (see section 3.2.6 of the report). Thirdly, for the development of master's theses, scientific articles and publications, the RTU Scientific Library provides wide access to scientific databases.[4] The development of scientific competence is strengthened in the study courses "Research I" and "Research II".

RTU LA and RTU RA students are also involved in Erasmus+ projects, such as Blended Intensive Programme (BIP)), thus also taking elective study courses in foreign universities. For example, in the 2024/2025 academic year, 1st year students of the programme participated in the combined intensive programme "Way of Inclusion in Education" (English: "Way of Inclusion in Education") held at the University of Masarica (Czech Republic)(1 student) and in the combined intensive programme "Well-being and education" (Haute École Léonard de Vinci (Belgium)) (four students). Another project: “Drama in Education” was managed in May, 2025, where 4 higher education institutions were involved: Thomas More University of Applied Sciences (Belgium), Hogeschool Inholland (the Netherland), University College of Teacher Education of Christian Churches (KPH) (Austria) un RTU Liepaja academy (Latvia). The activities were carried out in RTU LA. 2 current students and 2 program graduates were involved.

The expected outcomes of the study process in the form of skills, abilities and competences are specified in each description of the study course, indicating the content and scope of independent work, the papers to be submitted and participation in the study process. The student is expected to be responsible for studies, performance of independent work and implementation of internship tasks, compliance with the work schedule.

The assessment of study results shall be determined by the assessment criteria and examination forms indicated in the study courses. Credits are applied for each course of study completed if a score of at least 4 – "almost mediocre" on a 10-point scale is received.

Monitoring of students' knowledge and skills and achieved results takes place in accordance with the RTU Study Results Assessment Regulations (approved in a new version on 17.06.2024, protocol No. 684).

At the end of the study programme, a state final examination is taken – defending a master's thesis, which is also assessed on a 10-point scale.

The final examination commission shall be composed of the Chairperson of the Commission and at least two members of the Commission. The chairperson of the Commission shall be the director of the study programme, or a professor or associate professor chosen by him/her. Specialists with a doctoral degree in the relevant field of science may be members of the commission. The

composition of the Commission shall be proposed by the Director of the study programme and approved by the Head of the responsible structural unit (By-law on Final Examinations of Studies at Riga Technical University, Meeting of the RTU Senate of 30 September 2024 (Minutes No. 685)).

[1] Regulations Regarding the State Academic Education Standard (2014) Cabinet Regulation No. 240. Available: https://likumi.lv/doc.php?id=266187

[2] Regulations Regarding the State Academic Education Standard (2014) Cabinet Regulation No. 240. Available: https://likumi.lv/doc.php?id=266187

[3] RTU Study Course Register Regulations. https://www.rtu.lv/writable/public_files/RTU_studiju_kursu_registra_nolikums_16.12.2019.pdf

[4] RTU Databases, E-resources. https://www.rtu.lv/lv/studijas/biblioteka/informacijas-meklesana/datubazes-eresursi

**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 academic master's study program "Educational Sciences" has been developed and implemented based on theoretical findings in the field of educational sciences, research results, and international trends. The content, structure and learning outcomes of the program are closely linked to scientific achievements in the field of education, which are integrated into the study process in the following ways:

**Integration of theoretical knowledge into the study content**

The compulsory part includes courses focused on the study and testing of educational science theories, such as "History and Philosophy of Education in the 21st Century," "Research I," "Research II," and "Quality of Education."

**Master's thesis as a research activity**

The Master's thesis development includes the development of theoretical concepts, methodological justification, data analysis and interpretation, which demonstrate the student's ability to independently conduct research in educational sciences.

**Inclusion of the international scientific context**

The content of the program and areas of specialization have been developed taking into account the education policy documents of the European Commission and the OECD.

**Publications and conferences**

Students and teaching staff actively participate in scientific conferences, publish and prepare articles for publication in journals indexed by Scopus, Web of Science, ERIH PLUS. Programme students participate in the organization of the international scientific conference "Dimensions of Education Quality in the Knowledge Society" (information about the conference:

https://izi-izglitiba.rtu.lv/lv/about-us)

**Mechanism for linking practice and research**

The study courses "Academic Practice in Education Sciences I" and "Academic Practice in Education Sciences II" involve the preparation of scientific articles, the organisation of conferences and data collection, which strengthen research competence.

**Link between the objectives and tasks of the study programme and research**

The aim of the academic master's study program "Educational Sciences" is to develop students' professional pedagogical, leadership and research competencies, which are essential for competitiveness in education, academic growth, innovation and cooperation. The programme's objectives are closely linked to the development of research, as they include: promoting research literacy by integrating the latest scientific findings and innovative ideas in interdisciplinary contexts; developing students' ability to independently use theories, methods and problem-solving skills to carry out research in educational sciences; developing competence in the creation of new knowledge and the improvement of research and professional methods, while observing ethical responsibility for the impact of results on society.

The learning outcomes provide an understanding of the research process, research logic, methods, data analysis and interpretation. The study course "Master's thesis" (30 ECTS) develops a theoretical concept, a sound methodology, analyzes data and presents the results.

The study courses "Research I" and "Research II" provide a theoretical and practical basis for research activities.

The program promotes original contributions to educational sciences, as evidenced by student publications in international journals and participation in research projects and conferences. Students' ability to become change agents who implement theoretically grounded innovations in educational practice is developed.

**Achievable results reflecting research skills and analytical competence**

The results to be achieved include: understanding of the research process, including research logic, diverse research methods, data analysis programs, interpretation and dissemination of research data; critical understanding of educational theory, the development of research methodology, and the connection between research and pedagogical principles in practice (Knowledge); the ability to independently use theories, methods, and problem-solving skills to carry out research activities in educational sciences;

the ability to explain and discuss complex or systemic aspects of educational sciences in a reasoned manner, and to present research findings to a variety of audiences (Skills), as well as independently formulate and critically analyze complex scientific and professional problems in the field of education and contribute to the creation of new knowledge and the development of research and professional methods (Competence).

**Relevance of study content and methods**

Study courses are designed to provide students with the opportunity to learn current theoretical concepts, research methods, and data analysis tools.

The content of study courses is regularly reviewed to reflect industry trends, labor market needs, and current scientific developments.

Course descriptions include modern literature sources, including scientific articles, monographs, international studies, and publications.

Student-centered approaches based on constructivism, reflection, and collaboration are used, actively utilizing multimedia technologies and the e-learning environment.

Teaching staff regularly participate in scientific conferences, projects and mobility programmes, the findings of which are integrated into the study content. The content of study courses is updated at the beginning of each semester based on student surveys, employer feedback and recommendations from industry experts. RTU libraries and e-resources provide access to current databases such as EBSCO, ScienceDirect, Cambridge Journals Online, Letonika, SCOPUS, and Web of Science.

Students are involved in academic practice, where they prepare publications, participate in conferences, and collect and analyze data.

Students are provided with the opportunity to learn: the logic of the research process, qualitative and quantitative research methods, data collection and analysis techniques, interpretation and visualization of research data, and presentation of research results to various audiences. Internationally recognized data analysis programs are used in the study process: IBM SPSS Statistics and NVivo.

**Qualifications and research activities of teaching staff**

**Academic qualifications**

All teaching staff involved in the study program hold doctoral degrees (Dr.paed., Ph.D.).

The programme employs 34 teaching staff (RTU LA and RTU RA combined).

The lecturers are active researchers who participate in:

National research programs (e.g., "Transformation of Educational Values," "Identity Landscapes"), Erasmus+ projects (e.g., "Empowering Mathematics Education for All," "STREAM this TEAM"), Fundamental and applied research projects

Lecturers at RTU Liepaja Academy and RTU Rezekne Academy are authors and co-authors of the scientific monograph:

"Transformation of Educational Values", RTU Publishing House, Riga, 2025, 200 pp.

The monograph was approved by the RTU Scientific Council (16 June 2025, prot. No. 04000-3-e/9). The monograph analyses the transformation of educational values in the context of pedagogy, culture, quality of life and entrepreneurship.

It was developed as part of the fundamental and applied research program "Transformation of the Value of Education for the Cultural and Economic Growth of Social Communities" (No. lzp-2020/1-0178).

**Resources**

Creation of an authentic, research-oriented learning environment; mobile tables are available during the study process, ODIN digital whiteboards, modern computer classrooms with virtualized workstations (80 workstations), conference video equipment with 360° cameras for remote/hybrid studies.

International cooperation within the Comenius Association and the ETEN network (The European Teached Education Network).

Participation in research projects: VPP, Erasmus+, Horizon Europe, NordPlus, etc.

Students use international mobility opportunities to carry out their research. For example, in May

2025, cooperation was launched with Thomas More University of Applied Sciences, Hogeschool Inholland and KPH (University College of Teacher Education of Christian Churches (KPH)). Three students from the program whose master's research topics are related to the field of theater arts participated in the project.

**Significance of the master's thesis and contribution to science**

The master's theses written by students address current issues in educational sciences, such as inclusive education, student behavior, STEM didactics, emotional well-being, etc.

Students prepare scientific publications that are published in scientific journals. Four graduates of the program are continuing their studies in doctoral programs, and five have expressed their desire to continue their studies in doctoral programs.

Master's thesis topics are selected based on current issues in the field, such as change leadership, teacher motivation to work in educational institutions, issues of educational quality, digital transformation, and inclusive education. The choice of topics also includes the educational policy priorities of the European Union and the OECD.

At the beginning of their studies, students define their individual research interests, which are developed during the course of their studies. Students' professional experience is respected, which allows them to conduct research that is relevant in practice. Discussions with employers on the professional preparedness of graduates are organized on a regular basis.

Employers' recommendations are taken into account when improving the content of the program.

The content of study courses is regularly reviewed to reflect industry trends and labor market requirements.

**Elements of the quality assurance system**

1. Regular review of study course content:

The content of study courses is regularly reviewed at the beginning of each semester.

Teaching staff analyze the course content, integrate the latest scientific findings, and update the literature and methodology.

Changes are made in accordance with the RTU study course register regulations.

The principles for updating study courses are:

· Principle of continuity – ensures the logical development of study results.

· Principle of relevance – course content complies with LKI and professional standards.

· Principle of transparency – course descriptions are available in the RTU catalog.

· Principle of regular review – course content is adapted to developments in the field

2. Feedback from students and employers:

Surveys and interviews are conducted with students, graduates and employers.

The data obtained is used to improve study courses and restructure the program.

3. Recommendations of the Study Quality Commission:

The Commission provides recommendations on clarifying study outcomes, improving admission requirements, and combining courses.

4. Integration of scientific research:

Study courses such as "Research I" and "Research II" promote the development of scientific competence.

Students are involved in scientific projects, the preparation of publications and conferences.

5. International cooperation and mobility

6. Monitoring of study results:

Assessment is carried out in accordance with the RTU study results assessment regulations.

Study results are defined in accordance with LKI level 7.

The quality of the study program is ensured by:

· systematic review of content,

· integration of industry and labor market requirements,

· use of scientific research results,

· student-centered approach and international cooperation.

**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.**

At RTU LA and RTU RA master study programme "Educational Sciences" is implemented with identical content. To ensure a unified approach to the implementation of the programme, as well as the attainment of identical content and learning outcomes at both delivery locations, the following measures are undertaken:

1) Centralised management of the study process

- The Programme Director, in cooperation with the administrator, supervises the implementation of the programme at both locations;

- Regular meetings are held with academic staff from both locations to align approaches and address differences affecting the achievement of uniform results.

- A unified Study Field Committee operates for the programme.

2) Unified study programme documentation

- The programme description, objectives, tasks, and intended learning outcomes are approved by the unified Study Field  Committee and are identical at both locations;

- A unified study plan and content are applied.

- Unified course descriptions are in place (including reading lists and assessment criteria).

3) Coordination of academic staff activities

- Unified qualification criteria are applied to academic staff.

- Joint methodological seminars, development of teaching materials, and sharing of best practices are organised.

4) Unified assessment and learning outcomes monitoring system

- Unified content of examinations and assessments, as well as uniform assessment criteria, are applied;

- Comparative analysis of student achievements is conducted across both locations.

- Self-assessment of the study process is carried out at both locations.

- Student and academic staff feedback is analysed to address quality discrepancies in a timely manner.

5) Unified use of learning platforms and digital tools

- A unified e-learning platform is used, providing access to learning materials and assignments for all students.

- Online lectures are delivered to ensure consistency of content.

The implementation of the study programme is centred on the principles of the philosophy of constructivism, which covers the student-centred approach, the use of practical experience and contextual learning, collaboration and social interaction, reflection and self-assessment, as well as in order to achieve the goal set in the implementation of the study programme in the context of the methods used, the improvement of students' professional pedagogical, leadership and research competence for competitiveness in education becomes important, both for students who acquite the study programme in the Latvian language as well as the English language.

**A student-centred approach** to the implementation of the study programme is manifested in respecting the previous experience of students, their individual interests and needs and creating positive pedagogical relationships, involving students in the study process, its evaluation, providing feedback and improvement of the study programme, at the same time encouraging them to be independent and responsible in achieving study results. The principles of a student-centred approach help students to achieve the study results of the programme more successfully, including the ability to introduce new methods, expertly evaluate their effectiveness, "go beyond their comfort zone", experiment and adopt complex pedagogical solutions. These competencies are also closely related to pedagogical mastery, which in the master's education programes is purposefully improved in parallel with other knowledge, skills and competencies, because this programme is an opportunity for an educator who is motivated to grow, gain knowledge, experience and a broader perspective. Therefore, the improvement of new, scientifically based approaches and the pedagogical process as a nationally planned, systemic process in which practice would be closely linked to the latest knowledge and research, emphasizing the relevance of master's level education for the implementation of such approaches, becomes important.

To meet the individual needs of students, multimedia technologies are used in the study process, study materials for successful acquisition of the content of study courses, as well as tests and other types of tests are available in the e-study environment. The e-learning environment provides an opportunity to individualize the study process according to the needs and interests of each student.

In the context of the constructivist approach, students are regularly invited to share their experience, exchange opinions, discuss, and present their research results, as well as to ensure the constructivist approach:

- **Improved learning environment** by offering modern technology and open educational resources (described in more detail in 3.3. "Resources and provision of the study programme")
- **Interdisciplinarity of studies in educational sciences has been promoted** by cooperating with other study programmes implemented within the framework of both one and several higher education institutions. For example, on December 6, 2024, together with the teaching staff of Šiauliai Academy of Vilnius University, a conference "SOCIAL WORK PRACTICE AND SOCIAL WELFARE IN A DIVERSE WORLD" was organized for students of master's programs "Educational Sciences" and "Social Work Management". RTU Liepaja Academy was represented at the conference by students of both the master's programme "Educational Sciences" and "Social Work Management". Examples of presentation topics for students of RTU Liepaja Academy's programme "Educational Science": "British Dyslexia Association Checklist and its use in Latvia to identify signs of dyslexia in children under 11 years of age" (English: "The British Dyslexia Association Checklist and it's Use in Latvia to Identify Signs of Dyslexia in Children under 11"); " Pedagogical Solutions for Developing Pupils' Computational Thinking in Learning STEM Subjects" (English: "Pedagogical Solutions for Developing Pupils' Computational Thinking in Learning STEM Subjects "); "Enhancement of the Training Programs at the State Police College Investigator Training Centre: A Comparison of Approaches and Methodologies Across Educational Institutions in Alignment with Professional Standard Requirements", etc.
- **The openness of research to the public and cooperation with various institutions (including foreign ones)** and their integrity is promoted, as well as closer cooperation with employers and graduates of the programme working in various educational institutions is envisaged. For example, in 2022, within the framework of the study course "Academic Practice in Educational Sciences I", at the international conference organized by students - "*Pedagogical Innovations in the Learning and Teaching Process*", cooperation partners from the Kadriorg Art Museum (Estonia) and the Interior Museum - "Mrs. Hoyer's Guest House", museum educators, the Westphalian Forum for Culture and Education (Germany) and the Bruges Waldorf School (Belgium) were attracted. A similar conference took place in 2023 – the international scientific conference "Positive, Innovative, Constructive" of students of the master's programme "Educational Sciences", where topicalities in the context of educational sciences were presented by participants from Latvia, Germany, Estonia, Slovakia, Belgium and Ireland. The topic of legal aspects in education was also raised (a participant from Ireland, Owens Swaine (company: *Swaine Solicitors LLP, Galway)* raised a range of legal issues in education).

RTU RA master's students also participate with papers in international scientific conferences, for example, in 2022 a master's student participated in the conference "ICERI 2022" with a paper, in 2023 a master's student  with papers at the Institute of Pedagogy of NAES of Ukraine conference "The World of Didactics in the Contemporary World"; LiepU and the Academy of Arts "Roslin" of the University of Yerevan "Aibusak" at the conference "Current problems of pedagogy and psychology, ways to solve them".

Students of the programme regularly update the innovative methods developed within the framework of the master's thesis for employers in various educational institutions, for example, within the framework of the study course "Academic Practice in Educational Sciences II", a lesson

was implemented for 1st grade students of one of Liepaja educational institutions "Football elements in a sports lesson for the development of communication, cooperation and concentration skills". The lesson was held at the LOC Football Hall.

- ***Students' cooperation and leadership skills in an international environment have been promoted,*** itis planned to promote cooperation with similar programs in foreign universities. In 2024, cooperation with Šiauliai Academy of Vilnius University was started, and in 2025 with Paderborn College.
- ***Students are involved in the implementation of scientific projects***, where in working groups with professors, researchers and leading researchers they improve research skills, develop scientific communication skills. For example, students of the master's programme RTU RA during the reporting period were involved in the project of the State Research Programme "Landscapes of Identities: History, Culture and Environment" (Nr.VPP-LETONIKA-2021/4-0002); "New solutions in the study of demography and migration processes for the development of the Latvian and European knowledge society" (Nr.VPP-LETONIKA-2021/4-0002); in the work of the fundamental and applied research programme project "Transformation of the value of education for the cultural and economic growth of the social community" (No. lzp-2020/1-0178).

Cooperation and social interaction significantly complement the study process, group work, discussions, joint projects are an important part of the study process, which helps to evaluate and analyse problems in educational sciences in cooperation with colleagues in a reasoned manner.

In the study process, for the implementation of the interaction between theory and practice, the following dimensions are taken into account for the creation of a supportive and inclusive study environment and for ensuring the quality of the learning process:

- Cognitive;
- Pedagogical;
- Social;
- Innovative and creative work;
-

In order to strengthen practical experience, as well as to promote the unity of theory and practice, professionals with unique experience are invited to teach individual study courses, for example, the optional study course "Sustainability of Education for Civic Participation and Development of Democracy", which aims to provide students with knowledge about the importance of educational sustainability in the formation of civil society in democratic conditions and to improve professional competence in acquiring international experience is taught by professor of the University of Latvia, political scientist, Dr.paed. Žaneta Ozolina, who creates methodological manuals for the activities of the "European Parliament School of Ambassadors" (more information on the EP School of Ambassadors: https://youth.europarl.europa.eu/lv/more-information/ambassador-school.html). Within the framework of the course, students gain experience in developing individual projects by creating projects promoting civic participation, which are very relevant for the Latvian economy.

In order to strengthen the contextual learning experience, classes are also organized within the framework of the combined intensive programs organized at RTU Liepaja Academy (in English). Blended Intensive Programme, abbreviated BIP). In 2024, students from Braunschweig Technical University (Technische Universität Braunschweig) (Germany), Kaunas College (Kaunas College) (Lithuania), Marijampole College (Marijampolis College) (Lithuania), Vilnius University Šiauliai Academy (Vilnius Universitetas Siauliai Academija) (Lithuania) took part in the combined intensive programme "Inter-team Collaboration – Our Chance in Academic Research". Agnese Lastovska, Ph.D. in Social Sciences (teaches the study course "Research II" in the study programme

"Educational Sciences") was also involved in the programme by teaching the lesson "Using NVivo Software in Qualitative Data Analysis: Evidence-Based Reflections". The combined intensive programme entitled "Joint Research - Joint Progress - Networking of Scientists in Europe" for students of RTU LA and other higher education institutions (studying in a similar programme) will also take place in September 2025. Organisational work is currently underway. Current, prospective, students, as well as graduates of the master's programme are also involved in the organization of the study process, for example, from May 12-16, RTU LA will host the Erasmus+ combined intensive programme "Drama Method in the Learning Process", which involves universities from Belgium, Austria and the Netherlands (University College of Teacher Education of Christian Churches (KPH)(Austria); Thomas More University of Applied Sciences (Belgium) and Hogeschool Inholland (Netherlands). The programme will unite 32 students (also from the RTU LA master's programme "Educational Sciences") and 8 teachers (4 from RTU LA). One of the lecturers is Laura Sūnāksle, a graduate of the program, who will base her classes on the theoretical and empirical insights gained from her master's thesis (she has also developed a publication: Sūnace, L., Pavitola, L. Social-Emotional Learning in Theater Art Classes in School Education. *Education. Innovation. Diversity*, 2024, Vol. 1, No. 8, pp.86-92. e-ISSN 2661-5401. Available from: DOI:10.17770/eid2024.1.7940). Milēna Miškēviča, a student of the 1st year master's programme "Educational Sciences", who works as an actress at the Riga Daile Theatre on a daily basis, will also conduct a lesson based on the study process and the insights gained as a result interest in research. The title of her lesson is "Teachers on Stage." The classes will also be conducted by the future student of the programme, who works daily as a drama teacher and teaches classes in the field of interest education – "Liepaja Youth Theatre Studio".

When planning the next academic year – 2025/2026, meetings of RTU LA and RTU RA teaching staff are organized to share examples of good practice and agree on a unified organization of the study process.

By applying the above-mentioned methods and approaches, the innovative potential of the content of the study programme is purposefully developed.

**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).**

For both students studying in the Latvian language, as well as for international students, internships in the study programme "Educational Sciences" take place within the framework of study courses "Academic Practice in Educational Sciences I" (3KP) (for both short module (1 year and 3 months) and long module (2 years) students) and "Academic Practice in Educational Sciences II"(3CP) (only long module (2 years) for students within the framework of study courses "Academic Practice in Educational Sciences I" and "Academic Practice in Educational Sciences II" (see Annex "Descriptions of study courses/ modules").

Within the framework of the study course "Academic Practice in Educational Sciences I", students'

research work skills are strengthened. Within the framework of the study course, a scientific article or publication is developed, or other tasks are implemented (which include participation in the collection and processing of data from educational research) on which the student has agreed with the head of the practice. Students are involved in the organization of an international conference, as well as implement two final theses (review of qualification, bachelor's or master's theses). At the end of the study course, an examination takes place, during which the thesis developed during the internship are publicly presented, their oral presentation and discussion take place.

Within the framework of the study course "Academic Practice in Educational Sciences II", students integrate the theory acquired in the study courses into practice, combining theory and practice, reflect on experience and purposefully develop pedagogical leadership, pedagogical and research competencies, assuming the role of an educator in various internship situations. The study course promotes students' abilities to apply the theoretical content of the master's study programme in real situations of professional activity of students, preparing a publication, organizing a scientific conference, implementing learning management and assessment at the selected level of education.

In the experience so far, the tasks of both study courses have been implemented at RTU LA and RTU RA, because the structural unit provides an internship place for the implementation of the internship in accordance with the requirements of the study programme. However, at the same time, it should be mentioned that the student can choose the place of internship independently, coordinating it with the internship coordinator (Procedures for the Organization of Internship (Decision of the RTU Senate Protocol No. 626 of 28.01.2019)), therefore, if students are interested in implementing the internship in another higher education institution, the student, the internship coordinator, in cooperation with the internship methodologist, will consider this issue, because it is important that all internship tasks can be successfully implemented in a particular higher education institution.

In the implementation of the content of the study programme "Educational Sciences", the continuity of study courses and practices is observed.

Within the framework of the internship, students can work practically, improving the development of pedagogical, managerial and research competence. The head of the student's academic practice is the scientific supervisor of his or her master's thesis at RTU LA and RTU RA. In addition to performing internship tasks, the internship manager may also offer the student to engage in research groups, management of the study process for bachelor's level students and social activities in society, thus gaining significant experience by using what has been learned in practice.

Before starting the internship, students are introduced to the purpose of the internship, the tasks to be performed and the procedure for evaluating the internship. Specific internship tasks are indicated in the descriptions of study courses. They provide:

**Study course "Academic Practice in Educational Sciences I"**

1. involve students in the collection and processing of research data, the organization of scientific conferences, paying attention to the forms of organization of scientific work and the socialization of future young scientists, performing common tasks under the guidance of experienced lecturers and researchers (the set of practice materials includes: prepared scientific article/ publication (which is a confirmation of participation in the collection and processing of data of educational research, unless the head of the practice and the student have agreed on another way to perform the task); review of two final theses (qualification, bachelor's or master's theses); a conference presentation (and/or other evidence of participation in the organization of an international conference).
2. at the end of the internship to submit a report on the internship and certifications of the work

performed during the internship

**Study course "Academic Practice in Educational Sciences II"**

1. To engage in scientific communication by preparing and publishing one article (scientific or publicistic) on a topic relevant to education;
2. To take the lead in the organization of a scientific event (implementing the planning, implementation, evaluation of the event);
3. Purposefully plan, implement and evaluate teaching and assessment at the selected level of education;
4. Reflect on and improve your practice and learning skills, encouraging you to continue your studies in an autonomous or self-directed way.

At the end of the internship, the student submits to the internship coordinator an internship report, which has been prepared in accordance with the requirements specified in the methodological instructions for the internship and presented at the internship defence seminar. Within the framework of the seminar, discussions with the faculty-internship coordinator and group members take place, sharing experiences and mentioning examples of good practice. In discussions, students reveal the skills of using the acquired knowledge in professional activities. The overall assessment of the internship consists of both the assessment by the internship coordinator and the internship manager of the performance of the internship tasks, and the assessment of the student's self-analysis and presentation in the defence of the internship. The exchange of students' experience at the final seminar of the internship is a support in the study process and an important aspect for the professional development of students.

Examples of publications developed by students within the framework of academic practice are (most often publications are developed by the student in cooperation with the supervisor of the master's thesis, in some cases the cooperation is expanded by attracting other researchers):

- Markus- Narvila, I., Ročāne, M. (2023). RECREATION BREAKS DURING EDUCATIONAL PROCESS IN PRIMARY SCHOOL TO PROMOTE PUPILS' CONCENTRATION CAPACITIES. Education. Innovation. Diversity.
- Jurs, P., Ročāne, M., & Ekša, L. (2023). Pedagogical prerequisites for supporting pupils with learning difficulties in the implementation of inclusive education. Society. Integration. Education. Proceedings of the International Scientific Conference, 2, 169–179. DOI: 10.17770/sie2023vol2.7158 Retrieved from http://journals.rta.lv/index.php/SIE/article/view/7158/6133 3)
- Pakalniņa, R., Ročāne, M., & Jurs, P. (2023). The relevance of change leadership in the context of the competence approach in preschool. Society. Integration. Education. Proceedings of the International Scientific Conference, 2, 89–99. DOI: 10.17770/sie2023vol2.7140 Retrieved from http://journals.rta.lv/index.php/SIE/article/view/7140/6126 4)
- Gabdullina, S. (2023). The Potential of the Essay in Formative Assessment: Literature Review. Education. Innovation. Diversity, 2(6), 49-54.
- Pāvulēna, L., Pāvulēns, J. (2023). Conversations between Rural Basic School Students, Parents and Teachers about Students' Learning. RURAL ENVIRONMENT. EDUCATION. PERSONALITY. Vol. 16. fullhdxxx.com ISSN 2661-5207 DOI:22616/REEP.2023.16.013
- Pakalniņa, R., & Ročāne, M. (2024). THE IMPORTANCE OF TEACHERS' LEADERSHIP SKILLS DEVELOPMENT FOR SUCCESSFUL ORGANIZATIONAL CULTURE IN EDUCATIONAL INSTITUTION. *INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference*, *1*, 487-495. https://doi.org/10.17770/sie2024vol1.7920
- Liepa, D., &Ročāne, M. (2024). TEACHER'S PEDAGOGICAL SELF-EFFICACY FOR ENSURING THE

QUALITY OF EDUCATION. *Innovation. Diversity.*, *1*(8), 79-85. https://doi.org/10.17770/eid2024.1.7933
- Gretčina, I. ., & Rochane, M. (2024). DAILY LIFE CONTEXT BASED DIDACTIC GAMES IN MATHEMATICS LESSONS TO DEVELOP MATHEMATICAL COMPETENCE. *Innovation. Diversity.*, *1*(8), 54-61. https://doi.org/10.17770/eid2024.1.7938
- Sūnāksle, L., Pavītola, L. (2024). Social-Emotional Learning in Theatre Art Classes in School Education. *Innovation. Diversity*, 2024, Vol. 1, No. 8, pp.86-92. e-ISSN 2661-5401. Available from: doi:10.17770/eid2024.1.7940
- Pāvulēna, L., & Latsone, L. . (2024). VISUAL REMAINDERS AS A PEDAGOGICAL COMMUNICATION TOOL FOR TEACHERS, STUDENTS AND PARENTS. *Innovation. Diversity.*, *1*(8), 93-100. https://doi.org/10.17770/eid2024.1.7939
- Šitina, A., & Latsone, L. (2024). SUPPORT SYSTEM AS A PREREQUISITE FOR THE SUCCESSFUL ADAPTATION OF NOVICE TEACHERS. *Innovation. Diversity.*, *2*(9), 27-38. https://doi.org/10.17770/eid2024.2.8249
- Hristoforova, V., &Pavitola, L. (2024). PREREQUISITES FOR ADULT PROFESSIONAL DEVELOPMENT IN THE CONTEXT OF LIFELONG LEARNING. *Innovation. Diversity.*, *1*(8), 122-133. https://doi.org/10ā17770/eid2024.1.7925
- Andrejeva, R. &Usca, S. (2023). THE POSSIBILITIES OF DEVELOPMENT OF THE CHILD'S CREATIVITY AND ENTREPRENEURSHIP IN A PRE-SCHOOL. *Innovation. Diversity*, 2(7), 72–82. DOI: https://doi.org/10.17770/eid2023.2.7351
- Tarune, I., Usca, S. (2024). COMPETENCE OF LATVIAN PRESCHOOL TEACHERS TO INCLUDE NEWCOMERS IN EDUCATION. *Integration. Education. Proceedings of the International Scientific Conference.* Volume II, 59-75. DOI: https://doi.org/10.17770/sie2024vol2.7803
- Ancāne, A. (2024). LANGUAGE DEVELOPMENT: THE INFLUENCE OF MONOLINGUAL AND BILINGUAL ENVIRONMENTS. *Education Reform: Education Content Research and Implementation Problems*. 2024(1), 4-16 pp. https://doi.org/10.17770/er2024.1.7934
- Kalēja, L. (2024). OPTIONS FOR ALLEVIATING UNWANTED BEHAVIORAL PROBLEMS FOR STUDENTS IN GRADES 4-6. Education Reform: Education Content Research and Implementation Problems. 2024(1), pp. 17-34. https://doi.org/10.17770/er2024.1.7783

An example of an international scientific conference organized within the framework of practice is the conference organized by the RTU LA Centre for Pedagogy and Social Work: "Dimensions of the quality of education in the knowledge society", which is held annually. At this conference, students of the programme "Educational Sciences" not only participate with papers, but also actively participate in the organizational issues of the conference.

*Some examples of student conference paper topics are: "Promoting bodily – kinetic intelligence of younger school-age students in dance classes*"(2024); "*Violations of children's rights in schools in Sri Lanka*" (2024); *School management monitoring and support system to improve student performance and ensure well-being;* "*Pedagogical advantages of designing in integrating transversal skills into the interdisciplinary learning process in preschool*" Also in 2025, students within the framework of academic practice have been involved in the organization of the conference and the development of papers (the 17th conference "Dimensions of the quality of education in the knowledge society" will take place on April 25 and 26, 2025).

RTU RA students participate in the student scientific conference "Personality. Time. Communication" in the organization, management, evaluation of the work of undergraduate sections. In turn, they themselves participate with their papers in the work of the conference section "Educational Sciences".

The organisation of the internship is established by the procedure for organising the internship (RTU Senate Decision No. 626 of 28.01.2019).

Information on the compliance of the study courses "Academic Practice I" and "Academic Practice II" with the study content and the results to be achieved is summarised in Table 4.

Both the study course "Academic Practice in Educational Sciences I" and "Academic Practice in Educational Sciences II" are implemented identically for students studying in Latvian and English.

Table 3.2.4.1.

**Relevance of practices to the content of studies and the results to be achieved**

| Purpose of the practice | Results to be achieved by the practice | Grounding (study courses) |
|---|---|---|
| **Academic Practice I** | | |
| The aim of the study course "Academic Practice I" in educational sciences is to strengthen students' research skills, to promote the understanding of scientific current events in education. | **Knowledge**<br>Describes scientific topicalities in education.<br>Explains the stages of organizing the research process.<br>Describes the requirements for the development and presentation of scientific works.<br>**Skills**<br>Analyses the results of various educational research in the context of the Latvian education system and practice tasks.<br>Critically evaluate their research expertise and growth.<br>Plan the course of the research in accordance with the set goal and objectives.<br>Presents the results and conclusions obtained during the practice.<br>**Competence**<br>The results of educational research are discussed in a reasoned manner and their impact on decision-making in education policy and practical activities in the field of education are evaluated.<br>Evaluates the quality of students' final works. | **For students of the short module (1 year and 3 months)** (in the 2nd semester):<br>- History and philosophy of education in the perspective of the 21st century<br>- Research I<br>- Quality of education<br>- Limited elective courses that are different for different specialization directions.<br>**Long module (2 years) for students** (2nd semester):<br>- Introduction to the study of educational sciences<br>- History and philosophy of education in the perspective of the 21st century<br>- Research I<br>- Psychology for education<br>- Quality of education |
| **Academic Practice II** | | |

| | | |
|---|---|---|
| The aim of the course is to develop students' pedagogical, pedagogical leadership and research competences;<br>Students' ability to apply the theoretical content of the master's study programme in real professional activity situations of students will be improved, applying the knowledge, skills, competencies acquired in theory in practice, purposefully reflecting on the acquired experience, setting further professional development goals. | **Knowledge**<br>Demonstrate knowledge of good academic practice in scientific communication, pedagogical leadership, teaching and evaluation;<br>Will understand what is ineffective academic practice in scientific communication, pedagogical leadership, teaching and evaluation.<br>**Skills**<br>To demonstrate scientific communication skills in practice by preparing and publishing one article (scientific or publicistic) on a topic relevant to education,<br>Demonstrate in practice the skills to organise a scientific event and evaluate it,<br>In practice, the skills to purposefully plan, implement teaching and evaluation will be demonstrated.<br>Will reflect on practice, in the context of personal and professional development.<br>**Competence**<br>Will integrate the knowledge, skills, competences acquired during studies in order to purposefully direct their professional and personal development<br>Will set further tasks for professional and personal development. | **For students of the long module (2 years)** (in the 4th semester):<br>- Research II<br>- Teaching and learning in a transformative pedagogical space<br>- Teaching and learning technologies<br>- Communication and pedagogical cooperation<br>- Modern pedagogy and its sectoral systems<br>- Development of the Master's thesis Part I |

### 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 criterion is 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.

The topics of student master's theses (hereinafter referred to as MD) are related to current events and problems in educational sciences. The topics of students' final theses testify to the multifaceted research interests of students.

Research topics are identified, defined and clarified from the very beginning of the study program. They cover a wide range of topics relevant to the educational sciences, reflecting:

- topical problems corresponding to the specialization directions of the short module (1 year and 3 months);
- topics that raise the issues to be studied in education at a specific stage of education (preschool, basic education, general secondary education, vocational education, interest

education, adult education);
- previously little-studied problems in the educational sciences.

The topics of the master's theses also reflect current trends in educational science research in the EU. One of the topical subjects in the European Union in the field of educational sciences is the promotion of education and learning quality, and equality and inclusion in education (https://education.ec.europa.eu/focus-topics), which is also highlighted by *the Organisation for Economic Cooperation and Development (OECD)* (https://www.oecd.org/en/publications/2024/09/equity-in-education-and-on-the-labour-market_03d571d2.html). Both the quality of learning, as well as inclusion and equality in education are topical trends in the topics of master's theses defended by RTU LA.

Examples of topics for student master's theses are:

**The topics of the master's thesis in the context of diversity and inclusion**

- "*Professional support to educators for the implementation of the learning process in an inclusive education environment*" (2024)
- "*System of support measures for the acquisition of basic Latvian language skills for 1st grade pupils with learning disabilities*" (2024)
- "*Competence of preschool teachers for the inclusion of newcomers in education*" (2024)
- "*Methods of correction and pedagogical work for the development of communication and language skills in schoolchildren with moderate and severe mental disorders*" (2022)
- "*Integration of teaching and support methods for children with autistic spectrum disorders in the preschool education process*" (2022)

**Master's thesis topics in the context of human behaviour**

- "*The potential of pedagogical self-efficacy in reducing the helplessness learned by students*" (2024)
- "*Transforming educational values into lifelong learning*" (2023)
- "*Promoting the development of adolescents' self-directed learning skills in the family*" (2022)

**Master's thesis topics in the context of management and leadership**

- "*Support system for young teachers for adaptation in general schools*" (2024)
- "*Quality management system and its implementation in a preschool educational institution*" (2024)
- "The *activity of general school management in creating a favourable working environment for educators*" (2022)

**Master's thesis topics in the context of interest education**

- "*Updating cultural education and promoting positive change in children's art schools as a result of the introduction of the state education standard*"(2024)
- "*Diversity of educator motivation approaches in interest education*" (2022)

**Master's thesis topics in the context of preschool education**

- "*Career development support for the professional development of preschool teachers*" (2024)
- "*Building a culture of learning that promotes the professional development of the educator in preschool*" (2024)
- "*Musical activities for the development of the language of preschoolers*" (2024)
- "*Drama for the improvement of communicative competence in children aged 4-5 years*" (2023)

**Master's thesis topics in the context of basic education**

- "*Possibilities of using ICT in the music learning process at the primary school stage*" (2022)
- "*Effective application of information and communication technologies in primary education*" (2022)

**An example of the topic of master's theses in the context of general secondary education**

- "*Essay as a formative assessment method for learning foreign languages in high school*" (2023)

**An example of a master's thesis topic in the context of adult education**

- "*Aspects of conducting education in a cosmetology training centre for adults*" (2025)
- "*Analysis of factors influencing the development and management of the adult education initiative "Virtual Senior University" in Latvia*" (2021)

**Innovative research that looks at previously little-studied issues in education**

- "*Academic Integrity in Higher Education*" (2021)
- "*Breaks for rest in the learning process in primary school to promote students' concentration abilities*" (2023);
- "*Improvement of the competences of the teacher-leader of the national defence training in a secondary educational institution*" *(2023).*

The Ministry of Education and Science "Study on the coverage of the educational offer and involvement of learners in the field of STEM" emphasizes the topicality of STEM didactics in the Latvian education system. STEM education is also one of the priorities in the context of RTU LA education. STEM didactics has also been studied in the master's theses of students of the programme "Educational Sciences", for example

- "*Solving real-life problem situations in learning mathematics in elementary school for the improvement of mathematical competence*" (2024);
- "*Integrated learning content and language learning in STEM subjects*" (2024);
- "*Digital transformation of mathematics learning in primary education*" *(2023).*

A total of 64 graduates have graduated from the master's study programme "Educational Sciences". The average score of the graduates of the long module "Pedagogy" of RTU LA for the defended master's theses is slightly higher than the assessment of the graduates of the short module (1 year and 3 months). The average rating for the works defended by students of the long module "Pedagogy" is "7.88", while the ratings of students of the short module for the defended works are "7.74". Thus, the average rating of the defended master's theses is "7.78". The lowest score obtained for the defended master's thesis is "4" (one student), and the highest - "10" (seven students).

For graduates of the RTU RA master's programme, the average rating for the works defended by students of the long module "Pedagogy" is "7.89", while the evaluations of students of the short module for the defended works are "7.73". The average rating of the defended MG works is "7.79". The lowest score obtained for the defended master's thesis is "5" (one student), and the highest - "10" (five 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.**

Studies take place at RTU LA training block Lielā iela 14, Liepāja and RTU RA training block at Brīvības aleja 115, Rēzekne. The facilities necessary for the implementation of the programme is constantly being updated and improved. All auditoriums used for studies are equipped with appropriate furniture and technical equipment, including multimedia equipment that allows lecturers to use online social media materials in lectures and students – to present their research in multimedia presentations. Audiences are provided with the opportunity to connect to MS Teams or another remote access program, providing remote or hybrid learning opportunities. To ensure remote streaming of lectures in the auditoriums of 4 RTU RA and 5 RTU LA, there are conference video equipment with video/audio tracking possibilities of the lecturer, which is provided by moving 360-degree video cameras. Several modern computer rooms can be used for the study process. Free Wi-Fi is available in the auditoriums used for the implementation of the study programme and in the student dormitory.

Master programme students also use RTU LA and RTU RA classrooms for the implementation of the study course "Academic Practice II". For example, one of the tasks set in the study course is: To plan, implement and evaluate teaching and assessment at the selected level of education in a goal-oriented manner. In completing this task, students demonstrate and improve their ability to plan, implement, evaluate and improve pedagogical activities in accordance with the needs of different educational target groups in different contexts, creating a safe and supportive, optimal learning environment, as well as to formulate, analytically describe and present information, problems and solutions in educational sciences in the professional activities of teachers and educational managers, which are the expected outcomes of this study program. Such learning activities have been taken place in auditorium 343 and in classrooms equipped with Odin digital whiteboards (auditoriums 229 and 438). In these learning management activities, students implement/apply in practice the practical solutions for improving learning management developed in their master's theses based on theoretical research. For example, one of the students conducted a lesson for 5th grade students (which took place at RTU LA), emphasizing the interconnection between natural sciences and mathematics, as well as the use of modern innovative and technological solutions in the teaching of these subjects. Some of the tasks completed were: creating spatial (3D) figures and viewing holograms. Students lead lessons at various stages of education. An example of a lesson led by secondary school students is the integrated learning of mathematics and biology. The key words covered in the lesson were: probability, antibiotics, bacteria and resistance. This lesson took place in auditorium 229. Meanwhile, a student who works as a drama teacher at RTU LA led a class for high school students on "Social and emotional learning in theater arts class."

Students and academic staff are provided with access to a full range of Microsoft development tools, servers, and platforms. Students are provided with an E-learning environment (Moodle), which provides access to learning materials, assignments and information at home. Students and academic staff are provided with the opportunity to use the IBM SPSS Statistics software platform to process research data. In the auditorium 343 of RTU LA, students are provided with the use of the NVivo software for  qualitative research. Program students actively use both IBM SPSS Statistics and NVivo software in their master's theses. In June 2025, master's theses were defended that successfully combined both methods. The program is also actively used by foreign students, for

example, this year's thesis: Analysis of Mechanisms for Reporting and Addressing Child Rights Violations in Schools in Sri Lanka.
Agnese Lastovska, lecturer of the study course "Research II", provides regular consultations for students in auditorium 343 of RTU LA.

RTU LA students have access to an open-access wireless network in each of the study blocks (in total, 36 wireless network access points are installed). RTU is a member of the *Eduroam,* a secure international wireless network accessible to academic users. *Eduroam* has a shared network that allows wireless network services around the world, without the need to get a guest account. A workstation virtualization solution has been implemented, and three computer classes are equipped with workstation clients (80 workstations in total). For each student their own virtual computer is created, which is not tied to the workplace. This solution ensures the mobility and security of the study process. Modern network hardware has been installed that ensures computer network virtualization and a CAMPUS computer network connection has been established between all study blocks.

A cooperation agreement has been concluded with Microsoft for the lease of MS Office and MS Windows software licenses, which teachers can use both in the implementation of the learning process and in the production of teaching materials. Within the framework of this cooperation agreement, both RTU LA lecturers and students have access to MS Office 365, 1Tb file archive in the cloud, etc. at no additional cost.

Students have access to technical and informational support for working in databases of scientific publications – EBSCO, Letonika, ScienceDirect, SCOPUS, Web of Science and Cambridge Journals Online.

The RTU LA Centre for Pedagogy and Social Work (PSDC) plays a leading role in the implementation of the study programme.

For the organization of practical seminars for students, an authentic learning environment has been created in two offices (*classroom tables with castors and composite chairs for schoolchildren and a workplace for the teacher, as well as digital whiteboards ODIN.*) and in the hallway (*OneTwenty multifunctional and modular product consisting of two basic products – acoustic wall and puff, as well as Signs puff modules*) with the aim of implementing a practice-based study process. Managing the learning process in an authentic learning environment at RTU LA provides a wide range of cooperation opportunities, including expanding integrated teaching opportunities, creating training videos, etc. The master's program "Education Science Students" also creates educational videos as part of the course "Academic Practice II."

The teaching staff of the study programme have access to work rooms equipped with computer equipment and the Internet. For the sports and interests of students, premises are provided for sports classes, choir activities, acquisition of professional and interest education programs.

Students have access to the RTU library and its structural units in Rezekne and Liepaja. In the library there is a reading room, a subscription to teaching and sectoral literature, and individual work rooms are available where students can work undisturbed.

RTU RA library provides all traditional services, including e-environment. The electronic catalogue reflects information about all books and magazines in the library's collection. The library offers users the following databases: ScienceDirect, Scopus, Web of Science, EBSCO, LNB Digital Collections, School Word (Skolas vārds), etc**.** Part of the databases can also be used remotely. Students actively use this opportunity.

Support for RTU LA students and faculty in the study process and research is the RTU LA library

(information about the library is available in the library section of the RTU LA website here: https://www.rtu.lv/lv/liepaja/studijas-liepaja/biblioteka-liepaja (Latvian only)). The mission of the library is to provide the RTU study process and research activities with the necessary information, to provide high-quality librarian, bibliographic and information services to students, faculty and staff, as well as to develop the library into a modern educational and information center, providing operational and high-quality services to users. As part of the mission, the library builds a collection and provides services.

The collection of RTU LA Library (Lielā iela 14, Liepaja) contains approximately **61.000** information resources (93% of books, 7% of serial editions and other items of the collection). 72% of the entire collection is on the shelves of open access, thus teaching staff and students can choose the most appropriate editions themselves. The library collection thematically corresponds to the study programme "Educational Sciences" of the study field "Education and Pedagogy". The study programme offers literature according to the following topics of the courses to be taught, such as history and philosophy of education, research in education, preschool, school, university and adult pedagogy, educational management, organization and communication of educational work, assessment and quality of education, teaching and learning, social integration, inclusive and special pedagogy, personal development and psychology, leadership, etc. Of all the information resources available in the library**, about 11% of the items in the collection** are on these topics.

For the purposes of the study programme "Educational Sciences", the databases offer information resources on various topics of the courses to be taught, for example, the EBSCO e-book collection contains approximately **18.000 electronic publications** according to the following keywords – educational psychology, educational management, special education, research in education, inclusive education, preschool, primary, higher and adult education, teaching and learning strategies and methods, etc. The database Cambridge Journals Online has electronic journals on the following topics: education (**6 journals**), management, management (**10 journals**), psychology (**18 journals**). The library provides training, reference and consultation on the use of information resources and the use of services. In 2024, the databases and other digital resources available in the RTU LA library have been used **in 24.400 connection sessions**.

The material and technical provision provided for the implementation of the study programme and its availability to students and teaching staff shall be assessed as appropriate.

**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).**

Criterion 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).**

**Characteristics of the financial base**

The resources and provision of RTU Liepaja Academy and RTU Rēzekne Academy are fully sufficient for high-quality, growth-oriented implementation of the study programme. The financing of the study programme is planned within the framework of the funding available for the study field, which is described in Part II of the self-assessment report.

The financing of the study programme consists of the financing of the study base, part of the funding of the science base and the revenue of the study fee.

The financing of the study base is earmarked for a specific study programme and allocated from the State budget funds based on the number of study places specified by the State for the study programme, the base costs of the study place and the coefficients of study costs in the thematic fields of education. The financing of the study base of the State budget consists of funds for utility payments, taxes, maintenance of infrastructure (including provision of data to the register of students and graduates), purchase of inventory and equipment and staff salaries, as well as financing for scientific activity.

The financing of the study base ensures access to education and is aimed at the development of the study programme, as it ensures stable and regular financing, which allows to plan and implement the study programme, covers the basic needs of the development of the programme, especially the remuneration of employees, updating of the study literature, inventory costs.

The study programme corresponds to the thematic field of education "Teacher Education and Educational Sciences", for which the minimum value of the coefficient of study costs (ki) "1.1" is determined by the Cabinet Regulation No. 994 of 12.12.2006 "Procedures by which Higher Education Institutions and Colleges are Financed from the State Budget Funds".

Table 3.3.3.1.

**RTU RA costs per student forming data in the academic master's study programme "Educational Sciences"**

| | | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|
| 1. | Study programme revenue (tuition fee) | 1014 | 1690 | 1098 | - | - |
| 2. | Study base costs (EUR) | 1630,11 | 1630,11 | 1630,11 | 1867,60 | 1896,98 |
| 3. | Financing in study places financed by the State budget (EUR), including: | 28540 | 28540 | 60380 | 66941 | 78097 |
| 3.1. | Scholarship amount (EUR) | 150,82 | 150,82 | 251,98 | 251,98 | 251,98 |
| 3.2. | Sports, culture, dormitory (EUR) | 13,52 | 13,52 | 13,52 | 13,52 | 13,52 |
| 4. | Number of study places financed from the state budget | 10 | 10 | 20 | 20 | 23 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Number of students as of 01.10 of the academic year | | | | | |
| 5. | Budget of the FTC | 34 | 42 | 38 | 30 | 30* |
| 6. | FTC fee | 2 | 1 | 0 | 0 | 0 |
| 7. | Full-time equivalent of students | 10,2 | 12,6 | 11,4 | 9 | 9 |
| 8. | **Cost per student** (EUR)** | 2897 | 2399 | 5393 | 7438 | 8677 |

*Forecast by the number of graduates and potentially enrolled students.

**Determined by dividing the funding available for the study programme by the full-time equivalent of students in accordance with the OECD methodology (Education at Glance 2024, p. 343).

RTU RA costs per student, as shown in the table, are lower than in Latvia and OECD countries, however, with a tendency to increase from 2023. LV average in 2021 is **12'950,** OECDaverage 2021 **– 12'703** (Education at Glance 2024, Table C1.1. Total expenditure on educational institutions per student (2021), p. 267).

RTU RA calculations show that the direct costs of the study programme (academic and general staff remuneration) account for 75%, indirect costs (expenses for ensuring RTA activities, including the library, land tax, rent of premises, rent, operating expenses of buildings, telephone subscription and service costs, utilities, ongoing repairs, special programs, etc.) per conditional student - 25%.

Performance funding for results in the provision of research-based higher education also includes the financial resources allocated to the preparation of graduates, which demonstrate a shift in emphasis from quantitative to qualitative and is an important indicator of the development capacity of the programme. It provides for specific performance indicators (number of graduates and employment) that have a high capacity to assess the quality of the programme and improve it in order to ensure and improve the competitiveness of graduates in the labour market, promote cooperation with employers, provide internships for students and facilitate job opportunities.

The funding of the science base and the funding of scientific activity (performance) before consolidation at RTU RTA was not divided by study fields, but was directed to the provision of scientific activity of RTA in accordance with the RTA Regulations on the principles of distribution of science funding, including such activities aimed at the development of the programme as:

- remuneration of scientific staff employed in the study programme,
- ensuring the co-financing of international research projects,
- the cost of conference missions and other scientific networking activities (including participation fees),
- the allocation of a coefficient for the remuneration of academic staff employed by the Institute,
- increasing the workload on scientific staff,
- the introduction of new workloads for scientific staff,
- for the purchase of equipment,
- coverage of conference attendance fees and travel expenses.

Funding for the student union is provided annually in the amount of at least one two-hundredth of the state funding for the study process and tuition fee revenues and fluctuates around twelve thousand euros per year, which are used in accordance with estimates developed by the Student Council.

The minimum number of students in the programme is determined by calculation in order to effectively use the financial resources allocated by the state. For this purpose, measures are taken for the control of student dropout, planning of the number of graduates, planning of students enrolled in the 1st year. A larger number of students is possible only by attracting additional funding in the form of private funding.

**The cost of the study place per student and their assessment at RTU LA.**

Study financing from the State budget funds shall be granted each calendar year in accordance with Cabinet Regulation No. 994 of 12.12.2006. "Procedures by which Higher Education Institutions and Colleges shall Be Financed from the State Budget Funds" and an agreement between the Ministry of Education and Science and RTU on the preparation of a certain number of specialists.

The calculation of the planned costs of the study programme "Educational Sciences" for full-time studies in 2025-2026 uses the base costs determined in 2025 (EUR 1867.60 per place of study) and the coefficient of the thematic field of education set by the Ministry of Education and Science in the field of "Teacher Education and Educational Sciences": 1.1, as well as the cost coefficient in first-level professional higher education study programmes: 1.5. The cost of one study place in 2025 is EUR 3 081.54, the total cost of the study programme for 2 years is EUR 6 163.08. The number of study places financed from the State budget in 2025/2026 is 20 study places.

The tuition fee approved by the RTU Senate for full-time studies for the 1st year of the 2025/2026 academic year is EUR 3240 and it is unchanged for the entire study period, the total fee for completing the study programme for 2 years is EUR 6 480.

The total funding for the study field in 2024/2025 is EUR 1 293 634, 15 % of the costs are made up of the study programme "Educational Sciences".

Funding for scientific research consists of several financial sources: funding of the Scientific Activity Base granted by the Ministry of Education of the Republic of Latvia (in accordance with the Cabinet Regulation No. 252 "Procedures for Granting the Funding of the Scientific Activity Base"[1]: for the maintenance of the elected scientific personnel, scientific infrastructure, as well as for the partial provision of research work to academic staff: professors, associate professors and docents performing scientific work), Performance funding, funds attracted in accordance with the tender procedure (internal grants, project co-financing, projects), as well as the RTU LA Foundation for the Development of Scientific Activity.

In accordance with the amendments made to Cabinet Regulation No. 994 "Procedures by which Higher Education Institutions and Colleges shall be Financed from the State Budget Funds",[2] which provide for performance funding for results in research and artistic creation. The allocated funding for the results of the previous year in research and artistic creation is used by RTU LA in accordance with the approved budget. Funding is granted for the support of the scientific activity of the academic staff involved in the study programme from the development budget of the RTU LA Pedagogy and Social Work Centre and the RTU LA Scientific Action Development Fund. Priorities for receiving this funding are: full or partial financial support for publications in *the Web of Science* and *Scopus* databases, in the humanities, including ERIH+; full or partial financial support for publications in other industry databases (e.g. EBSCO, etc.); development and publication of peer-reviewed scientific monographs; RTU LA for the preparation and publication of scientific journals and publications included in databases. The development budget of the Centre is also used for business trips to scientific conferences, their participation fees, support for students' research.

The Master's study programme "Educational Sciences" is organised in short and long-term forms.

The flexibility of the program is ensured by planning a common Part A (compulsory) and, in some cases, Part B (limited choice) for both the short and long forms, which would include courses that are implemented simultaneously in both the short and long forms, as well as simultaneously for all four short module specializations ("Diversity and Inclusion in Education," "Teaching and Learning for Competence," "Human Behavior and Education," and "Educational Management"). In parallel with full-time studies, it is planned to offer part-time studies. Part-time studies have not yet been implemented at either RTU LA or RTU RA.

Number of students required to ensure the profitability of the program:

**long form**"Pedagogy" (full-time – 2 years, 120 CP, language of study – Latvian) – 8 students

**long form**"Pedagogy" (full-time – 2 years, 120 CP, language of study – English) – 8 students

**short form** (full-time – 1 year and 3 months, 75 CP, language of study – Latvian):

Specialization **"Diversity and Inclusion in Education"** – 8 students

Specialization **"Learning and Learning Competence"** – 8 students

Specialization **"Educational Management"** – 8 students

Specialization **"Human Behavior and Education"** – 8 students

**short form** (full-time – 1 year and 3 months, 75 CP, language of study – English):

Specialization **"Diversity and Inclusion in Education"** – 12 students

Specialization **"Learning and Learning for Competence"** – 12 students

[1] https://likumi.lv/ta/id/331784-zinatniskas-darbibas-bazes-finansejuma-pieskirsanas-kartiba

[2] https://likumi.lv/ta/id/149900-kartiba-kada-augstskolas-un-koledzas-tiek-finansetas-no-valsts-budzeta-lidzekliem

## 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.**

Study programme is an academic master's study programme, its implementation is based on

Cabinet Regulation No. 240 of 13 May 2014, "Regulations on State Academic Education Standards".

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 educational sciences.

The teaching staff involved in the study programme have doctoral degrees and experience in research, international projects and the development of teaching materials, which meets the requirements of both the Higher Education Law and Cabinet Regulation No. 240 on the quality of academic education.

The qualification of the academic staff involved in the implementation of the study field shall conform to the specifics of the academic study programme and the conditions for implementation, as well as to 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 industry research and the use of e-environment in the study process, as well as participated in international projects and developed teaching aids and materials. Visiting professors are also attracted to the study programmes of the study field, ensuring 12 CP teaching in English in 120 CP module and 6 CP – 75 CP in module.

The qualitative composition of the teaching staff working in the study programme complies with the requirements of the Law on Higher Education Institutions. The qualification of the academic staff shall be appropriate to the specifics of the study programme and the conditions for implementation, as well as to the requirements of regulatory enactments in the field of education. The elected academic staff are professionals in their field of science, who have demonstrated competence in industry research, use of the e-environment in the study process, as well as participated in national and international projects, developed scientific articles, teaching aids or monographs. All teaching staff working in the study programme have obtained a doctoral degree.

To ensure high-quality and innovative implementation of the study programme, several criteria have been used for the selection of teaching staff to be involved in the programme, so that the study courses are conducted by qualified, scientifically and methodically prepared lecturers, specialists of the specified field of study, who use modern approaches in their work.

As mandatory criteria for the selection of teaching staff are:

1. compliance of the qualification of teaching staff with the requirements laid down in regulatory enactments;
2. the relevance of the scientific research direction/interests to the content of the study programme/course;
3. participation in international scientific conferences and research projects;
4. knowledge of the appropriate official language and foreign languages;
5. at least 2 internationally reviewed publications for the last 6 years.

The provision of academic staff involved in the study programme requires a pronounced orientation towards innovations in the field of education, scientific research work, as well as in ensuring the linkage between theory and practice.

The academic staff involved in the implementation of the study programme shall comply with the set criteria, the qualification of the staff shall conform to the specifics of the study programme and the conditions for implementation, as well as to the requirements of regulatory enactments in the field of education.

The RTU LA study program is implemented by 16 teaching staff members. All teaching staff members have a doctoral degree:
The teaching staff members involved in the program from RTU LA are:

- **7 professors;**
- **2 visiting professors** (University of Latvia; Bishop Grosseteste University, UK);
- **2 associate professors;**
- **3 docents;**
- **3 visiting docents** (University of Latvia, (RTU RA, Westfälischen Forums für Kultur und Bildung, Germany).

The study programme from RTU RA employs 16 teaching staff members with a scientific doctorate degree – 3 professors, 4 associate professors, 5 assistant professors, 1 leading researcher, 2 senior lecturers.

In total, 34 teaching staff members work in the RTU LA and RTU RA programmes.

Teaching staff are involved in the implementation of the study programme – experts in the field with experience in the implementation of innovations in the field of education, scientific research work, as well as in ensuring the link between theory and practice. Faculty have different areas of research, for example, Prof. Dina Bethere is an expert in inclusive education, assoc.prof. Maija Ročāne (28 years of pedagogical experience at school (teacher of grades 1-12 and optional leader of debate) and prof. Pavels Jurs (experience as a teacher, as well as school principal) have conducted research in the field of school pedagogy, prof. Jana Grava – in the field of preschool pedagogy, etc.

The professionalism of the teaching staff, experience in the implementation of innovations in the field of education, scientific research work, as well as in ensuring the linkage of theory and practice is evidenced by the research and publications carried out during the reporting period, which are compiled in the biographies of the teaching staff and the compilation of scientific research results. Most of the publications are in collections and publications of international scientific conferences indexed in Web of Science, Scopus or other databases.

The teaching staff of the RTU LA programme have been involved and continue to participate in diverse scientific projects:

- 2020 – 2023 Erasmus+ KA201 ProuD to Teach All: Professional Development Strengthening Competencies to Teach All Learners in an Inclusive Learning Environment, Nr.-2020-1-BE02-KA201-074764
- 2020 - 2023. NordPlus Horizontal Project "*Pre-Service Teacher Career Perspectives to Facilitate Sustainable Inclusive Education Reforms/ Teacher-Student Career Perspectives for Sustainable Inclusive Education Reform*".
- 2021 – 2024 NAP project: "Transformation of the value of education for the cultural and economic growth of the social community", Nr. lzp-2020/1-0178.
- 2021 – 2024 VPP "Research of the Modern Latvian Language and Development of Language Technologies", Nr. VPP-LETONIKA-2021/1-0006, project direction 4 "Data-based research of Latvian Sign Language"
- 2022 – 2023 Research project with North-West University, South Africa. The influence of the pandemic on the affective state of school principals and teachers: An international comparative study.
- 2022-2026. HORIZON Europe Framework Programme HORIZON-MSCA-2021-SE-01 "Virtual Innovative Learning Laboratories for Global Engineering Education (VILLAGE)", Project ID: 101086464.
- 2022 Procurement study, No.: MoES 2020/21/UK/ESF, "Study on prerequisites for a successful transition from pre-primary education to primary education" ESF project No.10.1.3.0/19/TP/002 "Support for research to ensure the fulfilment of the prerequisites for investments of EU funds for the 2021-2027 programming period in education"

- 2024-2026 Research and Development Grant Project Nr.RTU-PA-2024/1-0074 "Social rehabilitation of autistic spectrum disorders with the use of smart sensory toys and psychological profiling"
- 2024-2026 Research and Development Grant Project "NextGen Civic Engagement: Shaping Sustainable Urban Futures (NCESSUP)" (RTU-PA-2024/1-0040).

RTU RA teaching staff has developed monographs or teaching aids:

- Teaching tool "Human Sciences" (psychology). Rēzekne: Rēzekne Academy of Technology, 2022.
- Transformative Digital Learning: Emerging Cases and Considerations. Rēzekne: Rēzekne Academy of Technologies, Research Institute for Regional Studies, 2021.
- Modern personality theories. Teaching tool. Rēzekne Academy of Technology, 2018.
- Developmental psychology. Teaching tool. Rēzekne Academy of Technology, 2018.

The teaching staff of the study programme RTU RA actively work in various national and international projects, as well as prepare and submit new projects related to educational sciences and teacher education. The most significant projects in which the teaching staff are involved:

- 2023-2026, State research programme "Education" project "Individualised and personalised support system for the development of pupils' text literacy, numeracy and natural science literacy" (Nr. VPP-IZM-Education-2023/1-0001);
- 2024-2026, ERASMUS+ project "Empowering Mathematics Education for All" Proj. No.. 2024-1-LV01-KA220-SCH-000247243'
- 2022-2024, National Research Programme "Letonika for the Development of Latvian and European Society" project "New solutions in the study of demography and migration processes for the development of the Latvian and European knowledge society (DemoMigPro)" (No. VPPLETONIKA2021/4-0002);
- – 2024. Erasmus+ Strategic Partnership project "Empowering Foster Parents" (No.2021-1-LT01-KA220-ADU-000028356);
- 2022-2023, Erasmus+ Strategic Partnership project "Transformative Digital Learning for General Education Following Covid-19 Impact" (CovidEdu TDL) (No. 2021-1-LV01-KA220-SCH-000032781)
- 2021-2023, Fundamental and Applied Research Programme Project "Transformation of the Value of Education for the Cultural and Economic Growth of the Social Community (IzVeTSKKEI)", (No. Izp-2020/1-0178);
- 2021-2024, National Research Programme "Letonika for the Development of Latvian and European Society" project "Landscapes of Identities: History, Culture and Environment" (Nr. VPP-LETONIKA-2021/1-0008);
- 2021-2023, ERASMUS+ project "STREAM thiS TEAM" (2020-1-PT01-KA201-078623);
- 2020, National Research Programme project "Life with Covid-19: Assessment of overcoming the coronavirus crisis in Latvia and proposals for future resilience of society" (Nr. VPP-COVID-2020/1-0013);
- 2019-2022, ERASMUS+ project "Reading with Ease and Fun 2" (REF2) (No.2019-1-BG01-KA201-062249).

During the reporting period, the teaching staff of RTU RA and RTU LA have regularly improved their professional competence both in Latvia and abroad, for example, during the International Teaching Mobility Week at the Artevelde University of Applied Sciences (Ghent, Belgium). Professional development also takes place in cooperation with the member organisations of the Comenius Association. The programme director regularly participates in cooperation promotion activities held at the University of the West of Scotland in 2024. The aim of the association is to provide a network

of contacts between partner institutions, international exchange and development of intercultural competence through projects, joint activities in the field of education, as well as to promote the intercultural dimension in the professional development of European teachers. One of the current focuses of the association's activities is the development of critical thinking of students, the need to get out of the "comfort zone" and openness to new ideas and approaches.

During the reporting period, RTU LA teaching staff have participated and continue to participate in courses offered by continuing education projects for academic staff, as well as in teaching mobility programmes.

During the election period, the elected academic staff of RTU RA acquires a professional development programme for academic staff in the amount of 160 hours "Innovations in the Higher Education System". Information about the creative activity of the teaching staff and the acquired professional development programs can be found in the biographies of the teaching staff.

Describing the ratio of the number of students and teaching staff in the study programme at the time of preparation of the self-assessment report, the information shows that RTU RA has 30 students and 18 teaching staff members in the place of implementation of the Study Programme. The ratio of the number of students to teaching staff, calculated using full-time equivalent (student FTE to teaching staff FTE), is 9.1, which is considered an appropriate indicator for the successful implementation of the programme. OECD data (OECD (2024), Education at a Glance 2024: OECD Indicators, OECD Publishing, Paris, https://doi.org/10.1787/c00cad36-en) show that the average indicator in OECD countries is 17, in Latvia – 16, but the programme indicator is similar to the indicators of European countries, for example, Norway – 9, Sweden – 10, Estonia – 11, Germany – 11.

### 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.

Table 3.4.2.1.

**List of changes in the teaching staff made in the study programme**

| **RTU RA** | |
|---|---|
| **Study programme course** | **Changes** |
| Quality of education | Graduates of the RTA doctoral programme Dr.paed are involved in the implementation of the study course. Jānis Poplavskis (Director of Rezekne State Gymnasium No. 1; experience in the management of educational institutions and experience in accreditation of general education institutions) and Ph.D. Olga Vindača, ensuring the renewal of academic staff and promoting synergy between science and practice. |
| Research I | One lecturer has stopped leading the course, and doc. Svetlana Uščacontinues to teach . |
| Research II | The study course is taught by Dr.paed., doc. Tamāra Pīgozne (lecturer with extensive experience in project implementation and publication development). |
| Leadership and leadership | One lecturer has stopped leading the course, but continues to lecture prof. Iluta Arbidāne |
| Teaching and learning technologies | The study course is independently taught by Ph.D. Mārtiņš Spridzāns, who has obtained a doctoral degree during the reporting period. |
| Pedagogical leadership in the processes of social transformation | Doc.Liga Danilāne is replaced by Dr.paed. Janis Poplavskis. |

| | |
|---|---|
| Literacy in adult and university pedagogy | One lecturer has stopped leading the course, but continues to lecture assoc.prof.Gunārs Strods. |
| Sport policy and social inclusion | The study course will not be implemented due to the lack of demand from applicants to specialize in Sports Management. |
| State civil and environmental protection | Ph.D. Ēriks Teirumnieks, lecturer of the study course, has obtained a doctoral degree during the reporting period. |
| Critical thinking approach in the learning process;<br>Values and human self-image in a cultural context;<br>Management psychology;<br>Sociology of Education | The mentioned elective study courses will not be taught due to the lack of demand on part of the students |

**RTU LA**

| **Study programme course** | **Changes** |
|---|---|
| Academic Practice in Educational Sciences I | Due to the fact that from 2021 the director of the programme is Dr.paed.MaijaRočāne (previously Dr.paed. Professor P. Jurs), the study course is taught by Maija Ročāne. |
| Academic Practice in Educational Sciences II | Due to the fact that from 2021 the director of the programme is Dr.paed.MaijaRočāne (previously Dr.paed. Professor P. Jurs), the study course is taught by Maija Ročāne. |
| Human behavior in education: evaluation and pedagogical solutions. | Together with Prof. Dina Bethere, this study course will also be taught by Dr.paed.MaijaRočāne. |
| Spirituality in education | Prof. Julian Stern, Ph.D., has developed a course for elective study. |
| Personality socialization | Ph.D.Lāsma Latsone has developed an elective study course. |
| Research II | The study course together with Prof . Alīda Samusevičs will be taught by Ph.D. Agnese Lastovska. |
| Literacy in adult and university pedagogy | The study course is taught by Ph.D. Inga Šnēbaha, who has started working at RTU LA. |
| Leadership and leadership in education | The study course is taught by Ph.D. Inga Šnēbaha, who has started working at RTU LA. She teaches the study course together with Dr.Dr. Ulrika Kurta |
| Teaching and learning technologies | The study course is taught by Dr.paed.Lāsma Ulmane Ozolina and Dr.paed.MaijaRočāne. |
| Introduction to Educational Sciences | This course of study is no longer taught by Ph.D. Britta Norgaard (terminated employment) and Dr.paed. Alida Samusevich (due to high workload). The study course will be taught by Pāvels Jurs. |
| Inclusive and special pedagogy solutions for diversity | The course of study has ceased to be taught by Ph.D. Britta Norgaard (terminated employment) but will be taught by Dr.paed. Dina Bethere. |
| State civil and environmental protection | Aiga Mackeviča has stopped teaching this course of study because she has terminated her working relationship with Liepaja University (now RTU Liepaja Academy). |
| Sport policy and social inclusion | This elective course of study will not be taught. At the beginning of the implementation of the program, it was planned that the study course would be taught by Dr.paed. Helena Vecenāne, but Helena Vecenāne does not work in the Study Programme. |
| Leadership and leadership in education | Dr.psych. Irina Strazdiņa will not teach this course of study, as she does not work in this program. The study course will be taught by Inga Šnēbaha. |
| Management psychology | This free elective course of study will not be taught as it was planned to be taught by Dr.psych. Irina Strazdiņa, but she does not work in the program. |
| Critical thinking approach to learning | This free elective course of study will not be taught as it was planned to be taught by Dr.psych. Irina Strazdiņa, but she does not work in the program. |
| Research I | Instead of Lāsma Ulmane – Ozolina, the study course is taught by Dr.paed. Alida Samuseviča and Dr.paed. Svetlana Uščha. |
| Research II | Instead of Dr.paed. Linda Pavītols, the study course is taught by Dr.paed.Alīda Samuseviča and Ph.D. Agnese Lastovska |
| Human behavior in education: evaluation and pedagogical solutions | Maria Teresa Santos, will be taught by **Ulrike Kurth, Dr.paed. (3 KP),** Maija Ročāne, Dr.paed. (3 KP) Dina Bethere, Dr.paed. (3KP) |
| Leadership and leadership in education | Sarmite Jēgere will not teach this course of study because terminated employment with the university. The study course will be taughtby Inga Šnēbaha. |

During the reporting period, 6 RTU LA and 5 RTU RA teaching staff have stopped working in the study programme, this is explained by an increase in workload or termination of employment relationships. The RTU LA faculty team was joined by Dr.paed. Maija Ročāne, Ph.D. Inga Šnēbaha, Ph.D. Agnese Lastovska, Ph.D.Julian Stern, Dr.paed. Žaneta Ozolina.

The changes made have not affected the balance of academic positions.

**Analysis of changes in the teaching staff in the context of improving the quality of studies:**

**Improvement of academic staff qualifications**

- Several lecturers have obtained doctoral degrees during the reporting period (e.g., Mārtiņš Spridzāns, Ērika Teirumnieka), which indicates higher academic competence and the ability to integrate research into the study process.
- New teaching staff, such as Ph.D. Olga Vindača and Dr.paed. Tamāra Pīgozne, have experience in scientific work and project implementation, which contributes to the quality of the study courses.

**Synergy between practice and theory**

- Teaching staff with practical experience in education management (e.g., Jānis Poplavskis) are involved, which allows students to acquire relevant and applicable knowledge.
- Courses are taught by several specialists, which ensures a diverse perspective on the subject.

**Integration of international experience**

- Foreign professors (e.g., Julian Stern) participate in the development of courses, promoting internationalization and a global perspective on educational issues.

Updating courses and adapting them to student needs

- Courses for which there is no demand are removed from the offering, demonstrating a flexible and student-centered approach.
- The development of new courses (e.g., " Sustainable education for civic participation and democratic development ") reflects a response to current trends in education.

**Stability and continuity**

- Despite staff changes, the balance of academic positions has been maintained, ensuring the continuity of the study process and the maintenance of quality.

**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).**

Criterion 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).**

The criterion is 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 ratio of RTU LA students to teaching staff in the master's study program "Educational Sciences" at the time of submission of the self-assessment report is 45 students and 17 teaching staff. Teaching staff in the program do not work full-time, but are involved in the study process according to the scope and specialization of specific courses. Thus, the actual workload of the academic staff is less than the full-time equivalent, but the quality of the study process is ensured by involving experts from various fields. The study programme implementation site at RTU RA has 30 students and 18 teaching staff. The student-to-teaching staff ratio, calculated using full-time equivalent (student FTE to teaching staff FTE), is 9.1.

Collaboration between teaching staff is an essential quality factor of the study programme, which corresponds to the understanding of quality defined by the ESG2015[1] as the result of the interaction between teaching staff, students and the learning environment. Collaboration between teaching staff shall take place on at least two levels. Firstly, the collaboration of its teaching staff in one institution in the implementation of one course of study. For example, the "Quality of Education" study course is taught by both LA and RA and is evaluated by more than one lecturer who meets the standards set by ESG2015 for student-centred learning, teaching and assessment. Secondly, cooperation between LA and RA faculty is essential. According to the didactic strategy of the study program, each course of study is implemented by at least one faculty member in RA and at least one faculty member in LA. One member of the teaching staff is the leading teaching staff, who takes on a leading, coordinating role in ensuring the quality standards of the study course. The leading teaching staff member is determined by evaluating the academic, scientific and professional competence of the teaching staff member, his or her duties include planning, development and improvement of the study course, management, involving other teaching staff in this process. Cooperation among teaching staff takes place in at least three stages: co-ordinating the description of the study course (by agreeing on the content of the study course, methodology, independent work, assessment requirements, literature to be used in the study course, etc.),

evaluating the experience of assessment of study results and feedback on the study course, deciding on the improvement of the study course. Inter-academy cooperation mostly takes place in the MsTeams environment; some activities are also organized in person. This cooperation model has been introduced with the aim of providing students with a more diverse and rich learning experience, as well as to promote cooperation and professional development among teaching staff.

An example of mutual cooperation between teaching staff involved in the implementation of the study programme is joint work on the project (No. lzp-2020/1-0178

Transformation of educational values for the cultural and economic growth of social communities (IzVeTSKKEI)). Lecturers from RTU Liepaja Academy and RTU Rezekne Academy who work in the master's program are authors and co-authors of the scientific monograph: "Transformation of Educational Values" (RTU Publishing House, Riga, 2025, 200 pp.). The monograph was approved at the RTU Scientific Council meeting (16 June 2025, protocol No. 04000-3-e/9). The monograph analyses the transformation of educational values in the context of pedagogy, culture, quality of life and entrepreneurship.

When implementing the study programme in at two study sites  Rezekne and Liepaja, several types of cooperation between teaching staff are practiced:

- **Joint development of study courses/modules**, which ensures a unified approach and requirements for the implementation of the study course in Liepaja and Rēzekne,
- **Promotion of interdisciplinary cooperation:** cooperation between teaching staff of different study courses to ensure an interdisciplinary approach to the implementation of the study programme,
- **Information exchange platforms:** Study programme management and teaching staff collaborate through the MsTeams online solution.
- **Joint research and creative activities and projects:** students' international scientific conference "DIMENSIONS OF THE QUALITY OF EDUCATION IN THE KNOWLEDGE SOCIETY".
- **Exchanges of experience:** in the framework of seminars and conferences.
- **Support system:** new teaching staff receive support from experienced teaching staff; joint research is planned within the framework of the topic of the taught study course.
- **Ensuring linkage of study courses/modules: mutual cooperation** of teaching staff, cooperation with the director of the programme by determining study course descriptions aimed at achieving the study courses of the study programme. This procedure takes place in accordance with the schedule for the approval of study plans.
- **Creation of joint publications and educational materials.**
- **Regular review of the content of the study programme and study courses:** takes place in accordance with the schedule of approval of the study plan, performing annual self-assessment of the study programme in accordance with the procedures specified by RTU.

***[1]*** *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).* (2015). Brussels, Belgium. *https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf*

# Annexes

| III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme | | |
|---|---|---|
| Sample of the diploma and its supplement to be issued for completing the study programme | Diploma un diploma pielikumu paraugi _Izglitibas zin_mag_LV_ENG.pdf | Diploma un diploma pielikumu paraugi _Izglitibas zin_mag_LV_ENG.pdf |
| 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 | Statistikas dati par studējošiem studiju programmā_Maģistri_RTU_LA_RA_EN.docx | Statistikas dati par studējošiem studiju programmā_Maģistri_RTU_LA_RA.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 | PIELIKUMS_Atbilstība standartam_MG_EN_I_Z.docx | PIELIKUMS_Atbilstība standartam_MG_LV_I.Z..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 | Studiju kursu kartējums_Izglītības zinātnes_EN_RTU_LA_RA.xlsx | Studiju kursu kartējums_Izglītības zinātnes_LV_RTU_LA_RA.xlsx |
| The curriculum of the study programme (for each type and form of the implementation of the study programme) | Tipveida plāns_2025_RTU_EN_LU_RA.docx | Tipveida plāns_2025_RTU_LV_LA_RA.docx |
| Descriptions of the study courses/ modules | Annex_Study_course_Educational_Sciences_EN_E_S.docx | Pielikums_Kursu_apraksi_AMSP_Izglitibas_zinatnes_LV_Izgītības zinātnes.docx |
| Description of the organisation of the internship of the students (if applicable) | Description of the organisation of students' internships_EN_E_S.docx | Studējošo prakses organizācijas apraksts_Izglītības zinātnes_LV_I_Z.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) | Confirmation - on compliance of the academic staff.edoc | Apliecinājums - AL 55. pants par prof. skaitu akadēmiskās programmās.edoc |

# Teacher (42141)

| | |
|---|---|
| Study field | *Education and Pedagogy* |
| ProcedureStudyProgram.Name | *Teacher* |
| Education classification code | *42141* |
| Type of the study programme | *First cycle (professional bachelor's) study programme* |
| Name of the study programme director | *Linda* |
| Surname of the study programme director | *Pavītola* |
| E-mail of the study programme director | *linda.pavitola@rtu.lv* |
| Title of the study programme director | *Dr.paed.* |
| Phone of the study programme director | *29553461* |
| Goal of the study programme | *To ensure competitive professional bachelor's studies in the education of teachers at the local and international level, promoting the development of the general and professional competence of the teacher in accordance with the profession standard "Teacher" in the fields of study chosen by the student.* |
| Tasks of the study programme | *1) To develop the professional competence of the teacher at the local and international level for the performance of competitive pedagogical activity in the selected fields of study and for the implementation of educational programs in accordance with the requirements of the labour market;*<br>*2) To promote students' skills to integrate the content of educational sciences and fields of study into practice;*<br>*3) To involve students in applied research, creating the basis for further studies in master's study programmes in Latvia and abroad;*<br>*4) To promote the development of responsible, permanent and independent professional skills of students;*<br>*5) To offer opportunities for the further growth of the student personality.* |

| | |
|---|---|
| Results of the study programme | *Knowledge*<br>*1) understands the most important concepts, regularities and specifics of the field of educational sciences in the context of the teacher's professional activity at different levels and types of education;*<br>*2) understands the content, key competences and transversal competencies of the chosen field of study;*<br>*3) knows the learning process – teaching methodology, principles of planning, implementation and assessment.*<br><br>*Skills*<br>*4) evaluates the needs of individual development, learning and personal growth of the educatee in order to formulate learning objectives, activities and results to be achieved;*<br>*5) selects a pedagogical approach, methodology, teaching aids and resources appropriate to the implementation of the objectives and the results to be achieved;*<br>*6) assesses the learner's learning performance and growth;*<br>*7) cooperates witheducatess, those involved in the pedagogical process and sectoral specialists in the planning of the pedagogical process.*<br><br>*Competence*<br>*8) responsibly plan the pedagogical process based on the needs of individual development, learning and personal growth of the educatee, observing the principles of planning, organizing, managing pedagogical activity, topicalities of educational policy, knowing the learning content and competences;*<br>*9) carries out research activities to improve the pedagogical process;*<br>*10) independently plans and structures their learning, improves their personality and professional competence, implements collegial support, promoting one's own and colleagues' continuous learning in accordance with the development of society, education, culture and science at the local and international level.* |
| Final examination upon the completion of the study programme | *Graduation test.*<br>*Defence of 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) | *240* |
| 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 |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

**Part time extramural studies - 4 years, 5 months - latvian**

| | |
|---|---|
| Study type and form | *Part time extramural studies* |
| Duration in full years | *4* |
| Duration in month | *5* |
| Language | *latvian* |
| Amount (CP) | *240* |
| Admission requirements (in English) | *Secondary education and entrance exam* |
| 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 |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

## 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 program was licensed in 2020, but in 2022 it was included in the study field "Education, Pedagogy and Sports" accredited by Liepaja University and Rēzekne Academy of Technology. After the consolidation of Liepāja University and Rēzekne Academy of Technology at Rīga Technical University, the study programme is implemented as a first-cycle professional bachelor's study programme of Rīga Technical University with implementation sites in Liepāja and Rēzekne.

The first cycle professional bachelor's study program (PBSP) "Teacher" is licensed in 2020 and included in the accredited study field (SF) "Education, Pedagogy and Sports" in 2022, therefore the changes in the parameters of the study programme are of a clarifying nature.

Table 3.1.1.1

**Changes in the parameters of the study programme**

| SP Parameters | Characteristics of SP parameters before changes | Characteristics of SP parameters after changes |
|---|---|---|
| Place of implementation | Full-time and part-time extramural studies in LiepU, Liepaja, Lielā street 14, LV 3401; RTA, Rēzekne, Atbrīvošanas aleja 115, LV 4601 | Full-time and part-time extramural studies at RTU LA, Liepaja, Lielā street 14, LV 3401;<br>RTU RA, Rēzekne, Atbrīvošanas aleja 115, LV 4601 |

| | | |
|---|---|---|
| Admission Requirements | Secondary education.<br>Persons who have acquired secondary education starting from 2004 shall:<br>· CE in Latvian, mathematics, foreign language or STIP in a foreign language;<br>· entrance examination: oral and written;<br>· The average annual grade of the secondary education document in compulsory subjects is not lower than 7 points (if the average mark in the attestation is lower than 7 points, there is an opportunity to take an examination-interview. Lowest average mark threshold – 6 points).<br>Persons who have acquired secondary education until 2004, as well as persons who have acquired secondary education abroad or persons with special needs:<br>· final grade in Latvian language and literature, mathematics and foreign language or STIP in a foreign language;<br>· entrance examination: oral and written;<br>· The evaluations of the subjects of the field of study selected in the secondary education document are not lower than 7 points (if the evaluations are lower than 7 points, there is an opportunity to take an examination-interview. Lowest rating threshold – 6 points).<br><br>**Advantages:**<br>· recommendations and/or attestations (if any) of previous experience in pedagogical work (e.g. work in children's and youth camps, Sunday school; nanny work, etc.) and volunteering (e.g. participation in youth NGOs, interest education, organization and/or implementation of various camps, courses, seminars, etc.).<br>· participation in scientific conferences and/or Olympiads of pupils of the State or Region of Latvia. | On the basis of the decision of the Higher Education Quality Commission No. 2022/23-SPI of 14 September 2022, in accordance with the short-term recommendation "*Admission requirements should only cover the secondary education certificate and successful score at the entrance examination*" (Part IV of the experts opinion), the admission requirements of the study programme are expressed as follows: "secondary education and entrance examination".<br>The implementation of the recommendation is confirmed by the transcript of the decision of the minutes of the meeting of the University Senate No. 3 of October 24, 2022 "On the admission requirements in the study program "Teacher" (42141)".<br><br>They comply with the regulatory framework and contain information on the required previous level of education, field, possible work experience, as well as entrance examinations, while other information (e.g. competition criteria, advantages) is included in the admission rules. |

| | | |
|---|---|---|
| Director of the study programme | LiepU - Professor, Dr.paed. Linda Pavitola;<br>RTA – Professor, Dr.paed. Janis Dzerviniks | RTU LA Director - Profesor, Dr.paed. Linda Pavītola;<br>RTU RA Deputy director – Professor, Dr.paed. Janis Dzerviniks |

Changes made in the study programme since the licensing of the study programme:

1. Within the framework of the procedure for inclusion in an accredited study field, the objective, tasks and learning outcomes to be achieved are specified in order to emphasize the improvement of students' professional competence for competitiveness at the local and international level.

2. Due to the centralized transition from the national to the international (ECTS) credit system, an adjustment of the amount of credits was made for all study courses, also adjusting the number of contact classes and hours of independent work accordingly. According to Section 1(8) of the Law on Higher Education Institutions, one credit corresponds to the amount of 25-30 hours of study work.

3. The module "Teacher of Social Studies and History" has been added to the implementation site RTU LA.

4. Changes have been made in the composition of the teaching staff (see the standard plan of the study programme in Annex and Chapter 3.4.2 on the analysis of changes in the composition of the teaching staff, assessment of the reporting period and impact on the quality of studies).

5. For the purpose of consolidation of resources, optimization of work, increase of the number of students within the framework of one group and efficient use of resources 1) alignment of study courses with the bachelor's study programme "European Language and Cultural Studies" of the study field "Language and Cultural Studies" has been carried out, coordinating the courses of language, culture and literature studies with the planning and content of the respective study courses of the programme "Teacher", 2) the layout of the study courses has been specified by semesters so that the same courses of study in different modules can be implemented together.

6. For the purpose of reducing fragmentation and efficient use of resources, part-time study sessions are scheduled for all courses in the same weeks.

Within the framework of the study field procedure, it is planned to add two modules: "Sports and Health Teacher" and "Spanish Language Teacher" to the first cycle PBSP "Teacher" with a place of implementation in RTU LA.

The need for the module "Sports and Health Teacher" is justified by discussions in the educational space on the introduction of 3 sports hours and the increase in the number of offers of national defence training and educational interests in the field of health and physical activity, promoting the wellbeing of pupils (https://education.ec.europa.eu/education-levels/school-education/wellbeing-at-school), as several studies, such as the Latvian schoolchildren's health habits study (2024), indicate a deterioration in the health habits of children and young people, as well as a lack of physical activity (Latvian only-https://www.spkc.gov.lv/lv/media/21564/download), which leads to various chronic diseases in the long term. There is also an ongoing discussion about the introduction of Health Studies as a separate subject, as students have low health literacy.

In these rapidly changing circumstances, there is a need for educated teachers in the field of sports and health, who are able to work in preschools with an acute shortage of sports teachers (Latvian only-https://www.kurdarbs.lv/vakance/sporta+skolot%C4%81js), in general schools, and in the field

of interest education, where the demand for sports and health teachers is increasing. The interest of graduates of short-cycle study programmes with health and physical activity orientation to continue their studies in the Sports and Health module in order to obtain a bachelor's degree in teacher education and a teacher's qualification should also be taken into account.

In turn, the topicality of the module "Spanish Language Teacher" is justified by the changes of 23 April 2024 in the Cabinet of Ministers regulations "On the State Basic Education Standard and Samples of Basic Education Programmes", which stipulate that in schools from the school year 2026/2027, Russian as a second foreign language will be gradually replaced by one of the official languages of the European Union. Therefore, teachers will be needed so that schools are able to ensure the number of teachers of a second foreign language - both by attracting new teachers and by providing opportunities for existing teachers to undergo retraining and obtain the right to teach another subject.

**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 first cycle PBSP "Teacher" is based on compliance with the legislative acts of the Republic of Latvia – the Education Law, the Law on Higher Education Institutions, the Constitution of Liepāja University (LiepU), the Constitution of the Rēzekne Academy of Technology (RTA), the Development Strategy of Liepāja University for 2016-2020, the Operational and Development Strategy of the Rēzekne Academy of Technology for 2016-2023-2025, which determines both the development of the higher educational institution (HEI) in general and the priorities of the study field and the SP included in it: (1) improvement of the quality and competitiveness of SP, (2) ability to adapt to the changes taking place in the Latvian educational environment, current trends and labour market demand, (3) internationalization of SP.

After the integration of LiepU and RTA into RTU, the first cycle PBSP "Teacher" fully complies with the goal set out in the RTU strategy for 2023-2027 for the implementation of high-quality studies, focusing on attracting well-prepared students for studies, differentiated educational offer and a more flexible approach both in the choice of study courses and in the possibilities of students to move from one study programme to another during their studies.

The conformity of the first cycle PBSP "Teacher" with the study field (SF) "Education and Pedagogy" determines the principles of the structure and content creation of pedagogical study programmes included in the informative report "Proposals for ensuring the requirements of conceptually new competence-based education in Latvia" (Latvian only -https://www.izm.gov.lv/lv/media/1831/download?attachment) and their implementation in practice. As the main aspects of the first cycle PBSP "Teacher" can be mentioned:

1. Relevance of study content – including study courses on educational theories and pedagogical approaches, ensuring future teachers' understanding of the principles of effective teaching and learning, emphasizing student-centered and interactive learning.
2. Linking with practice – promoting the application of theoretical knowledge in a real

educational environment, as well as emphasizing in the study content the knowledge of class management techniques and the promotion of reflective practice.
3. Inclusion and diversity – preparing future teachers to work in a diversity environment, understanding and respecting different cultural and social dimensions, as well as providing support to students with special needs.
4. Professional development and international cooperation in research and study work, emphasizing the importance of lifelong learning and professional development of teachers, as well as promoting the understanding of academic integrity and professional ethics.

The compliance of the first cycle PBSP "Teacher" with the SF "Education and Pedagogy" is also confirmed **by the goal** of the study program – to ensure competitive professional bachelor's studies in the education of teachers at the local and international level, promoting the development of the general and professional competence of the teacher in accordance with the profession standard "Teacher" in the fields of study chosen by the student, and **the tasks of** the SP:

1. to develop the professional competence of the teacher at the local and international level for the performance of competitive pedagogical activity in the selected fields of study and for the implementation of educational programs in accordance with the requirements of the labour market;
2. to promote students' skills to integrate the content of educational sciences and fields of study into practice;
3. to involve students in applied research, creating the basis for further studies in master's study programmes in Latvia and abroad;
4. to promote the development of responsible, permanent and independent professional skills of students;
5. to offer opportunities for the further growth of the student personality.

The goal and tasks set by the first cycle PBSP "Teacher" are closely related to the achievable learning outcomes, which are characterized in the form of knowledge, skills and attitudes:

**Knowledge**

1. understands the most important concepts, regularities and specifics of the field of educational sciences in the context of the teacher's professional activity at different levels and types of education;
2. understands the content, key competences and transversal competencies of the chosen field of study;
3. knows the learning process – teaching methodology, principles of planning, implementation and assessment.

**Skills**

1. evaluates the needs of individual development, learning and personal growth of the educatee in order to formulate learning objectives, activities and results to be achieved;
2. selects a pedagogical approach, methodology, teaching aids and resources appropriate to the implementation of the objectives and the results to be achieved;
3. assesses the learner's learning performance and growth;
4. cooperates with educatees, those involved in the pedagogical process and sectoral specialists in the planning of the pedagogical process.

**Competence**

1. responsibly plan the pedagogical process based on the needs of individual development, learning and personal growth of the educatee, observing the principles of planning,

organizing, managing pedagogical activity, topicalities of educational policy, knowing the learning content and competences;
2. carries out research activities to improve the pedagogical process;
3. independently plans and structures their learning, improves their personality and professional competence, implements collegial support, promoting one's own and colleagues' continuous learning in accordance with the development of society, education, culture and science at the local and international level.

The name of the first cycle PBSP "Teacher" fully corresponds to the parameters of the SP and makes it possible to include in the study programme the various areas of the learning content that are united by a common goal, tasks and results to be achieved, revealing the essence of the SP (1) the objective aimed at preparing teachers of different specializations for professional activity, (2) tasks involving the development of competencies and promotion of competitiveness, (3) the relevance of the title and the professional qualification to be obtained "teacher", (4) the results of studies to be achieved, which indicate the acquisition of the necessary knowledge and professional skills in the selected fields of study, as well as the competencies which include the social context of the teaching profession.

As a result of the acquisition of the first cycle PBSP, a professional bachelor's degree in teacher education and a teacher's qualification are awarded, which is confirmed by the code assigned for the SP: "42" (first part of the code) characterizes the type of educational programme – Level 2 (first cycle) professional higher education (Level 6 professional qualification and professional bachelor's degree), and "141" (second part of the code) – the group of educational programms of teacher education, which is part of the thematic field of teacher education and educational sciences.

The scope, duration, type and form of implementation of the first cycle PBSP "Teacher" is suitable for ensuring the achievement of learning outcomes in the selected fields of study and the acquisition of a teacher's professional qualification – 240 credit points (ECTS), 4 years of full-time face-to-face, 4 years and 5 months of part-time extramural studies.

The admission requirements are interlinked with the title, code, professional qualification to be obtained and objectives, tasks and study results of the first cycle PBSP. The admission procedure is provided in accordance with the admission requirements for the first cycle PBSP "Teacher". The admission rules for academic and professional undergraduate programs are approved annually by the RTU Senate – for example, the admission rules for the academic year 2024/2025 are approved on November 27, 2023 (protocol No. 678, as amended on December 18, 2023).

The admission rules stipulate that persons who have completed secondary education from 2004 onwards are bound by the following rules:

- CE in Latvian, mathematics, foreign language or STIP in a foreign language;
- entrance examination: oral and written;
- The average annual mark of the secondary education document in compulsory subjects is not lower than 7 points (if the average mark in the attestation is lower than 7 points, there is an opportunity to take an examination  an interview. Lowest average mark threshold – 6 points).

Regulations for persons who have acquired secondary education until 2004, as well as for persons who have acquired secondary education abroad or for persons with special needs:

- final grade in Latvian language and literature, mathematics and foreign language or STIP in a foreign language;
- entrance examination: oral and written;
- The evaluations of the subjects of the field of study selected in the secondary education document are not lower than 7 points (if the evaluations are lower than 7 points, there is an

opportunity to take an examination - interviews. Lowest rating threshold – 6 points).

The following benefits are also provided for applicants:

- recommendations and/or attestations (if any) of previous experience in pedagogical work (e.g. work in children's and youth camps, Sunday school; nanny work, etc.) and volunteering (e.g. participation in youth NGOs, interest education, organisation and/or implementation of various camps, courses, seminars, etc.).
- participation in scientific conferences and/or Olympiads of pupils of the State or Region of Latvia.

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

The first cycle PBSP "Teacher" has been developed by evaluating the situation and needs of Latvia in teacher education. In order to consolidate resources and ensure flexibility in the study process, which would provide an opportunity for students to acquire the competencies required in the labour market and in the next workplace, LiepU, RTA, University of Latvia (LU), Daugavpils University (DU) developed a study program in cooperation. The programme was licensed and since 2020 LiepU and RTA have been implementing it for those applicants who choose to master the profession of a teacher in various fields after obtaining secondary education. The first cycle PBSP has been established in accordance with sub-paragraphs 2.4 and 2.6 of the Cabinet of Ministers Regulation No. 27 of 9 January 2018 "Implementing Regulations for the First and Second Round of Project Application Selection of the Specific Objective 8.2.1 "To Reduce Fragmentation of Study Programmes and Strengthen Resource Sharing" of the Operational Programme "Growth and Employment" and sub-paragraph 3.2 of the MoES Regulation No. 1-7e/2018/1 of 31 January 2018 "Regulation of the Advisory Council for the Innovative Formation of Teacher Education".

The topicality and necessity of the first cycle PBSP "Teacher" is also based on the current documents regulating the planning of education policy, e.g., Guidelines for the Development of Education for 2021-2027; Sustainable Development Strategy of Latvia until 2030; National Development Plan of Latvia 2021 - 2027; Guidelines for Science, Technology Development and Innovation 2021-2027.

The first cycle PBSP "Teacher" provides an opportunity to obtain a professional bachelor's degree in teacher education and a teacher's qualification by acquiring both the professional knowledge, skills, attitudes and competencies necessary for the performance of the tasks of a teacher's professional activity, as well as the content of the field of study, chosen by the student in accordance with the requirements set out in the Latvian education reform project "Skola 2030" and the profession standard "Teacher", which are agreed at the meeting of the Tripartite Sub-Council on Vocational Education and Employment on 20 June 2020 (Minutes No 5).

The content and scope of the teacher education programme shall be sufficient to acquire the qualification and professional competence of the teacher for teaching one subject, in accordance with the requirements of the secondary education standard in mathematics, Latvian language and literature, social and natural sciences, technologies and foreign languages, as well as for teaching of one or two additional subjects, in accordance with the basic education standard.

The economic and social usefulness of the first cycle PBSP "Teacher" is relevant in the field of education both in the current situation and in the long term. It is determined by the existing

shortage of teachers in educational institutions of different levels, which is based on the aging and burnout of existing teachers, as well as the shortage of teachers in the Latvian education sector, which affects the quality of education and poses risks to the sustainability of the education system. The survey conducted by the Ministry of Education and Science in 2024, which covered 71% of schools and preschool educational institutions, shows that at the beginning of the 2024/2025 school year, there is a shortage of teachers - vacant are 60.3 positions for Latvian language teachers, 59.3 positions for mathematics teachers, 47.3 positions for teachers of foreign languages, 37.5 positions for teachers of STEM subjects, 12.8 positions for sports and health teachers.

The usefulness of the SP should be also updated in accordance with the 2024 report of the State Audit Office of the Republic of Latvia "Do we prepare the necessary educators and take care of their retention in the profession?" (Latvian only -https://lrvk.gov.lv/lv/getrevisionfile/29698-N9Xeklz6Qm6SoqnsfUda9e9dNTrAgdKp.pdf) the identified shortage of existing teachers in Latvia, because the number of new teachers prepared by higher education institutions is not sufficient to ensure the necessary workforce for educational institutions.

The demand for teachers of different subjects, e.g. in the subjects of languages, mathematics, science, geography, physics, chemistry and biology, is increasing, especially if the teacher can teach the content of several subjects, such as the first cycle PBSP "Teacher". From the 2026/2027 school year, a gradual transition to a second foreign language to be studied at primary level – to one of the official languages of the Member States of the European Union (EU) or the European Economic Area (EEA) is envisaged, therefore, the sub-programmes included in the SP for the acquisition of German, Spanish and English are essential for ensuring the quality of education. The analysis of the age structure of educators and the data of graduates of pedagogical education programmes is alarming: 50% of teachers are over 50 years old, and only 9% are under 30 years of age, while 33% of new teachers leave their jobs in the education sector within the first five years.

The abovementioned report of the State Audit Office of the Republic of Latvia indicates that the MoES does not have qualitative data and an assessment of these data on the reasons why educators in Latvia terminate their employment relationship in the profession. The main reasons are factors that are not related to the quality of study programmes: continuous changes in the education system, lack of teaching materials, dissatisfaction with remuneration and uncertainty about the future in relation to the implemented reforms.

The employment prospects of the first cycle PBSP graduates are evidenced by the fact that some of the students are already starting work at school in their specialty during their studies. 3rd year students are all already working at the school, but some students from the 1st and 2nd year are already in demand for work at the school. This is possible in cooperation with employers in the sector, which are involved in the improvement of the study programme, taking into account the trends of the labour market and the development of the sector:

1. The implementation of SP internships and study courses in cooperation with employers is part of the essential components of quality assurance. Already after the first internship at school, students have the opportunity to start working at school on a part-time basis, but after the end of their studies, graduates have the opportunity to continue their professional activities in specific educational institutions. Consequently, employers are also interested in building cooperation in order to attract new teachers.
2. In the final examinations, the chairperson of the commission for the final examinations of professional studies and more than half of the composition of the commission shall be representatives of professional organisations or employers in the sector. Thus, employers have the opportunity not only to attract new teachers to their educational institutions, but

also to participate by participating in the work of the State Examination Commission, evaluating the professional activities and competence of students, thus assuming co-responsibility for the education of young specialists and the assessment of professional competence.

Graduates of the program have the opportunity to work in educational institutions at different levels of education, according to the acquired subject/s of the chosen field.

**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 cycle PBSP "Teacher" was licensed by decision No. 2020/40-L of the meeting of the Higher Education Quality Commission of 1 July 2020 and started to be implemented from 1 September 2020. Decision on inclusion in an accredited field of study – September 14, 2022, No. 2022/23-SPI. The study programme is implemented in full-time and part-time studies in Latvian.

RTU LA the first cycle PBSP "Teacher" has 51 students studying full-time (see Annex) and the selected modules for obtaining the teacher's qualification are Mathematics, Latvian Language and Literature, English, Computing and Design and Technology. The already mentioned modules and the Natural Sciences module - Natural Sciences and Geography; Natural Sciences and Physics have been chosen as the second specialization. All full-time students study on budget funds. During the reporting period, 22 students have stopped their studies of their own volition, 7 of whom have chosen to switch to a part-time form of extramural studies in order to be able to combine studies and work. This has been seen over the past year, when budget places are also available for successful students in part-time studies. Other reasons why students stop studying include family circumstances and the inability to combine studies and work, as well as the impact of Covid-19 during the lockdown.

11 students have graduated from RTU LA study programme.

RTU RA study programme has 11 students studying full-time and the selected modules are Mathematics and Latvian Language and Literature. All students study on budget funds. During the period of implementation of the program, 19 students stopped studying basically of their own volition due to a change of the place of residence, change of activity, family circumstances, financial problems. 11 students have graduated from the study programme.

The dynamics of the number of students in the reporting period in full-time face-to-face studies at RTU LA and RTA are shown in Table 3.1.4.1.

Table 3.1.4.1

**Statistical data for 2024/2025 for students in full-time studies**

| Year of study | Number of students | |
|---|---|---|
| | Budget | Private funding |

| | RTU LA | RTU RA | RTU LA | RTU RA |
|---|---|---|---|---|
| 1st year of study | 11 | - | - | - |
| 2nd year of study | 6 | 3 | - | - |
| 3rd year of study | 14 | 7 | - | - |
| 4th year of study | 11 | 1 | - | - |
| Together | 42 | 11 | - | - |
| **TOTAL RTU LA AND RTA** | **53** | | | |

RTU LA the first cycle PBSP "Teacher" has 97 students studying part-time extramurally (see Annex) and the selected sub-programmes for obtaining the qualification of a teacher of Mathematics, Latvian Language and Literature, English, Computing, Design and Technology, Biology and Physics. The already mentioned modules and the Natural Sciences module - Natural Sciences and Geography; Natural Sciences and Physics have been chosen as the second specialization. Until 2024, all students studied for a fee, but from 2024 91 students study on state budget funds, and 6 with private funding, due to academic debts for outstanding study courses. During the reporting period, 23 students have stopped their studies of their own volition – mainly due to family and financial circumstances and the inability to combine studies and work. During the COVID-19 emergency situation, the interruption of studies was partly affected by financial circumstances and uncertainty.

14 students have graduated from the RTU LA study programme.

RTU RA does not have students studying part-time extramurally.

The dynamics of the number of students in part-time extramural studies at RTU LA and RTU RA during the reporting period are shown in Table 3.1.4.2.

Table 3.1.4.2

**Statistical data for 2024/2025 for students in part-time extramural studies**

| Year of study | Number of students | | | |
|---|---|---|---|---|
| | Budget | | Private funding | |
| | RTU LA | RTU RA | RTU LA | RTU RA |
| 1st year of study | 24 | - | - | - |

| | | | | |
|---|---|---|---|---|
| 2nd year of study | 24 | - | 2 | - |
| 3rd year of study | 16 | - | 1 | - |
| 4th year of study | 15 | - | 1 | - |
| 5th year of study | 18 | - | 2 | - |
| Total | 97 | - | 6 | - |
| **TOTAL RTU LA AND RTA** | **106** | | | |

Analyzing the dynamics of the number of students, it can be seen that the number of students is stable and tends to grow. With the integration of RTA into RTU, the first cycle PBSP "Teacher" will have two implementation sites, which will provide an opportunity to optimize and consolidate resources for the implementation of sub-programs. The recommendations included in the expert opinion (09.09.2022) recommended "to enrol at least 5 students in one module in the study year, so that any drop-out rate does not reduce the cost indicators and sustainability of the SP", which is also being implemented. Also, according to expert recommendations, students are not enrolled in all modules every year, but demand is evaluated, and budget places are offered annually for specific modules.

Since the modules offered as additional specializations are studied together with the basic specialization for students, then together with additional specializations, groups of 5 students and more are formed. For the efficient use of resources, in modules with a small number of students (e.g. Latvian language and literature, design and technology, biology), a group is formed by combining full-time and part-time students.

Students of the study programme have actively participated in student mobility both within the framework of ERASMUS+ exchange programs (see the appendix to the study program report on statistical data on outgoing students), as well as in short-term mobilities and international projects (e.g., "Beyond the Limits: Developing Entrepreneurship via Creativity in Schools", No: 2020-1- TROI-KA 203- 098939, Turkey; BIP “Educational policy of inclusion and diversity in the Baltic countries”, Estonia, etc.).

### 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).

Criterion is 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 specifics of the labour market for educators and the dynamics of change are related to many factors (demographic, economic, social, legal). These changes in the programme are in line with the principle of flexibility – the programme is designed to provide students with an extended qualification that will allow them to work full time.

In part-time studies, 6 sessions per year are planned (3 sessions per semester), while in between sessions, study materials are placed in the Moodle environment and support of the program's lecturers is available using IT resources. Academic lessons are planned in the form of lectures, seminars and laboratory work according to the specifics of the content and methodology of each area.

During the reporting period, RTU LA implements first cycle PBSP "Teacher" in four areas of the curriculum: Natural Sciences (Biology, Physics, Natural Sciences (Natural Sciences, Physics or Geography)), Mathematics, Technology (Design and Technology, Computing) and Languages (Latvian language and literature, English and German).

RTU RA is currently implementing studies in two fields of study: Languages (Latvian language and literature) and Mathematics, but during the reporting period studies have also been implemented in the fields of study like Technology, Social and Civic, Languages (English and German).

Within the framework of the study field assessment procedure, two modules "Sports and Health Teacher" and "Spanish Language Teacher" have been added to the first cycle. PBSP "Teacher", as well as the module "Social Studies and History Teacher" has been added to be implemented also at RTU LA.

The first cycle PBSP provides a flexible approach, enabling students to combine the content and teaching methodology of subjects in two or more fields (see Figure 3.2.1.1)

**Students can choose one of the 123 CP modules:**

- *Latvian language and literature,*
- *Mathematics,*
- *Teacher of social studies and history,*
- *Sports and Health Teacher,*

**OR combine one 75 CP module:**

- *English,*
- *Biology,*
- *Computing,*
- *Design and technology,*
- *Physics,*
- *German,*
- *Spanish*

**with any different module of 48 CP:**

- *English,*
- *Computing,*
- *Design and technology,*
- *Latvian as a second language and a foreign language,*
- *Mathematics,*
- *German,*
- *Spanish*,
- *Natural Sciences* (*Natural Sciences, Physics,* or *Geography* - in any combination of the two).

Students are required to complete a total of **123 credits** in the module(s). Upon completion of the 123 and 75-credit modules, graduates will be competent to teach the acquired learning content at the general, optimal and higher levels in accordance with the national standard of general secondary education; on the other hand, by completing the 48-credit modules, they will be competent to teach the acquired content at the basic education level and at the general level in accordance with the national standard of general secondary education.

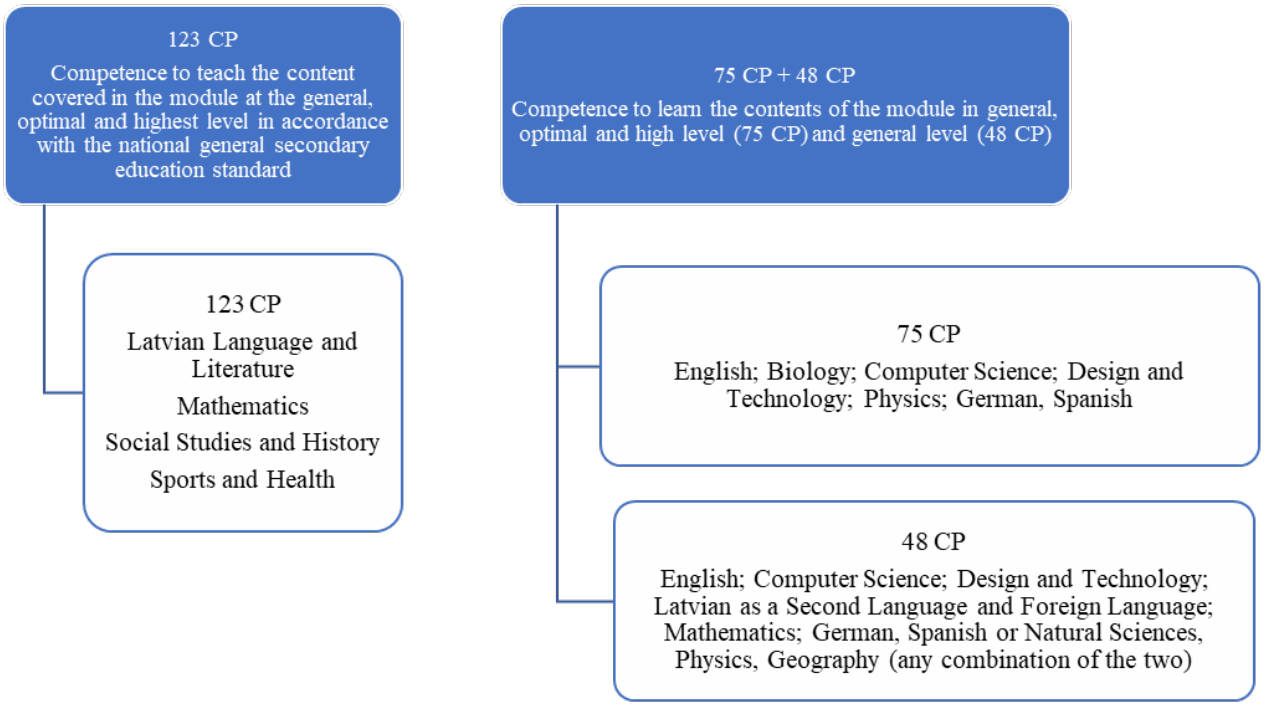



**Figure 3.2.1.1**. Options for modules

The modules of subjects in all areas have been developed in accordance with the competence/competencies approach to the learning content and implementation planned in the Latvian education reform, as well as the areas included in the content of general basic and secondary education, ensuring the possibility to teach subjects in this field according to the new learning content.

The design of the study programme includes 240 CP (compliance with the State Education Standard and compliance with the profession standard Teacher – see Annexes). Full-time on-site studies (FTS) plan 30 CP per semester. Part-time extramural studies (PTS) are planned for 21-30 CP semesters. The first cycle PBSP standard plan for full-time and part-time studies is attached in Annex.

The joint study courses for all first cycle PBSP modules are 114 CP, consisting of:

- For humanities and social sciences study courses – 30 CP, which develops social, communicative and organizational basic skills and the development of professional competence in entrepreneurship (basics of professional activity of a teacher, educational management, legal aspects of the pedagogical process, psychology for teachers, etc.), promoting the implementation of the standard of the profession of a teacher in accordance with the professional knowledge, skills, attitudes and competences necessary for the performance of tasks of professional activity;
- For basic courses of theoretical knowledge of the sector (field of professional activity) and information technology courses 30 CP (information technology in education, social-emotional learning; planning, management and evaluation of teaching work, offering the teacher an interdisciplinary vision in the didactics of each field of study; management of class work; inclusive and special education, planning the tasks of the assistant's internship, ensuring continuous connection with the work environment), promoting the acquisition of professional knowledge, development of skills and attitudes, and improvement of competence necessary for the performance of professional tasks specified in the Teacher’s profession standard, for obtaining a bachelor's degree in educational sciences;
- Teacher practices (30 CP), divided into 5 parts, with each part focusing on the performance of the basic tasks and duties of the standard professional activity of the Teaching profession;
- For state examinations: bachelor's thesis (15 CP) and qualification examination (3 CP).
- Optional parts for study courses provided for in the amount of 9 CP.

The study courses of the first cycle PBSP "Teacher" modules in the amount of 123 CP consist of study courses of integrated acquisition of the content and methodology of the selected subject in the selected field, which are consistently significant in the respective semesters. This provides an opportunity for students to plan the acquisition of modules from different fields.

During the studies, the student develops and defends 3 study papers – two are included in the study courses common to all moduļes (Basics of Teacher's Professional Activity and Research in Education) and one in the part of the selected module area. Study paper in the content and methods of the subject of the field, students present in the 6th semester.

For the structure of the study programme, see Tables 3.2.1.1 and 3.2.1.2.

Table 3.2.1.1

**Structure of the study programme in full-time studies:**

**Distribution of credits for all modules**

| **Semester** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
|---|---|---|---|---|---|---|---|---|
| Study courses in the compulsory amount 30 CP | 6<br>6 | 3 | | 6 | | | 3<br>3<br>3 | |
| Basic courses of theoretical knowledge in the field 30 CP | | 6<br>3 | 9 | 6 | 6 | | | |
| Internship 30 CP | | | 3 | | 3 | 9 | 9 | 6 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| State exams 18 CP | | | | | | | 3 | 12<br>3 |
| Specialization field study courses 123 CP (including basic courses of theoretical knowledge of the field 24 CP) | 18 | 18 | 18 | 18 | 21 | 15 | 12 | 3 |
| *Module 75 CP*<br>*Module 48 CP* | *12*<br>*6* | *12*<br>*6* | *12*<br>*6* | *12*<br>*6* | *12*<br>*9* | *9*<br>*6* | *6*<br>*6* | *0*<br>*3* |
| Elective part study courses 9 CP | | | | | | 3 | 3 | 3 |
| Total | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |

Table 3.2.1.2

**Structure of the study programme in part-time studies:**

**Distribution of credits for all modules**

| **Semesters** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
|---|---|---|---|---|---|---|---|---|---|
| Study courses in the compulsory amount 30 CP | 6<br>6 | | | 3 | 6 | 3 | | 3 | 3 |
| Basic courses of theoretical knowledge in the field 30 CP | | 6<br>3 | 9 | 6 | | | 6 | | |
| Internship 30 CP | | | 3 | | 3 | 9 | 9 | 6 | |
| State tests 18 KP | | | | | | | | 3 | 12<br>3 |
| Specialisation study courses 123 CP (including basic courses of theoretical knowledge of the field 24 CP) | 18 | 18 | 18 | 18 | 21 | 15 | 12 | 3 | |
| *Module 75 CP*<br>*Module 48 CP* | *12*<br>*6* | *12*<br>*6* | *12*<br>*6* | *12*<br>*6* | *12*<br>*9* | *9*<br>*6* | *6*<br>*6* | *0*<br>*3* | |
| Elective part study courses 9 CP | | | | | | | | 6 | 2 |
| Together | 30 | 27 | 30 | 27 | 30 | 27 | 27 | 21 | 21 |

The results to be achieved by the first cycle PBSP study courses are linked to the results of the study programme and the knowledge, skills and competence acquired as a result of SP acquisition correspond to the Standard of the teaching profession (see Annex) on the basis of the mapping of the completed study courses against the results to be achieved by the programme (see Annex).

The content of the study programme is designed in accordance with the specifics of the mandatory content of the corresponding module subject in each of the educational levels, and is regularly updated in accordance with the latest trends in the education sector and the needs of the labour market, using the following approaches: (1) discussions with students and evaluation of the results of student surveys, (2) integration of documents and guidelines relevant to the sector, (3) involvement of employers in the development and teaching of study courses, (4) evaluation of the results of pedagogical practices.

The study programme promotes a multifaceted educational experience that ensures the development of competencies for personal and professional self-expression in changing conditions. For this to happen, the openness of cooperation and voluntary partnerships with both public authorities and non-governmental organisations shall be respected. A modern network of society is essential, which promotes the mobility of students and lecturers on a national and international scale.

The content of the study programme provides students with understanding and develops skills to perform pedagogical activity in the selected subject areas at the appropriate level of education, as well as to form an attitude towards such current events as:

1. Deliverables of the subject fields in School 2030. The teacher's knowledge, skills, attitudes and competence acquired as a result of the acquisition of the programme are formed in compulsory study courses of humanities and social sciences, basic theoretical knowledge of the field of educational sciences (field of professional activity) and corresponding specialization study courses, which promote understanding of both transversal skills (critical thinking and problem-solving, creativity and entrepreneurship, self-directed learning, cooperation, civic participation and digital literacy) development in the study process and application in pedagogical activity, as well as acquisition of the learning content and methodology in the field of the chosen specialization.
2. Content and Language Integrated Learning Methodology (CLIL), which students encounter for the first time already in the first semester, in the study course "Basics of Teacher Professional Activity", in the study course "Teaching and Learning" in the 3rd semester, CLIL is talked about in the didactics of each subject, and finally in the last semester as a summary is created in the content of the 2nd to 4th thematic plan of the study course "Introduction to Education for Sustainable Development". Teachers of Latvian language and literature are offered a study course "Bilingual Education and CLIL Approach", but teachers of other subjects can choose this study course as an elective course of Part C.
3. The implementation of inclusive education is focused throughout the study process, but the study course "Inclusive and Special Education" creates an in-depth understanding of the basic concepts in the context of inclusive education, special education and intercultural education, developing students' skills to provide support to children with learning difficulties and special needs, third-country nationals, reemigrants and support for the education of minority children in order to integrate into the education system in Latvia.
4. Management of scientific research work for pupils - included in the study course "Research in Education" and in the teaching methodology of each subject - on current events in research both in the field and in the chosen subject, taking into account the specifics of research in each field. Each area of study content is also studied in sectoral study courses, getting acquainted with theoretical literature, research and teaching aids.
5. Academic honesty and professional ethics – included starting from the 1st semester – in the study course "Basics of Teacher's Professional Activity" and is a translucent to study and independent work in all study courses, observing uniform requirements.
6. Digital technologies, which are both a tool and a source and are used in virtually all courses

of study. Also, the study course "Information Technology in Education" provides an opportunity for future teachers to acquire the necessary skills in the use of technologies that are necessary in the work of a teacher.

7. Updating of the latest educational research in the study process, such as OECD, TALIS, PISA and other research data, which are relevant in the context of the teaching profession and the chosen learning content/s.
8. Work-based studies – as a significant trend in the higher education space. In addition to the mandatory amount of 30 CP intended for the implementation of pedagogical internships, students have the opportunity to supplement theoretical knowledge in practice. Thus, for example, the study courses "Teaching and Learning", "Classroom Work Management" and the methodology of the study content areas include links with the work environment, ensuring systematic and successive interaction of theory and practice, as well as reflection.

Based on the mapping carried out, it can be concluded that the learning outcomes to be achieved in the study courses are in accordance with the outcomes of the developed study programme. By analysing and evaluating the first cycle PBSP study courses in general, it can be concluded that the content of the study programme is up-to-date, interconnected, corresponding to the current trends in the field of education in the field of education and science. This also confirms the relevance of the objectives set to the priorities of higher education in teacher training.

Part I of the course descriptions is attached to section 3.2 of the study program self-evaluation report, and Part II of the course descriptions is attached to the section "Other attachments", as the file size is too large to upload both together.

**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).**

Criterion is 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 first cycle PBSP "Teacher" in the study process for the implementation of the interaction between theory and practice takes into account the following dimensions for the creation of a supportive and inclusive study environment and ensuring the quality of the learning process:

- cognitive (knowledge, theory),
- pedagogical (didactically pedagogical technologies, organization of the study process),
- social (interpersonal and pedagogical relations),
- innovative (transformation of knowledge and skills acquired in pedagogical practice),
- research (integration of research skills).

Monitoring of students' knowledge, skills and achieved study results in LiepU until 29 February 2024 took place in accordance with the regulations adopted at Liepaja University regarding examination of study courses/modules (KVS, Decision No. 2013/29 of the LiepU Senate), but RTA until 31 March 2025 – in accordance with the by-law "By-law on examinations and tests of study courses at Rēzekne Academy of Technology (RTA)" (RTA 18.01.2022 Senate Resolution No.3). From 1 March 2024, RTU LA and from 1 April 2025 RTU RA are bound by RTU regulations – RTU Regulation on the Assessment of Learning Outcomes (approved by the RTU Senate on 30 May 2022, Protocol No. 663).

RTU LA and RTU RA implement identical content of the study programme “Teacher”, which is the same in both full-time and part-time studies. Full-time studies take place throughout the year according to the plan, but in part-time studies, contact hours are planned for 6 weeks a year, with independent work assignments being performed during the rest of the time.
In order to ensure a unified approach to the implementation of the study programme, the achievement of unified content and study results in both places of implementation, the following is organised:
1) centralized study process management
• the programme director, in cooperation with the administrator, supervises the implementation of the programme in both places of implementation,
• regular meetings with lecturers from both places of implementation to coordinate the approach and resolve differences that affect the achievement of unified results,
• unified work of the study direction commission.
2) unified study program documentation
• program description, goals, objectives and achievable study results are approved by a unified Study Direction Commission, they are identical in both implementation locations,
• unified study plan and content,
• unified course descriptions (this includes a list of literature and assessment criteria).

3) coordination of teaching staff
• joint qualification criteria for teaching staff,
• joint methodological seminars, development of teaching materials and sharing of examples of good practice.
4) joint system of assessment and monitoring of achieved results
• joint content of exams and tests and assessment criteria.
• analysis of student achievements in both implementation locations, analysis in a comparative aspect,
• self-assessment of the study process in both implementation locations,
• analysis of student and teaching staff feedback in order to timely eliminate differences in quality.
4) joint use of learning platforms and digital tools
• joint e-study environment (Moodle), where learning materials and assignments are available to all students.
• online lectures that ensure content unity.

The first cycle PBSP "Teacher" students' learning outcomes are assessed according to the following basic principles:

- The principle of summing up positive achievements;
- The principle of compulsory assessment – it is necessary to obtain a positive assessment of the acquisition of the compulsory content included in the study courses of sub-programmes;
- The principle of openness and clarity of requirements – in accordance with the objectives and tasks of the study courses, the results to be achieved for the assessment of the education acquired in the form of knowledge, skills and competence are determined;
- The principle of diversity of the types of tests used in the assessment;
- Assessment adequacy principle – the test provides an opportunity to demonstrate analytical and creative abilities, knowledge, skills and abilities in tasks and situations appropriate to all levels of learning. The amount of content to be included in the tests corresponds to the content specified in the course programmes and to the skills and knowledge requirements set out in the profession standard.

The basic forms of assessment of the acquisition of the study programme are an examination and a test. In accordance with the set goals and tasks of the first cycle PBSP, as well as the results to be achieved by study courses, a set of criteria has been determined for the assessment of the achievement of study results in each study course, which is described in the form of the study course description (see Annex).

In the exam, the acquisition of the content of the study course is assessed on a 10-point scale:

1. very high level of acquisition (10 for "outstanding", 9 for "excellent");
2. high level of acquisition (8 for "very good", 7 for "good");
3. average level of acquisition (6 - "almost good", 5 - "average", 4 - "almost average");
4. low acquisition level (3 for "poor", 2 for "very poor", 1 for "very, very poor").

For each course of study and practice completed, students are credited if the grade received on a 10-point scale was not less than 4 — "almost average".

At the end of the study programme, a state final examination is to be taken – the development and defence of a bachelor's thesis and a qualification examination, which are assessed on a 10-point scale. In accordance with the Regulation "On Final Examinations at Riga Technical University" approved by the RTU Senate at its meeting of 30 September 2024 (Minutes No. 685), the State Final Examinations Commission shall consist of the head of the Commission and at least four members of the Commission. At least half of the composition of the Commission, including the Chairperson of the Commission, shall be representatives of professional organisations or employers in the relevant field of practical activity whose place of work is not RTU. The State Examination Commission must consist of at least two doctors of the appropriate field of science. Order No. 02000-01/115 of the Vice-Rector for Studies of RTU dated 6 December 2011 has been issued regarding the procedures for submitting and storing electronic versions of final study papers.

A diploma of higher education, which confirms the acquired level of professional qualification of a Teacher, is received by a student who has completed the program and passed the qualification examination, obtaining in it a grade of not less than 4 - "almost average". A sample of the diploma is attached in Annex.

RTU LA and RTU RA ensure the implementation of a student-centered learning approach, in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) adopted in 2015 - "universities/ colleges must ensure that programmes are implemented in such a way as to encourage students to actively engage in the development of the study process, and the assessment of students' achievements is appropriate for this approach". These standard guidelines state that "student-centered learning and teaching play an important stimulating role in student motivation, self-reflection, and engagement in the learning process." The

first cycle PBSP "Teacher" study process is implemented in RTU LA and RTU RA in accordance with student-centered teaching and learning guidelines:

- taking into account and respecting the diversity of student populations and their needs, creating appropriate learning pathways (e.g. respecting the choice of sub-programmes and providing for the possibility for full-time students to study the specialisation of interest together with part-time students if a full-time group of students is not made up, etc.);
- taking into account and using different ways of implementing the programmes, according to the possibilities (e.g. scheduling of extramural student sessions for all study years at the same time, allowing for the purpose of optimising resources to plan the same study courses together for students of different sub-programmes, etc.);
- using a variety of pedagogical methods according to the circumstances, stimulating students' motivation, self-reflection and involvement in the learning process – e.g. creative seminars, problem-based seminars and projects, interactive teaching methods, diversification of forms of independent work of students and assessment of the results achieved, etc.;
- promoting self-directed learning of students, at the same time ensuring the management and support of the teaching staff both in study courses that are provided in person and implemented remotely;
- promoting mutual respect in the student-academic staff relationship;
- having appropriate procedures in place for initiating and resolving student complaints.

When developing study programmes and study courses, special attention is paid to the meaningful formulation of study results, thus promoting students' understanding and co-responsibility for their learning, self-assessment, self-reflection and the performance assessment received. The study process uses methods, types of examination and assessment criteria corresponding to the study objective and the planned study outcomes. The study process uses an e-learning environment (Moodle) and applies methods that promote student communication, encourage active participation, critical and reflective thinking in the performance of study tasks, as well as solve real pedagogical problems and model learning situations.

Employers and teachers – practitioners of the relevant fields are involved in the implementation and improvement of study courses (they are invited to conduct separate seminar classes, organize classes as experience exchange visits to educational institutions, organize study tours in collaboration with several lecturers, etc.).

In order to promote the development of students' research competence, students in successive study courses have the opportunity to analyze and study in depth problems of interest to them in education. The study process takes into account students' prior knowledge, previous experience and different learning styles. Accordingly, the physical environment of the studies and the availability of digital technologies in audiences suitable for group and individual work are also ensured. Student mobility and recognition of the results of studies obtained therein, as well as involvement in research and activities in society led by academic staff, thus gaining significant experience by using the acquired in study course theory in practice, play an important role in improving the quality of education.

Thus, the growth of students in the acquisition of professional competence in the teaching profession is promoted, as students receive appropriate feedback and the lecturer provides the necessary support for further studies. Lecturers can receive support for the improvement of their pedagogical competence in the activities for the improvement of professional competence of lecturers organized by RTU, RTU LA and RTU RA.

Within the framework of the study program, collegiate learning of academic staff is promoted in the implementation of student-centered education. Active involvement of students is implemented both

by ensuring student surveys on the quality of implementation of specific study courses, and by regularly engaging in the quality assessment of study programmes. Students are represented in decision-making and advisory bodies, as well as are involved in the formation of a self-assessment report of the programs. The learning outcomes to be achieved by the study programme ensure the creation of a student-centred approach framework.

The following documents are available to support the implementation of the student-centred approach:

- Procedures for the Recognition of Competences Acquired Outside Formal Education or Acquired in Professional Experience and Study Results Achieved in Previous Education at Riga Technical University (approved by the RTU Senate on 23 September 2019, Protocol No. 632),
- On the procedures for the recognition of study courses acquired in other higher education institutions and study programmes (Order of the RTU Vice-Rector for Studies No. 02000-1.1/29 of 4 April 2016),
- Procedure for the Commencement of Studies at RTU in Later Stages of Studying (approved by the RTU Senate on 28 June 2010, Protocol No. 542),

By-law on student surveys for the assessment of the study process (Order of the RTU Vice-Rector for Studies No. 02000-1.1-e/8 of 1 February 2021).

**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 first cycle PBSP "Teacher" is pedagogical practice, which, in parallel with the acquisition of theoretical study courses, strengthens and deepens students' professional knowledge and skills, thereby strengthening and increasing the competitiveness of future teachers. In practice, students try out the newly acquired knowledge and skills, get to know the educational institution and the pedagogical process as a part of the education system, conduct social-emotional learning lessons, explore the work of a class teacher and the system of extracurricular work in an educational institution, study the interests and attitudes of pupils, evaluate how the educational institution implements value education, form and improve the professional competence of the teacher of the subject(s) of the chosen field. Pedagogical practice is related to the theoretical part of the study program and is aimed at the acquisition of professional skills. Its aim is to educate a qualified and creative teacher, promoting the link between theoretical knowledge and practical activity and developing students' general pedagogical and specific competencies in the subject(s).

The procedure for organising the internship is regulated by the decision of the RTU Senate (meeting of the RTU Senate of 28 January 2019 (Minutes No. 626)) "On approval of the procedure for the organisation of internships at Riga Technical University in a new wording". The attached document also contains the contract form and a feedback form (from the practice manager) in both Latvian and English and the document is available on the RTU website only in Latvian: https://www.rtu.lv/lv/studijas/studiju-reglaments. The decision of the RTU Senate "On the procedure

for organizing internships in RTU" stipulates that students are assisted by the internship coordinator in the structural unit. If additional help is needed, there is an opportunity to contact the Career Support and Services Department, where a career counsellor helps students find and reach out for internships, as well as promotes the development of career management skills via various activities, which can ensure successful results in the internship process. Once a year, the Career Support and Services Department organizes RTU Career Day, where students also have the opportunity to meet with company representatives in person or remotely and communicate about future opportunities. More about the event and participants in previous years: https://www.rtu.lv/en/wellbeing/career-1/career-dayhttps://www.rtu.lv/lv/labbutiba/karjerai/karjeras-diena. An additional resource that has been offered since 2015 is a website where companies are invited to place vacancies that are relevant to RTU students (Latvian only -https://ekarjera.rtu.lv/). Students have the opportunity to connect with the university's username and follow current internship opportunities in their industry and later also work opportunities.

Additional support for the promotion of practical skills is the RTU Development Fund (https://www.rtu.lv/en/developmentfund). During the year, several hundred competitions for the promotion of practical skills are offered, which are organized in cooperation with companies and where students have the opportunity to acquire practical skills. Every year, the university enters into cooperation agreements with educational institutions, where it is agreed on the provision of internships for students.

**The 30 credits of pedagogical internship** (see Annex) are divided into 5 internships, providing comprehensive familiarity with the educational environment, experience in teaching, teaching one or two subjects at the highest level or at the highest and basic level. In addition to 30 CP internships, there are 2 assistant internships that do not give additional internship credits but are included in the study courses "Classroom Work" and "Inclusive and Special Education". They incorporate tasks that provide continuous internship opportunities for future teachers in all semesters of study, starting from the 2nd semester. Also, within the framework of the study course "Teaching and Learning", students get acquainted with the school environment and the learning process.

There is a unified approach to the implementation of each pedagogical practice: one month before the start of the internship, an introductory seminar is provided, during which the lecturer responsible for the implementation of the internship introduces students to the cooperation schools and tasks of pedagogical practice, as well as a potential internship site is selected. Tripartite agreements are concluded with the company or organization, the educational institution that accepts students for an internship, between RTU LA or RTU RA, students and internship educational institution.

The purpose and tasks of pedagogical practices are directly related to the study results to be achieved by the study programme. The responsible lecturer for the implementation of student practice provides consultations, assistance in solving unclear issues and cooperates with lecturers of specialization methodology study courses. Each internship has internship seminars after about 2-3 weeks and a final internship conference at the end of the internship. In one educational institution, up to 12 students carry out an internship. Cooperative schools are educational institutions staffed by teachers-mentors who regularly participate in educational projects and professional development activities offered by the programme (i.e. organisations that are learning). The offer of internship schools is changed if there are negative student reviews, or if the school refuses to admit students. For the implementation of pedagogical practice, schools with the Latvian language of instruction, schools implementing a minority education program, municipal secondary schools, as well as State gymnasiums are offered. Students are also given the opportunity to do an internship at a school of their choice (e.g. a student wants to do an internship at his or her former

school, close to his or her place of residence, at a school where he or she has already started or at a school implementing an alternative education programme).

The aim of the study course "Teacher Practice I" in the amount of 3 CP (3rd semester) is to get to know the educational institution as a part of the educational system, to know its activities and to conduct social-emotional learning lessons. The student performs tasks and records observations, interpreting them and drawing conclusions. The teacher-mentor arranges for students the opportunity to get acquainted with the school documentation, meet with the administration, make observations in the classroom and explore interest education options. The mentor assesses students' interest, independence, communication skills, etc. The mentor's assessment forms part of the student's practice assessment. Internship requirements and assessment criteria are described in the internship rules. During the internship, students meet in three internship seminars. By doing internships in different places, in seminars students have the opportunity to compare and generalize what they have observed and learned. Participation in seminars is also part of the evaluation of the practice. At the final conference of the internship, students write an annotation to their internship diary, present their experience and conducted research, conduct an evaluation of the internship.

The aim of the study course "Teacher Practice II" 3 CP (5th semester) is to provide students with an opportunity to observe the activities of the teacher of the selected qualification subject(s) and gain experience in planning, conducting and evaluating lessons of the subject in collaboration with group members. It is recommended to choose a teacher – a mentor who would be the class teacher, as well as the teacher of the subject of the qualification to be obtained. It allows students to better understand how to connect the job responsibilities of a subject teacher and a class teacher in practice.

Students have the opportunity to carry out pedagogical practice in pairs, acting as assistant teachers of the subject and collaborating with other trainees in the school in organizing a school-wide event. Internship seminars discuss how to plan lessons, motivate students, study their needs, interests and attitudes, as well as develop criteria for observations of the teacher's work in the selected subjects of the field of specialization.

Teacher Practice III 9 CP (6th semester), Teacher Practice IV 9 CP (7th semester) and Teacher Practice V 6 CP (8th semester) provide students with the opportunity to develop the professional competence of the chosen teacher of the chosen subject/s. Students improve the knowledge and skills acquired in study courses, use diverse teaching methods and technologies in teaching work, use and create study materials and tests, as well as evaluate their work and plan its improvement. During the internship, students develop an understanding of current educational issues and a desire to participate responsibly in the development of a sustainable society.

The assessment of the practice is evaluated on a ten-point scale and consists of: the assessment of the school mentor(s) and the assessment and defence of the internship. The student receives an assessment according to developed evaluation criteria, which include attitude to practice, assessment of pedagogical skills and abilities, assessment of cooperation skills and organizational skills, the ability to analyze and evaluate his or her work and the necessary documentation.

The first cycle PBSP "Teacher" internship quality management is carried out in several directions:

1) support for the professional development of teachers-mentors,

2) evaluation of practice and feedback for practice schools and lecturers,

3) improvement of the organisation of internship,

4) introduction of assistant internship,

5) it is also planned to provide support for graduates – a year of induction, starting the course of independent work.

The procedure of pedagogical practices in educational institutions is determined by an agreement with the education authorities of Kurzeme and Latgale regions, which includes educational institutions of different levels under their responsibility, because cooperation with employers is necessary for the full provision of the study process. RTU LA Centre for Pedagogy and Social Work and RTU RA Centre for Education, Language and Social Technologies (formerly faculties) organize meetings with heads of educational institutions, with teacher mentors to discuss cooperation issues, t.sk. organization of pedagogical practices. During the internship, university faculty cooperates with mentors, visits students in schools, observes student-led lessons.

### 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).

Criterion is 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.

The topics of students' final (bachelor's) theses are related to current events and innovations in the field of education, according to the content and methodology of the subject of the selected sub-programme. The aim of the research of the bachelor's thesis is to confirm the professional competence of the student as a future teacher by conducting independent research in the content and methodology of the subject or in relation to aspects of upbringing work in the context of his or her specialization. Defending the bachelor's thesis, students demonstrate knowledge and understanding of the problems of the chosen field of study content, as well as demonstrate argumentative skills discussing the problems of the bachelor's thesis research and the theoretical context of the solution. The study of the bachelor's thesis reflects the data obtained, describing, analyzing and interpreting them.

So far, the study programme has 11 graduates in full-time studies at RTU LA and 11 – at RTA (starting from 2023), but there are 14 graduates in part-time extramural studies – since 2024. The topics of bachelor's theses are summarized in Table 6. As the graduates have obtained a teacher's qualification and a bachelor's degree in teacher education in the sub-programmes "Mathematics Teacher", "Latvian Language and Literature Teacher", "English Language Teacher", "Computer Teacher", "Design and Technology Teacher", "Biology Teacher" and "Physics Teacher", also the chosen topics are also relevant to the chosen field of study content.

The research topics of students' bachelor's theses at RTU Rēzekne and Liepāja Academies are defined within the framework of specialization methodologies in study courses and pedagogical practice, thus exploring the topicalities of the field and problems related to the priorities defined in the European Commission's reports "Education and Training Monitor" in the field of education, for example, in 2022

(https://op.europa.eu/en/publication-detail/-/publication/c779c466-66f5-11ed-b14f-01aa75ed71a1/language-en) and the 2024 report (https://op.europa.eu/webpub/eac/education-and-training-monitor/en/country-reports/latvia.html). Selected research topics (see Table 3.2.6.1) reflects current trends in education policy, such as themes on pupils' creative activity and individualisation in the learning process, in line with the report's emphasis on innovation, personalised learning and the development of digital skills. In turn, the topics on the development of critical thinking and competences in mathematics and social studies classes are in line with the report's objective of improving transversal skills and civic education. It contributes to the preparation of pupils for future challenges and the labour market, making education more effective and modern. Such an approach ensures that bachelor's theses are relevant and meet the goals of modern education.

The choice of topics, their topicality, the potentially innovative solution, as well as the wording are approved by the RTU LA Pedagogical and Social Work Centre and RTU RA Education, Languages and Social Technologies Studies Content Commission (previously in the Faculty Council).

Student undergraduate thesis research is presented at the students' international scientific-practical conference "Children. Teacher. Education|", which is implemented in cooperation with the University of Latvia, Daugavpils University (29.05.2023.; 31.05.2024.; 30.05.2025).

Table 3.2.6.1

**Bachelor's thesis topics PBSP "TEACHER"**

| **Sub-programme** | **Topics of bachelor's theses** |
|---|---|
| **RTU Rēzekne Academy** | |
| Technologies | Creative activity of students in product development in design and technology lessons in grade 9 |
| | Individualization and differentiation in the topic of computer science of the subject "How to create and edit vector graphics images" for grade 5 |
| | Teaching aids for mastering programming skills in computer science lessons in grade 5 |
| | Design process in learning the topic "How to turn a product with a wood-turning lathe?" in grade 8 |

| | |
|---|---|
| Social Studies and History | Competences for the acquisition of learning content in social and civic courses in secondary school 1 |
| | Implementation of the competence approach in the learning process in the social and civic sphere: for and against. |
| | Implementation of competency-based learning content in the field of social and civic learning in grades 8-9 |
| English and German | Developing essay writing techniques for grade eight students in English classes |
| Latvian language and literature | Teaching materials in light language for the promotion of text literacy in primary school (grades 5-6) |
| | Learning Latvian as a second language at the stage of basic education: obstacles, their causes and possible solutions |
| | Possibilities of using text corpora in teaching and learning Latvian in primary school |
| **RTU Liepaja Academy** | |
| Mathematics | Developing Critical Thinking as a Transversal Skill in Math Lessons in High School |
| | Assessment to promote motivation of 10th grade students in mathematics lessons |
| | Promoting self-guided learning in mathematics |
| | Basic skills of pupils in grades 5-7 in arithmetic and their importance in learning the content of mathematics |
| | Improving text problem solving skills in mathematics for grade 7 |
| | Integration of the learning content into the competence-oriented learning process of mathematics, acquiring the profession of a cook in the 1st year of vocational school |
| | Digital teaching aids and tools to improve literacy in maths lessons in |

| | |
|---|---|
| Design and technology | Development of teaching materials for the secondary school stage curriculum "Design and Technology I" on the topic "Making sustainable fashion products and promoting them on the market" |
| | Support for pupils' self-guided learning in textile techniques in design and technology lessons in primary school |
| | Sewn clothing design teaching and learning methods in the 8th grade of elementary school |
| Computing | Differentiated tasks in mastering the logical functions of MS Excel in the 8th grade<br>computer course |
| | Creating a learning environment for learning a programming topic for grades 8 and 9 |
| Latvian language and literature | Opportunities for self-directed student learning: a dictionary of terms created in a digital environment |
| | Analysis of texts in high school: cultural facts, signs and symbols in the novels of Laima Kota |
| | Slang and youth language – topicality and solutions for improving the learning content in Latvian for grades 6-9 |
| | Formal communication between pupils and teachers in the group of grades 4-5 |

| | |
|---|---|
| English | Pedagogical approaches to promote the student's confidence in his or her abilities in learning English in high school |
| | Academic style creative writing in high school English lessons |
| | The use of information communication technologies in English lessons for grade 4 |
| | Improving listening skills in English in grade 10 through a cooperative learning approach |
| | Promoting parental participation in English language learning in grades 1-3 |
| Physics | Measurement of gaseous substance parameters in Physics I learning process using the Arduino platform |
| | Opportunities for the development of research skills in the development of practical works in the study course "Physics II" |
| Biology | Interdisciplinarity and literacy in the basic education course of biology |
| | Problem-solving as a transversal skill improvement in biology lessons in the 7th grade of elementary school |

The topics of students' final theses show a multifaceted research interest of students in their areas of specialization, as well as a high motivation to engage in the improvement of the learning content of the fields and the implementation of a quality learning process in educational institutions.

The final thesis is evaluated in a 10-point system, taking into account the following assessment criteria: knowledge of the specifics of one's subject and the development and learning needs of educatees, development, approbation and evaluation of scientifically based and practicable teaching materials, skills of scientific research activities in the acquisition, processing and interpretation of data, compliance of the bachelor's thesis design with the requirements, confirmation of one's professional competence by choosing appropriate ones evidence in the analysis of his professional activity. The resulting ratings of the final works are in the range from 5 to 10 points, according to the set criteria.

Evaluation criteria in defence of the bachelor's thesis:

- Logicality of the presentation,
- Justification of the topicality, significance and originality of the research,
- Selection of the content of the presentation material,
- Visual quality of presentation material,
- Argumentation and discussion skills,

- Presentation culture.

The average rating of bachelor's theses of RTU RA graduates is 8.3 points. The average mark of the RTU LA graduate qualification exam is 8 (lowest value 5 – for 1 student ; highest 10 - for 3 students), but the average score of bachelor's theses is 8.04 (lowest value 5 - for two students; highest 10 - for one student).

## 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.

RTU in cooperation with RTU LA and RTU RA during the transition period of consolidation implements the integration of operational processes, resources, documentation and other aspects of activities related to consolidation into RTU processes. From 1 March 2024, RTU LA has access to the RTU information and methodological base, as well as to the facilities, but RTU RA has this approach from 1 April 2025. Thus, RTU LA and RTU RA can use both each other's resources and the RTU's.

RTU students have access to an open-access wireless network in each of the study blocks (in total, 36 wireless network access points are installed). RTU is a secure, international member of the *Eduroam* wireless network accessible to academic users. *Eduroam*has a shared network that allows wireless network services around the world, without the need to get a guest account. A workstation virtualization solution has been implemented, and three computer classes are equipped with workstation clients (80 workstations in total). For students their own virtual computer is created, which is not tied to the workplace. This solution ensures the mobility and security of the study process. Modern network hardware has been installed that ensures computer network virtualization and a CAMPUS computer network connection has been established between all study blocks.

A cooperation agreement has been concluded with Microsoft for the lease of MS Office and MS Windows software licenses, which teachers can use both in the implementation of the learning process and in the production of teaching materials. Within the framework of this cooperation agreement, both RTU LA lecturers and students have access to MS Office 365, 1Tb file archive in the cloud, etc. at no additional cost.

Students have access to technical and informational support for working in databases of scientific publications – EBSCO, Letonika, ScienceDirect, SCOPUS, Web of Science and Cambridge Journals Online.

The RTU LA Centre for Pedagogy and Social Work (PSDC), in cooperation with the Centre for Humanities and Arts, the Centre for Natural and Engineering Sciences and the Centre for Management and Social Sciences, plays a leading role in the implementation of the study programme, creating a strong provision of appropriate teaching staff and technical base. A material base for the development of student competencies in the fields of languages, mathematics,

technology, natural sciences, music and art, health and sports is available for use in the study process.

RTU RA study programme is implemented at the Centre for Education, Languages and Social Technologies in cooperation with the Centre for Engineering Sciences and the Centre for Economics and Management.

For the organization of practical seminars for RTU LA students, an authentic learning environment has been created in two offices (*classroom tables with castors and composite chairs for students and a workplace for the teacher, as well as digital whiteboards ODIN.*) and in the hallway (*OneTwenty multifunctional and modular product consisting of two basic products – acoustic wall and puff, as well as Signs puff modules*) with the aim of implementing a practice-based study process. Managing the learning process in an authentic learning environment at RTU LA provides a wide range of cooperation opportunities, including expanding integrated teaching opportunities, creating training videos, etc.

The teaching staff of the study programme have access to work rooms equipped with computer equipment and the Internet. For the sports and interests` needs of students, premises are provided for sports classes, choir activities, acquisition of professional and interest education programs. In order to ensure remote streaming of lectures in the auditoriums of 4 RTU RA and 5 RTU LA, there are conference video equipment with video/audio tracking capabilities of the lecturer, which is provided by moving 360-degree video cameras.

For the acquisition of the specialization modules of the first cycle study program "Teacher" at RTU LA, workshops for acquiring practical skills, e.g. design, sewing, nutrition education, visual arts, as well as an Art Research Laboratory are available. In cooperation with the Center for Natural and Engineering Sciences, equipped rooms and workshops are available for acquiring natural science, mathematics, computer science, physics and biology modules.

For the acquisition of practical skills in the RTU RA training premises, visual arts, sewing, design workshops, maintenance training laboratory and choreography hall can be used. In cooperation with the study programmes of Nature and Engineering Center, the premises and equipment of the Ecology, Physics, Chemistry, Human Environmental Health Laboratories are used. For the acquisition of musical artistic skills, piano, blockflutes, as well as music centres are used. Video and audio equipment, computer equipment, digital teaching aids and foreign language literature and teaching materials are used to learn foreign languages. For the provision of science courses and the acquisition of students' research skills in the natural sciences, an inventory is available, which includes research work kits in natural sciences, physics and biology, microscopes, micropreparation kits and digital teaching materials. Since 2005, the Special Pedagogy Laboratory (SPL) has been operating, which ensures the connection of science with society and practice, carrying out the development, approbation and implementation of preventive educational and correctional integrated programmes and methodologies in special and general education institutions of Latvia. There is also a Laboratory of Social Pedagogy and Rehabilitation Technologies, which provides an experimental base for approbation of scientific research, performs methodological activities and the provision of social services, including for solving the problems of special pedagogy. In 2018, the Multisensory Room was installed, which is one of the most modern in the Baltic States, where equipment for conducting research in the field of social rehabilitation and stress reduction has been purchased. In turn, the Pedagogical Technology Laboratory ensures scientific-methodological activity in the implementation of innovative technologies and the development of methodologies for the solution of pedagogical issues.

Students have access to the RTU library and its structural units in Rēzekne and Liepāja. In the library there is a reading room, a subscription to teaching and sectoral literature, individual work

rooms are available where students can work undisturbed. The library provides all traditional services, including e-environment. The electronic catalogue reflects information about all books and magazines in the library's collection. The library offers users the following databases: ScienceDirect, Scopus, Web of Science, EBSCO, LNB Digital Collections, School Word (Skolas Vārds), etc**.** Part of the databases can also be used remotely.

RTU LA Library collection thematically corresponds to the first cycle professional bachelor's study program "Teacher" of the study field "Education and Pedagogy". The study programme offers literature according to the following topics of the courses to be taught, such as education and classroom work, research in education, pedagogy, educational psychology, inclusive and special education, teaching and learning, information technology, etc. The collection also contains literature for the study of specialization modules: social studies and history (research in the social sciences, ethics, culture, economics, law, history and historiography, etc.); language and literature (linguistics and literary science, literary learning and history, speech and language, Latvian literature and language (phonetics, lexicology, morphology, syntax, learning), English literature and language (grammar, communication, learning), Spanish literature and language (grammar, communication, learning), German literature and language (grammar, communication, learning), translation and interpretation of texts, etc.); natural sciences (biology, zoology, etc.), mathematics, physics, geography; information technologies (robotics, web technologies, computer networks, programming, etc.); design and technology (design, materials and their processing, art, etc.), sport and health (biomechanics and ergonomics, human anatomy, physiology and psychology, kinesiology, medicine and health, sport and physical fitness, etc.). Of all the information resources at the library's disposal**, about 35% of the items in the collection** are on the above-mentioned topics.

For the needs of both students and faculty, the library offers the use of free databases, organizing access to subscribed, trial and open access databases on the RTU computer network and outside it. The theme of the study program "Teacher" corresponds to such centrally subscribed online databases of RTU ZB as "Cambridge Journals Online", "EBSCOHOST", "EBSCOHOST eBook Academic Collection", "Letonika" (expanded with a subscription to the Reading Room section), "ScienceDirect", "SpringerLink database e-books", "Wiley Online Library", as well as the Daily Business "Company Manager's Handbook", "Personnel Management Manual" and the pedagogical electronic journals "Education and Culture", "School Word", (Skolas vārds) "Preschool", "School Psychology". By organizing the consolidation of information resources in cooperation with RTU ZB in Rīga and Rēzekne Academy of Technology, as of the academic year 2025/2026, RTU LA users will also have access to digital teaching aids and methodological materials (for schools and preschools) of the publishing house "Skolas vārds". Everyone has the opportunity to use the open access databases created by the RTU LA Library: Database of Academic Staff Publications, Database of Doctoral Theses and Database of Final Theses.

For the needs of the study program "Teacher", databases offer information resources on various topics of the courses to be taught, for example, the EBSCO e-book collection contains approximately **39,000 electronic publications** according to keywords – educational management, professional activity in education, classroom work management, research in education, educational psychology, pedagogy, teaching and learning, inclusive and special education, language learning, etc., as well as approximately 12,000 electronic publications according to the key words – biomechanics, human anatomy, physiology and psychology, kinesiology, sports, medicine and health, gymnastics and games, dance, etc. The Cambridge Journals Online database contains electronic journals on the following topics: education (**6 journals**), management, management (**10 journals**), psychology (**18 journals**), environmental sciences (**25 journals**), economics (**34 journals**), linguistics (**22 journals**), mathematics (**35**

**journals**), computer science (**18 journals**) etc. The library provides training, reference and consultation on the use of information resources and the use of services. In 2024, the databases and other digital resources available in the RTU LA library have been used **in 24,400 connection sessions**.

The facilities provision provided for the implementation of the study programme and its availability to students and teaching staff shall be assessed as appropriate.

**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).**

Criterion is 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 resources and provision of RTU Liepaja Academy and RTU Rēzekne Academy are fully sufficient for high-quality, growth-oriented implementation of the study programme. The financing of the study programme is planned within the framework of the funding available for the study field, which is described in Chapters 3.1-3.3 of Part II of the self-assessment report.

The study programme corresponds to the thematic field of education "Teacher Education and Educational Sciences", which is subject to the Cabinet Regulation No. 994 "Procedures by which higher education institutions and colleges are financed from the funds of the State budget", the minimum value of the coefficient of costs of studies (ki) "1.1" is determined.

The funding of the study programme consists of the funding of the study base, part of the performance funding for results in research and preparation of graduates, part of the funding of the science base and the revenues of the study fee.

**The funding of the RTU RA Study Base** is earmarked for a specific study programme and allocated from the State budget funds on the basis of the number of study places specified by the State for the study programme, the base costs of the study place and the coefficients of study costs in the thematic fields of education. The funding of the study base of the State budget is used:

1. Staff remuneration – 78%
2. Student scholarships – 8%

For the development of the study programme (incl. replenishment of library resources, cultural, sports activities, maintenance and

1. improvement of infrastructure) – 14%.

In addition to the funding provided by the state for student scholarships, students up to 25 years of age who come from large families with children who are orphans or left without parental dependency, or are disabled in group I or II, can apply for a social scholarship in the amount of 180.00 per month.

The financing of the study base ensures access to education and is aimed at the development of the study programme, as it ensures stable and regular financing, which allows to plan and implement the study programme, covers the basic needs of the development of the programme, especially the remuneration of employees, updating of the study literature, inventory costs.

Cost per student data in the professional bachelor's study programme "Teacher" RTU RA:

Table 3.3.3.1

| | | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|
| 1. | Study programme revenues (tuition fee) | - | 4049 | 4049 | - | - |
| 2. | Study base costs (EUR) | 1630.11 | 1630.11 | 1630.11 | 1867.60 | 1896.98 |
| 3. | Financing in study places financed by the State budget (EUR), including: | 64596 | 64596 | 58833 | 67276 | 35055 |
| 3.1. | Scholarship amount (EUR) | 150.82 | 150.82 | 251.98 | 251.98 | 251.98 |
| 3.2. | Sports, culture, dormitory (EUR) | 13.52 | 13.52 | 13.52 | 13.52 | 13.52 |
| 4. | Number of study places financed from the state budget | 33 | 33 | 28 | 29 | 12 |
| | Number of students in the academic year as on 01.10. | | | | | |
| 5. | Budget of the full-time studies (FTS) | 21 | 19 | 16 | 11 | 11* |
| 6. | PLK fee | 0 | 2 | 2 | 0 | 0 |
| 7. | Full-time equivalent of students | 8,4 | 8,4 | 7,2 | 4,4 | 4,4 |
| 8. | **Cost per student** (EUR)** | 7690 | 8172 | 8734 | 15290 | 7967*** |

* Forecast by the number of graduates and potentially enrolled students.

** Determined by dividing the funding available for the study programme by the full-time equivalent of students in accordance with the OECD methodology (Education at Glance 2024, p. 343).

RTA costs per student from the State budget funding, as shown in the table, are lower than in Latvia and OECD countries as a whole. LV average in 2021 is **12'950,** OECD average 2021 **– 12'703** (Education at Glance 2024, Table C1.1). Total expenditure on educational institutions per student (2021), p. 267), but this is only part of the total cost, complemented by performance and

science-base funding.

**In addition to 3.3.3.1.** For the funding presented in the table for the implementation of the study programme**, performance funding is used for the results in the provision of research-based higher education**, which is not divided by study fields. It also includes the financial resources allocated to the preparation of graduates and demonstrates the change of emphasis from quantitative to qualitative indicators and is an important indicator of the development capacity of the programme. It provides for specific performance indicators (number of graduates and employment) that have a high capacity to assess the quality of the programme and improve it in order to ensure and improve the competitiveness of graduates in the labour market, promote cooperation with employers, provide internships for students and facilitate job opportunities. Performance funding for results in the provision of research-based higher education is used for the development of study infrastructure.

**The funding of the science base and the funding of scientific activity (performance)** at RTU RA is not divided by study fields, but is directed to the provision of scientific activity of the RA in accordance with the RA Regulations on the principles for the distribution of scientific funding, including such activities aimed at the development of the programme as:

- remuneration of scientific staff employed in the study programme,
- ensuring the co-financing of international research projects,
- the cost of conference missions and other scientific networking activities (including participation fees),
- the allocation of a coefficient for the remuneration of academic staff employed by the Institute,
- increasing the workload of scientific staff,
- the introduction of new workloads for scientific staff,
- for the purchase of equipment,
- coverage of conference attendance fees and travel expenses.

Funding for student self-government is provided annually **in the amount of at least one two-hundredth** of the state funding for the study process and the revenue of the study fee and fluctuates around twelve thousand euros per year, which are used in accordance with the estimates developed by the Student Council and are aimed at ensuring the needs of students, including ensuring the quality of studies.

The number of students in the programme is planned in order to effectively use the financial resources allocated by the State, which in 2025 has increased to 28 study places financed by the State budget in two study years. The minimum number of students to start their studies is 9 students in part-time studies and 7 students in full-time studies. The average number of students in one group is 10 students in part-time studies and 16 students in full-time studies.

**Characteristics of the financial base RTU LA**

**Cost of study place per student and their assessment**

Study financing from the State budget funds shall be granted each calendar year in accordance with Cabinet Regulation No. 994 of 12.12.2006. "Procedures by which higher education institutions and colleges are financed from the funds of the State budget" and an agreement between the Ministry of Education and Science and RTU LA on the preparation of a certain number of specialists.

In the calculation of the planned costs of the study programme "Teacher" in full-time face-to-face studies for 2025–2026, the base costs determined in 2025 (EUR 1867.60 per place of study) and the coefficient of the thematic field of education set by the Ministry of Education and Science in the

field of "Teacher Education and Educational Sciences" are used: 1.4, as well as the cost coefficient in first-level professional higher education study programmes: 1.0. The cost of one study place in 2025 is EUR 2 614.64, the total cost of the study programme for 4 years is EUR 10 458.56. The number of study places financed from the State budget in 2025/2026 is 20 study places.

In the calculation of the planned costs of the study programme "Teacher" in part-time extramural studies for 2025-2026, the base costs established in 2025 (EUR 1867.60 per place of study) and the coefficient of the thematic field of education in the field "Teacher Education and Educational Sciences" set by the Ministry of Education and Science are used: 1.05, as well as the cost coefficient in first-level professional higher education study programmes: 1.0. The cost of one place of study in 2025 is EUR 1 960.98, the total cost of the study programme for 4.5 years is EUR 8 824.41. The number of study places financed from the State budget in 2025/2026 is 20 study places.

The tuition fee approved by the RTU Senate for full-time studies for the 1st year of the 2025/2026 academic year is EUR 2560 and it is unchanged for the entire study period; the total study programme fee for 4 years is EUR 10 240.

The study fee for part-time studies for the 1st year of the 2025/2026 academic year approved by the RTU Senate is EUR 2 100 and it is unchanged for the entire study period; the total cost of the study programme for 4.5 years is EUR 9 450.

**Assessment of the percentage distribution of costs within the framework of the study field at RTU LA**

Total funding for the academic year 2024/2025 for the field of study EUR 1293 634. 9 % of the costs are made up of the study programme "Teacher" full-time and 11 % of the costs are made up of the study programme "Teacher" in part-time studies.

As of 01.03.2025, there were 122 students in this study programme.  In total, therefore, the study program "Teacher" covers 20% of the expenses from the study field "Education and Pedagogy".

Planning of expenditure of the study field takes place in accordance with the other implemented study fields. Within the framework of RTU LA, the study field "Education and Pedagogy" is part of the Centre for Pedagogy and Social Work.  When performing an analysis of the cost items of the basic budget, it can be seen that the largest expenditure item consists of the remuneration and royalties of teaching staff, which are paid for the implementation of study courses and updating the content. The second largest body of expenditure items consists of utility bills, followed by services, goods and other expenses directly related to the provision of student support and service, as well as marketing costs and other technical maintenance expenses, which are regularly reviewed and optimized, prioritizing a study environment that is easily accessible and pleasant for students. Expenses for the purchase of literature, subscription to periodicals and electronic databases are included in the total basic budget of RTU LA. Study and research resources have been provided in the RTU LA library for all programs in the study field.

In general, the cost structure is evaluated as optimal, and appropriate to the development strategy.

**Scientific research and/or financial provision of artistic creation at RTU LA**

Funding for scientific research consists of several sources of funding: funding from the Scientific Activity Base granted by the Ministry of Education of the Republic of Latvia, performance funding, funds attracted in accordance with the tender procedure (internal grants, project co-financing, projects), as well as funding intended for the development of scientific activity at RTU LA.

Performance funding for the achieved results in research and artistic creation shall be granted in accordance with the amendments made to Cabinet Regulation No. 994, Procedures by which Higher

Education Institutions and Colleges shall be Financed from the State Budget Funds. The allocated funding for the results of the previous year in research and artistic creation is used by RTU LA in accordance with the approved budget. Funding is granted for the support of the scientific activity of the academic staff involved in the study field from the development budget of the RTU LA Pedagogy and Social Work Centre and the funding intended for the development of the scientific activity of RTU LA. Priorities have been set for receiving this funding: full or partial financial support for publications *in the Web of Science* and *Scopus* databases, in the humanities and social sciences, including ERIH+; the development and publication of peer-reviewed scientific monographs; RTU LA for the preparation and publication of scientific journals and publications included in databases. The budget of each study centre provides funds for business trips to scientific conferences, their participation fees, and student research support.

**Sources of funding and RTU LA tools for their management**

The annual total budget of RTU LA consists of the cash flow budget, which consists of the incoming and outgoing funds of the university for the planned calendar year. The financial resources for ensuring the study process at RTU LA basically consist of:

- payments from the state basic budget for higher education;
- monies received from paid services provided, including tuition fee revenues;
- deductions from projects to cover centralised expenses;
- donations and gifts;
- revenue earmarked for specific purposes;
- other revenues from own funds;
- financing from the European Union Structural Funds;
- the balance of funds in the bank account of the basic budget from the previous calendar year.

## 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 framework of educational sciences. Teaching staff are professionals in their field of science, who demonstrate their competence in industry research and the use of e-environment in the study process, as well as participate in international projects and develop teaching aids and materials. Since the study program covers a wide range of specializations, then professionals in their specialty with practical work experience in the relevant field continue to work in its implementation – mainly in those study courses related to subject methodologies and pedagogical practice.

Ensuring high-quality studies requires not only knowledgeable teaching staff who follow the latest theoretical developments in the field, but also practitioners who orient themselves on current issues both at school, county and national level.

In order to ensure high-quality and innovative implementation of the study programme, several criteria have been used for the selection of teaching staff to be involved in the programme, so that the study courses are conducted by qualified, scientifically and methodically prepared lecturers, specialists of the specified field of study, who use modern approaches in their work.

As mandatory criteria for the selection of teaching staff are:

1. Conformity of the qualification of teaching staff with the requirements laid down in laws and regulations;
2. The scientific research direction/interests correspond to the content of the study programme/course;
3. Appropriate knowledge of the official language and foreign languages.

Also, the creative and scientific biography of the teaching staff involved in the implementation of the study programme must certify the fulfilment of at least one of the following additional criteria:

1. Professional development in the field of didactics / teaching methodology of higher education institutions;
2. Practical experience 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 learning content";
6. Creative activity in the field of artistic creation.

The academic staff involved in the study programme needs a strong orientation towards innovations in the field of education, ensuring the link between theory and practice, support for work-based teacher education in order to effectively encourage the acquisition of the teacher's professional competence in the study process.

The educational and scientific competence, and qualifications of the academic staff correspond to the content of the study course were involved in the development of the study courses. At the beginning of the implementation of the programme, all lecturers involved in the programme must have at least 2 international publications during the last six years in the field to which the course of study to be implemented relates. The curriculum vitae and the report of scientific and/or creative activities of the teaching staff are attached to the annexes to the study field "Education and Pedagogy".

Academic and invited staff of RTU LA centres are involved in the implementation of PBSP "Teacher" – a total of 65 lecturers, of which 34 (52%) have a doctoral degree, but 31 (48%) have a master's degree. More than half of the teaching staff – 39 (60%) – have been elected to academic positions at RTU LA. Of the 39 elected teaching staff, 31 (79%) lecturers have a doctoral degree in one of the areas of specialization offered by the study programme, while out of 26 non-elected teaching staff, 3 (12%) have a doctoral degree.

Academic and invited staff of RTU RA centres are involved in the implementation of PBSP "Teacher" – a total of 39 lecturers, of which 21 (53%) have a doctoral degree, and 12 (47%) have a master's degree. More than half of the teaching staff – 28 (72%) – have been elected to academic positions at RTU RA. Of the 28 elected teaching staff, 19 (67%) of the lecturers have a doctoral degree, while of the 11 non-elected teaching staff, 2 (18%) have a doctoral degree.

**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, several qualitative changes have occurred in the composition of the teaching staff involved in the implementation of the first cycle of the PBSP "Teacher", which have positively affected the quality of the study process and compliance with modern pedagogical requirements:

1) RTU LA is not continued by 1 elected and 3 unelected lecturers – Mg.sc.educ. Inta Znotiņa, Dr.paed. Dagnija Deimante, Mg.philol. Elita Balčus, Mg.sc.educ. Linda Zulmane;

2) 4 unelected lecturers – Mg.sc.educ. – have started their employment relationship: Ivita Pelnēna, Mg.sc. educ. Rima Rieksta, Mg.sc.educ. Artūrs Ausējs, Mg.translat. Baiba Egle;

3) Due to the addition of new sub-programmes to the study programme "Teacher" - teacher of Spanish language, social studies and history, sports and health, the list of teaching staff attached to the study programme has been supplemented (see Annex 1 for the standard plan of the sub-programmes);

4) RTU RA 2 elected teaching staff and 2 unelected teaching staff are replaced by 2 elected teaching staff and 1 unelected teaching staff with a doctoral degree, who were already part of the teaching staff of the study programme by licensing the study programme.

PBSP "Teacher" guest lecturers are attracted according to the need for the implementation of the content of the study programme. Thus, for example, in the 2020/2021 and 2021/2022 academic years at RTU LA, assistant professor J. S. S. Smith was involved in the study process. John William Mc Neil, who taught the study courses *Functional Communicative Grammar I* and *Lexicology and Phraseology for* English teachers, and in the 2021/2022 academic year Daniel Jacob Harrington, a Fulbright Scholar who taught the study course *Functional Communicative Grammar III* (2 KP). M. Dujon Johnson was involved in the study program in the 2022/2023 academic year. In 2023/2024 academic year, assistant professor Nora Mahmasaani from the USA – in the implementation of the study courses "Lexically Stylistic Interpretation of English Texts II", "Professional Foreign Language Teaching Methodology", "Lexically Stylistic Interpretation of English Texts III" and "Multilingual Society and Class", while Caryn Marie Caruso was involved in the implementation of the Fulbright program in the 2024/2025 academic year in teaching study courses, e.g. “English as a foreign language”, “Professional communication”, etc.

RTU RA implemented the ESF SAM 8.2.2 project "Strengthening the academic staff of the Rezekne Academy of Technology in the study field "Education, Pedagogy and Sports", which provided for the attraction of foreign lecturers within the framework of the project. Within the framework of this project, 4 visiting professors from Poznań Adam Mickiewicz University (Poland), Milan-Bikok University (Italy), JanuszKorčak Pedagogical University (Poland), Kaunas University of Technology (Lithuania) taught within the framework of this project.

The quality of studies is also ensured by the involvement of lecturers in professional development courses, in which they have improved professional English language skills, leadership of academic staff, competence of cooperation with industry, design thinking, communication and emotional intelligence, academic honesty. The lecturers of the study programme have also used the opportunity to do internships in educational institutions, thus ensuring the link between theory and practice *(Dr.hist. A.Kolosova, Dr.paed. D.Bethere, Dr.psych. I. Strazdiņa, Dr.philol. A.Kuduma,*

*Dr.paed. D.Laiveniece, Dr.math. D.Kūma, Dr.biol. M.Zeltiņa, Dr.paed. L.Pavītola, etc.*).

Thus, the impact of the composition of the teaching staff and its changes on the quality of studies could be described by the following aspects:

- There is a stable proportion of PhDs and Masters, which strengthens the study content with a research-based approach and reflective practice.
- Several new lecturers with practical experience in educational institutions have joined the program, which provides a current perspective on the learning environment and student needs. Three of them are doctoral degree candidates.
- The teaching staff is represented by specialists from various fields, according to specialization modules, which promote a holistic and multidisciplinary approach to teacher training.
- The majority of teaching staff have purposefully completed professional development, which promotes connections with the real school environment and practical skills.
- The attraction of guest lecturers from abroad has enriched the study content with intercultural perspectives and global experience.

**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).**

Criterion is 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).**

Criterion is 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).**

Mutual cooperation between teaching staff is important for the improvement of the quality of studies and scientific research, the development of the education sector and the purposeful development of students' professional skills. The core of the teaching staff of the study programme consists of lecturers of theoretical basic courses in the field and lecturers of study courses of professional specialization in the field. The programme director shall, as necessary, organise a meeting with the lecturers of the programme with the aim of improving the content of the study programme and ensuring interconnection. Lecturers regularly improve the content of study courses and update e-environment materials.

The main directions of mutual cooperation in ensuring the interconnection of study courses include:

- Updating of the content of study courses and prevention of overlapping content, balancing of independent works according to the amount of KP to be acquired, as well as meaningful formulation of study results and clarification of literary sources. Students are also involved in this process, thus promoting their understanding, co-responsibility for their own learning and reflection.
- Determination of the number of sub-programmes to be offered in admission, according to demand and labour market needs.
- In the creation of new sub-programs and the justification of their necessity.
- Making changes to the study plan in the division of study courses by semesters so that within the framework of the study programme individual study courses of specializations could be implemented together for several specializations.

PBSP lecturers also cooperate in scientific research activities, e.g. organization of conferences, conducting research and publishing of research data, professional development seminars, which are especially valuable in the context of mutual learning, meeting lecturers from different fields of learning content. Collaboration has developed between lecturers both within a single institution (LA or RA) and in an inter-institutional context (LA together with RA). Examples of interdisciplinary projects include: “Transformation of Educational Value for Cultural and Economic Growth of Social Community” (Izp-2020/1-0178), “Use and Development of Modern Latvian” (VPP-LETONIKA-2022/1-0001), Virtual Innovative Learning Laboratories for Global Engineering Education (HORIZON-MSCA-2021-SE-01), “Latvian Digital Accelerator (DAoL)” (EK ID No. 101083718), “TED4LAT – Twinning in Environmental Data and Dynamical Systems Modelling for Latvia” (HORIZON-WIDERA-2021-ACCESS-03-01 No.101079206), etc.

Among the most significant publications resulting from the collaboration are:

- Bethere D., Kasiliauskiene R., Pavitola L., Usca S. (2023) Teachers’ Attitude towards Inclusive Education: Latvian and Lithuanian Experiences. *Social Sciences,* 12 (7), art. no. 365. DOI: 10.3390/socsci12070365
- Cicchella A., Vecenane H., Usca S. (2022)
  Healthy Lifestyles of University Students, According to Demographics, Nationality, and Study Specialty with Special Reference to Sport Studies. Frontiers in Education, Volume 7. DOI: 10.3389/feduc.2022.889603
- Gūtmane, Z., Ignatjeva, S. (2023). Reception and translations of Western modernist literature in Latvia in the Brezhnev era. Sast. J. Oga. Rīga: LU LFMI, 120.–143. lpp. DOI: 10.35539/LTNC.2023.0051
- Medne D., Lastovska A., Lāma G., Grava J. (2024)

The Development of Civic Competence in Higher Education to Support a Sustainable Society: The Case of Latvian Higher Education. Sustainability (Switzerland), 16 (6), art. no. 2238. DOI: 10.3390/su16062238

- Nacheva R., Jansone A. (2021) Multi-layered higher education e- learning framework. *Baltic Journal of Modern Computing,* 9 (3), pp. 345 - 362, DOI: 10.22364/bjmc.2021.9.3.08
- Trinite B., Astolfi A. (2021). The impact of sound field amplification systems on speech perception of pupils with and without language disorders in natural conditions. Applied Acoustics, 175, art. no. 107824. DOI: 10.1016/j.apacoust.2020.107824

Cooperation with professionals in the fields working in the study programme is also relevant, which ensures the connection of theory with the working environment and the improvement of professional skills. A particularly valuable project for the promotion of cooperation is the specific support objective 8.2.2 of the ESF programme "Growth and Employment" "To strengthen academic staff of higher education institutions in areas of strategic specialization", where lecturers from different fields had the opportunity to cooperate during internships in educational institutions and thus make both qualitative changes in the content of the taught study courses and in the improvement of their professional competence (f.ex., D.Bethere, I.Strazdiņa, D.Kūma, L.Pavītola, H.Vecenāne, etc.).

Part of the study courses of the study programme are taught by several teaching staff who cooperate with each other both in the selection of topics to be taught, in the development and evaluation of tasks of independent work, and in the assessment of study results. Lecturers of the study programme, who ensure the acquisition of specializations, cooperate both within the framework of sub-programmes and when working on projects. The cooperation of the lecturers of the study programme is also initiated by the programme director, for example, if students have encouraged to review the conformity of the scope of independent work in the CP, then it is discussed with the lecturers involved and appropriate changes are made (e.g. in the Design and Technology sub-programme). Cooperation between lecturers is also implemented by performing mapping of study courses and prevention of overlapping of study content. Thus, for example, in the sub-program of the Biology teacher, the name of the study course "Methodology of Teaching Biology I" was replaced by the name of the study course of the sub-program of the Science teacher "Methodology of Teaching Science I, II", thus creating an opportunity for students of both sub-programs to master this study course together, since the content of the study is the same.

# Annexes

| III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme | | |
|---|---|---|
| Sample of the diploma and its supplement to be issued for completing the study programme | Diploma_diploma pielikumu paraugi_Skolotajs_LV_ENG.pdf | Diploma_diploma pielikumu paraugi_Skolotajs_LV_ENG.pdf |
| 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 | Statistics_students_TEACHER.pdf | Statistika studenti_SKOLOTAJS.pdf |
| 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 with the National Education Standard.docx | Valsts Izglītības Standarts_atbilstība_Skolotājs.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 with the profession standard_TEACHER.pdf | Atbilstība Skolotāja profesijas standartam_SKOLOTĀJS.pdf |
| Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable) | Compliance with MK_569_Teacher.pdf | Atbilstība MK_569_Skolotajs.pdf |
| Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme | Mapping of the study courses__TEACHER_EN.xlsx | Studiju kursu kartējums_SKOLOTĀJS_LV.xlsx |
| The curriculum of the study programme (for each type and form of the implementation of the study programme) | Standard Plan_study programme_TEACHER.xlsx | Tipveida plāns_SKOLOTĀJS.xlsx |
| Descriptions of the study courses/ modules | Annex_Study course description_I_Part.pdf | PIELIKUMS_Studiju kursu apraksti_I_DAĻA-1.pdf |
| Description of the organisation of the internship of the students (if applicable) | TEACHER_Pedagogical practices.pdf | SKOLOTĀJS_Pedagoģisko prakšu plānojums.pdf |
| 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 | *Short-cycle professional higher education study programme* |
| Name of the study programme director | *Jana* |
| Surname of the study programme director | *Grava* |
| E-mail of the study programme director | *Jana.Grava@rtu.lv* |
| Title of the study programme director | *Dr.paed.* |
| Phone of the study programme director | |
| Goal of the study programme | *To provide studies based on the theory and practice of educational sciences for the acquisition of professional qualifications by educating competent preschool teachers oriented towards professional development and lifelong learning.* |
| Tasks of the study programme | *1. To implement an interdisciplinary approach to the development of the professional activity of future preschool teachers, realizing the unity of theory and practice of learning preschool pedagogy, psychology and methodologies.*<br>*2. To promote the ability of students to critically assess the needs of society and the interrelationships between the content of pre-school education and to implement their pedagogical activity accordingly.*<br>*3. To develop students' professional competencies in the planning and implementation of the preschool pedagogical process.*<br>*4. To encourage students' scientific research activities, directed towards the development of innovations for the improvement of the development of preschool children.*<br>*5. To support students' awareness of values, creative and social development, promoting professional self-realization in the context of lifelong learning.* |

| | |
|---|---|
| Results of the study programme | *Knowledge:*<br>*· understands the most important concepts of preschool education (values-based habits, transversal skills, message to the child, basics of competence in the fields of study) and guidelines for the professional activity of the preschool teacher;*<br>*· justify the choice of learning techniques, methods and technologies, directing the child's meaningful learning, in accordance with the individual development of children and the learning outcomes to be achieved;*<br>*· understands the principles of planning and implementing a child-centred learning process in preschool, where the child acquires the basics competencies in areas of learning in an integrated way through play throughout the day;*<br>*· is familiar with the techniques of self-analysis, self-assessment and self-reflection of the pedagogical activity of the teacher.*<br><br>*Skills:*<br>*· evaluates and, in collaboration with colleagues, analyzes problems in preschool education, creates innovative solutions and improves their professional activities;*<br>*· integrating the theoretical guidelines of pedagogy and psychology, organizes a child-centered pedagogical process, taking into account the individual development potential of children and the learning results to be achieved, provides feedback;*<br>*· adapts the learning content, techniques, means and resources to the individual needs, abilities and achievements of the child, the set learning goal and the results to be achieved, purposefully supports the child;*<br>*· critically evaluate their pedagogical activity by developing a plan for professional development in the context of lifelong learning.*<br><br>*Competence:*<br>*· in cooperation with the child's family and colleagues, creates an inclusive, intellectually stimulating, socially emotionally safe and independent learning environment, ensuring the application of a child-centered approach in pre-school education practice and demonstrating integrated knowledge and understanding of children's personal development;*<br>*· understands the place of his profession in a broader social context and, following professional ethics, participates in the development of the field of preschool education;*<br>*· strategically implements the improvement of his or her professional activity for comprehensive development of children and is involved in the planning of the development of the educational institution and introduction of innovations.* |
| Final examination upon the completion of the study programme | *Defending the qualification paper* |

# 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) | *120* |
| 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) | — |
| Qualification to be obtained (in english) | *Teacher* |

**Places of implementation**

| Place name | City | Address |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

**Part time extramural studies - 2 years, 5 months - latvian**

| | |
|---|---|
| Study type and form | *Part time extramural studies* |
| Duration in full years | *2* |
| Duration in month | *5* |
| Language | *latvian* |
| Amount (CP) | *120* |
| 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) | — |
| Qualification to be obtained (in english) | *Teacher* |

**Places of implementation**

| Place name | City | Address |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

## 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 short-cycle professional higher education study programme "Preschool Teacher" (code 41141) (hereinafter referred to as the Study Programme) has been developed in cooperation with experts of ESF project No. 8.3.1.1/16/I/002 "Competence Approach to Learning Content" from 4 leading higher education institutions in the field of pedagogy in Latvia – Liepaja University, University of Latvia, Daugavpils University and Rezekne Academy of Technology, representatives of sectoral professional organisations, employers and foundations "Possible mission" for experts. The study programme provides for the education of qualified preschool teachers in a relatively short study period that meets the current requirements in education and the labour market, which is a significant contribution to the development of the Latvian economy.

Decision of the Higher Education Quality Commission on the inclusion of the study programme in the study field - RTU Liepaja Academy (LiepU is mentioned in the decision): 24.08.2022. No. 2022/18-SPI; RTU Rezekne Academy (RTA is referred to in the decision) 08.06.2022 No. 2022/05-SPI.

In accordance with the recommendations of the Higher Education Quality Commission, the following changes have been made in the parameters of the study programme:

1) the results to be achieved by the study programme, which characterise the knowledge, skills, and competence of students, have been specified. They are also reflected in the mapping of study courses and in study course descriptions.

2) the admission requirements have been clarified, indicating the necessary previous education and the intended entrance examinations. Admission requirements are expressed as follows: Secondary education and entrance examination.

Admission of students to the study programme, in accordance with Section 46, Paragraph 3 of the Law on Higher Education Institutions, takes place on a competitive basis on the basis of the results of centralised examinations, however, none of the centralised examinations fully reflects the readiness and motivation of applicants for studies in the professional higher education study programme "Preschool teacher". Therefore, as an additional admission criterion in the programme, an entrance examination is determined, in which the professional suitability of the applicant for the profession of preschool teacher, motivation for studying in the teacher education programme, as well as previous skills and experience that may be required in the work of a preschool education teacher are assessed. The purpose of the entrance examination is to maintain quality criteria in the selection of 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 society.

3) the descriptions of the study courses have been clarified, strengthening the principles of the philosophy of constructivism in the program and focusing on children's experience-based learning,

strengthening the link between internships, specialisation sector courses and final papers with the standard of the teaching profession..

Prior to the reorganisation of RTA and LiepU, the content of the study programme was identical, and no other changes to the programme parameters were made in the process of merging the two programmes into a single one..

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

In the development and implementation planning of the study programme, the objectives of the study field are respected: (1)  to offer high-quality study programmes and studies aimed at the education of creative specialists competent in the theories of educational sciences and in their field for pedagogical work in the region, state and international market; (2) To develop the methodological and scientific research capacity of students and academic staff, ensuring scientific excellence and transfer of innovative pedagogical technologies for the development of the pedagogical process.

Table 3.1.1.1

**Compliance of the study programme with the strategic directions of the study field "Education and Pedagogy" and the tasks of the development plan**

| **Study field "Education and Pedagogy" action directions and tasks of the development plan** | | **Relevance of the study programme** |
|---|---|---|
| ***Methodological, scientific development and involvement in innovation processes of students and academic staff*** | | |
| Organization and management | Promotion of constructive cooperation and teamwork.<br>- | The implementation of the study programme takes place in cooperation between the RTU Liepaja Academy (LA) Centre (PSDC, HMZC, DIC, VSZC) and RTU Rezekne Academy (RA) with the teaching staff of the Centre for Education, Language and Social Technologies, creating a strong provision of appropriate teaching staff. |
| Personnel policy | Provision of qualified academic staff. | The qualification of the academic staff shall be appropriate to the specifics of the study programme and the conditions for implementation, as well as to the requirements of regulatory enactments in the field of education. |

| | | |
|---|---|---|
| Scientific activity and innovation | Activation of scientific research activities of lecturers involved in the study field, promotion of recognition of scientific activity. | The study programme establishes the interconnection of studies, practice and research, implementing the link theory – approbation / practice of theory – practice.<br>Within the framework of qualification papers, students carry out theoretical and empirical research of a pedagogical problem, offer a methodological solution. The most successful solutions are published. |
| ***Quality study programmes and studies*** | | |
| Improvement and development of the study programme | Improvement of the quality of the study process.<br>Involvement of lecturers of the study programme in mobility programmes and international projects. | The courses on the content of the learning areas and the integrated teaching methodology are designed according to the learning areas developed by the project "Competence approach to learning content" ("School 2030").<br>Surveys of students and graduates on the analysis and evaluation of the results of the programme, improvement of study courses are organized.<br>Discussions are taking place with employers on the professional training of graduates, employers' recommendations have been taken into account in restructuring the study programme and improving the content<br>The competence of the teaching staff is complemented in practice, as well as by attending courses, seminars, conferences, congresses, forums, participating in Erasmus+ mobility activities, etc. |
| Infrastructure development | Provision of facilities | For the implementation of the study programme at RTU LA, the "Creativity and Education Innovation Centre", the "Speech Therapy Centre" with the "Speech and Voice Research Laboratory", the "Music Therapy Centre" are available.<br>RTU RA: Visual Arts Workshop, Choreography Hall, Human Environmental Health Laboratory, Special Pedagogy Laboratory, Social Pedagogy and Rehabilitation Technology Laboratory, Pedagogical Technology Laboratory, 4 auditoriums with lecturer's video audio tracking capabilities provided by moving 360-degree video cameras. |
| Connection with society | Promotion of the study field and targeted attraction of applicants | The study process implements the promotion of the results of research conducted by students at the students' international conference "CHILDREN. TEACHER. EDUCATION.", RTU LA and RTU RA edition "ANTHILL OF IDEAS" (“*Ideju pūznis*”). A collection of methodological developments for preschool teachers".<br>Information about current events in the study programme is provided on the website of higher education institutions, news is republished on social media.<br>Lecturers and students of the study program are involved in career days and in the organization of educational exhibitions, visiting educational institutions.<br>Employers are and will continue to be involved in the improvement of the study programme, taking into account the labour market and industry development trends. |

The objective of the study programme is related to the aspects of the development of the study field "Education and Pedagogy":

- quality and competitiveness of study programmes;
- compliance of study programmes with the changes taking place in the Latvian educational environment, current trends and labour market demand;
- Development of internationalization of study programs.

The study programme "Preschool teacher" (code 41141) in accordance with the Latvian Qualification Framework corresponds to the thematic group of education "Education", the thematic field of education "Education of teachers and educational sciences", the group of educational programmes "Education of teachers". The study programme corresponds to the study field "Education and Pedagogy". As a result of their studies, students acquire Level 5 professional qualification "Teacher", which is regulated by the requirements of the profession standard "Teacher" (https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf --

Information is available only in Latvian) (the standard was agreed upon at the meeting of the Tripartite Cooperation Sub-Council on Vocational Education and Employment of 12 June 2020, Protocol No. 5). The profession standard distinguishes the skills and attitudes necessary for the performance of the basic tasks and duties of the professional activity specified for level 5 of the LQF, professional knowledge and competences, which are applicable to the sub-specialisation specified in the profession standard:  the Pre-school education teacher (2342 01).

The conformity of the name of the study programme, professional qualifications, as well as other parameters of the study programme in achieving the specified results of the study programme shall be governed by external norms: Cabinet Regulation No. 305 (23.06.2023) "Regulations Regarding the State Standard for Professional Higher Education", (https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu - Information is available only in Latvian).. Cabinet Regulation No. 322 (13.06.2017) "Regulations Regarding the Classification of Latvian Education" https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitibas-klasifikaciju - Information is available only in Latvian). The target audience of the study programme is general education and secondary vocational education institutions

graduates who have received secondary education, so the admission requirements are secondary education and entrance examination. Form of the entrance examination – combined examination (written part and oral part) – analysis of educational cases and situations, which is implemented for the assessment of critical thinking of the applicant. Applicants express and justify their opinion on the educational case in writing, updating it also orally. Additional test – the interview (oral test) is administered for applicants with an average grade of less than 7 points (the lowest average grade threshold is 6 points). The test is passed provided at least 7 points have been received. During the interview, an assessment of the 's experience and communication skills is carried out. The candidate answers the commission's questions about work, educational and social work experience, current events in education and his or her readiness for studies.

In order to ensure a high-quality study process, the objective, tasks, study results and admission requirements of the study programme are developed in logical mutual coherence:

- **The purpose of the study programme, study results and admission requirements**. The aim of the study programme is to provide studies based on the theory and practice of educational sciences for the acquisition of a professional qualification by educating competent pre-school teachers oriented towards professional development and lifelong learning. On the other hand, the admission requirements, for example, the average annual grade of the secondary education document in compulsory subjects not lower than 7 points and the motivation and desire to work with children confirmed in the discussions, provide that the students who are admitted are already motivated and able to start studies in this field, acquiring the necessary knowledge, skills and competencies to achieve the goals of the study programme.
- **Purpose and objectives of the study program. The objective of the study programme is achieved by implementing specific tasks,** for example, to implement an interdisciplinary approach to the development of the professional activity of future preschool teachers, implementing the unity of theory and practice of learning preschool pedagogy, psychology and methodologies that includes practical classes, observation of children's development and acquisition of pedagogical techniques and their implementation in practice, which directly helps to achieve the goal of the study programme.
- **Study results and the purpose of the study programme.** The results of studies are directly related to the purpose of the study programme and indicate what knowledge, skills and competence students will acquire after completion of the study programme. For

example, the results of studies presuppose the ability of students to adapt the learning content, techniques, means and resources to the individual needs and abilities of children. These results allow students to achieve the goal of the programme: to become competent preschool teachers.

The achievement of study results is ensured by the implementation mechanism of the study programme, which includes the principles of student-centred learning, for example, implementation of a flexible study process that complies with the quality requirements of study content and competency-based education guidelines in connection with the working environment, ensuring regular feedback and critical self-reflection.

The duration of the study programme implementation is 2 years (full-time on-site) and 2 years and 5 months (part-time extramural), the study programme equals: 120 CP. The workload of students corresponds to the amount of 28-hour study work for 1 CP, the study programme provides for the possibility for applicants to acquire the pedagogical competences necessary for a preschool teacher in a relatively short study period. Thus, qualified specialists have the opportunity to engage in the labour market faster, creating an advantage for the Latvian preschool teacher education system in the European Education Area. The acquired Level 5 professional qualification "Teacher" gives the right to continue studies in the first cycle higher education study programmes corresponding to Level 6 of the LQF.

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

Graduates of the study program are in demand in the Latvian labor market. In the profession profile created by the State Employment Agency (NVA) (https://prognozes.nva.gov.lv/en/profession-profile - Information is partially available only in Latvian) the demand for preschool teachers is marked as rapidly growing in all regions of Latvia. In the list of TOP 10 professions of the SEA after five years, the demand for preschool and primary education teachers ranks 8th with 19817 employees. The survey conducted by the Ministry of Education and Science in 2024, which covered 71% of schools and preschool educational institutions, shows that at the beginning of the 2024/2025 school year, the country has the greatest shortage of preschool teachers, where 220.6 positions are vacant. The survey data have been published in the media, for example, LETA on 04.09.2024. (https://www.diena.lv/raksts/latvija/zinas/izm-augusta-beigas-izglitibas-iestades-bija-vakantas-516-pedagogu-slodzes-14323374 - Information is available only in Latvian). In the long term, the demand for preschool teachers is also influenced by the age structure of the employed preschool teachers. The forecasts of the Latvian Economic Development Report (https://www.em.gov.lv/lv/media/20526/download?attachment - Information is available only in Latvian) show that the reduction in labour reserves will be largely determined by the ageing of the existing labour force and the exit from the labour market. By analysing the statistical data of the Ministry of Education and Science (MoES) on the distribution of the number of teachers by age groups in pre-school education institutions, https://www.viis.gov.lv/dati/pedagogu-skaits-pirmsskolas-izglitibas-iestades - Information is available only in Latvian) it can be concluded that in Latvia the share of the number of young (29 years and younger) pre-school teachers is markedly small in relation to teachers aged 50 and over.

The RTU study, developed in 2023 within the framework of the procurement "Study and development of an analytical tool for forecasting demand – supply and employment modelling of

teachers of general and vocational education institutions" (https://ppdb.mk.gov.lv/wp-content/uploads/2024/04/1.pielikums.pdf - Information is available only in Latvian) announced by the Ministry of Education and Science, shows that 5% (521 positions) of all pre-school education teachers employed in 2022 are of pre-retirement or retirement age (63-88 years), 11% or (1244 positions) are aged from 58 to 63 years (p. 118), which will increase the vacancies of preschool teachers in the coming years.

The employment prospects of graduates of the study program is evidenced by the fact that most of the students already start working in a preschool educational institution during their studies. Students of the 2nd and 3rd year are all already working in preschool educational institutions, a large part of students also in the 1st year are already in demand in the labor market. Alumni questionnaire data show that in general, during the reporting period, the majority of graduates work in a preschool educational institution: RTU LA 85%, RTU RA: 59%. This indicates the alignment of labour market demand and specialization of the study programme.

Table 3.1.3.1

**Graduate data on the reporting period (fixed on 01.03.2025)**

| | Number of graduates | Employment | | | |
|---|---|---|---|---|---|
| | | Work in the specialty | Work in the specialty and continues their studies | Continue to study, do not work in the specialty | Another |
| RTA LA | 199 | 169 | 30 | 7 | |
| RTA RA | 41 | 24 | 11 | 4 | 2 |

In the audit carried out by the State Audit Office of the Republic of Latvia in 2024 "Do we prepare the necessary educators and take care of their retension in the profession? https://lrvk.gov.lv/lv/getrevisionfile/29698-N9Xeklz6Qm6SoqnsfUda9e9dNTrAgdKp.pdf - Information is available only in Latvian) it has been established that in the period from 2018 to 2020, 28% of those who have acquired the qualification of a pre-school education teacher have terminated their employment relationship due to various reasons that do not depend on the higher education institution. However, by providing opportunities for further education and expansion of specialization of preschool teachers, graduates have the opportunity to continue their education in the first cycle study programme "Primary Education Teacher", completing selected study modules in order to become primary education teachers (grades 1-3) and obtain a bachelor's degree in education. During the reporting period, 30 graduates of RTU LA and 16 RTU RA study programmes continued their studies in the bachelor's study programme.

As the reform of education continues to be implemented, which concerns the implementation of the competency-based approach to learning content, the competencies required for preschool teachers have been updated. which characterizes not only knowledge, but also skills to manage the learning process in practical activities or during internship. These guidelines justify the need for a study program, since the potential students are specialists in their field with the necessary knowledge and skills acquired in pedagogical practice to be able to implement a learning process in which children's learning results in competence. Based on the analysis of the interview data of the focus group organized at the internship mentor seminar (28.01.2022), it can be concluded that employers highly value the knowledge and skills acquired by graduates during their studies.

Paragraph 2 of Cabinet Regulation No. 569 of 11 September 2018, Regulations Regarding the Education and Professional Qualification Necessary for Teachers and the Procedures for the Improvement of Professional Competence of Teachers https://likumi.lv/ta/id/301572#p2 - Information is available only in Latvian) stipulates that the qualification of a pre-school teacher gives the right to work also as a teacher of the 1st grade of basic education.

RTU study on the employment of educators (https://ppdb.mk.gov.lv/wp-content/uploads/2024/04/1.pielikums.pdf - Information is available only in Latvian) shows that preschool teachers work not only in preschool educational institutions, but also in general basic schools (8%), general primary schools (2%), general secondary schools (6%), boarding schools – development centers 91%). With a diploma of a preschool teacher, there is also an opportunity to work as a methodologist of preschool education.

SEA labour market forecasts (https://prognozes.nva.gov.lv/lv - Information is available only in Latvian) show that the thematic group of teacher education in terms of employment is ranked 2nd among the Top 15 thematic groups by employment level in Latvia with 93% of employment indicators.

In order to be able to reliably predict the demand for educators in the future, RTU tenure professor A. Blumberga, together with RTU colleagues and professionals from the University of Latvia and the University of Bergen in Norway, has developed a simulation tool for predicting the demand and supply of educators using the system dynamics approach in 2024. (https://ppdb.mk.gov.lv/wp-content/uploads/2024/04/1.pielikums.pdf - Information is available only in Latvian). The forecasting tool is currently being approved and will soon be used to forecast the supply and demand of educators and to model teacher employment in the short, medium and long term until 2050.

Referring to the common trends in the development planning documents of Latvia and Europe in the education of teachers, the study programme has been improved in accordance with the development trends in science and practice, thus expanding the employment and competitiveness of graduates in the labour market, as well as ensuring regional interests.

**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 the study programme during the reporting period in full-time and part-time extramural studies:

- In the 2020/ 2021 academic year, 71 students are studying at RTU LA (LiepU) and 19 students at RTU RA (RTA);

- In the 2021/ 2022 academic year, 145 students are studying at RTU LA (LiepU) and 34 students at RTU RA (RTA);

- In the 2022/ 2023 academic year, 176 students are studying at RTU LA (LiepU) and 56 students at RTU RA (RTA);

- 2023/2024 academic year: 174 students at RTU LA (LiepU) and 62 students at RTU RA (RTA);

- In the 2024/ 2025 academic year, 156 students are studying at RTU LA and 65 students at RTU RA

(RTA).

The differences in the number of students at RTU LA and RTU RA are determined by several factors. First of all, Daugavpils University also operates in the Latgale region, where RTU RA is located, which also implements the short-cycle professional higher education program "Preschool Teacher". In the nearest neighboring regions: Zemgale and Vidzeme, which are located near Rezekne, an identical study program is being implemented at the branch of the University of Latvia Jekabpils. In Kurzeme, the study programme is offered at RTU LA and the University of Latvia branch in Kuldiga. The second factor affecting the number of students is the number of preschool teacher jobs by counties and cities of Latvia, which correlates with the number of students and their "geography" at RTU LA and RTU RA, respectively. RA 60% of students come from Latgale region, mostly from Rezekne and Rezekne region – 35% of all students in the period from 2020 to 2024. According to RTU analytics (https://ppdb.mk.gov.lv/wp-content/uploads/2024/04/1.pielikums.pdf - Information is available only in Latvian) pre-school teacher jobs in terms of places of residence represented by RA students in Latgale region (excluding Daugavpils) account for 9% of the total number of preschool teachers' jobs in Latvia, while in Kurzeme region the number of preschool teacher jobs accounts for 16%, which confirms that the number of students at RTU LA and RTU RA corresponds to the demand of preschool teachers on a regional basis.

The number of students enrolled in the 1st year is generally steadily stable, RTU RA has seen a slight increase, RTU LA: a negligible trend of decreasing. This could be partly due to the admission requirements (which came into force in 2020), which stipulate that only those applicants who have an annual average grade of the secondary education document in compulsory subjects may be admitted to the study programme on a competitive basis. If the average grade in the attestation is below 7 points, there is an opportunity to take the test - interviews. The lowest threshold for the average grade is 6 points.

During the reporting period from 2022 to 2025, 23 RTU LA students (9 full-time and 14 part-time extramural) and 19 RTU RA students (7 full-time and 12 part-time extramural) have interrupted their studies.

In general, there are 3 main reasons for dropping out of studies:

1) non-fulfilment of the obligations of the study contract, which is manifested in timely non-fulfilment of financial obligations;

2) non-fulfilment of the obligations of the study contract, which manifests itself in the timely non-fulfilment of the requirements of the study programme;

3) of one's own volition (for example, a change of place of residence or work, an increase in the family, health problems, etc. personal circumstances that the student does not always want to disclose).

A large number of RTU LA students who have stopped their studies in the 2nd or 3rd year nevertheless resume their studies after a short period in later stages as part-time studies and obtain qualifications.

- 4 students in the 2021/2022 academic year;

- 4 students in the 2022/2023 academic year;

- 9 students in the 2023/2024 academic year;

- 4 students in the 2024/2025 academic year.

In later stages, students who have started their studies at the University of Latvia also start their

studies at RTU LA:

- 2 students in the 2022/2023 academic year;

- 3 students in the 2024/2025 academic year.

In the later stages of RTU RA, students who have started their studies at other higher education institutions, such as the University of Latvia, also start their studies.

- 3 students in the 2022/2023 academic year;

- 5 students in the 2023/2024 academic year;

- 1 student in the 2024/2025 academic year.

Analysis of statistical data on students allows to conclude that the number of students in the study program is stable and balanced with the structure of the labor market. The size of the group is in line with the forecasts, the minimum number of students in one course of RTU LA full-time, part-time studies is 15 students; RTU RA in full-time studies - 15 students, in part-time studies - 7 students.

**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 criterion is 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 selection, content and scope of study courses of the study programme, as well as the content and scope of internships are developed in accordance with the qualification to be obtained, in accordance with the standard of the teaching profession and the standard of professional higher education. The content of studies is successively structured in study courses and practices, directing towards the integration of theoretical and practical experience, which ensures a gradual acquisition of competences.

The content of the study programme in the amount of 120 CP consists of study courses, practice

and qualification work (Cabinet Regulation No. 305). https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu - Information is available only in Latvian). Breakdown of study courses:

- study courses for general knowledge acquisition (30 CP or 25 %) and sectoral study courses (54 CP), a total of 84 CP or 70% of the scope of the programme.
- internship (24 CP and 20%).
- development of qualification paper (12 CP or 10%).

The courses of the content of the study areas and integrated teaching methodology are designed according to the study areas developed by the project "Competence Approach to Learning Content" ("School 2030"): linguistic, social and civic, cultural understanding and self-expression in art, technology, natural sciences, mathematics, health and physical activity, which is included in the Cabinet Regulation No. 716 "Regulations on State Guidelines for Preschool Education and Samples of Preschool Education Programs" (https://likumi.lv/ta/en/en/id/303371) The content included in both the theoretical and sectoral professional specialization study courses is aimed at building student competence to plan and implement preschool pedagogical processes for the acquisition of children's transversal skills.

* Regulations Regarding State Pre-school Education Guidelinesand Samples of Pre-school Education Programmes (Cabinet Regulation No. 716)

Graduates of the short-cycle professional higher education study programme "Preschool Teacher" have the opportunity to continue their education in the first cycle professional bachelor's study programme "Primary Education Teacher", choosing to acquire additional competences in the relevant field of education, obtaining a bachelor's degree in teacher education, which significantly increases the competitiveness of graduates in the labour market. In the professional bachelor's study programme "Primary Education Teacher", the transfer of the CPis purposefully planned.

The 120 CP obtained in the study programme "Preschool Teacher" are transferred to the professional bachelor's study programme "Primary Education Teacher", forming the volume of the 1st and 2nd years of study (120 CP). The results of studies achieved in previous education (acquired in the first level (short cycle) higher education study programme "Preschool Teacher" and passed the Qualification work) allow to continue studies in the 3rd year of studies without comparing study courses (Cabinet Regulation No. 932, Paragraph 8)( https://likumi.lv/ta/id/96800-studiju-uzsaksanas-kartiba-velakos-studiju-posmos - Information is available only in Latvian).

Table 3.2.1.1

**Opportunities for graduates of the study program "Preschool teacher" by continuing their studies in the bachelor's study program "Primary Education Teacher"**

***1st and 2nd year*** of studies – **120 CP**
*Studies in the short-cycle study program* **"*Preschool teacher*"**

**Study courses for general knowledge – 30 CP**
**Sectoral study courses – 54 CP**
**Internship – 24 CP**
**Qualification paper –12 CP**

**3rd and 4th years of study gads** – **120 KP**
*Continuation of studies in the bachelor's study programme* ***„ Teacher of Primary Education"***

**Study courses of theoretical knowledge in the field** – **18 CP** *(from 1st and 2nd year)*
Module "Primary education teacher (grades 1–3)" - **30 CP**
**Optional modules *(choose 2 modules)* – 30 CP**
• *Module "Professional proficiency in preschool methodological work" (30 CP)*
• *Module "Diversity competence in inclusive education" (30 CP)*
• *Module "Music teacher" (30 CP)*
**Elective courses – 6 CP**
**Internship – 18 CP**
**State examinations – 18 CP**

Study courses and modules to be acquired in the bachelor's study programme "Primary Education Teacher" in the 3rd and 4th year of studies:

**Courses of study of theoretical knowledge of the field :**

- Organization of the educational process in primary school (6 CP);
- Information technology in education. 2nd study paper (6 CP);
- Inclusive and special education (6 CP);

**Study courses of relevant specialization in the field:**

- Module "Primary education teacher (for grades 1-3)" (30 CP);
- Elective modules (choose 1 module) - "Diversity competence in inclusive education" (30 CP), "Professional proficiency in preschool methodological work" (30 CP), "Music teacher" (30 CP),
- Elective part study courses (6 CP);
- Internships – Internship III (9 CP), Internship IV (9 CP);
- State examinations – 18 CP.

The study results of the study programme have been developed in order to achieve the joint study results specified for the study field, the study results defined for the study courses respectively ensure the implementation of the results of the study programme A mapping of study courses is attached to the annex, which has been developed with the aim of ascerting whether the study results specified in the study courses ensure the achievement of the study results of the study programme. When defining the study results of study courses, several principles are observed:

1. **Principle of coherence**: the director of the study programme follows and discusses with the teaching staff of the study programmes the study results of the study course in order to ensure their conformity with the study results specified for the study programme and study field.
2. **Principle of compliance**: the director of the program follows and the teaching staff, when developing the study results of the study course, comply with the knowledge, skills and competences specified in the LQF level 5, as well as the requirements specified in the standard of the teaching profession.
3. **Principle of transparency:** the study results of study courses are incorporated into the study course descriptions available to students and all interested persons in the RTU study course catalogue.
4. **Principle of regular review**: the content of study courses and the outcomes of studies are regularly reviewed, introducing the necessary improvements required by the development of the labour market or industry.

The topicality of the content of the study courses of the study programme is a complex quality indicator of the study programme, to which special attention is paid when developing the study programme, performing annual self-assessment and following the development trends of the sector. In order to ensure the conformity of the content of study courses with the needs of the sector, labour market and scientific trends, teaching staff shall regularly, upon commencing the implementation of the study course in the relevant study semester, perform an analysis of the content of the study course and, if necessary, introduce the necessary updates. The procedures for making changes to the RTU Register of Study Courses shall be determined by the by-laws of the RTU Study Course Register (https://www.rtu.lv/writable/public_files/RTU_studiju_kursu_registra_nolikums_16.12.2019.pdf - Information is available only in Latvian).

Secondly, in the improvement of the content of study courses, the recommendations of stakeholders (students, employers) are taken into account, which are extracted from the results of surveys and interviews. The commission of the study field evaluates the surveys in accordance with the RTU quality cycle, which is planned annually and which includes surveys, perception assessments and main performance results organized by RTU. Thirdly, special attention is paid to the integration of the latest literature and scientific knowledge into the course of study.

The topicality of the content of the study programme and study courses and compliance with the requirements of the labour market is promoted by implementing cooperation with representatives of the sector, including: teaching staff with professional work experience in the field participate in the implementation of study programmes, employers provide recommendations for improving the content of the study programme in surveys organised by RTU and interviews organised by the management of the study programme, a significant part of studies is professional practice, in the process of implementation and evaluation of the results of which Employers participate in providing recommendations for updating the study content.

Updating of the study content according to scientific trends takes place in several ways: (1) the teaching staff employed in the study programme participate in scientific conferences and implementation of scientific projects, the insights of which are integrated into the content of study courses; (2) student participation in student conferences is also encouraged (see section 3.2.6 of the report); (3) For the development of research work of studies, the RTU Scientific Library shall ensure wide access to scientific databases. ( https://www.rtu.lv/en/studies/scientific-library/search-and-find/electronic-resources-1). For the development of scientific competence, the study course "Research in Education" is included in the study programme, which also includes the development of a research paper.

In addition to formal studies, RTU LA and RTU RA offer additional continuing education opportunities. For example, at the RTU RA Centre for Professional Development it is possible to acquire a 72-hour teacher professional competence development programme in depth, learning aspects of the activity of a pre-school education teacher, implementing special education programmes in an inclusive educational process. The programme deals with such topical issues as pedagogical-psychological peculiarities of preschool children with developmental disabilities in the preschool learning process, methods of research and diagnosis of children's developmental problems, preschool educational institution (PEI) work in the aspect of education of educatees with developmental disabilities, etc. topics (https://www.rta.lv/muzizglitiba/pirmsskolas-izglitibas-skolotaja-darbs-istenojot-specialas-izglitibas-programmas-ieklaujosa-izglitibas-procesa - Information is available only in Latvian). In turn, RTU LA Professional Development Centre offers an opportunity to acquire a 120-hour teacher professional competence development program "Preschool Sports Teacher", an 80-hour professional competence development program "Content and didactics of preschool education", which includes current events of preschool education and "Implementation of the learning process in special education programs", which provides opportunities to acquire knowledge about psychosocial signs of mental development disorders and learning difficulties, understanding of the system of special education didactics. (https://www.rtu.lv/en/liepaja/for-applicants-3/professional-development-centre).

The expected results in the study process in the form of skills, abilities and competences are specified in the description of each study course, indicating the content and scope of independent work, the papers to be submitted and participation in the study process. The student is expected to be responsible for studies, performance of independent work and implementation of internship tasks, compliance with the work schedule.

The assessment of study results shall be determined by the assessment criteria and kinds of examination indicated in the study courses. In the final examinations of the study courses, the emphasis is placed on integration of theory into preschool education practice.

Credits are applied for each course of study completed if a score of at least 4 – "almost mediocre" on a 10-point scale is received.

Monitoring of student knowledge and skills, and achieved results takes place in accordance with the RTU Study Results Assessment Regulations (approved in a new version on 17.06.2024, protocol No. 684).

In the content of the study programme, special attention is paid to the study courses of the content of the study areas, that are oriented towards the acquiring of methodologies of the learning content areas. The evaluation includes three criteria:

- results of intermediate assessments of the acquisition of study courses;
- assessment of the internship manager and mentor in the areas of educational content;
- final assessment of the study course and feedback.

At the end of the study programme, the state final examination is taken – defence of the qualification paper, which is also assessed on a 10-point scale. The State Final Examinations Commission shall consist of the head of the Commission and at least four members of the Commission. The head of the Commission and at least half of the composition of the Commission shall be professional employers or representatives of the sector.

**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 criterion is 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 study programme is available in full-time and part-time study formats. In full-time intramural studies, the student's workload amounts to no less than 40 academic hours per week, which, over an academic year, ensures the acquisition of the study programme content in the scope of 60 credit points (ECTS).

In part-time extramural studies, the student's workload is less than 40 academic hours per week, with a reduced amount of contact hours, which, over the course of an academic year, allows for the acquisition of the study programme content within a scope of less than 60 credit points (ECTS). The duration of studies in the part-time mode is longer than in the full-time mode.

Part-time extramural studies are organised in such a way as to enable students to combine their

studies with employment or other obligations. Each academic year includes six on-site study weeks, during which classes are organised in an intensive format (full-day sessions). A significant proportion of the programme content in part-time distance studies is acquired through independent work and via the e-learning platform.

Such studies offer students: (1) greater flexibility in planning both studies and work; (2) the opportunity to immediately apply the acquired knowledge in their pedagogical practice; (3) regular feedback in the following study week (or through consultations with lecturers on-site, online, or electronically), ensuring the immediate integration of theory and practice; (4) career development opportunities already during the study period.

At RTU LA and RTU RA, the *Preschool Teacher* study programme is implemented with identical content. To ensure a unified approach to the implementation of the programme, as well as the attainment of identical content and learning outcomes at both delivery locations, the following measures are undertaken:

1) Centralised management of the study process

- The Programme Director, in cooperation with the administrator, supervises the implementation of the programme at both locations;

- Regular meetings are held with academic staff from both locations to align approaches and address differences affecting the achievement of uniform results.

- A unified Study Field Committee operates for the programme.

2) Unified study programme documentation

- The programme description, objectives, tasks, and intended learning outcomes are approved by the unified Study Field Committee and are identical at both locations;

- A unified study plan and content are applied.

- Unified course descriptions are in place (including reading lists and assessment criteria).

3) Coordination of academic staff activities

- Unified qualification criteria are applied to academic staff.

- Joint methodological seminars, development of teaching materials, and sharing of best practices are organised.

4) Unified assessment and learning outcomes monitoring system

- Unified content of examinations and assessments, as well as uniform assessment criteria, are applied;

- Comparative analysis of student achievements is conducted across both locations.

- Self-assessment of the study process is carried out at both locations.

- Student and academic staff feedback is analysed to address quality discrepancies in a timely manner.

5) Unified use of learning platforms and digital tools

- A unified e-learning environment (Moodle) is used, providing access to learning materials and assignments for all students.

- Online lectures are delivered to ensure consistency of content

Following the recommendations of external evaluation experts, the implementation of the study program is centered on the principles of constructivist philosophy, which covers a student-centered approach, the use of practical experience and contextual learning, cooperation and social interaction, reflection and self-esteem, an emphasis on the teaching staff as support staff.

A student-centred approach to the implementation of the study programme is manifested in respecting the previous experience of students, their individual interests and needs, and creating positive pedagogical relationships, involving students in the study process, its evaluation, providing feedback and improvement of the study programme, at the same time encouraging to be independent and responsible in achieving study results. The principles of a student-centered approach help students to achieve the study results of the programme more successfully, both by theoretically mastering them in the content of study courses, as well as by practically understanding the essence of a child-centered learning process, creating the ability to organize a child-centered pedagogical process. In order to meet the individual needs of students, multimedia technologies are used in the study process, study materials for successful acquisition of the content of study courses, as well as tests and other types of tests are available in the e-study environment. The e-learning environment provides an opportunity to individualize the study process according to the needs and interests of each student.

It has already been mentioned above that some students have professional work experience in preschool, therefore, both in the study process as a whole and in individual study courses, the constructivist approach is successfully practiced, inviting students to share their experience, exchange opinions, discuss, present their achievements. Learning from each other, with the participation of the teaching staff as support staff, helps students achieve the competence defined in the study results of the program to create an inclusive, intellectually stimulating and socially emotionally safe environment in cooperation with colleagues, ensuring the application of a child-centered approach in preschool education practice and demonstrating integrated knowledge and understanding of children's personal development.

Cooperation and social interaction significantly complement the study process, group work, discussions, joint projects are an important part of the study process, which helps to understand the most important concepts of preschool education, to evaluate and analyze problem issues in the theory and practice of preschool education in collaboration with colleagues.

In the study process, for the implementation of the interaction between theory and practice, the following dimensions are taken into account for the creation of a supportive and inclusive study environment and for ensuring the quality of the learning process:

- cognitive (knowledge, theory),
- pedagogical (didactically pedagogical technologies, organization of the study process),
- social (interpersonal and pedagogical relations),
- innovative (transformation of knowledge and skills acquired in pedagogical practice),
- research (integration of research skills).

In order to strengthen practical experience, as well as to promote the unity of theory and practice, practitioners, professionals from preschool educational institutions (PEI) are invited to teach

separate study courses, for example, RTU RA: R. Andrejeva (*head of PEI "Bitīte" of Vilani parish*), A. Vindeče (*head of PEI "Rūķītis" of Rezekne state city*); RTU LA: K. Cetrovska (*Head of Liepaja PEI "Dzintariņš").* Industry practitioners help to formulate and manage study assignments in a way that is connected to a real-world preschool context. To strengthen the contextual learning experience, classes are also held directly in the preschool educational institution, practicing play classes and other forms of active learning. This method is applied in study courses, for example, Organization

and management of the preschool pedagogical process, Play and interdisciplinarity, etc. Employers are involved in both – the improvement and implementation of the content of study courses, for example, separate seminars, experiential story classes, study visits to preschool educational institutions). For example, RTU RA organizes joint afternoon meetings in which students, lecturers and representatives of cooperation PII participate, and examples of good practice are presented and opportunities for improving the quality of the study process are discussed, joint seminars are organized for future and existing preschool teachers, within the framework of study courses, students develop small scenarios and county events in co-operation institutions, from the 2024/2025 study year practical classes in the field of language and mathematics are held in a preschool educational institution. RTU LA invites children of preschool educational institutions to events, internships or classes at the university, students put into practice what is prepared in lectures and seminars by making a video recording and then analyzing their activities and children's achievements. RTU LA students also go on study visits to preschool educational institutions within the framework of study courses – both observing and practicing, for example, in the study course "Organization and Management of the Preschool Pedagogical Process" in the 2022/2023 academic year, practical classes were organized at Liepaja preschool education institution "Pūcīte", in the 2023/2024 academic year – at Liepaja Christian Preschool Education Institution; In the 2024/2025 academic year – at Liepaja Christian Preschool Education Institution and Liepaja Preschool Education Institution "Dzintariņš".

When planning the next study year – 2025/2026, meetings of RTU LA and RTU RA teaching staff are organized to share examples of good practice and agree on a unified organization for linking theory and practice in each of the study courses.

In the study process, methods are also practiced that develop and the creative potential of students, for example, a regular exhibition of students' creative works in the study course "Content of the field of study of cultural awareness and self-expression in the art and learning approaches".

By applying the above-mentioned methods and approaches, the innovative potential of the content of the study programme is purposefully developed:

- implementation of a flexible study process conforming to the quality requirements of the study content and the guidelines of competence-based education, linking it to the working environment, ensuring regular feedback and critical self-reflection;
- partial acquisition of study courses in the e-environment;
- CLIL approach;
- interlinking studies, practice and research through the link theory – approbation/practice of theory – practice;
- an interdisciplinary approach to the acquisition of areas of competence linked to the study and research of the social, humanities and exact sciences, providing for access to resources from all academic fields.

In order to strengthen mutual cooperation skills and exchange of experience, as well as to reduce the fragmentation of programmes and share resources, the joint implementation of general education and partly also in the field of theoretical study courses (for example, "Psychology for teachers", "Educational management", "Introduction in education for sustainable development ") is practiced, as far as possible, together with students of the bachelor's study programme "Primary Education Teacher". The methods of implementation of the study programmes and study courses are aimed at the implementation of the objective of the study programme by ensuring studies based on the theory and practice of educational sciences for the acquisition of professional qualification, educating competent pre-school teachers oriented towards professional development and lifelong learning.

**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 continuity of study courses and practices has been observed. The content of the study courses offered in the programme is oriented towards the acquisition of the necessary professional competences for work in pre-school education (see the Annex on the organisation of student internships). The internship ensures the development of the student's knowledge, skills and competences in accordance with the goals of the study program and the real needs of the working environment. The realization of the goal and tasks of the internships reflects the students' skills to independently use previously acquired knowledge.

The study programme includes 3 internships:

1. **Preschool Education Internship** (3 ECTS) – The aim is to promote an understanding of the preschool educational institution as a microsystem – a place for children and adults to learn, be educated, and work – and its connection to other microsystems and society as a whole.
2. **Early Childhood Pedagogical Internship** (9 ECTS) – Aims to develop skills in observing, organizing, and leading activities for young preschool-aged children across various types of activities.
3. **Preschool Teacher Pedagogical Internship** (12 ECTS) – The goal is to implement and enhance professional competence in preschool education practice by organizing and leading the pedagogical process.

Internships are planned in the amount of 24 CP in accordance with the Cabinet Regulation No. 305 "Regulations on the State Standard for Professional Higher Education". (https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu -

Information is available only in Latvian). They relate to study courses arranged in a standard plan according to internships.

The content of the study courses "Childhood Pedagogy" and "Psychology for Teachers", etc., is created with an emphasis on understanding the guidelines of pedagogy and the field of psychology, establishing a connection with the content of the *Preschool Teacher Pedagogical Internship and the Early Childhood Pedagogical Internship.* Acquisition of study courses develops the skills to analyze, structure the acquired knowledge and establish the connection of theory with practical pedagogical activity.

The competence to solve current problems in pre-school education in different social environments is ensured by the content included in the study courses "Organization and Management of the Preschool Pedagogical Process", "Psychology for Teachers", "Educational Management", etc.

The study courses "Childhood Pedagogy", "Play and Interdisciplinarity", etc. include the insights and content of the theory of constructivism, which forms an understanding of the child's holistic

personality development and competence in the implementation of a child-centered approach in Preschool education practice.

The competence to plan and implement pedagogical activities independently, purposefully and responsibly is ensured by the content of pedagogical internships, as well as the study course "Organization and Management of the Preschool Pedagogical Process" and professional specialization courses, establishing a connection with the content of the Preschool Teacher Pedagogical Internship, the Early Childhood Pedagogical Internship and the Preschool Teacher Pedagogical Internship.

RTU LA has entered into a cooperation agreement with Liepaja state city municipal institution "Liepaja Education Authority" *(Provision of internships for trainees of RTU Liepaja Academy according to the study plans of study programmes of the study field "Education, Pedagogy and Sports").* RTU RA has concluded 9 cooperation agreements with preschool educational institutions of the state city and region on cooperation in the implementation of student internship programs, as well as exchange of information and experience aimed at the development of scientific research and teaching methodological cooperation.

Students independently choose the place of internship and agree on its implementation by entering into a tripartite agreement on cooperation in the implementation of student internship programs, as well as in the exchange of information and experience aimed at the development of scientific-research and teaching methodological cooperation.

If the student needs support in providing internships, it is provided by the programme director and/or the teaching staff responsible for pedagogical practice – internship coordinator RTU LA and RTU RA.

Before the internship students and the mentor of the internship site are introduced to the purpose of the internship, the tasks to be performed and the procedure for evaluating the internship. Specific internship tasks are indicated in the descriptions of study courses. They provide for the participation of students, in the planning and management of the preschool pedagogical process, in the final seminar of the internship, pedagogical observation, as well as reflection and evaluation of their own activities using theoretical knowledge.

The implementation of the objectives of the internships ensures the transition from semi-independent professional activity to independent professional activity, as a result of which students' research, self-assessment and self-reflection skills are improved, as well as the skills to analyze the learning process and obtain research data for the development of a qualification thesis. The implementation of internship tasks promotes the autonomy, responsibility and skills of students to use previously acquired knowledge in the preschool professional field. Thus, by creating an understanding of the professional field, obtaining information about the specifics of the work of a preschool educational institution, the organization of the learning and upbringing process, as well as promoting the skills of students to independently use the previously acquired knowledge

During internships, students develop an individual internship report, which is submitted for evaluation and presented at an internship defense seminar, discuss and share their thoughts with the faculty-practice coordinator and group members, sharing experiences and citing examples of good practice. In discussions, students reveal the skills of using the acquired knowledge in professional activities. The overall assessment of the internship consists of both the assessment by the teaching staff - the internship coordinator and the teacher – mentor in the educational institution for the performance of internship tasks, and the assessment of the student's self-analysis and presentation in defense of the internship. The exchange of students' experience at the final seminar of the internship is a support in the study process and an important aspect for the

professional development of students.

The organisation of the internship is determined by the procedure for organising the internship (RTU Senate Decision No. 626 of 28.01.2019; added under the section 'Other attachments'").

Lecturers of RTU LA and RTU RA and teachers, methodologists or managers of preschool educational institutions are involved in the provision of the internship.

In order to improve the knowledge, skills and competences in pedagogical and methodology field, students receive individual mentor support in a preschool educational institution and internship manager support at RTU LA and RTU RA. Duties of the mentor: (1) to coordinate the activities of students in the educational institution, (2) to observe and analyze the pedagogical activity of the student, (3) to cooperate with the head of the student's practice, providing information about the observations observed in the pedagogical process, the recommendations provided, the student's knowledge, skills and competence in the realization of the content of the study areas, as well as personal develpment indicators during the internship.

Duties of the internship manager: (1) advises students on internship issues and provides support for the performance of student pedagogical internship, (2) examines and evaluates a set of internship documents, (3) organizes internship evaluation seminars and provides feedback.

Special attention is paid to the successful course of pedagogical practice in preschool educational institutions and higher education institutions; cooperation between students and teachers, as well as students. Practice managers in cooperation with teachers-mentors develop internship programs. At the same time, the cooperation of RTU and the educational institution during the student's internship is a potential support for the professional development of not only the student, but also teacher mentors and practice managers.

Annex "Description of the organisation of the traineeship of the students" provides the Senate resolution on the Internship management procedure at RTU, which was revised in 2019. It states that the internship coordinator at an organizational unit helps students find the internship place. If additional assistance is required, students can contact the Career Support and Services Unit, where a career consultant assists students in finding and addressing companies where to undergo internship, as well as promote the development of career management skills through a variety of activities that can ensure the achievement of successful results during the internship. Once a year, the Career Support and Services Unit organizes RTU Career Day, where students also have the opportunity to meet face-to-face or remotely with company representatives and discuss future opportunities. More information about the event and participants of the previous years is available at https://www.rtu.lv/lv/studentuserviss/karjeras-centrs-ssc/karjeras-diena (in Latvian). In 2022, due to the pandemic, the event happened in a virtual setting. In 2023, the event was held in person, in the exhibition hall.

An additional resource developed in 2015 is a website that invites companies to post vacancies that are relevant to RTU students (https://ekarjera.rtu.lv/) (in Latvian). Students have the opportunity to log in with the University username and keep abreast of current internships and job opportunities in their field.

RTU Development Fund provides additional support for practical skills promotion (https://www.rtu.lv/en/developmentfund). Hundreds of practical skills competitions are offered during the year, which are organized in cooperation with companies.

Each year, the University concludes cooperation agreements with companies and organizations (template in English is in the file of Annex 37 of the List of Internal regulations), where the parties agree on provision of internship places to students.

### 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 criterion is 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.

The topics of qualification papers (hereinafter referred to as KD) chosen by students are related to current issues and problems in preschool education practice.

Research topics are defined within the framework of pedagogical practice by conducting a survey of preschool teachers, practice mentors and administration, thus exploring topicalities and problems in preschool education. Analyzing the topics chosen by students and the recommendations of industry representatives, it can be concluded that special emphasis is placed on the need to do research: (1) tools for the development of children's language, speech and literacy, (2) approaches to reducing children's aggressiveness, (3) methods for promoting children's social and self-service skills, (4) realization of transversal skills in preschool life, (5) promotion of cooperation with parents within the fields of study, (6) opportunities for differentiation and individualization, (7) inclusive education, (8) health and opportunities for the promotion of physical development.

Interrelationship can be seen with the current events in pre-school education in Latvia specified in the reports of the European Commission "Education and Training Monitor", for example, the 2024 report (https://op.europa.eu/webpub/eac/education-and-training-monitor/en/country-reports/latvia.html) sets quality pre-school education and care as a priority, with special emphasis on the early childhood stage, which includes the topics of research work chosen by students, for example, KD topics RTU LA: "*Pedagogical methods for the language development of children aged 1.5–3*", "*Cooperative learning for the diversification of physical activities for children in the 2nd stage of preschool education*", "*Conditions for the promotion of successful adaptation of children of the younger preschool age in a preschool educational institution*"; KD topics RTU RA: *Use of natural materials to promote sensory development in preschool education for children aged 1.5-3 years*", "*Integrated sports activities for children aged 5-6 years for development of stance..*

The 2024 report, the results of the analysis of the Latvian education system, also highlight the need to emphasise sustainability-enhancing learning at all levels of education, starting from pre-school. Examples of KD titles related to the topicality of sustainability in preschool – RTU LA: "*Implementation of the eco-school program in a preschool educational institution*", "*Integration of elements of open-air pedagogy into the preschool pedagogical process*", "*Sensory classes for the creation of healthy eating habits of children in preschool*"; RTU RA: "*Integration of eco-school ideas for the development of environmental awareness in the 3rd stage of preschool education*".

In turn, the EU report 2022 (https://op.europa.eu/en/publication-detail/-/publication/c779c466-66f5-11ed-b14f-01aa75ed71a1/language-en) identified digital education and skills as a priority in Latvia, which is also studied in

students' final works, for example, RTU LA: "*Meaningful use of modern technologies in the learning process in preschool for children aged 5-7 years*", "*Use of IT devices to promote the development of a child's language at the age of 34 years*", "*Use of the digital environment for learning the content of the language learning field at the age of 5*"*;* RTU RA: Didactic games and games for the development of connected speech for children with language disorders".

In defense of the final works, students present the most relevant and up-to-date in the scientific literature and sources on the problem of the chosen research, practically prove the unity of theory and practice, as well as offer methodological techniques for solving the problem. The development of the final thesis is a significant contribution to the realization of the content of preschool education, as well as to solving current problems. The results of the work can be used as examples of good practice in the study process.

The evaluations of the final theses reflect not only the student's knowledge in theoretical questions, but also his or her professionalism in solving specific pedagogical situations. The final work is evaluated on a 10-point scale. The assessment follows the procedure laid down in the Methodological Instructions for the Development of Study Research Papers of RTU LA and RTU RA: the developed qualification paper is initially evaluated by the reviewer, who recommends the assessment, the student publicly presents his or her work to the State Examination Commission, answers questions, participates in the open discussion, the commission decides on the evaluation of the qualification work, taking into account the quality of the development of the work, the assessment recommended by the reviewer and the course of defending the work.

The main criteria: the student's ability to analyze the latest insights about the problem being studied, the methodological proposal for the solution of the problem, the ability to evaluate the dynamics of the child's development. RTU RA average rating in defense of qualification papers – 7.49; RTU LA – 7.15.

Analysis of the quality of qualification papers shows that most students are creative, able not only to theoretically analyze the problem, but also develop interesting methodological materials in accordance with the educational needs and interests of children. The materials are presented to cooperation partners, since 2024 some of them are published in the collection of methodological developments "Anthill of Idea" (https://books.rta.lv/index.php/RTA/catalog/book/30 - Information is available only in Latvian) or as individual developments. (https://books.rta.lv/index.php/RTA/catalog/book/36) - Information is available only in Latvian). A lower rating is given to students whose research is based on outdated literature or the methodological material is only a compilation of methodological proposals of other authors.

During the reporting period, the Qualification Thesis Defense Commission evaluated the final works of 5 RTU LA and 3 RTU RA students with the highest rating of 10 (outstanding). Rating 9 (excellent): 24 RTU LA and 9 RTU RA student works.

Student Qualification Thesis Research is presented at the students' international scientific-practical conference "CHILDREN. TEACHER. EDUCATION|", which is implemented in cooperation with the University of Latvia, Daugavpils University (29.05.2023.; 31.05.2024.; 30.05.2025). Examples of research presented at the student conference - RTU LA: "*Teacher's activity for children's participation in the preschool pedagogical process*" (2023); "*Development of critical thinking in children of the 3rd stage of preschool education in outdoor classes*" (2024); RTU RA: "*Self-guided learning in the field of science study in preschool*" (2023), "*Development of physical balance in children aged 3-4 years in play classes*" (2024).

The methodological materials developed as a result of the students' final thesis are published in the collection of methodological developments "Anthill of Ideas", which was created as a result of

cooperation between students and lecturers of RTU RA (then Rezekne Academy of Technology) and RTU LA (then Liepaja University). The aim of the collection is to promote the involvement of students in the development, approbation and promotion of methodological materials. The methodological materials included in the collection can be useful for both future and existing preschool teachers for purposeful pedagogical activity in preschool education practice. The authors of the best studies are offered to prepare a publication for the e-journal "Anthill of Ideas".

Collection "Anthill of Ideas" 1st edition (2024): http://books.rta.lv/index.php/RTA/catalog/book/30

Collection "Anthill of Ideas" 2nd edition (2024): https://books.rta.lv/index.php/RTA/catalog/book/35

Collection "Anthill of Ideas" Edition 3 (2025): https://books.rta.lv/index.php/RTA/catalog/book/39

The topics of the students' final theses show a multifaceted research interest of students, a high motivation to engage in the process of preschool education, the development of children's personalities, the promotion of learning and achievements.

## 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.

Studies take place at RTU RA training block at Atbrīvošanas aleja 115, Rezekne and RTU LA training block at Liela iela 14, Liepaja. The material and technical base necessary for the implementation of the program is constantly being updated and improved. All auditoriums used for studies are equipped with appropriate furniture and technical equipment, t.sk. multimedia equipment that allows lecturers to use online social media materials in lectures, students to present their research in multimedia presentations. Audiences are provided with the opportunity to connect to MS Teams or another remote access program, providing remote or hybrid learning opportunities. In order to ensure remote streaming of lectures in the auditoriums of 4 RTU RA and 5 RTU LA, there is conference video equipment with video/audio tracking capabilities of the lecturer, which is provided by moving 360-degree video cameras. Several modern computer classes can be used for the study process. Free Wi-Fi is available in the auditoriums, used for the implementation of the study programme, and in the student dormitory.

Students and faculty are provided with access to acomprehensive Microsoft development tools, servers, and platforms. Students are provided with an E-learning environment (Moodle), which provides access to learning materials, assignments and information at home. Students and faculty are provided with the opportunity to use the IBM SPSS Statistics program to process research data.

For the acquisition of practical skills in the RTU RA training corps, visual arts, sewing, design workshops, maintenance training laboratory and choreography hall can be used. In cooperation with the Engineering Center, the premises and equipment of the Ecology, Physics, Chemistry, Human Environment Health Laboratories are used. For the acquisition of musical artistic skills, piano, blockflutes, as well as music centers are used. Video and audio equipment, computer

equipment, digital teaching aids and foreign language literature and teaching materials are used to learn foreign languages. For the provision of science courses and students' acquisition of research skills in the natural sciences, an inventory is available, which includes

research work kits in natural sciences, physics and biology, microscopes, micropreparation kits and digital teaching materials. Since 2005, the Special Pedagogy Laboratory (SPL) has been operating, which ensures the connection of science with society and practice, carrying out the development, approbation and implementation of preventive educational and correctional integrated programmes and methodologies in special and general education institutions of Latvia. There is also a Laboratory of Social Pedagogy and Rehabilitation Technologies, which provides an experimental base for approbation of scientific research, performs methodological activities and the provision of social services, including for solving the problems of special pedagogy. In 2018, the Multisensory Room was installed, which is one of the most modern in the Baltic States, where equipment for conducting research in the field of social rehabilitation and stress reduction has been purchased. In turn, the Pedagogical Technology Laboratory ensures scientific-methodological activity in the implementation of innovative technologies and the development of methodologies for the solution of pedagogical issues.

RTU LA students have access to an open-access wireless network in each of the study blocks (in total, 36 wireless network access points are installed). RTU is a member of *Eduroam,* a secure, international wireless network accessible to academic users. *Eduroam* has a shared network that allows wireless network services around the world, without the need to get a guest account. A workstation virtualization solution has been implemented and three computer classes are equipped with workstation clients (80 workstations in total). For each studenttheir own virtual computer is created, which is not tied to the workplace. This solution ensures the mobility and security of the study process. Modern network hardware has been installed that ensures computer network virtualization and a CAMPUS computer network connection has been established between all study blocks.

A cooperation agreement has been concluded with Microsoft on the lease of MS Office and MS Windows software licenses, which teachers can use both in the implementation of the learning process and in the production of teaching materials. Within the framework of this cooperation agreement, both RTU LA lecturers and students have access to MS Office 365, 1Tb file archive in the cloud, etc. at no extra cost.

The RTU LA Centre for Pedagogy and Social Work (PSDC), in cooperation with the Centre for Humanities and Arts, the Centre for Natural and Engineering Sciences and the Centre for Management and Social Sciences, plays a leading role in the implementation of the study programme, providing an appropriate teaching staff and technical base.

For the organization of practical seminars for students, an authentic learning environment has been created in two offices (*classroom tables with castors and composite chairs for schoolchildren and a workplace for the teacher, as well as digital whiteboards ODIN.*) and in the hallway (*OneTwenty multifunctional and modular product consisting of two basic products – acoustic wall and puff, as well as Signs puff modules*) with the aim of implementing a practice-based study process. Managing the learning process in an authentic learning environment at RTU LA provides a wide range of cooperation opportunities, including expanding integrated teaching opportunities, creating training videos, etc.

The teaching staff of the study programme have access to work rooms equipped with computer equipment and the Internet. For the sports and interests needs of students, premises are provided for sports classes, choir activities, acquisition of professional and interest education programs.

Students have access to the RTU library and its structural units in Rezekne and Liepaja. In the library there is a reading room, a subscription to teaching and sectoral literature, individual work rooms are available where students can work undisturbed.

RTU RA library provides all traditional services, including e-environment. The electronic catalogue reflects information about all books and magazines in the library's collection. The

library offers users the following databases: ScienceDirect, Scopus, Web of Science, EBSCO, LNB Digital Collections, School Word (Skolas Vārds), etc**.** Part of the databases can also be used remotely.

The collection of RTU LA Library  thematically corresponds to the study program "**Preschool Teacher**". The study programme offers literature according to the following topics of the courses to be taught, such as educational psychology, pedagogy and professional activity, educational management and research, inclusive education, preschool education, teaching and learning (in the fields of languages, social sciences, culture and arts, technology, natural sciences, mathematics, health and physical activity), preschoolers, etc. Of all the information resources available to the library about 12% of the items in the collection are an the above mentioned topics.

For the needs of the study programme "Preschool Teacher", databases offer information resources on various topics of the courses to be taught in the study programmes, for example, the EBSCO e-book collection contains approximately 28,000 electronic publications according to the following keywords – educational psychology, educational management, research in education, preschool education, inclusive education, pedagogy, language learning, child development, and other topics: education (6 journals), management, management (10 journals), psychology (18 journals), etc. The library provides training, reference and consultation on the use of information resources and the use of services. In 2024, the databases and other digital resources available in the RTU LA library have been used in 24,400 connection sessions.

The material and technical provision provided for the implementation of the study programme and its availability to students and teaching staff shall be assessed as appropriate.

**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 criterion is 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).**

Study financing from the State budget funds shall be granted each calendar year in accordance with Cabinet Regulation No. 994 of 12.12.2006. "Procedures by which Higher Education Institutions and Colleges shall be Financed from the State Budget Funds"

The calculations of the planned costs of the RTU LA study programme "Preschool Teacher" for full-time studies for 2025-2026 use the base costs determined in 2025 (EUR 1867.60 per place of study) and the coefficient of the thematic field of education set by the Ministry of Education and Science in the field of "Teacher Education and Educational Sciences": 1.1, as well as the cost coefficient in first-level professional higher education study programmes: 1.0. The cost of one study place in 2025 is EUR 2 054.36, the total cost of the study programme for 2 years is EUR 4 108.72. The number of study places financed from the State budget in 2025/2026 is 30 study places.

The tuition fee approved by the RTU Senate for full-time studies for the 1st year of the 2025/2026 academic year is EUR 2 310, and it is unchanged for the entire study period, the total cost of the study programme for 2 years is EUR 4 620. The fee approved by the RTU Senate for part-time studies for the 1st year of the 2025/2026 academic year is EUR 2,100.

The calculations of the planned costs of part-time extramural studies for 2025-2026 of the study programme "Preschool Teacher" use the base costs set in 2025 (EUR 1867.60 per place of study) and the coefficient of the thematic field of education set by the Ministry of Education and Science in the field of "Teacher Education and Educational Sciences": 1.05, as well as the cost coefficient in short-cycle professional higher education study programmes: 1.5. The cost of one place of study in 2025 is EUR 2 941.47, the total cost of the study programme for 2.5 years is EUR 7 353.67.

The study fee approved by the RTU Senate for part-time studies for the 1st year of the 2025/2026 study year is EUR 2 100 and it is unchanged for the entire study period, the total fee for completing the study programme for 2.5 years is EUR 5 250.

Assessment of the percentage distribution of costs within the framework of the study field.

Total funding for the 2024/2025 study field EUR 1 293 634. 5 % of the costs are made up of the study programme "Preschool teacher". As of 01.03.2025, there were 31 students in this full-time study programme.  11 % of the costs consist of the study programme "Preschool teacher, Part-time". As of 01.03.2025, there were 107 students in this full-time study programme. Thus, in total, the program "Preschool teacher" covers 16% of the expenses of the study field "Pedagogy and Education".

The resources and provision of RTU Rēzekne Academy are fully sufficient for the high-quality, growth-oriented implementation of the study programme. The funding of the study programme is planned within the framework of the funding available for the study field, which is described in Chapters 3.1-3.3 of Part II of the self-assessment report.

The study programme corresponds to the thematic educational area of studies "Teacher Education and Educational Sciences", for which in accordance with the Cabinet Regulation No. 994 "Procedures by which higher education institutions and colleges are financed from the funds of the State budget", the minimum value of the coefficient of costs of studies (ki) is "1.1".

The funding of the study programme consists of the funding of the study base, part of the performance funding for results in research and preparation of graduates, part of the funding of the science base and the revenues of the study fee.

**The financing of the study base** is earmarked for a specific study programme and allocated from the State budget funds on the basis of the number of study places specified by the State for the study programme, the basic costs of the study place and the coefficients of study costs in the thematic fields of education. The funding of the study base of the State budget is used as follows:

1. Staff remuneration – 78%
2. Student scholarships – 8%
3. For the development of the study programme (incl. replenishment of library resources, cultural, sports activities, maintenance and improvement of infrastructure) – 14%.

In addition to the funding provided by the state for student scholarships, students up to 25 years of age who come from large families who have children who are orphans or left without parental maintenance, or with group I or II disability, can apply for a social scholarship in the amount of 180.00 per month.

The financing of the study base ensures access to education and is aimed at the development of the study programme, as it ensures stable and regular financing, which allows to plan and implement the study programme, covers the basic needs of the development of the programme, especially the remuneration of employees, updating of the study literature, inventory costs.

The data constituting the cost per student in the short-cycle professional study programme "Preschool Teacher" at RTU Rēzekne Academy can be viewed in Table 3.3.3.1.

Table 3.3.3.1.

**Structure of study costs per student at RTU RA**

| | | **2021** | **2022** | **2023** | **2024** | **2025** |
|---|---|---|---|---|---|---|
| 1. | Basic cost of one study place (EUR) | 1630.11 | 1630.11 | 1630.11 | 1867.60 | 1896.98 |
| 2. | Tuition fee revenue (EUR) | 6 143.88 | 17305.4 | 21 539.03 | 26 361.8 | 25 000* |
| 3. | Funding of the study base ( EUR), | 11 746 | 11 745 | 45 290 | 510 37 | 65 861 |
| 4. | Number of study places financed from the state budget | 6 | 6 | 22 | 22 | 28 |
| 5. | Number of students as of 01.10 in the academic year : | | | | | |
| 1. | Budget of the PLK (full- time, face-to-face) | 20 | 37 | 31 | 31 | 31* |
| 2. | PLK fee | 2 | 5 | 2 | 4 | 4* |
| 3. | NLN fee (part-time, extramural) | 0 | 19 | 29 | 17 | 15* |
| 6. | Total revenue (budget and own revenues) (EUR) | 17 889.88 | 29 050.04 | 66 829.03 | 77 398.8 | 90 861 |
| 7. | Full-time equivalent of students | 8,8 | 19,65 | 17,55 | 18,5 | 16,6* |
| | Costs per student** **from state budget funding and own revenue** (EUR) | 2 032.9 | 1 478.3 | 3 807.9 | 4 183.7 | 5 474.5 |

*Forecast by the number of graduates and potentially enrolled students.

**Determined by dividing the funding available for the study programme by the full-time equivalent of students in accordance with the OECD methodology (Education at Glance 2024, p.343).

RA costs from state budget funding and own revenue per student in a short-cycle study programme, as shown in table 3.3.3.1. **are climbing**. Tuition fee revenues are a significant addition to the programme revenues.

The cost per student provides for the following expenses

In addition to the funding for the implementation of the study programme presented in table 3.3.3.1. **performance funding for the results in the provision of research-based higher education** is used, which is not divided by study fields. It also includes the financial resources allocated for the preparation of graduates and demonstrates the change of emphasis from quantitative to qualitative indicators and is an important indicator of the development capacity

of the programme. It provides for specific performance indicators (number of graduates and employment) that have a high capacity to assess the quality of the programme and improve it in order to ensure and improve the competitiveness of graduates in the labour market, promote cooperation with employers, provide internships for students and facilitate job opportunities. Performance funding for the provision of results-based higher education in research is used for the development of study infrastructure,

**The funding of the science base and the funding of scientific activity (performance)** of the RA is not divided by study fields, but is channeled into the provision of scientific activity of the RA in accordance with the RA Regulations on the principles for the distribution of scientific funding, including such activities aimed at the development of the programme as:

- remuneration of scientific staff employed in the study programme,
- ensuring the co-financing of international research projects,
- the cost of conference missions and other scientific networking activities (including participation fees),
- the allocation of a coefficient for the remuneration of academic staff employed by the Institute,
- increasing the workload of scientific staff,
- the introduction of new workloads for scientific staff,
- for the purchase of equipment,
- coverage of conference attendance fees and travel expenses.

Funding for student self-government is provided annually **in the amount of at least one two-hundredth** of the state funding for the study process and the revenue of the study fee and fluctuates around twelve thousand euro per year, which are used in accordance with the estimates developed by the Student Council and are aimed at ensuring the needs of students, including ensuring the quality of studies.

The number of students in the programme is planned in order to effectively use the financial resources allocated by the State, and in 2025 has increased to 28 study places financed by the State budget in two study years. The minimum number of students to start their studies is 9 students in part-time studies and 7 students in full-time studies. The average number of students in one group is 10 students in part-time studies and 16 students in full-time studies.

## 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 academic staff, who are highly qualified specialists in the relevant fields of science, including educational sciences.

The qualitative composition of the academic staff working in the study programme complies with the requirements of the Law on Higher Education Institutions. The qualification of the academic staff shall be appropriate to the specifics of the study programme and the conditions for implementation, as well as to the requirements of regulatory enactments in the field of education. The elected academic staff are professionals in their field of science, who have demonstrated competence in industry research, use of the e-environment in the study process, as well as participated in national and international projects, developed scientific articles, teaching aids or monographs. In the implementation of the study programme, professionals in their speciality with practical work experience in general or vocational education are also attracted, who are successfully able to balance theoretical and practical issues, emphasizing the knowledge, skills and competences necessary for teachers in professional activities. Attracted professionals work in educational institutions as managers, deputies, methodologists or teachers and, as a result, ensure the unity of pedagogical theory and practice.

In order to ensure high-quality and innovative implementation of the study programme, several criteria have been used for the selection of teaching staff to be involved in the programme, so that the study courses are conducted by qualified, scientifically and methodically prepared lecturers, specialists of the specified field of study, who use modern approaches in their work.

As mandatory criteria for the selection of academic staff are:

- compliance of the qualification of academicg staff with the requirements laid down in regulatory enactments;
- scientific research direction/methodological activity corresponds to the content of the study programme/course;
- knowledge of the appropriate national language and foreign languages.

Also, the creative and scientific biography of the academic staff involved in the implementation of the study programme must certify the fulfilment of at least one of the following additional criteria:

- professional development in the field of university didactics / teaching methodology;
- practical experience in work in a preschool educational institution or undergoing an internship in a preschool educational institution;
- scientific/practical experience in school/preschool pedagogy, inclusive education;
- participation in conferences, research or development projects;
- participation in the European Social Fund project "Competence approach to learning

content";
- creative activity in the field of artistic creation.

The academic staff involved in the implementation of the study programme shall comply with the set criteria, the qualification of the staff shall conform to the specifics of the study programme and the conditions for implementation, as well as to the requirements of regulatory enactments in the field of education. Academic staff are professionals in their field who have proven their competence in industry research, improved their competence at conferences, seminars, project work, developed teaching aids and materials, and implemented creative activities.

19 academic staff members have a doctor's degree.. The study programme employs 4 professors, 7 associate professors, 6 assistant professors, 2 lecturers, 1 leading researcher, 1 visiting assistant professor and 3 guest lecturers. A total of 24 academic staff members at RTU LA and RTU RA.

The academic staff involved in the implementation of the study programme – experts in the field with extensive pedagogical work experience in preschool education (from approximately 10 to 30 years).

The professionalism of the academic staff, the ability to relate scientific activity to the study process is also evidenced by the research and publications carried out during the reporting period, which are compiled in the biographies of the academic staff and the compilation of scientific research results. Most of the publications are in collections and publications of international scientific conferences indexed in Web of Science, Scopus or other databases.

RTU RA teaching staff has developed monographs or teaching aids:

- Us and Them: The Latgalians, The Baltians and foreigners in the interwar Latvia. The Latgalian issues. Rezekne: Rezekne Academy of Technology, *accepted for publication.*
- Teaching tool "Human Sciences" (psychology). Rezekne: Rezekne Academy of Technology, 2022.
    - Transformative Digital Learning: Emerging Cases and Considerations. Rezekne: Rezekne Academy of Technologies, Research Institute for Regional Studies, 2021.
    - Modern personality theories. Textbook. Rezekne Academy of Technology, 2018.
    - Developmental psychology. Textbook. Rezekne Academy of Technology, 2018.

  The teaching staff of the study program actively work on various national and international projects, as well as prepare and submit new projects related to educational sciences and teacher education. The most significant RTU RA projects in which the teaching staff are involved:

    - 2023-2026, State research programme "Education" project "Individualised and personalised support system for the development of pupils' text literacy, numeracy and natural science literacy" (Nr. VPP-IZM-Education-2023/1-0001);
    - -2026., ERASMUS+ project "Empowering Mathematics Education for All" proj.nr. 2024-1-LV01-KA220-SCH-000247243"
    - 2022-2024, National Research Programme "Letonika for the Development of Latvian and European Society" project "New solutions in the study of demography and migration processes for the development of the Latvian and European knowledge society (DemoMigPro)" (No. VPPLETONIKA2021/4-0002);
    - – 2024. Erasmus+ Strategic Partnership project "Empowering Foster Parents" (No.2021-1-LT01-KA220-ADU-000028356);
    - 2022-2023, Erasmus+ Strategic Partnership Project "Transformative Digital Learning for General Education Following Covid-19 Impact" (CovidEdu TDL) (No. 2021-1-LV01-KA220-SCH-000032781)

- 2021-2023, Fundamental and Applied Research Program Project "Transformation of the Value of Education for the Cultural and Economic Growth of the Social Community (IzVeTSKKEI)", (No. Izp-2020/1-0178);
- 2021-2024, National Research Programme "Letonika for the Development of Latvian and European Society" project "Landscapes of Identities: History, Culture and Environment" (Nr. VPP-LETONIKA-2021/1-0008);
- 2021-2023, ERASMUS+ project "STREAM thiS TEAM" (2020-1-PT01-KA201-078623);
- 2020, National Research Programme project "Life with Covid-19: Assessment of overcoming the coronavirus crisis in Latvia and proposals for future resilience of society" (Nr. VPP-COVID-2020/1-0013);
- - 2022., ERASMUS + project “Reading with Ease and Fun 2 ”(REF2) (No.2019-1-BG01-KA201-062249).
- 2018-2022, ESF SAM 8.2.1 project "Reduction of fragmentation of study programmes at Liepaja University" (No. 8.2.1.0/18/I/002).

The most significant RTU LA projects in which teaching staff are involved:

- – 2026. Erasmus+ project “Developing an Innovative IN-service Training Model for ECEC Staff (INTEC) (2023-1-SE01-KA220-SCH-000156400).
- – 2024. Erasmus+ project “Cooperation for Innovation and the Exchange of Good Practices” (2022-1-BG01-KA220-HED-000088178);
- – 2024. Erasmus+ project “Designing a Technology-enhanced Climate Change Education Curriculum” (TeCCh-Ed)2022-1-BG01-KA220-HED-000088178;
- – 2024. Erasmus+ Partnerships for cooperation and exchanges of practices “Art Welcomes Inclusion through Innovative Technologies (ARTWIN)” 92021-1-LV01-KA220-VET-000028019).
- – 2023. Erasmus+ Cooperation for innovation and the exchange of good practices “ProuD to Teach All: Professional Development Strengthening Competencies To Teach All Learners in an Inclusive Learning Environment” 92020-1-BE02-KA201-074764);
    - – 2023. Erasmus+ Cooperation for innovation and the exchange of good practices “Beyond The Limits: Developing Entrepreneurship via Creativity in Schools” (2020-1-TR01-KA203-093989) ;
    - 2021 - 2024. Latvian Council of Science project "Transformation of the value of education for the cultural and economic growth of the social community (IzVeTSKKEI)" (Izp-2020/1-0178, IzVeTSKKEI);
    - 2021 - 2024. Latvian Council of Science project "Research of the Modern Latvian Language and Development of Language Technologies" (VPP-LETONIKA-2021/1-0006);
    - – 2023. Nordplus Horizontal “Pre-Service Teacher Career Perspectives to Facilitate Sustainable Inclusive Education Reforms” (NPHZ-2020/10090);
    - 2020-2023 EEA and Norwegian financial instrument Research and education Development of the Innovation Centre in Liepaja City (House of Nature).

  During the reporting period, 8 RTU RA teaching staff and 8 RTU LA teaching staff have improved their professional competence by doing internships in general education institutions (including preschool educational institutions), thus ensuring the link between theory and practice. The teaching staff of the program systematically improve their qualifications through various professional development programs.

  The quality of studies is also ensured by the involvement of lecturers in professional development courses, in which they have improved professional English language skills (7 RTU LA teaching staff), leadership of academic staff, competence of cooperation with industry, design thinking, communication and emotional intelligence (7 RTU LA

teaching staff) academic integrity *(*8 RTU LA teaching staff*).*) etc.

During the reporting period, RTU LA teaching staff have participated and continue to participate in courses offered by continuing education projects for academic staff, seminars, such as "Artificial Intelligence in the Pedagogical Process", 4 RTU LA teaching staff members have participated, 7 teaching staff members have participated in "Assessment Training for Teaching Staff", 7 RTU LA teaching staff members have participated.

The teaching staff involved in the study programme participate in mobility activities at partner universities abroad. Visiting lecturers are also involved in the implementation of the study programme. for example, guest lecturers from *the University of KwaZulu-Natal (South Africa) Dr. Angela James, and Bongekile Mnguni,* led classes for students on *the topic* "*Agents of Change: Teacher professional development at the University of KwaZulu-Natal (South Africa)*"*(spring semester 2022); In the autumn semester of 2024, part of the study course* "*Play and Interdisciplinarity*" (3 CP) was led by Karina Karuso (USA).

During the election period, the elected academic staff of RTU RA acquire a 160-hour professional development programme for academic staff in the amount of 160 hours "Innovations in the Higher Education System" or "Didactics of Higher Education Institutions". Several faculty members are involved in artistic creation activities: participate in concerts, concert performances, act as artistic directors or conductors of choirs, organize workshops, exhibitions, participate in exhibitions with their works. Information about the creative activity of the teaching staff and the acquired professional development programmes can be found in the biographies of the teaching staff.

### 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.

Table 3.4.2.1

**List of changes in the teaching staff made in the study programme**

| **RTU RA** | |
|---|---|
| **Study programme course** | **Changes** |
| Study course "Research in education. Study work" (6 CP) | Due to the high workload, Dr.philol. S.Martena, Dr.paed. V.Lyubkina refused to teach the course, Dr.paed., Līga Danilāne, lecturer of Rezekne Academy of Technology was involved in the implementation of the study course. |

| | |
|---|---|
| Study course "Organization and management of the preschool pedagogical process" (5 CP) | In the implementation of the course, Mg.paed Ekaterina Jankovska, Head of Daugavpils City Preschool Educational Institution No. 4, doctoral student at Rezekne Academy of Technology, scientific degree applicant, is involved as a guest lecturer. 20 years of experience in PII, 10 years of experience as an expert of the State Education Content Centre |
| Study course "Content and learning approaches in the area of education of mathematics " (5 CP) | Due to Mg.paed. I.Onzheva's retirement, in the implementation of the course as a guest lecturer Mg.paed. Rita Andrejeva, PEI "Bitīte" of Vilani municipality, head of preschool educational institution, was involved. |
| Study course "Content and learning approaches in the field of social and civic education " (3 CP) | Due to health problems, instead of Dr.art. V. Caks Mg.paed . M.Kļaviņa, methodologist of preschool education at Rauna Elementary School. 12 years of work experience at PEI was involved. |
| Study course "Content and learning approaches in the field of language learning " (5 CP) | A.Ancane, preschool teacher and audiologist, student of the RTA academic master's study programme "Educational Sciences", is involved as an assistant. 9 years of augiologist and 4 years of teacher experience |

**RTU LA**

| **Study programme course** | **Changes** |
|---|---|
| Study course " State, Civil and Environmental Protection " (3 CP) | Due to the fact that U. Zupa no longer continues to teach at RTU LA, the study course is led by Dr.paed. Professor P. Jurs. The study course is implemented jointly with students of other study programmes. |
| Study course "Social-emotional learning" (3 CP) | Due to the high workload of Dr.psych. I. Strazdina, Dr.paed. professor D. Medne (certified psychologist with supervisory rights) is involved in the teaching of the study course. |
| Study course "Educational Management" (3 CP) | Due to Dr.paed. A. Samusevica's high workload, study course is led by Dr.paed. Professor P. Jurs, who is also the principal of Liepaja Dzintara Secondary School. |

| | |
|---|---|
| Study course " Introduction in education for sustainable development " (3 CP) | The study course is included on the basis of the conditions of the compulsory content of the study programme (Cabinet Regulation No. 305), the study course is taught by PhD. Assoc. Professor L. Latsone, who teaches this course in other educational study programmes. |
| Study course " Content and learning approaches in the field of language learning " (5 CP) | Due to the high workload of Ph.D. G. Tomele, the study course is taught by Ph.D. assistant professor A. Kriekis, who also works at Riga Secondary School No. 6 as a teacher of Latvian language and literature. 16 years of work experience |
| Study course " Content and learning approaches in the area of education of mathematics " (5 CP) | Due to the fact that K. Utrupa does not continue to combine work in a preschool educational institution and RTU LA, the study course is taught by Mg.sc.educ, the head of Liepaja Preschool Education Institution "Dzintariņš". K. Cetrovska, 13 years of work experience at PEI |

During the reporting period, 4 RTU LA and 4 RTU RA teaching staff members have stopped working in the study programme, which is explained by an increase in workload or termination of employment relationships. The provision of academic staff involved in the study programme requires a pronounced orientation towards ensuring the link between theory and practice, support for work-based education of preschool teachers. In order to effectively encourage the acquisition of professional competence of a teacher in the study process, the teaching staff of RTU LA was joined by Ph.D. A. Kriekis, and Dr.paed. P. Jurs, to lead another course of study agreed Mg.sc.educ. K.Cetrovska. All teaching staff have practical work experience in educational institutions, which ensures the broadening of students' horizons and generally increases the quality of studies. This is also evidenced by the assessment given in student surveys. The changes in the composition of the teaching staff have been carried out for objective reasons (retirement of teaching staff, incapacity for work, workload) and with the aim of strengthening the synergy of professional and academic work (attraction of professionals in the field). The changes made have not significantly affected the balance of academic positions (one faculty member with a PhD has been replaced by a professional in the field who has a master's degree in pedagogy. The attraction of industry professionals has strengthened the link of the study programme with the requirements of the labour market, strengthened direct cooperation with pre-school educational institutions, and promoted the methodology of contextual teaching.

**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).**

The criterion is 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).**

The criterion is 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).**

Collaboration between teaching staff is an essential factor in the quality of the study programme, which corresponds to the understanding of quality defined by the ESG2015 (https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf) as a result of the interaction between teaching staff, students and the learning environment. Collaboration between teaching staff shall take place on at least two levels. Firstly, the cooperation of its teaching staff in one institution in the implementation of one course of study. For example, the study course "Content and Learning Approaches to Cultural Awareness and Self-Expression in the Arts" is taught and evaluated by more than one lecturer at both LA and RA who meets the standards set by the ESG2015 for student-centered learning, teaching and assessment. Such cooperation corresponds to the specifics of the study course, which combines different branches of art and culture and requires from the teaching staff some competence in one of them (music, visual arts, word arts, etc.). Secondly, cooperation between LA and RA faculty is essential. According to the didactic strategy of the study program, each course of study is implemented by at least one faculty member in RA and at least one faculty member in LA. One member of the teaching staff is the leading teaching staff member, who takes on a leading, coordinating role in ensuring the quality standards of the study course. The leading teaching staff member is determined by evaluating the academic, scientific and professional competence of the teaching staff, his or her duties include planning, development and improvement of the study course, management, involving other teaching staff in this process. Cooperation of teaching staff takes place in at least three stages: co-ordinating the description of the study course (by agreeing on the content of the study course, methodology, independent work, assessment requirements, literature to be used in the study course, etc.), evaluating the experience of assessment of study results and feedback on the study course, deciding on the improvement of the study course. Inter-academy cooperation mostly takes place in the MsTeams environment, some activities are also organized in person. This cooperation model has been introduced with the aim of providing students with a more diverse and rich learning experience, as well as to promote cooperation and professional development among teaching staff.

When implementing the study programme in two study places - Rezekne and Liepaja, several types of cooperation between teaching staff are practiced:

- **Joint development of study courses/modules**, which ensures a unified approach and requirements for the implementation of the study course in Liepaja and Rezekne,
- **Promotion of interdisciplinary cooperation:** cooperation between teaching staff of different study courses in order to ensure an interdisciplinary approach to the implementation of the study programme,
- **Information exchange platforms:** Study programme management and lecturers collaborate through the MsTeams online solution.
- **Joint research and creative projects:** student international conference "Child. Teacher. Education", a collection of student methodological works "Anthill of Ideas" (*Ideju pūznis*). For joint publications of teaching staff, see the list of scientific publications of teaching staff in the annex.
- **Experience exchange events:** joint methodological seminars of the study course "Research in education. Within the framework of study work", "Childhood pedagogy" and pedagogical practice, it is planned to continue organizing the exchange of good practice within the framework of professional specialization study courses in the field.
- **Support system:** new teaching staff receive support from experienced teaching staff, joint research is planned within the framework of the topic of the taught study course.
- **Ensuring linkage of study courses/modules: mutual** collaboration of teaching staff, cooperation with the director of the programme by determining study course descriptions aimed at achieving the study courses of the study programme. This procedure takes place in accordance with the schedule for the approval of study plans.
- **Joint training materials:** the study course in Liepaja and Rezekne has a unified e-course platform in the Moodle environment, which is being improved through mutual cooperation between teaching staff.
- **Regular review of the content of the study programme and study courses:** takes place in accordance with the schedule of approval of the study plan, performing annual self-assessment of the study programme in accordance with the procedures specified by RTU.

The ratio of students and teaching staff in the study programme is viewed according to the methodology set by the OECD (Education at Glance, 2024, p. 364), dividing the full-time equivalent of students (17) by the full-time equivalent of the teaching staff employed in the programme (1.6). Accordingly, the ratio of students and teaching staff in the study programme is 11, which is slightly lower than the Latvian average (14) and the average indicator of OECD countries (16) in short-cycle study programmes in 2022.

# Annexes

| III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme | | |
|---|---|---|
| Sample of the diploma and its supplement to be issued for completing the study programme | Diploma_diploma pielikuma paraugi Pirmsskolas skolotajs LV_ENG.pdf | Diploma_diploma pielikuma paraugi Pirmsskolas skolotajs LV_ENG.pdf |
| 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 | Annex_Statistical_data_students_PrSk_EN.docx | Pielikums_Statistika_studējošie_PrSk_LV.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 | Annex_Compliance with National standart_PrSk..pdf | Pielikums_Atbilstiba _Valsts_AI_standartam_PrSk..pdf |
| 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_Conformity_profession standard_PrT_EN.docx | Pielikums_Atbilstība_Profesijas_standartam_PrSk_LV.docx |
| Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable) | Annex_Compliance with MK not_569_Presc_ENG.docx | Pielikums_Atbilstība_MK_not_569_PrSk_LV.docx |
| Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme | Annex_Mapping_of_study_courses_PrSk..xlsx | Pielikums._Studiju_kursu_kartejums_PrSk..xlsx |
| The curriculum of the study programme (for each type and form of the implementation of the study programme) | Annex_Plan_PresC_EN .pdf | Pielikums_Plans_PirSk_LV.pdf |
| Descriptions of the study courses/ modules | Annex_Course_descriptions_PrSk.pdf | Pielikums_Kursu_apraksti_PrSk.pdf |
| Description of the organisation of the internship of the students (if applicable) | Continuity and relevance of internships to study content.pdf | Praksu_ pecteciba_ un_ atbilstība_ studiju_ saturam.pdf |
| 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) | | |

# Primary education teacher (42141)

| | |
|---|---|
| Study field | *Education and Pedagogy* |
| ProcedureStudyProgram.Name | *Primary education teacher* |
| Education classification code | *42141* |
| Type of the study programme | *First cycle (professional bachelor's) study programme* |
| Name of the study programme director | *Jānis* |
| Surname of the study programme director | *Dzerviniks* |
| E-mail of the study programme director | *Janis.Dzerviniks@rtu.lv* |
| Title of the study programme director | *Dr.paed.* |
| Phone of the study programme director | *29977436* |
| Goal of the study programme | *The aim of the study programme: to ensure the acquisition of competitive and high-quality, internationally comparable professional higher education and teacher qualification by acquiring the necessary professional competencies, which are determined by the Standard of the Teaching Profession, for work in the first stage of basic education.* |
| Tasks of the study programme | *Tasks of the study programme:*<br>*1. To provide students with acquisition of general knowledge and competence necessary for the performance of the basic tasks and duties of the teacher's professional activity.*<br>*2. To ensure the unity of acquisition and implementation of theoretical knowledge and practical activity of pedagogy, psychology and methodology, including openness to the new and innovative field of education, using communication technologies and resources, as well as understanding global and local, socio-political, economic and cultural processes.*<br>*3. To promote the acquisition of professional knowledge and skills of students in the development of pedagogical competence, which is necessary for the planning, implementation of the learning process and assessment of learning achievement.*<br>*4. To promote students' scientific research activities by integrating the theoretical insights of pedagogy and psychology into practical activities, creating an understanding of the diversity of research methodology and opportunities for professional and scientific growth.*<br>*5. To support the development of creative and social activity, to promote the development of students' need for self-education, promoting self-realization towards lifelong learning.* |

| | |
|---|---|
| Results of the study programme | *Knowledge:*<br>*· understands the basic concepts and guidelines for professional activity in the field of educational sciences, the principles of planning, implementation and assessment of the pedagogical process, which are necessary for the performance of the basic tasks and duties of the professional activity of the teacher;*<br>*· knows the content of subject areas, key competences, transversal competences and methodologies;*<br>*· knows the techniques of self-analysis, self-assessment and self-reflection of the teacher's pedagogical activity, which are necessary for the improvement of professional competence.*<br><br>*Skills:*<br>*· analyzes and solves current problems independently and in cooperation with colleagues and industry specialists in order to ensure positive interaction in different social environments;*<br>*· in the educational process, the individual development potential, learning and personal growth needs of pupils are taken into account;*<br>*· plans and implements a learning process brought closer to life situations with appropriate goals, activities and learning outcomes to be achieved, evaluates the learning performance and growth of pupils, takes into account the individual development needs of the educatee.*<br><br>*Competence:*<br>*· performs independent, purposeful and responsible planning, organisation and management of pedagogical activity for the improvement of the pedagogical process, in accordance with social needs and current needs of educational science and practice;*<br>*· independently and in cooperation with colleagues, plans, implements, evaluates and improves the learning achievements and growth of the learner and provides the necessary support to improve learning;*<br>*· is aware of and evaluates his or her experience and activities in order to improve professionally, comply with the requirements of professional ethics; in cooperation with other colleagues, engages in the development of the educational institution and the field of education;*<br>*· carries out research and innovative activities for the improvement of the pedagogical process, strategically implements the improvement of his professional activity, engages in the planning of the development of the educational institution, understands the place of his or her profession in a wider social context.* |
| Final examination upon the completion of the study programme | *Qualification exam and defense of the 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) | *240* |
| Admission requirements (in English) | *Secondary education and entrance exam* |
| 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 |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

**Part time extramural studies - 4 years, 5 months - latvian**

| | |
|---|---|
| Study type and form | *Part time extramural studies* |
| Duration in full years | *4* |
| Duration in month | *5* |
| Language | *latvian* |
| Amount (CP) | *240* |
| Admission requirements (in English) | *Secondary education and entrance exam* |
| 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 |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

# 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.

First-cycle professional higher education bachelor's study programme "Primary Education Teacher" was licensed in 2020, but in 2022 it was included in the accreditation page of the study field of the Rezekne Academy of Technologies and in the accreditation page of the study field of Liepaja University. After the consolidation of Liepaja University and Rezekne Academy of Technologies at Riga Technical University, the study programme is implemented as the first-cycle professional higher education bachelor's study programme of Riga Technical University with implementation sites in Rezekne and Liepaja.

In the process of inclusion in the accreditation sheet of the study programme, the admission requirements were defined more precisely – indicating – secondary education, entrance examination, as well as the outcomes to be achieved were specified, combining the most important outcomes to be achieved, which characterize the knowledge, skills and competence of students.

In accordance with the amendments to Article 1 of the Law on Higher Education Institutions of the Republic of Latvia on the expression of the term "credit point" in a new wording and Article 57 on the amount of credit points, the transition to credit points in accordance with the European credit transfer and accumulation system has been ensured. The scope of the study programme in the European credit transfer and accumulation system is 240 credit points. One credit corresponds to the amount of 25-30 hours of study work.

Table 3.1.1.1 shows the study program parameters before the reorganization of LiepU and RTA and after the programs were merged into one program.

| | Parameters | Liepaja University Rezekne Academy of Technologies | | Riga Technical University | |
|---|---|---|---|---|---|
| 1. | Name of the study programme | Sākumizglītības skolotājs | | Sākumizglītības skolotājs | |
| 2. | Name of the study programme in English | Primary education teacher | | Primary education teacher | |
| 3. | Study programme code according to the Latvian education classification | 42141 | | 42141 | |
| 4. | Type of study programme | Professional bachelor's study programme | | Professional bachelor's study programme | |
| 5. | Level of qualification to be obtained (NQF/EQF) | 6. | | 6. | |
| 6. | Scope of study programme (ECTS) | 240 credits | | 240 credits | |
| 7. | Form, type, duration (if less than a year, indicate in months) and language of implementation | | | | |
| | full-time face-to-face | 4 years | Latvian | 4 years | Latvian |
| | part-time extramural | 4 years and 5 months | Latvian | 4 years and 5 months | Latvian |
| 8. | Place of implementation | Lielā iela 14, Liepāja, LV-3401<br>Atbrīvošanas aleja 115, Rēzekne, LV–4601 | | Lielā iela 14, Liepāja, LV-3401<br>Atbrīvošanas aleja 115, Rēzekne, LV–4601 | |
| 9. | Admission Requirements | Secondary education<br>Entrance examination | | Secondary education<br>Entrance examination | |
| 10. | Degree to be awarded, professional qualification or degree and professional qualification, so-called specialisation (if applicable) | Professional bachelor's degree in teacher education and professional qualification of a teacher | | Professional bachelor's degree in teacher education and professional qualification of a teacher | |
| 11. | Professional standard, year of its approval (if applicable) | Profession Standard for Teachers, 12 June 2020, Protocol No.5 | | Profession Standard for Teachers, 12 June 2020, Protocol No.5 | |
| 12. | Final examination provided for at the end of the study programme | Qualification exam and defense of the bachelor's thesis | | Qualification exam and defense of the bachelor's thesis | |
| 13. | Director of the study programme | Ilva Rusmane<br>Jānis Dzerviniks | | Director Jānis Dzerviniks, Dr.paed., prof.<br>Deputy Ilva Rusmane | |

During the process of merging the programs, no changes were made to the aims, tasks, and learning outcomes of the study programme.

**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 activities of the RTU study field "Education and Pedagogy" are aimed at providing an offer of high-quality teacher educational at all study levels. The first-cycle professional higher education bachelor's study programme "Primary Education Teacher" corresponds to the study field "Education and Pedagogy", as it provides undergraduate study opportunities in the thematic group "Education". The study programme code 42141 complies with the conditions of the Cabinet of Ministers of the Republic of Latvia Regulation No. 322 "Regulations on the Classification of Latvian Education" (2017) (42 - First-cycle higher education programmes leading to a bachelor's degree and a sixth-level professional qualification shall be implemented after completion of at least secondary education; the duration of the programme in full-time, face-to-face studies shall be no

less than four years, the volume of which shall be determined by the national higher education standard; 141 - teacher education). The aim, tasks and study results of the study programme are defined in accordance with the Latvian Classification Framework corresponding to the European Qualifications Framework. The study programme corresponds to LQF Level 6, therefore the study results are defined in accordance with the knowledge, skills and competences defined for Level 6.

Table 3.1.2.1

**Compliance of the study programme with the strategic directions of the study field "Education and Pedagogy" and the tasks of the development plan**

| Study field "Education and Pedagogy" action field and tasks of the development plan | | Relevance of the study programme |
|---|---|---|
| ***Methodological, scientific development and involvement in innovation processes of students and academic staff*** | | |
| Organization and management | Promotion of constructive cooperation and teamwork. | The implementation of the study programme takes place through cooperation between the teaching staff of the RTU LA centres (PSDC, HMZC, DIC, VSZC) and the RTU RA Education, Language and Social Technology Centre, creating a strong and appropriate academic staff. |
| Personnel policy | Provision of qualified academic staff. | The qualification of the academic staff shall be appropriate to the specifics of the study programme and the conditions for implementation, as well as to the requirements of regulatory enactments in the field of education. |
| Scientific activity and innovation | Activation of scientific research activities of lecturers involved in the study field, promotion of recognition of scientific activity. | The study programme establishes the interconnection of studies, practice and research, implementing the link theory – approbation / practice of theory – practice.<br>Within the framework of qualification papers, students carry out theoretical and empirical research of the pedagogical problem, offer a methodological solution. The most successful solutions are published. |
| ***Quality study programmes and studies*** | | |
| Improvement and development of the study programme | Improvement of the quality of the study process.<br>Involvement of lecturers of the study programme in mobility programmes and international projects. | The courses on the content of the learning areas and the integrated teaching methodology are designed according to the learning areas developed by the project "Competence approach to learning content" ("School 2030").<br>Student and graduate surveys on the results of the programme are organized, analysis and evaluation of the results of the programme, improvement of study courses. Discussions are taking place with employers on the professional training of graduates, employers' recommendations have been taken into account in restructuring the study programme and improving the content<br>The competence of the teaching staff is complemented in practice, as well as by attending courses, seminars, conferences, congresses, forums, participating in Erasmus+ mobility activities, etc. |
| Infrastructure development | Provision of the facilities (material-technical base) | For the implementation of the study programme at RTU LA, the "Creativity and Education Innovation Centre", the "Speech Therapy Centre" with the "Speech and Voice Research Laboratory", the "Music Therapy Centre" are available.<br>RTU RA: Visual Arts Workshop, Choreography Hall, Human Environmental Health Laboratory, Special Pedagogy Laboratory, Social Pedagogy and Rehabilitation Technology Laboratory, Pedagogical Technology Laboratory, 4 auditoriums with lecturer's video audio tracking capabilities provided by moving 360-degree video cameras. |

| | | |
|---|---|---|
| Connection with society | Promotion of the study field and targeted attraction of applicants | The study process implements the promotion of the results of research conducted by students at the students' international conference "CHILDREN. TEACHER. EDUCATION.", RTU LA and RTU RA edition "A PUDDLE OF IDEAS. A collection of methodological developments for preschool teachers".<br>Information about current events in the study programme is provided on the website of higher education institutions, news is republished on social media.<br>Lecturers and students of the study programme are involved in career days and in the organization of educational exhibitions, visiting educational institutions.<br>Employers are and will continue to be involved in the improvement of the study programme, taking into account the labour market and industry development trends. |

The aim of the study programme is related to the aspects of the development of the study field "Education and Pedagogy":

1) quality and competitiveness of study programmes;

2) conformity of study programmes with the changes taking place in the educational environment of Latvia, current trends and labour market demand;

3) development of internationalisation of study programmes.

Studies shall be implemented after acquisition of general or vocational secondary education. The admission requirements for the study programme are a secondary education and an entrance examination. In order to select the most motivated applicants and implement the orientation to studies attracting well-prepared students, during the admission process applicants take an entrance examination, which contains an oral and written part. The entrance examination assesses the applicants' abilities to discuss current events in education and social events, to be informed aboutand be able to reflect on current events in the field of professional activity and related developments in society, the competence of the use of the Latvian language, communication skills and the quality of speech are assessed. Applicants express in writing and justify their opinion on the topicalities of education at a particular level of education.

Additional test – the interview (oral test) is determined for applicants who have an average grade in the secondary education document below 7 points. During the interview, an assessment of the applicant's experience is carried out. The candidate answers the commission's questions about motivation for studies, work, educational and social activity experience, and readiness for studies.

The study programme has been developed in accordance with the Profession Standard for Teachers (agreed at the meeting of the Tripartite Cooperation Sub-Council on Vocational Education and Employment on 12.06.2020, Minutes No. 5). The name of the study programme corresponds to the specialization of the teacher's profession – Primary Education Teacher (Level 6 of the Latvian Qualifications Framework, Classification of Occupations code 2341 02). The qualification to be obtained shall correspond to the professional qualification specified in the professional standard – Teacher.

The scope of the study programme is 240 credit points. The study programme is implemented on a full-time and part-time basis. According to the terms of the Latvian education classification, the duration of the implementation of the study programme in full-time studies is 4 years, but, in accordance with the requirements of the Law on Higher Education Institutions of the Republic of Latvia, the amount of studies in part-time studies in a semester is less than the amount of full-time studies and thus the duration of studies in part-time studies is 4 years and 5 months. Implementing the study programme in both full-time and part-time modes is necessary to ensure accessibility for different groups of students. Full-time studies are suitable for those who can fully dedicate their time to education, while part-time studies provide an opportunity to obtain higher education for

those who are employed or have other commitments.

The necessity for the development of the study programme "Primary Education Teacher" shall be justified by the documents regulating the planning of the education policy and the activities already implemented and still planned on the basis thereof (Guidelines for the Development of Education 2021-2027; Sustainable Development Strategy of Latvia until 2030; National Development Plan of Latvia 2021-2027; Guidelines for Science, Technological Development and Innovation 2021-2027; Latvian Smart Specialisation Strategy).

The establishment and operation of the study programme is based on compliance with the legislative acts of the Republic of Latvia – the Education Law, the Law on Higher Education Institutions, the RTU Constitution and the RTU Development Strategy for 2023-2027, which determines the development of the university as a whole and the tasks for the implementation of the goals of studies, science, innovation and institutional excellence. The development trends of the study field are also revealed in the development plan of the study field. In the development and implementation of the study programme, RTU's aims are respected – outstanding science, high-quality studies, sustainable innovation, institutional excellence.

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

The necessity for the development of the first-cycle professional higher education bachelor's study programme "Primary Education Teacher" shall be justified by the documents regulating the planning of education policy and the activities already implemented and still planned on the basis thereof (Guidelines for the Development of Education 2021-2027; Sustainable Development Strategy of Latvia until 2030; National Development Plan of Latvia 2021-2027; Guidelines for Science, Technological Development and Innovation 2021-2027).

The professional bachelor's study programme "Primary Education Teacher" was developed in 2020 at Liepaja University together with cooperation partners – the University of Latvia, Daugavpils University and Rēzekne Academy of Technology, implementing the SAM project "Reduction of fragmentation of study programmes in LiepU" (No. 8.2.1.0/18/I/002). The study programme provides for qualified teacher training in grades 1-3 of the first stage of primary education and grades 4-6 of the second stage of primary education corresponding to the current requirements in education and the labour market.

Experts of the ESF project No. 8.3.1.1/16/I/002 "Competence approach to learning content" also participated in the development of the study programme.

One of the problems of the Latvian education system is the high proportion of pre-retirement teachers in schools and the resulting reality that it is difficult for such a contingent of educators to master rapidly changing technologies. The necessity of the newly created study programme is confirmed by the data of the State Education Information System for 2023/2024. (https://www.viis.gov.lv/dati/pedagogu-skaits-visparizglitojosajas-dienas-skolas), which indicates the ageing of teachers – for example, statistical data show that 52% of teachers are over 50 years old, but under the age of 30 only 8.6% of teachers work in Latvian schools, which predicts the demand for new teachers in the future. Data from Rezekne state city also show the ageing of teachers – for example, in general education schools in Rezekne, 56% of teachers are over 50 years old. Under 30 years of age , there are only 6% of teachers. In turn, the data of Liepaja state city show that in

general education schools 48% of teachers are over 50 years old and 8% of teachers are up to 30 years old.

In 2023, RTU has conducted a study and developed an analytical tool for forecasting the demand and supply of teachers of general and vocational education institutions and employment modeling. The results of the study show that the amount of vacancies expressed in teaching hours in the position of primary education teacher in 2023 was 3 % (RTU VASSI (2023). *Analysis of the availability and quality of data required for the study and the creation of the analytical tool*, 235 p.).

The education system in the country is developing under the influence of socio-political processes. In the context of Latvia, the two Baltic neighbouring countries – Lithuania and Estonia – are historically and socio-politically related. This is also evidenced by OECD data, which show similar development indicators in the education systems of the Baltic States. For example, OECD data for 2022 confirm that in Latvia 50% (in Lithuania 56%, in Estonia 48%) primary education teachers are at least 50 years old, which is more than the OECD average – 34%. The data also show that in Latvia the share of teachers under 30 years of age is only 7.8%. (OECD (2024), Education at a Glance 2024: OECD Indicators, OECD Publishing, Paris, https://doi.org/10.1787/c00cad36-en).

Referring to the common trends in the development planning documents of Latvia and in the preparation of teachers in Europe, the professional bachelor's study programme is improved in accordance with the development trends in science and practice, thus expanding the employment and competitiveness of graduates in the labour market, as well as ensuring regional interests. Graduates of the programme have the opportunity to work in general education institutions as primary and preschool teachers.

The school vacancy map (https://esiskolotajs.lu.lv/aktuali/pieejamas-teju-350-vakances-pedagogiem-11, in Latvian) created by the Latvian national campaign "Be a teacher!"shows that in 2024/2025 344 teacher vacancies were applied for, incl. 32 primary teacher vacancies.

The study programme ensures the influx of qualified specialists into the education system, which provides an opportunity for employers to hire teachers who have acquired the knowledge and skills necessary for professional activity both in theory studies and in practice during their studies. The need for new and professional educators is confirmed by the fact that even during their studies, most students find jobs in their specialty and work in various general education institutions as teachers of preschool or primary education. At the end of their studies, graduates find work basically in nearby regions, or closer to their place of residence.

Graduates have the opportunity to continue their education in the professional bachelor's study programme "Teacher", mastering the selected fields of study to become basic and secondary school teachers, and also have the opportunity to study in the master's study programme "Educational Sciences".

The study programme has graduates from 2022/2023. 2022/2023 7 full time studies students graduated from the programme and 5 of them work as primary school teachers, 2 as preschool teachers. 2023/2024 9 students (7 in full-time studies and 2 in part-time studies) graduated from the programme and 4 are preschool teachers, 3 are primary school teachers, 1 – extended day group teacher, 1 – English teacher. In the 2024/2025 academic year, 11 students graduated from the programme (10 in full-time studies and 1 in part-time studies). Of these, 6 are employed as preschool teachers, 3 as primary school teachers, 1 works in the Youth Guard, and 1 is currently unemployed.

The first graduates of the RTU LA study programme “Primary Education Teacher” were in 2022/2023, there were 19 (15 in full-time studies and 4 in part-time studies), and all work in the

teaching profession.  In 2023/2024, 30 students graduated from the programme (2 in full-time studies and 28 in part-time studies). Of the 24 students surveyed, all work in educational institutions; 1 graduate is on parental leave and plans to return to work at school. In the 2024/2025 academic year, 22 students graduated from the program (12 in full-time studies and 10 in part-time studies), and of them, 18 work in preschool educational institutions or schools, 1 works as a private teacher, 1 - continues his education, 2 - do not work.

### 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 2020, new admission requirements came into force when licensing the study programme. They stipulate that only those applicants whose average annual grade of the secondary education document in compulsory subjects is not lower that 7 points may be admitted to the programme on a competitive basis. If the average mark in the attestation is below 7 points, there is an opportunity to take the test – an interview. The lowest threshold for the average grade is 6 points. This condition affects the number of students enrolled, but favors the admission of better-prepared students. In the summer of 2024, 36 RTU RA and 27 RTU LA students were enrolled. In the academic year 2024/2025 the number of part-time students has increased. This is explained by the fact that in 2024 state budget funding was also allocated to part-time students. All students are enrolled for studies in Latvian.

186 students are studying in the study programme, 114 students are studying for state budget funding and 72 for personal financing. With the existing number of students and the funding provided accordingly, the financial basis of the study programme is stable and conforms to the needs of the study programme and the conditions for implementation.

Statistical data by study years is presented in Table 3.1.4.1.

Table 3.1.4.1

**Statistical data for 2024/2025 for students in the study programme**

| Study year | Number of students | | | |
|---|---|---|---|---|
| | Full-time studies | | Part-time studies | |
| | RTU RA | RTU LA | RTU RA | RTU LA |
| 1st year of study | 6 | 0 | 29 | 19 |

| | | | | |
|---|---|---|---|---|
| 2nd year of study | 8 | 6 | 0 | 9 |
| 3rd year of study | 11 | 12 | 13 | 15 |
| 4th year of study | 13 | 12 | 0 | 17 |
| 5th year of studies | - | | 6 | 10 |
| Total | 68 | | 118 | |

In the autumn semester of 2024/2025, 1 incoming student of the ERASMUS+ programme studied.

Since the licensing of the study programme, the average drop-out per year is 3 students in full-time studies and 2 students in part-time studies. Reasons for drop-out – failure to start studies, poor progress, failure to return after academic leave, exmatriculation of one's own volition due to personal reasons. Part-time students have also stopped their studies due to financial problems.

The dynamics of the number of students in full-time (PLK) and part-time extramural (NLN) studies during the reporting period are reflected in Table 3.1.4.2.

Table 3.1.4.2.

**Dynamics of the number of students in the reporting period**

| | 2020./2021. | | 2021./2022. | | 2022./2023. | | 2023./2024. | | 2024./2025. | |
|---|---|---|---|---|---|---|---|---|---|---|
| | PLK | NLN | PLK | NLN | PLK | NLN | PLK | NLN | PLK | NLN |
| **RTU RA** | 21 | 8 | 30 | 9 | 41 | 8 | 42 | 6 | 38 | 48 |
| **RTU LA** | **3** | **7** | **49** | **47** | **54** | **65** | **43** | **78** | **30** | **70** |
| **Total** | **24** | **15** | **79** | **56** | **95** | **73** | **85** | **84** | **68** | **118** |

In 2020, the first students were enrolled in the study programme in the 1st year. 2020/2021 during the 2nd year of the programme, 2nd year students of the previously operating study programme "Teacher" were transferred to the 2nd year of the programme. In the following years of study, a stable number of full-time face-to-face students has developed. From 2020 to 2023, only self-funded studies were possible in part-time remotely, so the number of students was small. From 2024, state budget funding for part-time students is available, therefore the number of part-time students in remote studies has increased.

### 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 criterion is 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 first-cycle professional higher education Bachelor's study programme "Primary Education Teacher" has been developed in accordance with Cabinet of Ministers Regulation No. 305 "*Regulations on the National Standard of Professional Higher Education*" (approved on 13 June 2023; https://likumi.lv/ta/id/342818-noteikumi-par-valsts-profesionalas-augstakas-izglitibas-standartu, in Latvian), as well as the Professional Standard for Teachers (endorsed at the meeting of the Sub-Council for Tripartite Cooperation in Vocational Education and Employment on 12 June 2020, Protocol No. 5; https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf, in Latvian). The study programme has also been developed in line with the insights put forward by the National Centre for Education's project "Competence Approach to Learning Content" regarding teacher requirements related to the development of knowledge, skills, and competences necessary for children of primary school age (project website: https://www.skola2030.lv/lv, in Latvian).

The study programme is based on a student-centred approach, involving students in evaluating the study process, providing feedback and improving study programmes and courses, encouraging students to be responsible in achieving study results.

The content of the study programme consists of study courses in the amount of 240 credit points. For the breakdown of study courses, see Table 3.2.1.1.

Table 3.2.1.1.

**Framework of the content of the study programme "Primary Education Teacher"**

| | |
|---|---|
| **Total number of credits (CP) in the study programme** | **240 CP** |
| **Humanities and Social Sciences Study Courses** | 30 CP |
| **Basic theoretical knowledge courses and information technology courses for the sector (professional field of activity)** | 54 CP |
| **Study courses of appropriate specialization of the sector (professional field of activity)** | |

| | |
|---|---|
| *Primary education teacher (grades 1 – 3)* | 30 CP |
| *Primary education teacher (grades 4– 6)* | 39 CP |
| *Optional module (one module selected ):*<br>- "Professional competence in preschool methodological work"<br>- "Diversity competence in inclusive education"<br>- "Content of learning areas and learning approaches in preschool"<br>- "Music teacher" | 30 CP |
| **Elective courses** | 9 CP |
| **Internship** | 30 CP |
| **State examination** | 18 CP |

The structure of the study programme "Primary Education Teacher" provides for a modular system approach, offering compulsory and additional elective modules, thus creating an opportunity for students to create their own study programme in accordance with their future career choice and the necessary competencies. The modules are aligned in terms of content and scope, ensuring the sharing of resources and the reduction of fragmentation of study programmes. The compulsory modules "Primary education teacher (grades 1– 3)" and "Primary education teacher (grades 4– 6)" are designed by including the areas of study specified in the mandatory curriculum of the basic education standard: language, social and civic, cultural understanding and self-expression in art, technology, science, mathematics, health and physical activity and the results provided for therein. The content of the study courses in the fields is designed according to the so-called big ideas defined by the basic education standard in each field of study, about which the student must gain an understanding and the outcomes to be achieved. In the descriptions of study courses in the field, when planning the learning outcomes to be achieved, knowledge, skills and competences corresponding to the standard requirements of the teaching profession are determined. The content of the areas of the mandatory modules "Primary education teacher (grades 1– 3)" and "Primary education teacher (grades 4– 6)" is harmonised, observing continuity and dynamic transition based on the requirements of the basic education standard. In the content of the fields of study at the stage of grades 4– 6, a teacher needs not only methodological work skills, but also an extensive theoretical knowledge, therefore a section was included in the study programme – Study courses in the fields of study content.. Students have the opportunity to deepen their theoretical knowledge in the fields of mathematics, Latvian language and literature, English language, natural sciences. The study course in the field of study "Cultural awareness and self-expression in art" provides for knowledge how to integrate visual arts, music and movement arts into the learning process. It is designed in such a way that students get an idea about it at the entire stage of primary education. In turn, the acquisition of the content part of the field "Literature and its methodology" is provided for in the module "Primary education teacher (grades 4–6)". The study courses "Health and Physical Activity Area I", "Health and Physical Activity Area II" are intended to get an idea of the possibilities of integrating the content of the field into the learning process in primary school.

The modular system of the study programme:

- *Primary education teacher (grades 1– 3) – 30 CP*
- *Primary education teacher (grades 4– 6) – 39 CP*
- Elective module "Professional competence in preschool methodological work"*– 30 CP*
- Elective module "Diversity competence in inclusive education" *– 30 CP*
- Elective module "Content and learning approaches of preschool learning areas" *– 30 CP*
- Elective module "Music teacher" - *30 CP*

Each module has its own goal and outcomes to be achieved, which are related to the goal of the Study Programme and the results to be achieved.

**Module Primary Education Teacher (grades 1-3).**

**Objective: to** ensure the acquisition of competitive and high-quality professional higher education and teacher qualification by acquiring the necessary professional competences, which are determined by the Standard of the Teaching Profession for work in the first stage of basic education (grades 1– 3).

**Tasks:**

1. To provide a variety of basic education in grades 1 to 3. the unity of the acquisition and implementation of the methodologies of the fields of study and the acquisition and implementation of theoretical knowledge and practical activity, including openness to the new and innovative in field of education.
2. To promote the acquisition of professional knowledge and skills of students in the development of pedagogical competence necessary for the planning, implementation of the learning process and assessment of learning achievements in basic education in grades 1 to 3. Stage.

**Learning outcomes to be achieved by the module:**

Knowledge:

- Knows the content of the fields of study, the principles of its arrangement and implementation methodology, the methodology for the development of 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 basic education in the stage of grades 1 to 3.

Skills:

- Plans and implements a learning process brought closer to life situations with appropriate goals, activities and achievable learning outcomes in grades 13 of basic education.
- In the educational process (grades 1-3 of basic education), pupils' learning performance and growth dynamics are assessed, pupils' individual development potential, learning and personal development needs are taken into account.

Competence:

- Independently, responsibly and creatively plans and implements pedagogical activities in primary school in grades 1– 3 , flexibly adopts his or her pedagogical activity to the needs of the pupil and to the socio-cultural situation.
- Independently and in cooperation with colleagues, regularly and systematically assess the student's learning outcomes and growth dynamics, helps students plan the improvement of learning activities, provides the necessary support.

**Module - Primary education teacher (grades 4– 6).**

**Objective:** to ensure the acquisition of competitive and high-quality professional higher education and teacher qualification by acquiring the necessary professional competences, which are determined by the Teacher Professional Standard for work in the grades - 6 of basic education.

**Tasks:**

1. To provide a variety of basic education in grades 4 to 6 and the unity of the acquisition and

implementation of the methodologies of the fields of study and the acquisition and implementation of theoretical knowledge and practical activity, including openness to the new and innovative field of education.
2. To promote the acquisition of students' professional knowledge and skills in the development of pedagogical competence, which is necessary for the planning, implementation of the learning process and assessment of learning achievements in basic education in grades 4-6.

**Outcomes to be achieved by the module:**

Knowledge:

- Knows the content of the fields of study, the principles of its arrangement and implementation methodology, the methodology for the development of 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 activities in basic education in grades 4–

Skills:

- Plans and implements a learning process brought closer to life situations with appropriate goals, activities and achievable learning outcomes in grades 4– 6 of basic education. Stage.
- In the educational process (stage 4– 6 of basic education), pupils' learning performance and growth dynamics are assessed, pupils' individual development potential, learning and personal development needs are taken into account.

Competence:

- Independently, responsibly and creatively plans and implements pedagogical activities in primary school stage of grades 4-6 , flexibly adjusts his or her pedagogical activity to the needs of the pupil and to the socio-cultural situation.
- Independently and in cooperation with colleagues, regularly and systematically assess the student's learning outcomes and growth dynamics, helps students plan the improvement of learning activities, provides the necessary support.

**Elective module Professional proficiency in preschool methodological work**

**Objective:** to ensure competitive education, to improve students' skills to organize the preschool pedagogical process, as well as to independently plan, manage and evaluate the methodological work of preschool education.

**Tasks:**

1. To perform an analysis of the documentation and methodological material of the methodological and administrative work of the pre-school educational institution
2. To promote the acquisition of professional knowledge and skills of students in the development of pedagogical competence, which is necessary in the organisation of methodological work of pre-school education.

**Outcomes to be achieved by the module:**

Knowledge:

- Understands the basic concepts and guidelines for professional activity of the disciplines of educational sciences, is familiar with the techniques of self-analysis and self-assessment of the pedagogical activity of the teacher, which are necessary for the performance of the duties of a preschool teacher and the improvement of professional competence.
- Understands the specifics of planning and organization for the implementation of the

preschool pedagogical process.

Skills:

- Plans and implements a preschool learning process brought is closer to life situations with appropriate goals, activities and achievable learning outcomes.
- Independently structures and directs his or her studies, analyzes activities and purposefully plans professional development for work in 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, sociocultural situation, topicalities in the field of pedagogy and psychology.
- Conducts research activities and introduces innovations to improve the preschool pedagogical process, engages in the planning of the development of the preschool educational institution.

**Elective module Diversity competence in inclusive education**

**Objective:** to ensure competitive education, to promote general knowledge and competence acquisition of students by exploring the strategy of inclusive education and the specifics of its implementation.

**Tasks:**

1. To develop the understanding of future teachers regarding the methodological and administrative documentation of the educational institution in the context of diversity, exploring the planning, organisation and evaluation of the educational process.
2. To promote the skills of students to plan, organise and implement teaching and upbringing work in a multicultural and inclusive education environment by implementing the provision of support in the context of inclusive education.

**Outcomes to be achieved by the module:**

Knowledge:

- Understands the basic concepts of educational science discilines of inclusive education, pedagogy, teaching and upbringing in the context of diversity of learning and upbringing processes.
- Knows the content of the fields of study, the principles of its arrangement and the methodology of its implementation in an inclusive educational environment.

Skills:

- Plans and implements a learning process brought closer to life situations in an inclusive educational environment.
- Develops learners' personality competence in relation to the diversity of the social environment, developing pupils' tolerance, socialisation skills, readiness for life in a diverse, multicultural society.

Competence:

- Independently plans and creates an inclusive, intellectually stimulating and emotionally safe learning environment that meets the learner's learning and development needs, and is collaborative.
- Engages in the planning of the development of the educational institution, critically

evaluating and interpreting the manifestations of diversity in the educational environment.

**Elective module Content of learning areas and learning approaches in preschool.**

**Objective:** to ensure competitive education, to promote for students the general acquisition of knowledge and competence necessary for the performance of the basic tasks and duties of the professional activity of a preschool teacher.

**Tasks:**

1. To ensure the unity of the acquisition and implementation of methodologies of pedagogy, psychology and various fields of pre-school learning, theoretical knowledge and practical activity when implementing the pedagogical process in preschool.
2. To promote the acquisition of professional knowledge and skills of students in the development of pedagogical competence, that is necessary for the planning, implementation of the pre-school learning process and assessment of learning achievements.

**Outcomes to be achieved by the module:**

Knowledge:

- Knows the content of preschool learning areas, the principles of its arrangement and implementation methodology, the methodology for the development of transversal skills.
- Understands the principles of planning, implementing and evaluating the preschool pedagogical process.

Skills:

- Plans and implements a preschool learning process brought closer to life situations.
- In the educational process in preschool, children's learning performance and growth dynamics are assessed, the potential for individual development of children, the needs of learning and personal growth are taken into account.

Competence:

- Independently, responsibly and creatively plan and implement pedagogical activities in preschool, flexibly apply their pedagogical activity to the needs of the child and the socio-cultural situation.
- Independently and in cooperation with colleagues, regularly and systematically assess children's learning outcomes and growth dynamics, providing support for the improvement of learning activities.

**Elective Module Music Teacher**

**Objective:** to provide competitive education to deepen students' theoretical knowledge and improve skills in the content of music theory subjects, to improve and strengthen analytical skills for the understanding of musical styles, genres, different forms of music.

**Tasks:**

1. To expand the circle of knowledge of students in the history and theory of music.
2. Develop the ability to use music analysis terminology, which is necessary for the understanding and analysis of music.
3. Develop the ability to analyze various elements of the musical language, compositions and fragments of compositions in a variety of tasks (written, oral, by ear, from notes).

**Results to be achieved by the module:**

Knowledge:

- Knows how to explain various terms in music theory and history.
- Describes different forms, genres and styles of music, aware of their importance in the cultural situation of modern Latvia.

Skills:

- Freely analyzes the musical life in all its variety of manifestations and has a good knowlwdge of it in terms of both information and musical experience.
- Arguably discusses current events in music in the context of contemporary culture in any audience.
- Able to explain the regularities of musical development.
- Performs content analysis and evaluates compositions of different eras and styles;
  can evaluate and analyze the knowledge and skills acquired in the educational process of educatees.

Competence:

- Reflects and improves one's understanding of the elements of the musical language, of musical styles and genres, demonstrating the knowledge and skills necessary for a primary school teacher.
- is able to independently obtain, select and analyze information accompanying music in the field of music pedagogy and use it in everyday work
- demonstrates that he or she understands the professional ethics of a musician and educator;
- to assess the impact of professional music on the environment and society,
- participates in the development of the field of professional and cultural education of music.
- Independently plan and create an inclusive, intellectually stimulating and emotionally safe learning environment that meets the learner's learning and development needs, and is collaborative.

Reduction of programme fragmentation and sharing of resources shall also be ensured by joint implementation with other study programmes of teacher education, humanities and social sciences study courses and partly basic theoretical knowledge courses and information technology courses in the field (field of professional activity). It is also possible to offer study programme modules for the further education of teachers.

The content of the study programme is designed in such a way that graduates of the short-cycle professional higher education study programme "Preschool Teacher" have the opportunity to continue their studies in the 3rd year, obtaining a bachelor's degree, choosing to acquire an additional qualification in the relevant field of education and Level 6 professional qualification (see Table 3.2.1.2). Recognition of study results achieved in previous education or knowledge, skills and competences acquired outside formal education or acquired in professional experience shall take place in compliance with Cabinet Regulation No. 505 of 14 August 2018, Regulations for the Recognition of Competences Acquired Outside Formal Education or Acquired in Professional Experience and Study Results Achieved in Previous Education (https://likumi.lv/ta/id/301013-arpus-formalas-izglitibas-apguto-vai-profesionalaja-pieredze-ieguto-kompetencu-un-ieprieksejа-izglitiba-sasniegtu, in Latvian). Thus, recognition of acquired knowledge, skills and competences is possible, which allows graduates of the short-cycle professional higher education study programme "Preschool Teacher" to continue their studies starting from the 3rd year. This significantly increases the competitiveness of graduates in the labor market.

Table 3.2.1.2

**Opportunities for graduates of the study programme "PRESCHOOL TEACHER" to continue their studies in the bachelor's study programme "PRIMARY EDUCATION TEACHER"**

***1st and 2nd year*** of studies – **120 CP**
*Studies in the short-cycle study programme* "***Preschool teacher***"

**Study courses for general knowledge – 30 CP**
**Sectoral study courses – 54 CP**
**Practice – 24 CP**
**Qualification paper –12 CP**

***3rd and 4th years*** of study – **120 CP**
*Continuation of studies in the bachelor's study programme* "***Teacher of Primary Education***"

**Study courses of theoretical knowledge in the field** – **18 CP** *(from 1st and 2nd year)*
Module "Primary education teacher (grades 1–3)" - **30 CP**
**Optional modules *(choose 2 modules)* – 30 CP**
- *Module "Professional proficiency in preschool methodological work" (30 CP)*
- *Module "Diversity competence in inclusive education" (30 CP)*
- *Module "Music teacher" (30 CP)*

**Elective courses – 6 CP**
**Internship – 18 CP**
**State examinations – 18 CP**

Study courses and modules to be acquired in the bachelor's study programme "Primary Education Teacher" in the 3rd and 4th years of studies:

### Courses of study of theoretical knowledge of the field:

1. Organization of the educational process in primary school (6 CP);
2. Information technology in education (6 CP);
3. Inclusive and special education (6 CP);

### Study courses of relevant specialization in the field:

1. Module "Primary education teacher (for grades 1-3)" (30 CP);
2. Elective modules (choose 1 module) - "Diversity competence in inclusive education" (30 CP), "Professional competence in preschool methodological work" (30 CP), "Music teacher" (30 CP),
3. Elective part study courses (6 CP);
4. Practice – Practice II (9 CP), Practice IV (9 CP);
5. State examinations – 18 CP.

The content of the study courses within the programme is up to date and aligned with the needs of the education sector, labour market demands, and the latest trends in educational sciences. The programme incorporates modern pedagogical approaches, with an emphasis on competency-based education, inclusive learning environments, digital literacy, and interdisciplinarity – all of which are essential aspects of a contemporary teacher’s professional practice.

The content of the study courses is regularly updated based on changes in regulatory frameworks, analysis of labour market requirements, recommendations from sector experts, as well as the latest research in the field of educational sciences. Collaboration with schools, educational institution leaders, and teachers supports a flexible approach to the development of the programme and its courses, ensuring alignment with national education policy and the real needs of teachers’ professional practice.

**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 criterion is 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 study process uses various teaching methods, such as interactive and problem-solving lectures, discussions, seminars, practical tasks, modeling and project development, as well as work individually, in pairs or in groups. In order to ensure a link between theoretical knowledge and practical experience, professionals from various sectors and educational institutions are attracted to the conduct of certain courses. To achieve study results and obtain competitive education, methods are applied, where students must be active in promoting the development of knowledge and skills, as well as the formation of competences.

The learning process implements methods that promote student communication, such as discussing real industry problems or modeling learning situations. Students are encouraged to actively participate in presentations and independent work that develop critical thinking and other essential skills.

The implementation of the study programme is centered on the principles of constructivist philosophy, which includes a student-centered approach, the use of practical experience and contextual learning, collaboration and social interaction, reflection and self-assessment, and an emphasis on teaching staff as support staff.

In the implementation of a student-centered approach, great attention is paid to the improvement of study programme and courses, with particular emphasis on the meaningful formulation of study results, which promotes dialogue between lecturers and students on the content, forms of organization and methods used. Clearly formulated study results help students to better understand and take responsibility for their learning process, self-esteem and understanding of the assessment received. Employers are involved in the evaluation of study programmes and study courses, implementation of study courses, conducting separate classes or organising experience exchange visits at workplaces.

To develop research skills, students have the opportunity to study the problems of the field of interest in successive study courses. During the development of study papers, students learn the analysis of scientific literature, develop academic language and skills in creating questionnaires, as

well as data processing using SPSS software. The analysis of qualitative data by the method of counter-analysis is also mastered in practice.

During the study process, students can use digital technologies, such as digital whiteboards, electronic resources (e.g. scientific databases, RTU RA teaching aids website: books.rta.lv). 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 the course topics, as well as study tasks to be performed. The e-learning environment provides an opportunity to individualize the study process according to the needs and interests of each student.

The assessment of study courses is adapted to the study objectives and planned oucomes, using oral, written and combined examination forms. The academic staff provides support and feedback that helps students understand the extent to which they have achieved the desired results.

A student-centered approach is implemented by promoting positive pedagogical relationships, involving students in evaluating and improving the learning process, as well as encouraging them to be independent and responsible for their own growth. Students are motivated to actively participate in the improvement of study programmes, providing an opportunity to submit proposals and consider complaints. The results of student surveys are regularly analyzed to improve the study process. Based on the analysis of the survey results, new elective study courses were included in the catalogue for student selection, such as "Aggression Management", "Basics of Mediation", and "Stress Management". In line with student feedback, certain aspects of the study process were discussed with individual faculty members, resulting in adjustments to the scope of independent assignments, the time allocated for their completion, and other related elements.

The study programme will be implemented as a unified content in both RTU LA and RTU RA. Academic staff will work according to unified course descriptions and will implement the acquisition of unified course content and the achievement of study results. In order to ensure a unified approach to the implementation of the study programme, the achievement of unified content and study results in both implementation locations, the following is organized:
1) centralized study process management
- the programme director, in cooperation with the deputy director of the other implementation location, supervises the implementation of the programme in both implementation locations;
- regular meetings with lecturers from both implementation locations to coordinate the approach and resolve differences that affect the achievement of unified results;
- unified work of the study field “Education and Pedagogy” commission;
2) unified study programme documentation
- the programme description, aim, tasks and achievable study results are identical in both implementation locations;
- unified study plan and content;
- unified course descriptions;
3) coordination of teaching staff
- unified qualification criteria for teaching staff;
- joint methodological seminars, development of teaching materials and sharing of examples of good practice;
4) unified assessment and monitoring system of achieved results
- unified content of exams and tests and assessment criteria;
- analysis of student achievements in both implementation locations, analysis in a comparative aspect;
- self-assessment of the study process in both implementation locations;
- analysis of student and teaching staff feedback in order to timely eliminate differences in quality;
4) unified use of learning platforms and digital tools

- unified e-study environment (Moodle), where learning materials and assignments are available to students.

**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, in parallel with the theoretical course, strengthens and deepens students' professional knowledge and skills. Practices are planned in accordance with the Procedure for Organizing Internships at Riga Technical University. (https://www.rtu.lv/writable/public_files/RTU_par_prakses_organizesanas_kartibas_rigas_tehniskaja_universitate_apstiprinasanu_jauna_redakcija.pdf) (in Latvian)

The study programme provides for 4 pedagogical practices in the amount of 30 credit points, which is in accordance with the Cabinet Regulation No. 305 "Regulations on the State Standard of State Vocational Higher Education". In addition to this, the tasks of the teacher's assistant internship are included in the study course "Organization of the educational process in primary school". The results to be achieved by pedagogical practices are coordinated with the knowledge, skills, attitudes and competences specified in the Teacher's Profession Standard and the results to be achieved by the Study Programme. The internship is implemented in accordance with the practice contract. Specific internship assignments are specified in the descriptions of practice study courses and practice assignments. Each practice begins with an introductory seminar in which the academic staff-practice coordinator introduces students to the tasks to be performed during internship. Students choose potential internship places themselves, but if necessary, the internship coordinator or study programme director helps to find students practice places. During the internship, practice seminars are held (they can be held remotely using the online capabilities of MS Teams) and at the end of the practice – the final seminar – the defense of the internship. During practices, students develop an individual practice report, which is submitted for evaluation and presented at a practice advocacy seminar, discuss and share their thoughts with the academic staff-practice coordinator and group members, sharing experiences and citing examples of good practice. In discussions, students reveal the skills of using the acquired knowledge in professional activities. The overall assessment of the practice consists of both the assessment of the academic staff - internship coordinator and teacher-mentor in the educational institution for the performance of internshipe tasks, and the assessment of the student's self-analysis and presentation in defense of the internship.

In the creation of the content of the study programme, the continuity of study courses and practices has been observed. The practices are designed taking into account the results and content to be achieved by the Study Programme: Practice I (3 CP) allows the student to get acquainted with the practical learning process, basically observing and analysing it. The aim of the practice is to provide an opportunity for students to develop the professional competence of the teacher's qualification in the first stage of basic education, observing teachers' lessons, to perform an analysis of the pedagogical process according to the competence approach. In Practice II (9 KP),

the student practically implements the knowledge acquired in the module "Primary Education Teacher (Grades 1–3)" in the learning process at school. The aim of the practice is to develop the professional competence of the teacher – to approbate in practice theoretical knowledge in the fields of study according to the competence approach, to improve the skills of planning and organizing the pedagogical process in grades 1–3 of primary school. In Practice III (9 KP) the student approbates theoretical knowledge in practice, improves the skills of planning and organizing the pedagogical process in the fields of study in grades 4–6 of primary school. The aim of the practice is to develop the professional competence of the teacher – to approbate theoretical knowledge in practice, to improve the skills of planning and organizing the pedagogical process in the fields of study in grades 4-6 of primary school. In Practice IV (9 CP) the student practically applies the theoretical knowledge and skills acquired in the elective module – the ability to plan, organize the pedagogical process in preschool, gain a practice-based understanding of inclusive education and the learning and upbringing process in the context of diversity.

In order to improve the knowledge, skills and competences of pedagogical and study methodologies, students receive individual support from a teacher - mentor in an educational institution and support from the RTU practice coordinator during the practice. Duties of the teacher - mentor: to coordinate the activities of students in the educational institution, to observe and analyze the pedagogical activity of students, to cooperate with the head of the student's practice, providing information on the observations and recommendations made in the pedagogical process, the student's knowledge, skills and competence in the realization of the content of the study areas, as well as growth indicators during the practice. Duties of the academic staff - practice coordinator: to advise students on practice issues and provide support for the performance of student pedagogical practice, to review and evaluate a set of practice documents, to organize practice evaluation seminars and to provide feedback.

The implementation of practical tasks promotes students' independence, responsibility and ability to use previously acquired theoretical knowledge in the professional field of primary education (grades 1–3 and 4–6), as well as in the elective module. Thus, students form an understanding of the professional field, acquire information about the specifics of the work of the educational institution, the organization of the pedagogical process.

Practice coordinator at an organizational unit helps students find the practice place. If additional assistance is required, students can contact the Career Support and Services Unit, where a career consultant assists students in finding and addressing companies where to undergo practice, as well as promote the development of career management skills through a variety of activities that can ensure the achievement of successful results during the practice. Once a year, the Career Support and Services Unit organizes RTU Career Day, where students also have the opportunity to meet face-to-face or remotely with company representatives and discuss future opportunities. More information about the event and participants of the previous years is available at https://www.rtu.lv/lv/studentuserviss/karjeras-centrs-ssc/karjeras-diena (in Latvian). In 2022, due to the pandemic, the event happened in a virtual setting. In 2023, the event was held in person, in the exhibition hall.

An additional resource developed in 2015 is a website that invites companies to post vacancies that are relevant to RTU students (https://ekarjera.rtu.lv/) (in Latvian). Students have the opportunity to log in with the University username and keep abreast of current internships and job opportunities in their field.

RTU Development Fund provides additional support for practical skills promotion (https://www.rtu.lv/en/developmentfund). Hundreds of practical skills competitions are offered during the year, which are organized in cooperation with companies.

### 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 criterion is 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 study programme "Primary Education Teacher", students develop a bachelor's thesis at the end of their studies. The defense of bachelor's theses has taken place in 2023 and 2024. The topics of the works cover various aspects of the work of a primary education teacher – development of methodological solutions and research into implementation in the acquisition of various topics in the fields of study; promotion of pupils' literacy, research skills, digital literacy, design thinking, critical thinking and problem-solving skills; implementation of inclusive education, performance of formative assessment; development of pupils' values and virtues, etc.

The choice of the topic of the bachelor's thesis of students is determined by the sphere of research interests of the students, continuing the research of the topic started in previous study theses, and the interests of the internship or workplace or the specifics of the work.

Average rating of bachelor's theses by years of study:

- 2022/2023 average rating RTU RA – 8.4 points; RTU LA – 7.4 points;
- In 2023/2024, the average rating of RTU RA – 8.7 points; RTU LA – 7.8 points.

In the process of developing a bachelor's thesis, the wishes of students in the selection of a scientific supervisor are taken into account, promoting interpersonal communication and, as a result, increasing the quality of research work. Before defending the bachelor's thesis, a pre-defense of the bachelor's thesis is held, during which the teaching staff and students discuss the methodology chosen in the work, the literature used, the innovative capacity of the research. The bachelor's thesis before defense is tested in the anti-plagiarism system. No cases of signs of plagiarism were found during the analysis period.

The defense of bachelor's theses takes place in open meetings of the State Examination Commissions, where students present the work, the members of the commission ask students questions, there is a discussion about the problems of the study and the results of the work. In the composition of the State Examination Commission, half of the composition of the commission shall be representatives of employers. After the work of the commission, there are discussions on the problems of the topics of the bachelor's thesis. In subsequent years, the recommendations of representatives of employers are taken into account.

The overall assessment of the bachelor's thesis consists of the following criteria: compliance of the content of the work with the selected topic, novelty of the topic of the work, fulfillment of the set goal and tasks of the work; originality and depth of the discussion of the topic, the ability to draw

scientifically based conclusions, the ability to put forward specific and well-founded proposals, the logicality of the structure and presentation of the research, the culture of the language, the technical presentation of the work, the methods used in the study and the results of data processing, the ability to speak publicly, the ability to defend one's own conclusions and proposals, the ability to respond to critical remarks and the ability to defend one's point of view.

## 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.**

Studies take place at RTU RA study block at Atbrīvošanas aleja 115, Rēzekne and RTU LA study block at Lielā iela 14, Liepāja. The facilities necessary for the implementation of the programme are constantly being updated and improved. All auditoriums used for studies are equipped with appropriate furniture and technical equipment, including. multimedia equipment that allows lecturers to use online social media materials in lectures, students to present their research in multimedia presentations. Audiences are provided with the opportunity to connect to MS Teams or another remote access program, providing remote or hybrid learning opportunities. To ensure remote streaming of lectures in several auditoriums, there is equipment with lecturer video/audio tracking capabilities provided by moving 360-degree video cameras. Several modern computer classes can be used for the study process. Free Wi-Fi is available in the auditoriums used for the implementation of the study programme and in the student dormitory.

Students are provided with an E-learning environment (Moodle), which provides access to learning materials, assignments and information at home.

The academic staff of the study programme have access to work rooms equipped with computer equipment and the Internet. For the sports and interests needs of students, premises are provided for sports classes, choir activities, acquisition of professional and interest education programmes.

For the acquisition of practical skills in the RTU RA training block, visual arts, sewing, design workshops, nutrician education laboratory and choreography hall can be used. In cooperation with the Engineering Center, the premises and equipment of the Ecology, Physics, Chemistry, Human Environment Health Laboratories are used. For the acquisition of musical artistic skills, piano, blockflutes, as well as music centers are used. Video and audio equipment, computer equipment, digital teaching aids and foreign language literature and teaching materials are used to learn foreign languages. For the provision of science courses and the development of students' research skills in the natural sciences, an inventory is available, which includes research work kits in natural sciences, physics and biology, microscopes, micropreparation kits and digital teaching materials. The special education laboratory provides access to methodological materials and tools (balance machine, warm sand table) for working with children with special needs. The multisensory room provides opportunities to get acquainted with the activities being implemented in the field of social rehabilitation and stress reduction. To develop students' methodological skills for working with

primary school children, two Lego robot sets and two Photon robot sets are available.

The RTU LA Centre for Pedagogy and Social Work (PSDC), in cooperation with the Centre for Humanities and Arts, the Centre for Natural and Engineering Sciences and the Centre for Management and Social Sciences, plays a leading role in the implementation of the study programme, providing for an appropriate teaching staff and technical base. A material base for the development of student competencies in the fields of languages, mathematics, technology, natural sciences, music and art, health and sports is available for use in the study process.

For the organization of practical seminars for students, an authentic learning environment has been created in two offices (*classroom tables with castors and composite chairs for schoolchildren and a workplace for the teacher, as well as digital whiteboards ODIN.*) and in the hallway (*OneTwenty multifunctional and modular product consisting of two basic products – acoustic wall and pouf, as well as Signs pouf modules*) with the aim of implementing a practice-based study process. Managing the learning process in an authentic learning environment at RTU LA provides a wide range of cooperation opportunities, including expanding integrated teaching opportunities, creating training videos, etc.

Students have access to the RTU library and its structural units in Rēzekne and Liepāja. In the structure of the library there is a reading room, a subscription to teaching and sectoral literature, individual work rooms are available where students can work undisturbed.

RTU RA and RTU LA library provides all traditional services, including e-environment. The electronic catalogue reflects information about all books and magazines in the library's collection. The most relevant databases available for students and academic of the study programme are: “ACM Digital Library,” “Cambridge Journals Online,” “ProQuest Ebook Central,” “EBSCOHOST,” “EBSCOHOST eBook Academic Collection,” “Letonika,” “O'Reilly Learning Platform,” “ScienceDirect,” “Scopus,” “SpringerLink databases e-books,” “Wiley Online Library,” “Web of Science,” and pedagogical electronic journals published by “Skolas Vārds” — “Izglītība un Kultūra,” “Skolas Vārds,” “Pirmsskolā,” “Skolas Psiholoģija.” From the 2025/2026 academic year all users will also have access to the digital teaching aids and methodological materials (for schools and preschools) published by “Skolas vārds.” Until now, these resources were available to RTU RA users.

The material and technical provision provided for the implementation of the study programme, including the acquisition of mandatory and optional modules, and its availability to students and academic staff shall be assessed as appropriate.

**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 criterion is 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 resources and provision of RTU Liepaja Academy and RTU Rēzekne Academy are fully sufficient for high-quality, growth-oriented implementation of the study programme. The financing of the study programme is planned within the framework of the funding available for the study field, which is described in Chapters 2.3.1-2.3.3 of Part II of the self-assessment report.

The study programme corresponds to the thematic field of education "Teacher Education and Educational Sciences", which is subject to the Cabinet Regulation No. 994 "Procedures by which higher education institutions and colleges are financed from the funds of the State budget", the minimum value of the coefficient of costs of studies (ki) "1.1" is determined.

The funding of the study programme consists of the funding of the study base, part of the performance funding for results in research and preparation of graduates, part of the funding of the science base and the revenues of the study fee.

**The financing of the study base** is earmarked for a specific study programme and allocated from the State budget funds on the basis of the number of study places specified by the State for the study programme, the base costs of the study place and the coefficients of study costs in the thematic fields of education. The funding of the study base from the State budget is used:

1. Staff remuneration - 78%
2. Student scholarships – 8%
3. For the development of the study programme (incl. replenishment of library resources, cultural, sports activities, maintenance and improvement of infrastructure) – 14%.

In addition to the funding provided by the state for student scholarships, students up to 25 years of age who come from large families with children who are orphans or left without parental dependency or with group I or II disability, can apply for a social scholarship in the amount of 180.00 per month.

The financing of the study base ensures access to education and is aimed at the development of the study programme, as it ensures stable and regular financing, which allows to plan and implement the study programme, covers the basic needs of the development of the programme, especially the remuneration of employees, updating of the study literature, inventory costs.

The data constituting RTU RA costs per student in the professional bachelor's study programme "Primary Education Teacher" are shown in Table 3.3.3.1.

Table 3.3.3.1

**RTU RA study programme "Primary Education Teacher" costs per student in 2021-2025**

| | | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|
| 1. | Study programme revenues (tuition fee) | 7560,94 | 9240,00 | 15343,09 | 6142,12 | 1454,33 |
| 2. | Study base costs (EUR) | 1630,11 | 1630,11 | 1630,11 | 1867,60 | 1896,98 |
| 3. | Financing of study places financed from the State budget (EUR), including: | 68511,14 | 68511,00 | 73540 | 162194 | 201301 |
| 3.1. | Scholarship amount (EUR) | 150,82 | 150,82 | 251,98 | 251,98 | 251,98 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3.2. | Sports, culture, dormitory (EUR) | 13,52 | 13,52 | 13,52 | 13,52 | 13,52 |
| 4. | Number of study places financed from the state budget | 32 | 35 | 35 | 75 | 78 |
| | Number of students in the academic year as on 01.10. | | | | | |
| 5. | Full-time budget students | 28 | 39 | 40 | 38 | 38* |
| 6. | Part-time budget students | - | - | - | 47 | 47 |
| 7. | Full-time fee students | 2 | 2 | 2 | - | - |
| 8. | Part-time fee students | 9 | 8 | 6 | 1 | 1 |
| 9. | Full-time equivalent of students | 13,4 | 17,6 | 17,7 | 22,4 | 22,4 |
| 10. | **Costs per student** (EUR)** | 5698 | 4418 | 5021 | 7515 | 9052 |

*Forecast by the number of graduates and potentially enrolled students.

**Determined by dividing the funding available for the study programme by the full-time equivalent of students in accordance with the OECD methodology (Education at Glance 2024, p. 343).

RTU RA costs per student from state budget funds, as shown in the table, tend to increase from 2023. LV average in 2021 is **12'950,** OECD average 2021 **– 12'703** (Education at Glance 2024, Table C1.1. Total expenditure on educational institutions per student (2021), p. 267).

**In addition to the funding indicated in the table, performance funding is** used for the implementation of the study programme **for the results in the provision of research-based higher education**, which is not divided by study fields. It also includes the financial resources allocated for the preparation of graduates and demonstrates the change of emphasis from quantitative to qualitative indicators and is an important indicator of the development capacity of the programme. It provides for specific performance indicators (number of graduates and employment) that have a high capacity to assess the quality of the programme and improve it in order to ensure and improve the competitiveness of graduates in the labour market, promote cooperation with employers, provide internships for students and facilitate job opportunities. Performance funding for results in the provision of research-based higher education is used for the development of study infrastructure,

**The funding of the science base and the funding of scientific activity (performance)** of the RA is not divided by study fields, but is directed towards the provision of scientific activity of RTU RA in accordance with the RA Regulations on the principles of distribution of scientific activity funding, including such activities aimed at the development of the programme as:

- remuneration of scientific staff employed in the study programme,
- ensuring the co-financing of international research projects,
- the cost of conference missions and other scientific networking activities (including participation fees),
- the allocation of a coefficient for the remuneration of academic staff employed by the Institute,
- increasing the workload of scientific staff,
- the introduction of new workloads for scientific staff,
- for the purchase of equipment,
- coverage of conference attendance fees and travel expenses.

Funding for student self-government is provided annually **in the amount of at least one two-hundredth** of the state funding for the study process and the revenue of the study fee and

fluctuates around twelve thousand euros per year, which are used in accordance with the estimates developed by the Student Council and are aimed at ensuring the needs of students, including ensuring the quality of studies.

The minimum number of students in the programme is determined by calculation in order to efficiently use the financial resources allocated by the State. For this purpose, measures are taken to control the dropout of students, plan the number of graduates, and plan students enrolled in the 1st year. A larger number of students is possible only by attracting additional funding in the form of private funding.

**Characteristics of the financial base of RTU LA**

Study financing from the State budget funds shall be granted each calendar year in accordance with Cabinet Regulation No. 994 of 12.12.2006. "Procedures by which Higher Education Institutions and Colleges are Financed from the State Budget Funds"

The calculation of the planned costs of the study programme "Primary Education Teacher" for full-time studies for 2025-2026 uses the base costs determined in 2025 (EUR 1867.60 per place of study) and the coefficient of the thematic field of education set by the Ministry of Education and Science in the field of "Teacher Education and Educational Sciences": 1.4, as well as the cost coefficient in first-level professional higher education study programmes: 1.0. The cost of one study place in 2025 is EUR 2 614.64, the total cost of the study programme for 4 years is EUR 10 458.56. The number of study places financed from the State budget in 2025/2026 is 20 study places.

The calculations of the planned costs of the study programme "Part-time Primary Education Teacher" for 2025-2026 use the base costs determined in 2025 (EUR 1867.60 per place of study) and the coefficient of the thematic field of education set by the Ministry of Education and Science in the field of "Teacher Education and Educational Sciences" set by the Ministry of Education and Science: 1.05, as well as the cost coefficient in first-level professional higher education study programmes: 1.0. The cost of one place of study in 2025 is EUR 1 960.98, the total cost of the study programme for 4.5 years is EUR 8 824.41. The number of study places financed from the State budget in 2025/2026 is 20 study places.

The tuition fee approved by the RTU Senate for full-time studies for the 1st year in the 2025/2026 academic year is EUR 2560 and it is unchanged for the entire study period, the total study programme fee for 4 years is EUR 10 240.

The tuition fee for part-time studies for the 1st year of the 2025/2026 academic year approved by the RTU Senate is EUR 2 100 and is unchanged for the entire study period, the total fee for completing the study programme for 4 years and 5 months is EUR 9 450.

Total funding for the study field  in 2024/2025 is EUR 1 1 293 634. The percentage distribution of costs between study programmes.

6 % of the costs account for the study programme "Primary Education Teacher". As of 01.03.2025, there were 30 students in this full-time study programme.

9 % of the costs consist of the study programme "Part-time Primary Education Teacher". As of 01.03.2025, there were 58 students in this full-time study program.

In total, therefore, the programme "Primary Education Teacher" covers 15% of the expenses from the study field "Pedagogy and Education".

In accordance with the amendments made to Cabinet Regulation No. 994 "Procedures by which Higher Education Institutions and Colleges shall Be Financed from State Budget Funds", which provide for performance financing for results in research and artistic creation. The allocated funding

for the results of the previous year in research and artistic creation is used by RTU LA in accordance with the approved budget. Funding is granted for the support of the scientific activity of the academic staff involved in the study field from the development budget of the RTU LA Pedagogy and Social Work Centre and the RTU LA Fund for the Development of Scientific Activity. Priorities for receiving this funding are: full or partial financial support for publications *in the Web of Science* and *Scopus* databases, in the humanities, including ERIH+; full or partial financial support for publications in other industry databases (e.g. EBSCO, etc.); development and publication of peer-reviewed scientific monographs; RTU LA for the preparation and publication of scientific journals and publications included in databases. The budget for the development of scientific activity of RTU LA is also used for business trips to scientific conferences, their participation fees, and student research support.

According to the order of the Rector of Riga Technical University (08.08.2025; No. 01000-1.2-e/66), beginning with the 2025/2026 academic year admissions (applicable to both full-time and part-time studies), the minimum number of students in a first-cycle study programme within a single study course is 30. In cases where the aforementioned minimum number of students cannot be ensured, but the study programme includes joint study activities (academic activities in which students from different study programmes participate simultaneously), the minimum number of students in a first-cycle study programme is 16.

## 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 acadenic staff, who are highly qualified specialists in the relevant fields of science, including educational sciences.

The qualitative composition of the academic staff working in the study programme complies with the requirements of the Law on Higher Education Institutions. The qualification of the academic staff shall be appropriate to the specifics of the study programme and the conditions for implementation, as well as to the requirements of regulatory enactments in the field of education. The elected academic staff are professionals in their field of science, who have demonstrated competence in industry research, use of the e-environment in the study process, as well as participated in national and international projects, developed scientific articles, teaching aids or monographs. In the implementation of the study programme, professionals in their speciality with practical work experience in general or vocational education are also attracted, who are successfully able to balance theoretical and practical issues, emphasizing the knowledge, skills and competences necessary for teachers in professional activities. The attracted professionals work in educational institutions as managers, deputies, methodologists or teachers and, as a result, ensure the unity of pedagogical theory and practice.

In order to ensure high-quality and innovative implementation of the study programme, several criteria have been used for the selection of academic staff to be involved in the programme, so that the study courses are conducted by qualified, scientifically and methodically prepared lecturers, specialists of the specified field of study, who use modern approaches in their work.

The mandatory criteria for the selection of academic staff are:

1. compliance of the qualification of academic staff with the requirements laid down in regulatory enactments;
2. the scientific research field/methodological activity corresponds to the content of the study programme/course;
3. appropriate knowledge of the national language and foreign languages.

Also, the creative and scientific biography of the academic staff involved in the implementation of the study programme must certify 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 of working at a school (or other educational institution) or undergoing an internship at an educational institution;
3. scientific/practical experience in school/preschool pedagogy, inclusive education;
4. participation in conferences, research or development projects;
5. participation in the European Social Fund project "Competence approach to learning content";
6. creative activity in the field of artistic creation.

The academic staff involved in the implementation of the study programme shall comply with the set criteria, the qualification of the staff shall conform to the specifics of the study programme and the conditions for implementation, as well as to the requirements of regulatory enactments in the field of education. The academic staff are professionals in their field who have proven their competence in industry research, improved their competence at conferences, seminars, project work, developed teaching aids and materials, and implemented creative activities.

16 RTU RA academic staff members have a doctoral degree in science. 5 academic staff members have completed the theoretical part of the doctoral thesis and are working on their doctoral thesis as scientific degree applicants. Data on the distribution of the academic staff involved in the programme by their academic position are presented in Table 3.4.1.1.

Table 3.4.1.1

**Distribution of teaching staff involved in the programme by academic position**

| **Academic position** | **Number** | |
|---|---|---|
| | **RTU RA** | **RTU LA** |
| Professors | 2 | 8 |
| Associate professors | 8 | 4 |
| Assistant professors | 6 | 8 |

| | | |
|---|---|---|
| Lecturers | 1 | 4 |
| Senior Lecturer (unelected) | 1 | 2 |
| Lecturer (unelected) | 10 | 4 |
| Guest asistent professors | - | - |
| Guest lecturers | - | 2 |
| **Total academic staff** | 28 | 32 |

The professionalism of the academic staff, the ability to relate scientific activity to the study process is also evidenced by the research and publications carried out during the reporting period, which are compiled in the biographies of the teaching staff and the compilation of scientific research results. Most of the publications are in collections and publications of international scientific conferences indexed in Web of Science or Scopus databases.

Several academic staff have developed monographs or teaching aids:

- Us and Them: The Latgalians, The Baltians and foreigners in the interwar Latvia. The Latgalian issues. Rēzekne: Rēzekne Academy of Technology, 2024.
- Teaching tool "Human Sciences" (psychology). Rēzekne: Rēzekne Academy of Technology, 2022.
- Transformative Digital Learning: Emerging Cases and Considerations. Rēzekne: Rēzekne Academy of Technologies, Research Institute for Regional Studies, 2021.
- Support system for the inclusion of pupils with special needs in general education institutions. The Support System of Special Needs Pupils Inclusion into Comprehensive Education Institutions. Rezekne: Rezekne Academy of Technology, 2018.
- Modern personality theories. Textbook. Rēzekne Academy of Technology, 2018.
- Developmental psychology. Textbook. Rēzekne Academy of Technology, 2018.

The academic staff of the study programme actively work on various national and international projects, as well as prepare and submit new projects related to educational sciences and teacher education. The most significant projects in which the teaching staff are involved:

- 2023-2026, State research programme "Education" project "Individualised and personalised support system for the development of pupils' text literacy, numeracy and natural science literacy" (Nr. VPP-IZM-Education-2023/1-0001);
- -2026., ERASMUS+ projekts “Empowering Mathematics Education for All” proj.nr. 2024-1-LV01-KA220-SCH-000247243"
- 2022-2024, National Research Programme "Letonika for the Development of Latvian and European Society" project "New solutions in the study of demography and migration processes for the development of the Latvian and European knowledge society (DemoMigPro)" (No. VPPLETONIKA2021/4-0002);
- – 2024. Erasmus+ Strategic Partnership project "Empowering Foster Parents" (No.2021-1-LT01-KA220-ADU-000028356);
- 2022-2023, Erasmus+ Strategic Partnership Project "Transformative Digital Learning for General Education Following Covid-19 Impact" (CovidEdu TDL) (No. 2021-1-LV01-KA220-SCH-000032781)

- 2021-2023, Fundamental and Applied Research Programme Project "Transformation of the Value of Education for the Cultural and Economic Growth of the Social Community (IzVeTSKKEI)", (No. Izp-2020/1-0178);
- 2021-2024, National Research Programme "Letonika for the Development of Latvian and European Society" project "Landscapes of Identities: History, Culture and Environment" (Nr. VPP-LETONIKA-2021/1-0008);
- 2021-2023, ERASMUS+ project "STREAM thiS TEAM" (2020-1-PT01-KA201-078623);
- 2020, National Research Programme project "Life with Covid-19: Assessment of overcoming the coronavirus crisis in Latvia and proposals for future resilience of society" (Nr. VPP-COVID-2020/1-0013);
- - 2022., ERASMUS + projekts “Reading with Ease and Fun 2 ”(REF2) (No.2019-1-BG01-KA201-062249).
- 2018-2022, ESF SAM 8.2.1 project "Reduction of fragmentation of study programmes at Liepāja University" (No. 8.2.1.0/18/I/002).

During the reporting period, nine RTU RA academic staff have improved their professional competence by doing internships in general education institutions. The academic staff of the programme systematically improve their qualifications participating in various professional development programmes. During the election period, the elected academic staff acquire a 160-hour professional development programme for academic staff "Innovations in the Higher Education System" or "Didactics of Higher Education Institutions". Several academic staff members are involved in artistic creation activities: participate in concerts, concert perfformances, act as artistic directors or conductors of choirs, organize plein airs, exhibitions, participate in exhibitions with their works. Information about the creative activity of the academic staff and the acquired professional development programmes can be found in the biographies of the academic staff.

The quality of studies is ensured by the involvement of lecturers in professional development courses, in which they have improved professional English language skills (7 RTU LA teaching staff), leadership of academic staff, competence of cooperation with industry, design thinking, communication and emotional intelligence (7 RTU LA teaching staff), academic integrity *(*8 RTU LA teaching staff*).*) etc.

During the reporting period, RTU LA teaching staff have participated and continue to participate in courses offered by continuing education projects for academic staff, seminars, such as "Artificial Intelligence in the Pedagogical Process", 4 RTU LA teaching staff have participated, 7 teaching staff have participated in "Assessment Training for Teaching Staff", 7 RTU LA teaching staff have participated.

The teaching staff involved in the study programme participate in mobility activities at partner universities abroad. Visiting lecturers are also involved in the implementation of the study programme. for example, guest lecturers from the University of KwaZulu-Natal (South Africa), *Dr.* Angela James*, and* Bongekile Mnguni*,* led classes for students on the topic "Agents of Change: Teacher professional development at the University of KwaZulu-Natal (South Africa)"(spring semester 2022).

The qualification of academic staff is one of the key factors contributing to the quality of the study programme and the achievement of learning outcomes. Academic staff who actively engage in research, participate in various projects, and regularly enhance their professional and pedagogical competences are able to provide students not only with high-quality theoretical knowledge but also with a learning process that is closely linked to practical application. A significant proportion of the teaching staff hold doctoral degrees and are involved in national and international projects, prepare scientific publications and teaching materials, and develop innovative solutions in the field of

education. This enables students to acquire content that is grounded in contemporary, internationally recognised educational research and evidence-based practice. In addition, several lecturers are practising teachers or hold leadership and methodological positions in general education institutions. This professional experience promotes the integration of theory and practice within the study process and ensures that students develop the exact competences required for effective teaching in today's schools – including pedagogical thinking, the ability to respond to educational challenges, and to work across diverse educational contexts.

The academic staff's continuous professional development in areas such as academic integrity, communication, emotional intelligence, digital competence, and the use of artificial intelligence in the teaching process also supports the alignment of course content and delivery with contemporary challenges and student needs. Thus, academic staff qualifications not only meet formal requirements but serve as a critical prerequisite for achieving high-quality learning outcomes and fostering excellence in higher education.

### 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.

Since the licensing of the study programme at RTU RA, minor changes have been made in the composition of the academic staff. Due to the high workload, two elected academic staff members refused to teach courses, two retired lecturers terminated their employment relationship, due to the workload, two visiting lecturers were substituted due to their busyness at their main job, In order to ensure the implementation of the programme, renewal of academic staff and promoting synergies between science and practice, additional teaching staff were attracted, and changes were made to the composition of the teaching staff of 6 study courses. Four academic staff members who were already working in the study programme and three new academic staff were involved in the management of the study courses. The changes made do not worsen the composition of the academic staff, since experienced professionals are additionally involved in the implementation of the programme, including two applicants of a doctoral degree who have completed a theoretical doctoral course and are working on a doctoral thesis.

Compared to the licensing materials in the period from 2020 to 2022, RTU LA has undergone several changes in the composition of the academic staff:

1. 2 elected and 3 unelected lecturers did not continue their work – Dr. paed. Ilze Miķelsone, Dr. biol. Jurģis Šuba, Mg. sc. educ. Ance Elstiņa, Mg. Marika Jansone-Arbidāne, Mg. art. Lelde Kaupuža.
2. 2 elected lecturers (later became assistant professors) started their employment – Ph.D Gundega Tomele, Ph.D Inga Šnebaha (Zeide); 2 unelected lecturers: Mg. sc. educ. Ilze Jura and Mg. sc. educ. Kristiana Cetrovska.
3. Due to various Covid-19 restrictions, 2 visiting lecturers were removed from the list of permanent lecturers – Ph.D Jekaterina Protassova and Ph.D Britta Norgaard;
4. Pāvels Jurs was elected professor, Lāsma Latsone was elected associate professor, Maija Ročāne was elected associate professor.

Reasons for termination of employment relationship:

1) terminated employment during COVID-19 due to the absence of a vaccination certificate;

2) due to objective circumstances, cooperation with foreign lecturers during Covid 19 was

interrupted;

3) working teachers terminated their employment relationship at the higher education institution due to the increased workload at the school.

The continuity of the study process was ensured by involving other teaching staff in the implementation of the study programme, evaluating their professionalism and scientific qualification. Industry professionals, practitioners were involved (Mg.sc. educ. R. Rieksta, Mg. sc. Edu. F.Rekovičs).

2022/2023. In the of the study year PhD K.Bārdule obtained a doctoral degree and continued her activities in the study programme.

2023/2024. During the study year, after assessing the quality of the work of lecturers and questionnaire of students, changes have been made in the composition of the academic staff who teach study courses: *Inclusive and Special Education, Teaching and Learning,* starting from the 2024/2025 academic year.

Academic year 2024/2025

The changes are partly related to the inclusion of Liepāja University in RTU. U.Zupa terminated the employment relationship, therefore, other academic staff were involved in the implementation of the study programme, evaluating their professionalism and scientific qualifications.

I.Pelnēna (applicant for a doctoral degree, also a practicing teacher) started working in the programme, PhD K.Niedre- Lathere worked for 1 semester (stopped working when starting work at the Ministry of Education and Science), PhD D.Medne taught the study course of part C. Practicing teacher Mg.sc. educ. I. Karazina started to work in the programme.

Changes in the composition of the academic staff have not had a negative impact on the quality of studies. On the contrary, they have enhanced the dynamism of the study process and strengthened professional capacity. Despite the termination of employment by several academic staff members, they have been successfully replaced by newly engaged, professionally qualified and research-active lecturers, including doctoral students and practitioners from the field with up-to-date school-based experience. This ensures a closer link between theory and practice and aligns with the principles of competency-based education. The renewal of academic staff, including the development of collaboration with industry professionals and active researchers, has further strengthened the academic and practical value of the programme. Moreover, in recent years, several lecturers involved in the implementation of the programme have been promoted to higher academic positions, indicating a continuous improvement in qualifications and sustainable staff development.

Overall, the changes made in the study programme not only ensure its continuity and stability but also contribute to its quality by responding to labour market needs and the evolving trends in the higher education sector.

**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).**

The criterion is 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).**

The criterion is 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).**

In order to ensure successful implementation of the Study Programme, activities are planned aimed at mutual collaboration between teaching staff.

The academic staff involved in the programme meet both in person and remotely to solve issues related to the study process, methodological and scientific activities:

- Cooperation on issues of updating study courses (at least once a year);
- The study programme is implemented in two places of realization: in Rēzekne and Liepāja, therefore one study course is taught by several academic staff members. At least once a semester, the academic staff communicates to update the course content, clarify the organization of independent work, requirements for their fulfillment, to share experience;
- Several academic staff members, who are involved in the teaching of one study course in one place of implementation, work in cooperation, meet to agree on the distribution of study course topics, updating of independent work, examination requirements and other issues related to the teaching of a particular study course;
- The study programme also provides for elective modules. In order to ensure the interconnection of study courses and modules, a meeting is organized between the academic staff involved in the module in order to address the issues of content and evaluation of study courses, avoiding overlapping of content;
- Academic staff cooperate in working on the preparation and implementation of projects, on the development of joint scientific publications, methodological tools.

Each academic staff member can initiate meetings, meetings in order to solve any topical issues

with the director of the study programme, the head of the study field in order to gain support, for example, in the development or updating of new study courses.

Describing the ratio of the number of students and academic staff in the study programme at the time of preparation of the self-assessment report, the information shows that RTU RA has 86 students and 28 teaching staff members at the place of implementation of the study programme. The ratio of the number of students to academic staff, calculated using the PLE (student PLE to academic staff), is 9.9, which is a good indicator for the successful implementation of the programme. OECD data (OECD (2024), Education at a Glance 2024: OECD Indicators, OECD Publishing, Paris, https://doi.org/10.1787/c00cad36-en) show that the average indicator in OECD countries is 17, in Latvia - 16, but the programme indicator is similar to the indicators of European countries, for example, Norway - 9, Sweden - 10, Estonia - 11, Germany - 11.

RTU LA has 100 students and 32 academic staff members at the place of implementation of the study programme. The ratio of the number of students to academic staff, calculated using the PLE (student PLE to teaching staff), is 10.3, 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 | Annex 19.2_Diploma_Diploma Supplement Sample_Primary education teachera_LV_EN.pdf | 19.2.pielikums_Diploma_diploma pielikuma paraugi_Sākumizglītības skolotājs_LV_EN.pdf |
| 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 | Annex 22.2_Statistical data on students in the study programme_Primary Education Teacher.docx | 22.2.pielikums_Statistikas dati par studējošiem studiju programmā_Sākumizglītība.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 | Annex 23.2_Compliance of the study program with the national education standard.docx | 23.2.pielikums_Studiju programmas atbilstība valsts izglītības standartam_Sākumizglītības skolotājs.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 24.2_Compliance of the study programme with the Teacher Professional Standard.docx | 24.2.pielikums_Studiju programmas "Sākumizglītības skolotājs" atbilstība profesijas standartam.docx |
| Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable) | Annex 25.2_Compliance with MK not_569_Primary education teacher.docx | 25.2.pielikums_Atbilstība MK noteikumiem Nr.569_Sākumizglītības skolotājs.docx |
| Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme | Annex 26.2_Mapping of study courses_Primary Education Teacher_EN.xlsx | 26.2.pielikums. Studiju kursu kartējums_Sākumizglītības skolotājs_LV.xlsx |
| The curriculum of the study programme (for each type and form of the implementation of the study programme) | Annex 27.2_Study programme plan_Primary Education Teacher.xlsx | 27.2.pielikums_Studiju programmas plāns_Sākumizglītības skolotājs.xlsx |
| Descriptions of the study courses/ modules | Annex 28.2_Course descriptions of study programme_Primary Education Teacher_ENG.pdf | 28.2.pielikums_Studiju kursu apraksti_Sākumizglītības skolotājs_LAT.pdf |
| Description of the organisation of the internship of the students (if applicable) | Annex 29.2_Student internship_Primary education teacher.zip | 29.2.pielikums_Studentu prakse_Sākumizglītības skolotājs.zip |
| 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) | | |

# Special Education (42141)

| | |
|---|---|
| Study field | *Education and Pedagogy* |
| ProcedureStudyProgram.Name | *Special Education* |
| Education classification code | *42141* |
| Type of the study programme | *First cycle (professional bachelor's) study programme* |
| Name of the study programme director | *Mārīte* |
| Surname of the study programme director | *Rozenfelde* |
| E-mail of the study programme director | *marite.rozenfelde@rtu.lv* |
| Title of the study programme director | *Dr.paed.* |
| Phone of the study programme director | *26480404* |
| Goal of the study programme | *The aim of the study programme is to provide professional studies based on theoretical foundations and practical application in educational sciences, in accordance with the professional standard "Teacher", to prepare competent, competitive special education teachers oriented towards lifelong learning and professional development.* |
| Tasks of the study programme | *Tasks of the study programme:*<br>*• To implement studies closely linked with the work environment, ensuring the acquisition of knowledge, skills and competences required for the profession of a teacher and special education teacher;*<br>*• To promote students' experience in planning, implementing and evaluating professional pedagogical activities in the field of special education, as well as in developing cooperation with learners, their parents, support staff of educational institutions, other teachers and the wider society;*<br>*• To foster the development of students' research skills in educational sciences through conducting research in special pedagogy and subject-specific teaching methodologies;*<br>*• To support the development of values important to society, encourage students' creativity and social engagement, and promote their development for further independent progression in enhancing their competence in master's studies and lifelong learning.* |

| | |
|---|---|
| Results of the study programme | *Knowledge:*<br>*• Can demonstrate and critically evaluate fundamental and specialised knowledge characteristic of educational sciences and the teaching profession, necessary for professional work as a special education teacher, and apply it in practical pedagogical work in special education;*<br>*• Can demonstrate understanding of key concepts and regularities in the field of educational sciences and special education;*<br>*• Can demonstrate in-depth knowledge and understanding of the teacher's role in the development of society and in addressing educational issues within the context of educational policy and socio-economic changes.*<br><br>*Skills:*<br>*• Using acquired theoretical foundations in educational sciences, subject content and methodologies, special psychology and pedagogy, can plan and conduct creative, innovative pedagogical activities in various cultural contexts with learners with different developmental disorders, considering their individual development potential and finding solutions in changing circumstances;*<br>*• Can formulate and analytically describe problems and solutions in educational sciences and the teaching profession in the field of special education, and discuss them with reasoned arguments within the professional environment and the wider society;*<br>*• Can demonstrate a scientific approach to problem-solving, taking responsibility and initiative when working individually, in teams, or leading the work of their learners or other educators.*<br><br>*Competences:*<br>*• Can create an inclusive, intellectually stimulating and emotionally safe learning environment tailored to the learning and development needs of learners, and foster cooperation;*<br>*• Can make decisions and solve problems for the improvement of professional activities, guided by professional ethics and based on independently acquired, critically selected and analysed information and evaluation of experiences;*<br>*• Can assess the impact of their professional activity on society and contribute to the development of the special education field.* |
| Final examination upon the completion of the study programme | *Qualification exam and bachelor's thesis defence* |

# 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) | *240* |
| Admission requirements (in English) | *Secondary education and entrance exam* |
| 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 |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

**Part time extramural studies - 4 years, 5 months - latvian**

| | |
|---|---|
| Study type and form | *Part time extramural studies* |
| Duration in full years | *4* |
| Duration in month | *5* |
| Language | *latvian* |
| Amount (CP) | *240* |
| Admission requirements (in English) | *Secondary education and entrance exam* |
| 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 |
|---|---|---|
| Riga Technical University | RĪGA | ĶĪPSALAS IELA 6A, KURZEMES RAJONS, RĪGA, LV-1048 |

## 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 in 2020, and in 2022, it was included in the accreditation sheet of the study field “Education, Pedagogy and Sports” at Rēzekne Academy of Technologies. During the accreditation process, amendments to Cabinet Regulation No. 793, “Regulations on the Opening and Accreditation of Study Fields,” are planned to specify the study programme’s affiliation from the study field “Education, Pedagogy and Sports” to “Education and Pedagogy.”

By amendments to Section 1 of the Law on Institutions of Higher Education of the Republic of Latvia, regarding the new definition of the term "credit point", and Section 57 regarding the volume of credit points, the transition has been made to credit points in line with the European Credit Transfer and Accumulation System (ECTS). The scope of the study programme in the European Credit Transfer and Accumulation System has been changed from 160 to 240 credits. Changes approved by the Study Quality Commission on 26 February 2025, Decision No. 2025/14-I. RTU has determined that one credit point corresponds to 26-28 hours of study work (RTU Rector's Order No. 01000-1.2-e/1 of 08.01.2024).

No other changes have been made to the study programme's parameters.

Until 2025, the study programme was implemented only at Rezekne Academy of Technologies.

Following the reorganisation and integration of Liepāja University and the Rēzekne Academy of Technologies into Riga Technical University as the Liepāja Academy and the Rēzekne Academy, respectively, the study programme is planned to be implemented as a first-cycle professional bachelor’s study programme of Riga Technical University, with implementation sites in Rēzekne and Liepāja.

### 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 study programme “Special Education” (code 42141) corresponds to the study field “Education and Pedagogy” as it provides undergraduate study opportunities within the thematic group “Education”. The programme code 42141 complies with the regulations of the Cabinet of Ministers of the Republic of Latvia No. 322 “Regulations on the Classification of Latvian Education” (42 – First-

cycle higher education programme leading to a bachelor's degree and level 6 professional qualification, full-time duration – four years; 141 – teacher education). The programme is developed in accordance with the Teacher Profession Standard (approved at the meeting of the Tripartite Cooperation Sub-Council of Vocational Education and Employment on 12.06.2020, Minutes No. 5).

The name of the programme reflects the teacher's professional specialization – Special Education Teacher (Level 6 of the Latvian Qualifications Framework, occupational classification code 2352 02). The qualification awarded complies with the qualification specified in the professional standard – Teacher.

The programme is implemented in accordance with the strategic directions of the study field "Education and Pedagogy" and the tasks defined in the development plan.

In line with the field's objective of *methodological and scientific development of students and academic staff and involvement in innovation processes*, organisational and managerial measures are taken to foster constructive cooperation and teamwork. This includes collaboration between RTU LA centres and RTU RA with academic staff from the Centre for Education, Language and Social Technologies, ensuring a strong and relevant academic staff.

In the area of personnel policy, qualified academic staff are attracted by ensuring their qualifications match the specifics and implementation requirements of the programme, as well as regulatory requirements in education. In scientific work and innovation, the programme integrates study, practice and research, establishing a link between theory – theory appobation/practicum – and practice. In their final theses, students conduct theoretical and empirical research on pedagogical issues related to learners with special needs and offer methodological solutions. The most successful are published.

In accordance with the study field development task of *ensuring quality study programmes and studies*, continuous development and improvement of the programme and the study process takes place. Academic staff participate in mobility programmes and international projects. Courses on subject content and integrated teaching methods are developed in line with the fields defined by the project "Competency-Based Approach to Learning Content" ("School 2030"). Study quality is evaluated through analysis of student and graduate surveys, based on analysis of their results course improvement takes place. Discussions with employers regarding graduates' professional readiness also contribute to programme restructuring and content enhancement. Academic staff competencies are further developed through professional experience, as well as attending courses, seminars, conferences, congresses, forums, and Erasmus+ mobility and other exchange programmes.

In terms of *infrastructure development*, regular assessments of material and technical resources are carried out. RTU LA provides access to the "Centre for Creativity and Educational Innovation", the "Speech Therapy Centre" with the "Speech and Voice Research Laboratory", and the "Music Therapy Centre". RTU RA offers a visual arts workshop, choreography hall, human environment health laboratory, special education laboratory, social pedagogy and rehabilitation technologies laboratory, pedagogy technologies laboratory, and four lecture halls equipped with video/audio tracking of lecturers provided via 360-degree cameras.

In line with the field's task to *strengthen ties with society*, the programme is promoted and targeted recruitment of prospective students is undertaken. Results of student research are disseminated through the international student conference "CHILDREN. TEACHER. EDUCATION";during in-service teacher training courses in special and inclusive education organised by RTU RA Lifelong Learning Centre and Daugavpils University Lifelong Learning Centre. Remotely delivered courses are attended by teachers from educational institutions across Latvia (on average, 10 groups annually

with 30–35 participants each); attendees of state-procured MoES (*IZM*) courses from all over Latvia (this academic year, 700 applications for 80 places, partially in-person sessions held in four regions – Riga, Vidzeme, Kurzeme, Latgale); and through international Erasmus+ K2 project implementation, the developed materials on specific special education topics are introduced in international teacher training programmes. Information on programme updates is provided on university websites and republished on social media. Academic staff and students participate in career days, educational fairs, and school visits. Employers are, and will continue to be, involved in programme improvement, considering labour market and sector development trends.

The programme is designed to ensure consistency between its title, code, degree to be awarded, professional qualification, learning outcomes, and admission requirements.

**Programme aim** – to prepare professionally competent, lifelong-learning-oriented special education teachers – is formulated in accordance with the field's specifics and is purposefully reflected in the tasks and study content. The objectives include acquisition of theoretical knowledge, practical pedagogical experience, development of research skills, professional development and promotion of civic engagement, ensuring comprehensive professional preparation.

**Learning outcomes** meet Level 6 of the LQF/EQF – students acquire in-depth theoretical knowledge and specialised skills, develop the ability to make decisions, solve problems in changing professional contexts, and take responsibility for their work and its impact on society. Particularly important are aspects related to the creation of an inclusive learning environment and adherence to professional ethics.

**Admission requirements** – secondary education and an entrance examination – are appropriate for commencing professional higher education and ensure the selection of candidates with potential and motivation for the profession of special education teacher. Studies can be commenced after completing general or vocational secondary education. To attract the most motivated applicants and ensure well-prepared students, an entrance exam (oral and written) is held. In the exam candidates' ability to discuss educational and societal issues, reflect on current trends in professional practice and related social processes is assessed, and Latvian language competence, communication skills, and speech quality is evaluated. Applicants express and justify their views on current issues in a specific educational stage.

An additional oral interview is required for applicants with an average grade below 7 in their secondary education certificate. The interview evaluates the applicants' experience. They respond to questions of the examination committee about their motivation, work, educational and civic experience, and readiness for studies.

The programme is offered in full-time and part-time formats. According to the Latvian education classification, the full-time programme lasts 4 years; part-time studies, as per the Higher Education Law, entail a lower semester workload and therefore last 4 years and 5 months. The programme ends with the awarding of a professional bachelor's degree in teacher education and the teacher's professional qualifications, covering academic content, pedagogical and practical experience in various educational settings, and the development of competencies in line with the teacher profession standard.

Thus, the 240 ECTS volume is justified and necessary for acquiring the programme and fully attaining teacher qualification.

Graduates have the opportunity to continue their studies in the master's programme "Educational Sciences".

See Annex 19.4 for a sample of the diploma and diploma supplement awarded upon completion of the study programme.

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

The professional bachelor's study programme "Special Education" has been developed by evaluating the situation in Latvia and considering the experience of the European Union and other countries worldwide in teacher training. The necessity of this study programme is confirmed by the fact that inclusive education, including an inclusive educational environment, has been identified as one of the state's priority action directions for the development of education policy in the Latvian National Development Plan for 2021–2027. This plan emphasises the need for a physically and emotionally safe and supportive environment, as well as a system and conditions that support the learning and development of every child. This includes the inclusion of children and young people with special needs, support for those at socio-economic risk, and the elimination of emotional and physical violence. A target indicator for this objective is that the proportion of children and young people with special needs studying in general education institutions and programmes should increase from 59.26% in the 2018/2019 academic year (the baseline year) to 70% by 2027.

According to Article 51, Paragraph 1 of the General Education Law, learners with special needs may study special education programmes in general education classes, in special classes or groups within general education institutions, or in special education institutions.

To implement inclusive education in general education institutions for children and young people with special needs, schools must provide significant additional support (special education teachers, teacher assistants and aides, educational psychologists, clinical psychologists, social pedagogues, psychotherapists, speech and language therapists, career counsellors, medical professionals), in accordance with Cabinet Regulation No. 556 of 19 November 2019 ("Requirements for General Education Institutions to Admit Learners with Special Needs") (Latvian only).

Amendments to the General Education Law state that from 1 September 2020, special basic education programmes for learners with physical development disorders, somatic illnesses, speech and language disorders, and learning disabilities may no longer be implemented in special education institutions in Latvia. Instead, they must be included in general education schools through special classes or groups, or by integrating the learner into general education classes, while also ensuring individualised targeted support during the educational process. According to the 2021 evaluation by the State Education Quality Service (IKVD) on the quality of general and vocational education, education quality is also influenced by whether full-time support staff (e.g., educational psychologists, social pedagogues, special education teachers, nurses, etc.) are available in schools. This makes it more feasible to provide psycho-emotional support to learners and parents than in schools without such specialists.

As the trend of implementing inclusive education continues to grow, so does the need for qualified support staff, including special education teachers. In general education institutions, special education teachers work not only with learners officially recognised by the Pedagogical Medical Commission or other specialists as requiring support measures but also with those who, despite the lack of official recognition due to parental refusal, still need assistance. Special education teachers contribute to the development and implementation of support measures for learners with learning difficulties and special needs.

Given the increasing number of students with special needs in general education schools, there is an insufficient number of special education teachers and speech and language therapists. The workload allocations for specialists involved in educational institutions are often minimal (averaging 0.1 – 0.4 full-time equivalents), which limits the effectiveness of their work, even with officially diagnosed children—let alone those in need of support without an official diagnosis. These issues are regularly discussed at teacher meetings, conferences, seminars, and discussions concerning the challenges of implementing inclusive education in the Latvian context.

Reflecting the shared trends in Latvia's development planning documents and in Europe regarding teacher training, and current priorities in the Latvian education system, the professional bachelor's study programme in Special Education has been developed and is continuously improved in line with trends in science and practice. This increases graduates' employment prospects and competitiveness in the labour market. The programme ensures the integration of qualified specialists into the education system, enabling employers to hire professionals equipped with the necessary theoretical knowledge and practical skills, who for the most part already work in various general and special education institutions.

Graduates of the "Special Education" study programme will have the opportunity to work as special education teachers in any general or relevant specialised education institution. They will be able to carry out a range of corrective interventions with pre-school and school-aged learners with intellectual, visual, auditory, speech and language developmental disorders; social and emotional difficulties; learning disabilities or mixed developmental disorders; and mental health issues. Graduates may also work in social care institutions, providing support to adults with developmental disorders, and in certified private practices. Those who complete the elective module "Sign Language" may work in the social and educational sectors as special education teachers with individuals who have hearing or speech impairments.

In the 2023/2024 academic year, 7 full-time students graduated from the programme. In the 2024/2025 academic year, 4 have graduated and 7 more are expected to graduate. Between the 2020/2021 and 2024/2025 academic years, 34 part-time students have completed the programme. All graduates are employed in general or special education institutions as special education teachers.

### 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 the study programme as of 1 October for the 2024/2025 academic year, there are 166 students enrolled. 42 students are in full-time on-site studies (see Table 3.1.4.1), and 124 are in part-time distance studies (see Table 3.1.4.2).

Table 3.1.4.1

***Statistical Data on Students in the Study Programme "SPECIAL EDUCATION"*** *(Full-Time, face-to-face)*

| Academic Year | Total Students as of 01/10 | Study year | | | | Type of funding | | Exmatriculated | | Graduates |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | State | Self | Own request | Academic failure | |
| 20./21. | 10 | 10 | - | - | - | 10 | - | - | - | - |
| 21./22. | 17 | 10 | 7 | - | - | 17 | - | 3 | - | - |
| 22./23 | 29 | 12 | 10 | 7 | - | 29 | - | - | - | - |
| 23./24. | 41 | 18 | 8 | 10 | 5 | 40 | 1 | 1 | 1 | 7 |
| 24./25 | 42 | 11 | 12 | 8 | 11 | 42 | - | 2 | 2 | 11 |

Table 3.1.4.2

**Statistical Data on Students in the Study Programme "SPECIAL EDUCATION"** *(Part-Time, Distance Learning)*

| Academic Year | Total Students as of 01/10 | Study year | | | | | Type of Funding | | Exmatriculates | | Graduates |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | State | Self | Own request | Academic failure | |
| 20./21 | 54 | 15 | 16 | 9 | 7 | 7 | - | 54 | 7 | - | 9 |
| 21./22 | 58 | 16 | 12 | 12 | 10 | 8 | - | 58 | 4 | 4 | 6 |
| 22./23 | 63 | 15 | 15 | 11 | 12 | 10 | - | 63 | 6 | 4 | 4 |
| 23./24 | 59 | 10 | 9 | 19 | 10 | 11 | - | 59 | 4 | - | 6 |
| 24./25 | 124 | 74 | 13 | 10 | 17 | 10 | 121 | 3 | 4 | 2 | 9 |

Experience in implementing the study programme indicates that students in the field of special education more frequently opt for part-time studies, as 90% of the students are employed in the education/special education sector. Until the 2023/2024 academic year, the proportion of full-time to part-time students was 40% to 60%, respectively. In the 2024/2025 academic year, this ratio changed significantly to 25% full-time and 75% part-time students. This shift was driven by targeted funding from the Ministry of Education and Science of the Republic of Latvia for the training of special education teachers in part-time studies, allowing employed teachers to obtain the qualification of a special education teacher without interrupting their employment.

A distinctive feature of the programme is that it attracts students with life and work experience. Among full-time on-site students, 62% are over the age of 39, and among part-time distance students, 59% fall into this age group. Additionally, 19% of full-time and 30% of part-time students are aged between 29 and 38. Notably, 24% of the students already hold a higher education qualification, and 9 of them have previously obtained a master's degree. These data suggest that studies in special education are chosen with clear intent, most often linked to current work in the field and the need to qualify as a special education teacher.

For detailed statistical data on students during the reporting period, see Annex 22.4.

**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).**

Nor 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 study programme has been developed following the Regulations on the National Standard of Professional Higher Education (Latvian only) and the Teacher Professional Standard (Latvian only) (Approved at the meeting of the Sub-Council for Tripartite Cooperation in Vocational Education and Employment on 12 June 2020, Minutes No. 5).

The content of the study programme consists of 240 credit points. The structure of the "Special Education" study programme is based on a modular system approach, including specialised study courses and offering additional elective modules, thus enabling students to tailor their studies according to their future career choices and required competencies. The study program comprises seven modules (15 ECTS each), covering the following areas: Intellectual Disabilities, Hearing Impairments, Visual Impairments, Speech and Language Disorders, Learning Disabilities (including mixed developmental disorders), Autism, and Sign Language. The modules are aligned in terms of content and volume to ensure shared resources and reduce fragmentation within the study programmes.

The content of the professional bachelor's study programme "Special Education" comprises an

interlinked, goal-oriented, and professionally grounded system of studies. It consistently develops the understanding, skills, and competencies necessary for the work of a special education teacher, corresponding to Level 6 of the Latvian Qualifications Framework (LQF)/European Qualifications Framework (EQF).

1. **General education study courses (30 ECTS credits)** develop basic social, communicative, and organisational skills. These courses support the aims and objectives of the programme by fostering an understanding of the teacher's role in society (*Fundamentals of the Teacher's Professional Activity, Introduction to Education for Sustainable Development*), developing communication and collaboration skills (*Psychology for Teachers*), providing knowledge of educational management and legal framework (*Educational Management, Legal Aspects of the Pedagogical Process*), and building research and information analysis skills (*Research in Education*), all necessary both for professional work and for the development of the bachelor's thesis.
2. **Basic theoretical courses and information technology courses in the field (54 ECTS credits)** provide specialised theoretical knowledge and understanding of child development, disorders, and intervention strategies, which are essential for professional activity in special education. In accordance with the programme's aims, these courses offer knowledge of diagnostics, inclusive environments, and adapted teaching methods (*Diagnostics of Developmental Disorders, Inclusive and Special Education*), and enable students to apply digital tools in the educational process (*Application of Digital Technologies*), fostering a practical and empathetic understanding of various developmental issues based on neurological and psychological research.
3. **Professional specialization courses in the field (99 ECTS credits)** form the core of the programme, directly linked to its goal – to prepare special education teachers for specific target groups. Of these, 84 ECTS credits are compulsory for all students, while an additional 15 credits consist of an elective module related to a supplementary specialization. These courses allow knowledge to be adapted to specific student needs (e.g., speech disorders, autism, visual or hearing impairments), promote a problem-oriented approach based on the application of specialised knowledge in real pedagogical practice, and develop the ability to take responsibility and act in changing circumstances, as required by LQF/EQF Level 6.
4. **Elective courses (9 ECTS credits)** provide the opportunity to tailor studies to individual interests or to deepen knowledge in a specific field. In accordance with the programme's objectives and intended learning outcomes, electives support personal and professional development, broaden the pedagogical toolkit, and enhance students' reflection and critical thinking, which are essential for professional competence. Students in the "Special Education" programme can freely choose these courses from those offered by RTA RA or RTU LA, provided they meet student interests and the required credit volume.
5. **Internship (30 ECTS credits)** is structured progressively, reflecting the logic of teacher competence development from observation to research activities. In line with the programme's objectives and defined learning outcomes, the internship ensures a direct link with the working environment and professional standards, develops the ability to plan, implement, and evaluate the educational process, collaborate with various stakeholders in education, and practically strengthen skills acquired in theoretical courses, thereby ensuring a holistic approach to education. Cooperation agreements have been concluded with educational institutions for internship provision, including Daugavpils City 4th Special Pre-school Institution, Rēzekne Primary School, Rēzekne State Polish Gymnasium, Rēzekne Development Centre Primary School, Rēzekne Pre-school Institution "Rūķītis," among others.
6. Final state examination, including the development and defence of a bachelor's thesis or diploma project (18 ECTS credits), certifies the student's readiness for professional activity

and the application of research skills in practice. According to the programme's goals and learning outcomes, linking the bachelor's thesis topic with the chosen specialization ensures targeted competence development. The defence process tests the ability to argue, analyse, and reflect, as required by LQF/EQF Level 6. Students select a bachelor's thesis topic related to their chosen supplementary specialization.

7. The bachelor's programme also includes content requirements set by the Environmental Protection Law and the Civil Protection and Disaster Management Law. The course *"National Civil and Environmental Protection" (3 ECTS)* is included in the compulsory part of the "Special Education" programme.

The development of entrepreneurial competence is not assigned a separate course but is integrated within several general education courses: *Introduction to Education for Sustainable Development (3ECTS)* (topic – Practical Solutions for Sustainable Development), *Educational Management* (3ECTS) (topics – National and Local Education Policy, Human Resource Management in Educational Institutions, Team Building, Educational Project Management), *Legal Aspects of the Pedagogical Process (3ECTS)* (topics – Legal Framework, Education System Regulatory Framework), and *Fundamentals of the Teacher's Professional Activity / Study Paper I* (3ECTS) (topic – Basics of Starting a Business, Establishing and Managing Private Enterprises or Practices, Management Methods).

The "Special Education" programme has been developed with a student-centred approach, observed in the formulation of the programme's goals, tasks, and meaningful definition of learning outcomes. The detailed content, revealed in course descriptions, has been created to achieve the set aims and outcomes, incorporating the views of programme developers, expert workgroups, professional experience, regulatory documents, international research and recommendations, and employer and professional organisation feedback, also benchmarking against other EU universities and aligning with current trends in education.

The content of the study programme and individual courses is updated annually, incorporating current developments in the special education field, the labour market, and academic research. The latest trends are addressed through:

1. Conferences, seminars, and international projects organised by the Latvian Association of Special Educators. Project updates and more can be found on their website: http://specialaispedagogs.lv/elementor-642/ (Latvian only).
2. Academic staff involvement in scientific work, research communication events, and the publication of scholarly articles (see Section 2.4 of the study field description),
3. Discussions of learning outcomes with field experts during final exams and professional practice defences,
4. Meetings with employers and teachers across Latvia during Ministry of Education procurement training courses in special pedagogy (700 applicants for 80 places), and RTU RA MIC teacher training courses in special education (6–10 groups annually, each with 30–35 participants), discussing current issues and possible solutions for implementing special and inclusive education.

Study programme and course descriptions are reviewed annually as part of the planning process for the next academic year, with evaluations and changes made according to the RTU Procedures for the Submission, Development, and Amendment of Study Programmes (approved by RTU Senate on 26 April 2021, Minutes No. 649), and by the RTU Study Course Register Regulations (approved by RTU Senate on 25 November 2019, Minutes No. 634).

See Appendix 23.4 for a table showing compliance with the national education standard.

See Appendix 24.4 for a table showing qualification compliance with the professional standard.

See Appendix 27.4 for the study programme plan.

See Appendix 28.4 for course descriptions.

See Appendix 26.4 for the mapping of courses to attain programme learning outcomes.

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

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

Various teaching methods are employed in the study process, such as interactive and problem-based lectures, discussions, seminars, practical tasks, simulations, and project development, as well as individual, pair, or group work. To ensure a connection between theoretical knowledge and practical experience, certain courses involve professionals from various industries and educational institutions. To achieve study outcomes and acquire a competitive education, methods requiring active student participation are used, promoting the development of knowledge, skills, and competencies. The recommended distribution of contact hours is 50% lectures and 50% practical sessions, with an increased emphasis on practical sessions in professional specialization courses.

The study process incorporates methods that foster student interaction, such as discussions about real industry issues or the modelling of learning situations, which is particularly valuable given that many students already have professional work experience in the field. Students are encouraged to actively participate in presentations and independent work, thereby developing critical thinking and other essential skills.

In implementing a student-centred approach, considerable attention is given to improving study programmes and courses, with particular emphasis on meaningful formulation of learning outcomes. This fosters dialogue between lecturers and students regarding content, organisational forms, and teaching methods. Clearly defined learning outcomes help students better understand and take responsibility for their learning process, self-assessment, and interpretation of received grades. Employers are involved in the evaluation of study programmes and courses, participating in course delivery by leading specific sessions or organising workplace exchange visits.

A student-centred approach is implemented by considering students' needs, interests, and learning styles. Classes are delivered in-person, remotely, and in hybrid formats — with some students attending in the classroom, and others joining remotely. Students can utilise digital technologies such as digital whiteboards and electronic resources (e.g., scientific databases, the RTU RA learning materials site *books.rta.lv*). Each study course has an e-learning environment (Moodle), where students can access class materials, task descriptions, additional learning resources related to course topics and required assignments. The e-learning platform enables the individualisation of the study process according to each student's needs and interests. Course assessments are adapted to study objectives and intended outcomes, using oral, written, or combined evaluation methods. Lecturers provide support and feedback to help students understand the extent to which they have achieved the set goals.

In the special education programme, the principles of individualisation and differentiation are also followed. For example, in research work, students can explore problems of interest within their field across successive study courses. During the development of research papers, students learn to analyse scientific literature, develop academic language, design survey questionnaires, and process data using SPSS software. Qualitative data analysis using content analysis is also practically taught.

Each year, upon student admission, questions related to the organisation of the study process are clarified: how many students are already employed, what their possibilities are to attend in-person classes at RA and in the future at LA. Students receive personal access to databases funded and available at RA and LA for independent work either on university premises or from their place of residence, etc. Student opinions on the preferred course of studies are heard. Based on this information, decisions are made to optimise the study process implementation in line with the majority's views. Although the implementation of the study programme is primarily planned for weekends to enable students to combine work and studies, and maximise class attendance, students' preferences will be considered, and the schedule may be adjusted according to the majority's interests. For instance, theoretical lectures might be offered remotely on weekday afternoons and evenings, while seminars and practical classes could take place at universities on weekends. The technologically modern study environment of the universities allows for a flexible study process tailored to the situation and needs.

Student participation and responsibility are encouraged, promoting autonomy and accountability in their learning, as well as providing feedback and reflection through student surveys at the end of each semester. Students are motivated to actively engage in improving the study programmes by submitting suggestions, which are reviewed promptly to address any shortcomings. RTA provides an electronic platform for submitting complaints and suggestions, where students can offer feedback anonymously or with identification to enhance the study process. Each course in the study programme has a WhatsApp group for peer communication and discussions with the programme director regarding study implementation matters. Communication between students and lecturers via WhatsApp and survey results are analysed to improve the study process.

For example, taking into account the opinions of students, information materials on authorization on digital websites and systems and their use were improved, and changes were made to the class schedule to give full-time students the opportunity to work and practice in educational institutions during the first half of the day.

The study programme will be implemented as a unified content in both RTU LA and RTU RA. Academic staff will work according to unified course descriptions and will implement the acquisition of unified course content and the achievement of study results. In order to ensure a unified approach to the implementation of the study programme, the achievement of unified content and study results in both implementation locations, the following is organized:

1) centralized study process management
- the programme director, in cooperation with the deputy director of the other implementation location, supervises the implementation of the programme in both implementation locations;
- regular meetings with lecturers from both implementation locations to coordinate the approach and resolve differences that affect the achievement of unified results;
- unified work of the study field “Education and Pedagogy” commission;
2) unified study programme documentation
- the programme description, aim, tasks and achievable study results are identical in both implementation locations;
- unified study plan and content;
- unified course descriptions;
3) coordination of teaching staff
- unified qualification criteria for teaching staff;
- joint methodological seminars, development of teaching materials and sharing of examples of good practice;
4) unified assessment and monitoring system of achieved results
- unified content of exams and tests and assessment criteria;
- analysis of student achievements in both implementation locations, analysis in a comparative aspect;
- self-assessment of the study process in both implementation locations;
- analysis of student and teaching staff feedback in order to timely eliminate differences in quality;
4) unified use of learning platforms and digital tools
- unified e-study environment (Moodle), where learning materials and assignments are available to students.

**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 essential component of the study programme is practical training, which, alongside the theoretical course, reinforces and deepens students' professional knowledge and skills. The internships are organised in accordance with the RTU *Procedure for the Organisation of Practical Training* (link) (Latvian only).

The study programme includes five pedagogical internships totalling 30 ECTS credits, in accordance with Cabinet Regulation No. 305 “Regulations on the State Standard of Professional Higher Education”. The intended learning outcomes of the pedagogical internships are aligned with the knowledge, skills, attitudes, and competencies set out in the Teacher Professional Standards, as well as the intended learning outcomes of the study programme. Students may choose a placement in an educational institution that is most convenient and suitable for completing the internship tasks. If a student cannot find a placement, the internship supervisor from RTA may offer a position at one of the educational institutions with which the RTU RA Centre for Education, Languages and

Social Technologies has a cooperation agreement. The internship is carried out in accordance with an internship agreement. Specific tasks are outlined in the course descriptions and internship task descriptions. Each internship begins with an introductory seminar where the lecturer acting as the internship coordinator introduces students to the tasks to be carried out. Students choose potential placement sites themselves, but, if necessary, the coordinator or programme director will assist in finding one. During the internship, practical seminars are held (these may take place remotely using MS Teams), and at the end of the internship, a final seminar—an internship defence—is conducted. During the internship, students prepare an individual report, which they submit for evaluation and present at the defence seminar. They engage in discussion and reflection with the lecturer and peers, sharing experiences and good practices. These discussions reveal students' ability to apply the acquired knowledge in professional practice. The final assessment of the internship is based on evaluations from the lecturer (internship coordinator), the school-based mentor, and the student's self-analysis and presentation during the internship defence.

The structure of the study programme ensures continuity between the study courses and internships. The internships are designed with the programme's intended outcomes and content in mind:

**Internship I (3 ECTS)** enables students to observe and analyse the educational process and the specific role of a special education teacher. Objectives: to connect studies with the work environment; introduce students to the educational processes and specifics of special/inclusive education institutions; develop communication skills with children of various ages with intellectual and physical disabilities, their parents, and teachers; foster interest in didactic activities linked to methods that develop intellectual and creative abilities; and involve students in purposeful material collection and systematisation for knowledge acquisition and application.

**Internship II (3 ECTS)** links studies with practice, allowing students to observe experienced special education teachers and preschool teachers, their teaching and educational methods, including developmental delay correction methods. Students begin developing and implementing educational and developmental activities, gaining communication experience with preschool children with developmental disorders, their parents, and teachers.

**Internship III (9 ECTS)** allows students to observe and analyse teaching and educational work in inclusive education, test special pedagogy methods, conduct developmental diagnostics, plan and perform teacher assistant duties, and participate in developing and implementing individual learning plans.

**Internship IV (9 ECTS)** provides further insight into the work of special education teachers within a specific area of specialization. Students observe and apply correction methods, participate in diagnostics and planning, and conduct lessons, deepening their methodological and instructional skills.

**Internship V (6 ECTS)** allows students to demonstrate their theoretical and practical competencies by conducting and presenting a research project commissioned by an educational institution or forming the empirical part of their bachelor thesis. The internship must be carried out in an institution that employs a special education teacher and is relevant to the student's specialization.

To strengthen knowledge, skills, and competencies in pedagogical and didactic methods, students receive individual support from a teacher-mentor in the educational institution and from the RTU internship coordinator. Responsibilities of the teacher-mentor include: coordinating the student's activities, observing and analysing their teaching practice, cooperating with the student's internship supervisor by providing feedback on observations, offering recommendations, and assessing the

student's knowledge, skills, and growth. The internship coordinator's responsibilities include: advising students on practical matters, supporting internship activities, reviewing internship documentation, organising evaluation seminars, and providing feedback.

Annex "Description of the organisation of the internship of the students" provides the Senate resolution on the Internship management procedure at RTU, which was revised in 2019. It states that the internship coordinator at an organizational unit helps students find the internship place. If additional assistance is required, students can contact the Career Support and Services Unit, where a career consultant assists students in finding and addressing companies where to undergo an internship, as well as promote the development of career management skills through a variety of activities that can ensure the achievement of successful results during the internship. Once a year, the Career Support and Services Unit organises RTU Career Day, where students also can meet face-to-face or remotely with company representatives and discuss future opportunities. More information about the event and participants of the previous years is available at https://www.rtu.lv/lv/studentuserviss/karjeras-centrs-ssc/karjeras-diena (Latvian only). In 2022, due to the pandemic, the event happened in a virtual setting. In 2023, the event was attended in-person, in the exhibition hall.

An additional resource developed in 2015 is a website that invites companies to post vacancies that are relevant to RTU students (https://ekarjera.rtu.lv/) (Latvian only). Students can log in with the University username and keep abreast of current internships and job opportunities in their field.

RTU Development Fund provides additional support for promotion of practical skills (https://www.rtu.lv/en/developmentfund). Hundreds of practical skills competitions are offered during the year, which are organized in cooperation with companies.

Each year, the University concludes cooperation agreements with companies and organizations (template in English is in the file of Annex 37 of the List of Internal regulations), where the parties agree on provision of internship places to students.

### 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 professional bachelor's study programme "*Special Education*" implemented at RTU RA, the themes of final theses are related to the development of practically applicable materials grounded in the theory of special education for working with children with specific needs: intellectual disabilities, hearing impairments, and general learning difficulties. The final thesis topics address significant aspects of the daily practical work of special education teachers, providing practical resources such as sets of lessons, didactic materials, methodological guides, handbooks, and other tools for everyday professional use by educators.

The selected topics include:

- Developing information-searching skills in pupils with intellectual disabilities;
- Learning English for teenagers with intellectual disabilities in a special education institution;
- Learning geometric shapes in grades 1–3 for pupils with moderate to severe intellectual disabilities during mathematics lessons;
- Improving concentration abilities in special educator sessions for primary school pupils with learning difficulties;
- Developing cooperation skills in primary school pupils with intellectual disabilities during lessons;
- Learning and using sign language to master mathematics content in grades 6 and 7 for pupils with hearing impairments;
- Building mutual cooperation skills in primary school pupils with severe intellectual disabilities;
- Developing reading skills in the learning process for primary school pupils with learning difficulties;
- Support for Physical Education teachers in including pupils with autism spectrum disorders in physical education lessons, etc.

The outcomes and materials developed in these final theses are presented and offered to teachers from other educational institutions during seminars and methodological meetings, and they are included in the collections of methodological materials available on the websites of educational institutions, thereby being accessible to any teacher or special educator in Latvia. The lecturers of the RTU RA study programme, while working in professional development courses for teachers across Latvia (in cooperation with Rezekne Academy of Technologies and Daugavpils University), introduce course participants to the students' work in a relevant context, providing information about the possibilities to access them and their availability. Some particularly valuable final thesis developments by students are published by Latvian publishing houses (for example, the methodology developed by I. Šternfelde *"Developing Fine Motor Skills in Preschool Children"* published by J. Roze Publishing), and others are included and made available on the RTU RA website under the section "e-books" (for example, I. Žulibina *"Digital Learning Tool for Developing Spatial Awareness in Six-Year-Old Children with Mixed Developmental Disorders"*). Some graduates also upload and share the materials developed in their theses on Facebook and other digital resource platforms.

Overall, the final thesis assessments range from 6 to 10 points, with an average score between 7.5 and 8 points.

## 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.**

Studies are conducted at the RTU RA academic building at 115 Atbrīvošanas aleja, Rēzekne, and

the RTU LA academic building at 14 Lielā iela, Liepāja.

The material and technical base of RTU RA, including that required for the implementation of the Special Education programme, is continuously updated and improved. All classrooms used for studies are equipped with appropriate furniture and technical equipment, including multimedia systems, enabling lecturers to utilise online materials from social media during lectures and allowing students to present their research using multimedia presentations. Classrooms are equipped with access to MS Teams or other remote access platforms, thus supporting remote or hybrid study options. To enable remote streaming of lectures, four classrooms are fitted with video/audio tracking technology for lecturers, provided by 360-degree moving cameras. Several modern computer labs, a Special Education Laboratory / Special Education Centre, are available for the study process. Free wireless internet is available in all classrooms used for the programme and in the student dormitory.

Students and academic staff are provided access to the full range of Microsoft development tools, servers, and platforms. Special software licences allow subscribers to install software on any computer for academic and research purposes. Students have access to an e-learning environment (Moodle), providing them with learning materials, assignments, and information at home. Both students and academic staff can use the IBM SPSS Statistics programme for data analysis in research.

To implement a practice-based study process, since 2005, RTU RA has operated the Special Pedagogy Laboratory (SPL) / Special Education Centre, ensuring the link between science, society, and practice. This includes developing, testing, and implementing integrated preventive education and correction programmes, methodologies, learning materials, and books in Latvian special and general education institutions.

The laboratory implements international projects (e.g., ERASMUS+K2 project "CoTIC: Collaborative Teaching in the Inclusive Classroom", “STREAM thiS TEAM” (2020-1-PT01-KA201-07862); “DAP: Dyslexia Assessment Protocol” (2019-1-LV01-KA201-060355); “PREDYS: Supporting Children at Risk of Dyslexia at the Transition Period from Pre-primary to Primary” (2019-1-ES01-KA201-0656912019); “REF: Reading with Ease and Fun” (2015-1-BG01-KA201-014354); “REF2: Reading with Ease and Fun 2” (2019-1-BG01-KA201-062249), etc.), conducting research into specific issues related to special education implementation in partner countries, identifying solutions, and compiling best practices from various European countries, which are then adapted and applied within the Latvian education context.

Researchers and academic staff of the study programme have also developed and implemented national-level projects on the possibilities for addressing special and inclusive pedagogy issues. Between 2011 and 2013, SPL researchers worked on the ESF and VISC project “Development of a Support System for Learners with Functional Disorders” (No. 2010/0330/1DP/1.2.2.4.1/10/IPIA/VIAA/001), developing teaching aids for students with intellectual and hearing impairments (cochlear implants). Since 2017, SPL has led the development of a special education programme for learners with intellectual disabilities and the digitization of methodological materials for 10 subjects within the ESF and MoES VISC project “Competency-Based Curriculum” (8.3.1.1. measure “Approbation and Implementation of Competency-Based General Education Content”, 8.3.1.1/16/I/002). Students and graduates from RTA’s special education teacher training programmes are actively involved in these projects and other SPL activities.

The resources of the RTU RA Library are described in Section 2.3.3 of the self-evaluation report for the field of education. Literature corresponding to special education constitutes 16% of the educational literature and includes works in both Latvian (71%) and English (29%). The collection comprises both fundamental theoretical literature in the field as well as research and

methodological materials developed by RTU RA faculty, for example: *Digital Learning Tool for the Development of Spatial Perceptions in Six-Year-Old Children with Mixed Developmental Disorders* (2022) (Latvian only); *Formation of Practical Activity Experience in Pupils with Moderate and Severe Intellectual Disabilities in a Special Boarding Primary School* (2021) (Latvian only); a creative methodological development *"Little Tales about Three Mice"* (2021); among others.

Significant attention in the study process is devoted to the development of original teaching aids, which are promoted on the website for special education teachers (Latvian only). These resources are designed for learners with behavioural disorders, mixed developmental disorders, autism spectrum disorders, and hearing impairments. Methodological materials are provided to support the development of literacy, language, mathematics, and social skills, as well as resources intended for parents.

RTU RA students have access to resources related to special and inclusive education for study and research purposes in electronic databases such as EBSCO, ScienceDirect, Scopus, Web of Science, the Digital Collections of the National Library of Latvia, and *Skolas vārds*.

At RTU LA, the academic staff members of the study programme have access to workspaces equipped with computers and internet access. Each student is provided with a virtual computer that is not tied to a physical workstation. This solution ensures both mobility and security of the study process. Modern network equipment has been installed, enabling computer network virtualisation and establishing a CAMPUS network connection between all study buildings. Students receive technical and informational support for working with scientific publication databases such as EBSCO, Letonika, ScienceDirect, SCOPUS, Web of Science, and Cambridge Journals Online.

The implementation of the study programme is primarily managed by the RTU LA Centre for Pedagogy and Social Work (PSDC), in cooperation with the Centre for Humanities and Arts, the Centre for Natural and Engineering Sciences, and the academic staff of the Centre for Management and Social Sciences, ensuring a strong academic staff and technical infrastructure.

The RTU LA library collection is thematically aligned with the study field "Education and Pedagogy" and the study programme "Special Education". Literature is offered on the course's topics such as educational psychology, preschool and school pedagogy, education management and communication, research in education, teaching and learning, human anatomy, physiology and pathology, special education, inclusive education, developmental disorders, and more. About 15% of the library's resources cover these topics.

For the "Special Education" programme, centralised online databases subscribed by RTU ZB include "Cambridge Journals Online", "EBSCOHOST", "EBSCOHOST eBook Academic Collection", "Letonika" (expanded with the Reading Room section subscription), "ScienceDirect", "SpringerLink e-books", "Wiley Online Library", and the "Dienas Bizness" Guides "Manager's Handbook" and "HR Handbook", as well as educational e-journals from the publisher "Skolas vārds": "Education and Culture", "Skolas Vārds", "In Preschool", and "School Psychology".

The databases offer resources for course topics within the study programme. For instance, the EBSCO eBook collection contains around 25,500 electronic publications on subjects such as educational psychology, education management, classroom management, educational research, teaching and learning strategies and methods, digital technologies in education, special education, inclusive education, disorders and disabilities, and others. The "Cambridge Journals Online" database provides electronic journals in the following areas: education (6 journals), medicine (38 journals), and psychology (18 journals). The library provides training, reference services, and consultations on the use of information resources and services.

The material and technical provision intended for the implementation of the study programme and

its accessibility to students and academic staff is deemed appropriate.

**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 resources and infrastructure of RTU Liepāja Academy and RTU Rēzekne Academy are fully sufficient for the high-quality, growth-oriented implementation of the study programme. The funding for the study programme is planned within the available funding for the field of study, as described in Sections 3.1 to 3.3 of Part II of the self-assessment report.

The funding for the study programme consists of base funding for studies, a portion of base funding for research, and tuition fee revenues.

Base funding for studies is earmarked for a specific study programme and is allocated from the state budget, based on the number of state-funded study places assigned to the programme, the basic cost per study place, and the cost coefficients of the thematic areas of education. State budget base funding for studies covers utility payments, taxes, infrastructure maintenance (including data provision for the student and graduate registry), the purchase of equipment and inventory, staff salaries, and scientific activities.

Base funding for studies ensures access to education and supports the development of the study programme by providing stable and regular funding. This allows for the planning and implementation of the study programme and covers essential development needs, especially staff remuneration, renewal of study literature, and equipment costs.

The study programme falls under the thematic field "Teacher Education and Educational Sciences", for which the minimum value of the study cost coefficient (ki) is set at 1.1 by Cabinet Regulation No. 994 of 12 December 2006 "Procedures for Financing Higher Education Institutions and Colleges from the State Budget".

The funding for the study programme consists of base study funding, performance-based funding for research and graduate outcomes, a portion of base research funding, and tuition fee revenues.

**Base study funding** is earmarked for a specific study programme and allocated from the state budget, based on the number of state-funded study places assigned to the programme, the basic cost per study place, and the cost coefficients of the thematic areas of education. For the study

programme "Special Education", the cost coefficient for full-time, on-site studies is set at 1.4 and for part-time, extramural studies at 1.05.

The state budget base study funding is distributed as follows:

1. Staff remuneration – 78%
2. Student scholarships – 8%
3. Development of the study programme (including enhancement of library resources, cultural and sports activities, infrastructure maintenance and improvement) – 14%

In addition to state-funded scholarships, students under the age of 25 who come from large families, have children of their own, are orphans or without parental care, or are classified as disabled in Group I or II may apply for a social scholarship of €180.00 per month.

Base funding for studies ensures access to education and is aimed at the development of the study programme, providing stable and regular funding that allows planning and implementation of the programme and covering essential development needs, especially staff salaries, the renewal of learning materials, and equipment costs.

The data forming the cost per student in the professional bachelor's study programme "Special Education" at RTU Rēzekne Academy can be found in Table 3.3.3.1.

Table 3.3.3.1

**Cost per student data at RTU RA**

| | | **2021** | **2022** | **2023** | **2024** | **2025** |
|---|---|---|---|---|---|---|
| 1 | Base cost per study place (EUR) | 1630.11 | 1630.11 | 1630.11 | 1867.60 | 1896.98 |
| 2 | Tuition fee income (EUR) | 25.386.84 | 59.920.40 | 75.143.90 | 889.44 | 3.378.37* |
| 3 | State budget funding for study base (EUR) total FT | 31.319 | 31.319 | 65.136 | 213 583 | 221 484 |
| 3.1 | For FT studies | 31.319 | 31.319 | 65.136 | 81.195 | 122.693 |
| 3.2 | For PT studies | 0 | 0 | 0 | 132 388 | 98 791 |
| 4 | Number of state-funded study places: | 1630.11 | 1630.11 | 1630.11 | 1867.60 | 1896.98 |
| 4.1 | In FT studies | 25.386.84 | 59.920.40 | 75.143.90 | 889.44 | 3.378.37* |
| 4.2 | In PT studies | 31.319 | 31.319 | 65.136 | 213 583 | 221 484 |
| 5 | Number of students as of 01.10 (academic year): | | | | | |
| 5.1 | FT budget-funded | 17 | 26 | 41 | 44 | 44* |
| 5.2 | PT self-funded | 0 | 0 | 0 | 1 | 1* |
| 5.3 | PT self-funded | 58 | 63 | 59 | 2 | 2* |

| | | 2021 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|---|
| 5.4 | PT budget-funded | 0 | 0 | 0 | 121 | 120* |
| 6 | Total income (budget and own revenues) (EUR) | 61.477.39 | 86.528.46 | 129.217.3 | 214.472.44 | 224.862.37 |
| 7 | Full-time student equivalent (FT + PT) | 15.5 | 18.7 | 25.3 | 36.5 | 35.9 |
| 8 | Cost per student** from state funding and own revenues (EUR) | 3.966.28 | 4.627.19 | 5.107.41 | 5 875.96 | 6 263.58*** |

*Forecast based on the number of graduates and potentially admitted students.
**Determined by dividing the funding available for the study programme by the full-time student equivalent, according to the OECD methodology (Education at a Glance 2024, p. 343).
***The costs per student in a short-cycle study programme at RA, covered by the state budget and self-generated income, as shown in Table 3.3.3.1, **are increasing**. Tuition fee income, performance-based funding, and basic science funding significantly supplement the programme's revenue.

In addition to the funding presented in Table 3.3.3.1, the implementation of the study programme is also supported by **performance-based funding for results in research-based higher education**. This funding is not divided by study fields. It includes financial resources allocated for graduate preparation and demonstrates a shift from quantitative to qualitative indicators, serving as a key indicator of the programme's development capacity. It provides for specific performance indicators (number of graduates and their employment), which are crucial for evaluating and improving the programme's quality to enhance graduate competitiveness in the labour market, promote cooperation with employers, and ensure internship and employment opportunities for students. This performance-based funding is also used for the development of study infrastructure.

**The basic science funding and research (performance) funding** at RTU RA are not divided by study fields but are directed towards supporting scientific activities in RA, according to RA Regulations on the Principles for the Allocation of Science Funding. This includes activities aimed at programme development such as:

- remuneration for scientific staff employed in the study programme,
- co-financing of international research projects,
- travel and participation expenses for conferences and other scientific networking events (including registration fees),
- assigning coefficients to the remuneration of academic staff employed at the institute,
- increasing workloads for scientific staff,
- introducing new workloads for scientific personnel,
- purchase of equipment,
- covering participation and travel expenses for conferences.

Annual **funding for the Student Council** is provided at a minimum level of one two-hundredth of the total state funding for the study process and tuition fee income, amounting to around twelve thousand euros per year. This funding is spent according to budgets developed by the Student Council and is aimed at meeting students' needs, including ensuring the quality of studies.

The number of students in the programme is planned to ensure the efficient use of financial

resources allocated by the state, which in 2025 will increase to 44 state-funded full-time study places and 117 state-funded part-time study places. The minimum number of students required to start the programme is 9 for part-time studies and 7 for full-time studies. The average group size is 10 students in full-time studies and 26 students in part-time studies.

Accreditation of the Special Education study programme and implementation of the study programme at RTU LA will change the total budget of the RTU LA study field "Education and Pedagogy" (see Table 3.3.3.2).

Table 3.3.3.2

**Planned Financial Impact of the Study Programme "Special Education" on the Overall Budget of the Study Field "Education and Pedagogy" at RTU Liepaja Academy**

(approximate forecast for 2029, based on 2025 figures)

| | Teacher | Preschool teacher | Speech therapy | Teacher (Level 2) | Primary education teacher | Educational sciences (M) | Educational sciences (PhD) | Special education |
|---|---|---|---|---|---|---|---|---|
| Total EUR | 265542 | 225485 | 311528 | 9525 | 78825 | 190313 | 73957 | 183025 |
| State Budget subsidy | 257542 | 63685 | 308528 | 9525 | 75825 | 188813 | 73957 | 183025 |
| Self-generated income | 800 | 161800 | 3000 | 0 | 3000 | 1500 | 0 | 0 |

The cost estimates for the full-time study format of the "Special Education" programme for the academic year 2025–2026 are based on the 2025 base cost (EUR 1867.60 per study place), the coefficient set by the Ministry of Education and Science for the thematic field "Teacher Education and Educational Sciences" (1.4), and the cost coefficient for Level 1 professional higher education programmes (1.0). The cost per study place in 2025 is EUR 2,614.64, and the total tuition fee for the four-year programme is EUR 10,458.56. The number of state-funded study places planned for the 2025/2026 academic year is 20 per year.

The planned tuition fee for full-time studies in the first year of the 2025/2026 academic year is EUR 2,560 and remains fixed for the entire study period. The total tuition fee for the full four-year programme is EUR 10,240. The tuition fee for part-time studies in the first year, as approved by the RTU Senate, is EUR 2,100.

With the introduction and inclusion of fee-paying students in this programme, the proportion of income generated by the programme is expected to increase.

As seen in Table 3.3.3.2, over four years, the programme may contribute EUR 183,025 to the overall budget, which constitutes 14% of the "Education and Pedagogy" study field budget and is considered a significant contribution not only to the field but also to Liepāja Academy as a whole.

The introduction of the new study programme would also significantly ease the expenditure side and reduce the proportion of remuneration costs by 2–3%, helping us align more closely with RTU guidelines on the ratio of salary expenses to other costs.

As of 01.03.2030, this study programme could have 70 students, covering the costs of 145 students within the “Education and Pedagogy” study field.

Planned Financial Impact of the “Special Education” Study Programme on the Study Field “Education and Pedagogy” at RTU Liepāja Academy.

## 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.**

A total of 25 academic staff members are involved in the implementation of the study programme at RTU Rēzekne Academy: 11 of them (44%) hold elected academic positions at Rēzekne Academy, while 56% are employed in combined positions as visiting lecturers or instructors. Of the 11 elected academic staff, 10 (91%) hold doctoral degrees, 7 of whom hold a doctorate in pedagogy. All elected academic staff members simultaneously hold scientific positions – 10 are senior researchers, and one is a researcher. This profile of elected academic staff ensures synergy between studies and scientific research, which is essential for the development of the programme. All academic staff in elected positions meet the requirements of regulatory acts, conduct scientific research, and are involved in student education.

The specific nature of the study programme requires the involvement of experienced industry professionals in the implementation of professional specialization courses. The programme is implemented with the participation of professionals/practitioners such as:

- Mg. spec. paed. AijaTereško – chief expert for the EU, VISC, and RTA project “Competency-based Approach to Curriculum” in the development of 10 educational materials for students with intellectual disabilities in inclusive education institutions, with 34 years of experience working with students with various developmental disorders;
- Mg. paed. Aija Vindeče – teacher-methodologist, speech therapist with 34 years of professional experience;
- Mg. paed. Regīna Ogriņa – primary school teacher and speech therapist with 29 years of experience;
- Uldze Strazdiņa – methodologist, surdo-pedagogue with 44 years of experience working with hearing-impaired students;
- Mg. paed. Ligita Ģeida – teacher, guest lecturer at RTU RA and the University of Latvia, methodologist, school director with 34 years of experience working with vision-impaired students, and a diagnostician at a vision centre;
- Mg. psych. Rita Orska – practical psychologist and psychotherapist, developer and director of study programmes in the “Social Welfare” field, with 45 years of professional experience.

A total of 28 academic staff members will be involved in the implementation of the study

programme at RTU Liepaja Academy: 15 of them (54%) hold elected academic positions at Liepaja Academy, while 46% are employed in combined positions. Elected academic staff carry out scientific activities, including as researchers or leading researchers.

All specialization courses in the study programme are delivered by experts and professionals in the field who share their extensive practical experience accumulated over more than 20 years.

The development of the study programme, including the preparation of study courses, opinions, and recommendations, involved professionals and teachers from Strazdumuiža Secondary School – Development Centre, specialists from Jēkabpils Education Department (special education teachers, speech therapists, psychologists), specialists from the Balvi Inclusive Education Support Centre, specialists from the Rēzekne Municipality School Support Centre, members of the Latvian Association of Special Education Teachers, and many others.

### 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 qualitative composition of the academic staff working in the study programme complies with the requirements of the Law on Higher Education Institutions. The qualifications of the academic staff are appropriate to the specifics and implementation conditions of the study programme, as well as the regulatory requirements in the field of education. The elected academic staff are professionals in their scientific field, having demonstrated competence in research, the use of e-environments in the study process, as well as participation in national and international projects. They have authored scientific articles, teaching materials, or monographs. Professionals with practical experience in general or vocational education have also been involved in the implementation of the study programme.

Following the receipt of the licence, qualitative changes have been made to the composition of the teaching staff during the implementation of the study programme.

Table 3.4.2.1

**Overview of Changes in Academic Staff in the Study Programme**

| Study Programme Course | Implemented Changes |
|---|---|
| **Application of Digital Technologies and Interactive Methods in Special Education** | By reducing the credit points (CP) in the course "Classroom Management" from 4 CP to 2 CP, a new study course relevant to special education, "Application of Digital Technologies and Interactive Methods in Special Education," was included in the programme. The course will be taught by methodologist Mg.spec.paed. Aija Ozoliņa, who has experience in applying digital technologies and in developing methodological and teaching materials in both Latvia and abroad. |

| Study Programme Course | Implemented Changes |
|---|---|
| **Interinstitutional Interprofessional Cooperation**<br>**Basics of Munich Functional Diagnostics** | Based on recommendations from the professional implementing the course "Basics of Braille," the credit points for this course were reduced from 6 CP to 2 CP. Two new courses relevant to special pedagogy were added: "Interinstitutional Interprofessional Cooperation" and "Basics of Munich Functional Diagnostics." The courses will be taught by highly experienced professionals: Dr.paed. Gundega Tomele – introducer and lecturer of Munich Functional Diagnostics in Latvia; and Mg.spec.paed. Ilona Saule – a long-time teacher working with learners with special needs, Head of the Development Centre, methodologist, and developer and implementer of both national and international projects in special education. |
| **Elective Module "Autism"** | In line with long-term recommendations, a new elective module worth 15 CP was developed. The module is delivered by a special pedagogue and methodologist with 16 years of experience, who is also a mother of a child with special needs – Mg.spec.paed. Aija Pluša. |
| **Elective Course "M. Montessori Pedagogy"** | The elective course "English Language in the Speciality" was replaced with a more relevant special pedagogy course. The course is taught by Dr.paed. Ilga Prudņikova – a long-time Montessori teacher at the Development Centre, lecturer, and author of books on Montessori pedagogy. |

The changes made do not diminish the content of the programme or the composition of the academic staff, as the new study courses are relevant to the work of a special education teacher. The study programme involves academically and professionally qualified lecturers with experience in the field of special education, as well as experienced professionals who are actively working in the relevant field and have developed and implemented study courses, manuals, and methodological materials for teachers and specialists.

**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 appicable.

**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).**

Mutual collaboration among academic staff is a key factor in the quality of the study programme, aligning with the ESG 2015 standards which define quality as the result of interaction between academic staff, students, and the learning environment.
Particularly important for the programme is the involvement of professionals from various fields of special education, whose collaboration with academic staff significantly enhances the programme's relevance to real labour market demands. All long-standing professionals involved in the implementation of the study programme are members of the Latvian Association of Special Education Teachers. They collaborate beyond the study programme as well, developing and implementing ERASMUS+ K2 projects related to current issues in special education and the work of special education teachers, producing materials, guidelines, and diagnostic tools needed for special education, delivering lectures, and leading practical training in continuing education courses for teachers.

Academic staff also collaborate by aligning emerging innovations and developments during the implementation of study courses, incorporating educational excursions to relevant institutions into the curriculum to ensure synergy between theoretical knowledge and practical experience.

One of the essential models of academic cooperation includes collaboration between academic staff from different fields of study, to ensure an interdisciplinary approach in the implementation of the study programme. The learning outcomes of the programme envisage the integration of all educational areas (Languages; Social and Civic Education; Understanding of Culture and Self-Expression in the Arts; Natural Sciences; Mathematics; Technologies; Health and Physical Activities) in synergy with various types of special needs (visual, hearing, general developmental disorders, autism, etc.), which requires continuous collaboration and coordination of didactic strategies.

Programme management and academic staff regularly exchange information via online platforms such as MS Teams, Zoom, and Webex. These remote channels are also used to highlight certain topics related to special education, inviting students to participate in conferences organised by RTU RA, and in experience exchange events (seminars, conferences, training sessions) held in educational institutions and organised by academic staff and professionals.

Significant cooperation takes place between the academic staff of LA and RA. According to the

didactic strategy of the study programme, each study course is delivered by at least one academic staff member from RA and one from LA. One of them is designated as the lead academic staff member, who assumes the leading and coordinating role to ensure the quality standards of the course. The lead academician is chosen based on academic, scientific, and professional competence and is responsible for planning, developing, improving, and managing the course while involving other academic staff members in the process. Cooperation between staff occurs in at least three stages: agreeing on the course description (including course content, methodology, independent work, assessment criteria, and literature), reviewing the assessment outcomes and feedback on the course, and making decisions regarding course improvements. Inter-academic collaboration primarily takes place in MS Teams, with some activities also organised in person. This model of cooperation has been introduced to provide students with a richer and more diverse learning experience and to promote collaboration and professional development among academic staff. Regular review of the study programme and course content is conducted according to the study plan approval schedule, with annual self-assessment of the programme carried out in line with RTU's established procedures.

Regarding the student-to-staff ratio in the study programme at the time of preparing the self-assessment report, there are 123 part-time and 45 full-time students at RTU RA, and 28 academic staff members. The student-to-staff ratio, calculated using FTE (Full-Time Equivalent) students per FTE of academic staff, is 10.08, which is a good indicator for successful programme implementation. According to OECD data (OECD (2024), *Education at a Glance 2024: OECD Indicators*, OECD Publishing, Paris, https://doi.org/10.1787/c00cad36-en), the average in OECD countries is 17; in Latvia, it is 16. The programme’s ratio is comparable to those in European countries such as Norway (9), Sweden (10), Estonia (11), and Germany (11).

# Annexes

| III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme | | |
|---|---|---|
| Sample of the diploma and its supplement to be issued for completing the study programme | Annex 19.4_Diploma_Diploma Supplement Sample_Special education_LV_EN.pdf | 19.4.pielikums_Diploma_diploma pielikuma paraugi_Speciālā izglitiba_LV_EN.pdf |
| 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 | Annex 22.4. Statistika par studējošajiem ENG.docx | 22.4.pielikums. Statistika par studējošajiem LV.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 | Annex 23.4. Atbilstība standartam ENG.docx | 23.4.pielikums. Atbilstība izglītības standartam LV.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 24.4. Atbilstība profesijas standartam ENG.docx | 24.4.pielikums. Atbilstība profesijas standartam LV.docx |
| Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable) | Annex 25.4_Compliance with MK not_569_Special education.docx | 25.4.pielikums_Atbilstība MK noteikumiem Nr.569_Speciālā izglītība.docx |
| Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme | Annex 26.4. Mapping of study courses_Special Education_ENG.xlsx | 26.4.pielikums. Studiju kursu kartējums_Speciālā izglītība_LV (1).xlsx |
| The curriculum of the study programme (for each type and form of the implementation of the study programme) | Annex 27.4. Speciālā izglītība studiju plāns ar mācībspēkiem ENG.xlsx | 27.4.pielikums. Speciālā izglītība studiju plāns ar mācībspēkiem LV.xlsx |
| Descriptions of the study courses/ modules | Annex 28.4.Studiju kursu modulu apraksti ENG.zip | 28.4.Studiju kursu modulu apraksti LV.zip |
| Description of the organisation of the internship of the students (if applicable) | Annex 29.4_Student internship_Special education teacher.zip | 29.4.pielikums_Studentu prakse_Speciālā izglītība.zip |
| 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) | | |