

## APPLICATION

### Study field "Psychology" for assessment

Study field	<i>Psychology</i>
Title of the higher education institution	<i>Latvijas Universitāte</i>
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# **Self-evaluation report**

Study field "Psychology"

University of Latvia

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# 1. Information on the Higher Education Institution/College

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

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

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

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

### Values:

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

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

The study process at the UL is implemented at [6 faculties](#), [7 regional branches](#) (available only in Latvian) and [3 medical colleges](#). Research activities are also performed at [19 research institutes](#), and various research, training and consulting activities are conducted in [27 study centres](#). The UL has more than [232 bilateral cooperation agreements with universities in 53 countries and regions](#). The [UL Culture Centre](#)\_(available only in Latvian) is represented by more than 20 amateur arts groups – choirs, dance groups, vocal ensembles, early music ensembles, theatre, a brass band, and a ceramics studio. The [UL Sports Centre](#) organises UL sports activities for up to 40 different sports

classes in 11 sports – basketball, wrestling, group fitness classes, football, floorball, table tennis, kendo, general fitness, volleyball, cheerleading and self-defence. Within the UL regular activities are also performed by basic structural units: [Museum of the UL](#), the [UL Botanical Garden](#), the [UL Experimental Rhododendron Breeding Nursery "Babīte"](#), the [University of Latvia Press](#), and the [UL Baldone Observatory](#) (available only in Latvian). The UL foundations are also operating successfully: the [UL Foundation](#) and the [Alumni Club of University of Latvia](#) (available only in Latvian).

To implement structural changes at the UL and promote interdisciplinarity, in accordance to the decisions made by the UL Council on November 16<sup>th</sup>, 2023 and April 22<sup>th</sup>, 2024, 29 UL academic institutions (faculties, institutes and centers) have been consolidated into six faculties starting September 1<sup>st</sup>, 2024:

1. **the UL Faculty of Medicine and Life Sciences,**
2. **the UL Faculty of Science and Technology,**
3. **the UL Faculty of Economics and Social Sciences,**
4. **the UL Faculty of Humanities,**
5. **the UL Faculty of Education Sciences and Psychology,**
6. **the UL Faculty of Law.**

**The Faculty of Medicine and Life Sciences** include the previous 3 faculties - Faculty of Biology, Faculty of Chemistry, Faculty of Medicine, as well as Institute of Microbiology and Biotechnology, Institute of Biology, Institute of Clinical and Preventive Medicine, Institute of Cardiology and Regenerative Medicine. **The Faculty of Science and Technology** include the previous 3 faculties - Faculty of Computing, Faculty of Geography and Earth Sciences, Faculty of Physics, Mathematics and Optometry, as well as Institute of Geodesy and Geo-Information, Institute of Chemical Physics, Institute of Astronomy, Institute of Atomic Physics and Spectroscopy, Institute of Materials Mechanics, Institute of Physics, Centre for Transdisciplinary Educational Innovation, and the Centre for Research of Natural Resources. **The Faculty of Economics and Social Sciences** include the previous Faculty of Business, Management and Economics, Faculty of Social Sciences, as well as the Academic Centre for European and Societal Development Studies. **The Faculty of Humanities** comprise the previous 3 faculties - Faculty of Humanities, Faculty of History and Philosophy, Faculty of Theology, as well as Institute of Philosophy and Sociology, Institute of Latvian History, Institute of Latvian Language, International Institute of Indian Studies, and the Institute of Livonian. **The Faculty of Education Sciences and Psychology** has been renamed from the previous Faculty of Pedagogy, Psychology and Art, while the **Faculty of Law** maintain its current identity, continuing to prepare industry professionals and ensuring its sustainability.

By carrying out internal consolidation and following the good practices of Northern European universities, the University of Latvia is improving its organisational structure to boost its competitiveness, promote staff development, and provide comprehensive management of education and science. By creating a modern and effective governance-based structure, UL strives for higher quality in education and excellence in science, promoting a multidisciplinary and team-based approach. Our goal is to create conditions for everyone to effectively realise their potential for growth, forming adaptive plans, using a diverse range of research offerings, and choosing paths in academic or professional careers. With this decision on the consolidated faculties model, significant and ambitious changes are underway in the structure of the University of Latvia to focus efforts on achieving excellence in both research and education quality.

As of October 1<sup>st</sup>, 2024, UL employs 3,171 people, including 1,300 academic staff and 1,871 general staff. UL's primary operations are in Riga at Raina Boulevard 19 and in the Tornakalna Academic Centre, as well as in various locations in Riga and regional branches in Aluksne, Bauska, Cēsis, Jekabpils, Kuldīga, Madona, and Tukums.

In the Times Higher Education World University Ranking, LU is ranked 531st in the scientific environment, and 1001-1200th overall (2024). In the QS ranking, LU is ranked 781 - 790 out of 5663 universities worldwide. The University is ranked the best in Latvia in strategic indicators such as citation, employability, international scientific cooperation and sustainable development.

The UL implements study programmes at all levels, covering 28 fields of science and 23 study fields. The University offers 111 study programmes. See Table 1.1.1. for the study fields, the number of study programmes and the accreditation periods.

Table 1.1.1

**Study fields implemented in the UL, number of study programmes and accreditation periods (31.12.2024.)**

No.	Study fields	Number of study programmes	Accreditation period
1.	Architecture and Construction	1	08.06.2022-09.06.2028.
2.	Wildlife Sciences	4	19.12.2023-20.12.2029.
3.	Economics	8	08.09.2021-09.09.2027.
4.	Physics, Materials Science, Mathematics and Statistics	6	04.10.2023-05.10.2029
5.	Geography and Earth Sciences	5	01.03.2023-02.03.2029.
6.	Information Technology, Computer Hardware, Electronics, Telecommunications, Computer Management, and Computer Science	4	23.08.2023-24.08.2029.
7.	Internal Security and Civil Protection	4	13.11.2024-14.11.2030.
8.	Information and Communication Sciences	4	17.05.2023-18.05.2029
9.	Education and Pedagogy	7	11.12.2024-12.12.2030.
10.	Chemistry, Chemical Technologies and Biotechnology	2	25.10.2023-26.10.2029
11.	Arts	1	24.11.2021-25.11.2027.
12.	Psychology	3	21.06.2019-21.06.2025.
13.	Sociology, Political Science and Anthropology	8	17.11.2023-16.11.2029.
14.	Social Welfare	2	14.09.2022-13.09.2028
15.	Religion and Theology	3	13.09.2023-14.09.2029

No.	Study fields	Number of study programmes	Accreditation period
16.	Law	4 (+2*)	21.06.2019-21.06.2025.
17.	Translation	1	14.05.2013-31.12.2024.
18.	Management, Administration and Management of Real Property	8	29.09.2021-30.09.2027.
19.	Language and Culture Studies, Mother Tongue Studies, and Language Programmes	9	06.12.2023-07.12.2029.
20.	Health Care	14	01.02.2023 -02.02.2029
21.	History and Philosophy	6	13.09.2023-14.09.2029
22.	Environmental Protection	3	13.11.2024-14.11.2030.
23	Sports	2	23.10.2024.-24.10.2030

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

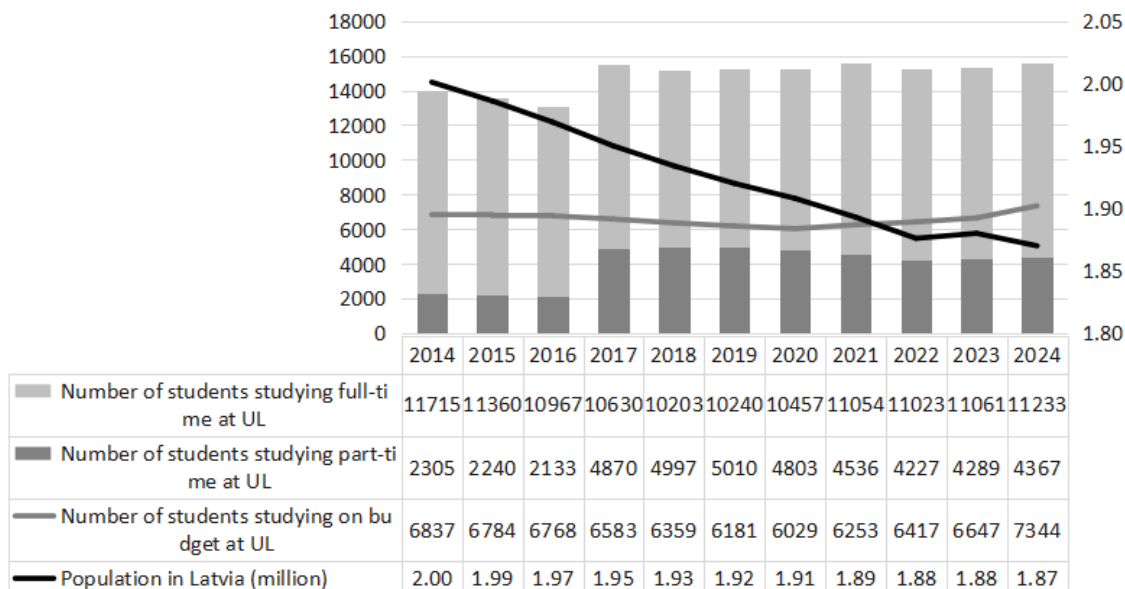
UL's study programs in specific fields of study are also available in seven UL regional branches across Latvia. For the 2024/2025 academic year, a total of 5 different study programs are offered in 2 fields of study in the regional branches, ranging from short-cycle professional higher education programs to professional bachelor's and master's degree programs. See table 1.1.2 for the number of study fields and programs offered in the regional branches.

Table 1.1.2

**Number of study fields and study programmes implemented in the regional branches of the UL, data as of 2024**

Regional branches	Aluksne	Bauska	Cesis	Jekabpils	Kuldiga	Madona	Tukums
Number of study fields	2	2	2	2	2	1	1
Number of study programmes	3	3	4	5	4	2	2
Number of students	56	213	513	135	296	76	291

As of October 1<sup>st</sup>, 2024, 15,600 students are studying at UL, with 47% financed by state budget funds. About 10% of students are studying in UL branches. Each year, more than five thousand new students enrol. See figure 1.1.1 for student enrolment trends over the last eleven years.



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

**Fig. 1.1.1. Number of students at the UL compared to the population of Latvia, 2014-2024**

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

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

The 2021-2027 UL Strategy envisions the university's further development as an internationally recognized science centre, refinement of unique study and lifelong learning programs, and offerings for competitive work and study conditions. UL continues the work started in the previous strategic period to achieve the highest level of scientific excellence, promote student-oriented studies, and develop a modern study environment. UL is strategically fostering its involvement and contribution to Latvian society, refining necessary work conditions and environments for talent development. Sustainable growth is increasingly important and becomes a guiding principle across all of its activities. Significant attention is given to ensuring academic honesty and strengthening a value-oriented UL organisational culture. See table 1.1.3 for UL's current strategic directions and goals.

Table 1.1.3

**The UL Strategic Goals Map, 2021-2027**

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

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

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

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

Table 1.2.1

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

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

Rector	4 years	1	100%		
Academic Arbitration Court	3 years	5	80%		20%

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

**The Constitutional Assembly** is the representative body of the academic staff, general staff and students of the University and the decision-making body (*Law on Higher Education Institutions*). The management of the Constitutional Assembly, its election, commissions, and their competences, as well as the conduct of the Constitutional Assembly meetings and the adoption of decisions shall be determined by the *Regulations of the Constitutional Assembly of the University of Latvia*. **Competence:**

- approve the university's constitution and amendments thereto, and elect the rector;
- may propose the removal of the Rector from office;
- hear the annual report on the activities of the University prepared by the Rector;
- elect the members of the Senate from among the academic and general staff;
- may recall members of the Senate; shall elect the academic arbitration board (*Law on Higher Education Institutions*).

**The Council is** the collegial supreme decision-making body of the public higher education institution, which is responsible for the sustainable development, strategic and financial supervision of the public higher education institution, as well as for ensuring the functioning of the public higher education institution in accordance with the objectives set out in its development strategy. The Council protects the autonomy of the public university and respects and promotes the academic freedom of academic staff and students (*Law on Higher Education Institutions*). The Council of the University of Latvia operates in accordance with the procedure laid down in the *Constitution of the University of Latvia* and the *Regulations of the Council of the University of Latvia*. **Competences:**

- approve the university's constitution and amendments thereto and submit them to the constituent assembly for approval, if the university has a constituent assembly;
- approve the development strategy of the University and monitor progress in its implementation;
- approve the budget and financial plan of the University as well as the annual accounts
- supervise the functioning of the cooperation and funding agreement between the University and the State;
- monitor the functioning of the internal control and risk management systems, review their adequacy and effectiveness;
- approve policies defining the University's governance processes and the general principles of their operation;
- on the proposal of the Rector, decide on the structure of the University, the establishment, reorganisation and liquidation of units of the University, the establishment and liquidation of branches and institutions of the University, the participation of the University in commercial companies, foundations and associations, the remuneration policy of the staff of the

- University, the attraction of investments, the credit commitments of the University, the real estate development plan of the University, the appointment of the auditor of the University;
- approve the regulations for the election of the Rector; nominate one or more candidates for election to the post of Rector at the constituent assembly if the constitution of the higher education institution provides for the constituent assembly; elect the Rector if the constitution of the higher education institution does not provide for the constituent assembly; determine the duties and remuneration of the Rector, conclude an employment contract with the Rector and evaluate the performance of the Rector;
- may propose the removal of the Rector from office and shall decide on the removal of the Rector from office.
- The Council shall seek the opinion of the students' self-government before taking decisions concerning the amount of tuition fees, the closure of courses of study and programmes, and scholarships established by the University (*Law on Higher Education Institutions*).

**The Senate** is the collegial supreme academic decision-making body of the University, responsible for the excellence, development, and compliance with internationally recognized quality standards of the University's education, research, and creative activities. The Senate regulates the academic, creative, and scientific activities of the University. The Senate protects and ensures the academic freedom of academic staff and students within the framework of the autonomy of the University. (*Law on Higher Education Institutions*). The Senate of the University of Latvia operates in accordance with the procedure laid down in the *Constitution of the University of Latvia* and the *Regulations of the Senate of the University of Latvia*. The structure of the Senate and the decision-making process, insofar as it is not determined by other normative acts, shall be determined by *the Rules of Procedure of the Faculty Senate*. **Competence:**

- draft the university's constitution and amendments. The Senate is responsible for ensuring that the constitution is in line with the University's development needs and the laws and regulations;
- approves the development plan of the study process of the University, makes proposals to the Council on areas of study to be developed;
- on the Rector's proposal, decide on: the opening, development and closure of fields of study, the opening, content and development of study programmes and their closure, requirements, procedures and examinations for degrees and qualifications;
- approve the development plan for the scientific and artistic-creative activities of the University; encourage the implementation of specific scientific activities;
- determine the requirements for election to academic posts and the criteria for the evaluation of academic staff;
- establish requirements and procedures relating to academic integrity;
- nominate the members of the University Council in accordance with the procedure laid down in the Constitution of the University;
- may propose the removal of the Rector from office; and shall decide on the removal of the Rector from office,
- give an opinion and make proposals on the development strategy, budget, establishment, reorganisation, and liquidation of units of the University and the real estate development plan of the University before their consideration by the Council. If the Senate does not approve any of these documents, its approval and submission to the Council shall be postponed for one month. If the Senate does not approve the document within one month, it shall be examined by the Council, hearing the Senate's objections;
- shall have the power to set up commissions to coordinate and deal with individual matters. The procedure for the establishment and functioning of the committees shall be laid down in the Statutes of the Senate (*the Constitution of the UL*).

**The Academic Arbitration Court** of the UL is a decision-making body and a representative body of academic staff and students. The composition of the Academic Arbitration Court and the procedure for the consideration of cases by the Academic Arbitration Court shall be determined by the Statute of the Academic Arbitration Court approved by the Constitutional Assembly of the University. **The court examines:**

- Applications from students and academic staff concerning restrictions or violations of academic freedoms and rights as set out in the University's Constitution;
- disputes between officials of the University, as well as between the governing bodies of the departments under their authority;
- in certain cases, applications for contestation of an administrative act or a factual action, and take decisions thereon, as well as perform other tasks provided for in the constitution of the University;
- The decisions of the Academic Arbitration Court shall be implemented by the administration. (*Law on Higher Education Institutions, p.19*).

**The Rector** of the University of Latvia is the highest official of the University, who exercises the general administrative management of the University and represents the University without any special authorisation. The competence of the Rector of the University shall be determined by the *Law on Higher Education Institutions*, the *Constitution of the University*, the *Regulations of the Administration of the University*, and other normative acts. **Competence:**

- In accordance with the Law on Higher Education Institutions, the Rector ensures the management of the institution and is responsible for the achievement of the goals set out in the development strategy, as well as for the efficient and lawful use of the financial resources of the institution in accordance with the law, other normative acts, as well as the constitution of the institution, decisions of the Council and the Senate.
- The Rector supervises and is responsible for the strategic development of the University, the efficiency of the management of the University, the institutional international cooperation of the University, as well as cooperation with the Student Council of the University, Riga Graduate School of Law Ltd, Riga School of Economics Ltd, Riga School of Economics - SSE Rīga Foundation and the University Foundation (Rules of Administration of the University).
- The Rector determines the organisation of the work of the University Management and the University Administration, the functions, tasks and distribution of powers of the representatives of the University Management, the structure of the University Administration, etc. (University Administration Bylaws).
- The Rector establishes and involves advisory bodies in the UL activities. In accordance with the Law on Higher Education Institutions, a Convention of Councillors is established in higher education institutions, and in accordance with the UL Constitution – the Council of Deans. The Scientific Councils, the Strategy Council, as well as the Quality Advisory Committee and the Study Programme Quality Assessment Board also operate as advisory bodies at the University of Latvia.

For characterisation of the authority of the main UL decision-making bodies, see chapter 1.2. of *the UL Quality Management Handbook*. (*The Quality Management Handbook* is available in the section *Other annexes*).

### **1.3. Description of the mechanism for the implementation of the quality policy and the procedures for the assurance of the quality of higher education. Description of the**

## stakeholders involved in the development and improvement of the quality assurance system and their role in these processes.

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

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

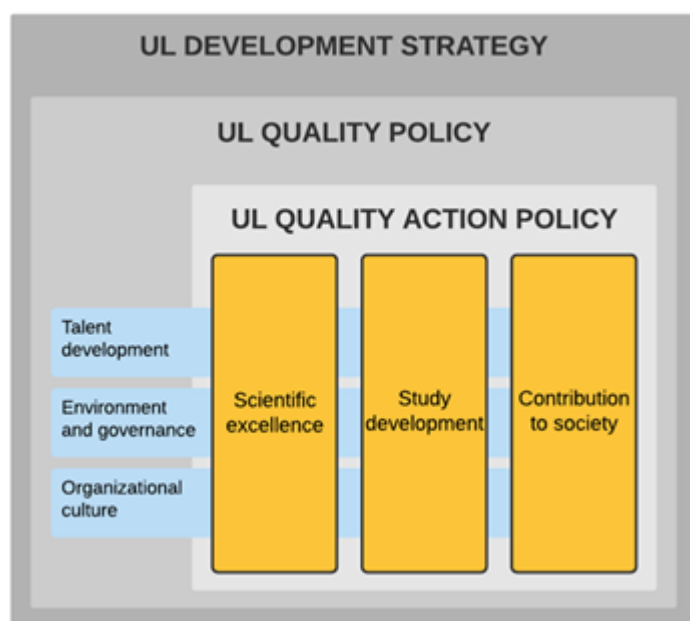


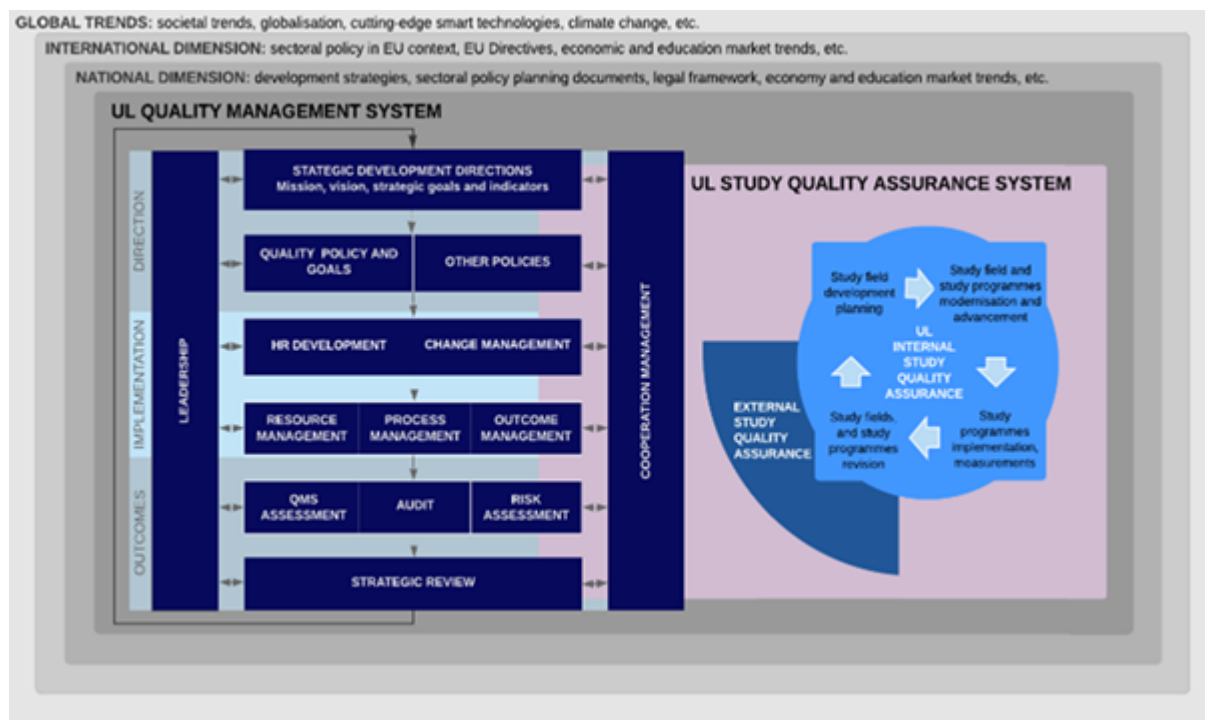
Fig. 1.3.1. **Hierarchy of the Quality Policy and Action Policies at the UL**

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

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

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

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



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

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

are analysed, and the SWOT is discussed, if necessary, by introducing changes to the operational study programme implementation plans, to the study field plan or, when assessing the overall development of study fields within the framework of the UL Strategic Control, by making amendments to the UL Strategic Action Plans. For more information on quality assurance of studies, see Chapter 3.1 of *the UL Quality Management Handbook*. For the breakdown of responsibilities for quality management and assurance, see Section 2.5 of *the UL Quality Management Handbook*.

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

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>The UL has formulated the Quality Policy, which is detailed in the Quality Action Policy in line with its strategic core activities.</p> <p>For quality assurance of higher education, the UL Studies Quality Assurance System (in compliance with ESG) has been implemented and integrated into the UL Quality Management System (in compliance with EFQM). For more information, see Part I, Section 1.3 of this document and Section 3.1 of the UL Quality Management Handbook (The Quality Management Handbook is available in the section Other annexes)</p> <p>The establishment, maintenance, and improvement of the UL quality management system are performed by the management and heads of core structural units (deans of faculties) and their delegated employees. The Academic Department is responsible for the establishment, implementation, and improvement of the study quality assurance system, in close cooperation with the heads of study fields and directors of study programmes. Two collegiate committees have been established for quality assessment with the participation of the UL stakeholders: The Quality Advisory Committee and the Study Programme Quality Assessment Committee. For more information, see Section 2.5 of the UL Quality Management Handbook.</p>
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<p>2 .</p> <p>A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed.</p>	<p>The development and internal approval of study programmes are stipulated in the Regulation of Study Programmes of the University of Latvia (the UL Senate Decision No 2-3/13 of 26.02.2024. (<a href="https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/3/SL_2-3-13-2024-ENG.pdf">https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/3/SL_2-3-13-2024-ENG.pdf</a>)). For more information, see part II, subsection 2.2.2. of this report, as well as subsection II of Section 3.1 the UL Quality Management Handbook.</p> <p>Periodic quality review of study programmes is stipulated in the Procedure for Preparation of Annual Reports on UL Study Fields (the UL Order No 1/255 of 14.07.2018. (<a href="https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_LV/3_STUDIJU_LIN_ZINATNES_PROCESU_REGLEMENTEJOSIE_DOKUMENTI/LU_Studiju_virziena_ikgadejo_parskatu_sagatavosanas_kartiba_2023.pdf">https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_LV/3_STUDIJU_LIN_ZINATNES_PROCESU_REGLEMENTEJOSIE_DOKUMENTI/LU_Studiju_virziena_ikgadejo_parskatu_sagatavosanas_kartiba_2023.pdf</a> (available only in Latvian))). For more information, see part II, subsection 2.2.2. of this report, Section 3.1, subsections IX, and X of the UL Quality Management Handbook.</p>
<p>3.</p> <p>The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.</p>	<p>Information related to learning outcomes, including assessment, is contained in study course descriptions, the preparation and updating of which, as well as the rules for their publication, are stipulated in the Regulations on Development and Updating of Study Courses of the University of Latvia (the UL Order No 1-4/95 of 29.02.2024). Process and assessment of entrance examinations and final examinations, as well as the assessment and recognition of learning outcomes achieved in previous education or professional experience, are regulated by the relevant regulations of the UL. For more information, see part II, subsections 2.1.4. and 2.1.5. of this report.</p> <p>The desired ethical and fair conduct and justice are ensured at the UL by internally regulating issues related to the academic freedom and academic integrity, electing, and ensuring the Academic Arbitration Court, and ensuring the operation of the Academic Ethics Committee, as well as regulating the principles of protection of intellectual property rights. For more information, see part II, subsection 2.1.6. of this report, and the Quality Management Handbook, Section 3.2, subsection 2.1.</p>
<p>4 .</p> <p>Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.</p>	<p>The principles of personnel management at the UL in the areas of personnel selection, labour relations, motivation system and personnel development are defined in the UL Human Resource Management Policy (the UL Senate Decision No 264 of 28.01.2019 (<a href="https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/3/264_persona_vadibas_politika-en.pdf">https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/3/264_persona_vadibas_politika-en.pdf</a>)). Accordingly, the development of academic staff is planned for the medium-term, and training plans are drawn up for the year. The qualification requirements of the staff are defined in the internal regulatory enactments of the UL in accordance with the external regulatory enactments, however the requirements for ensuring the quality of work – within the framework of regular staff appraisal, including the analysis of students' satisfaction with the delivered study courses, as well as the results of scientific activity. For more information on attracting, engaging, developing, and retaining staff, see part 2, subsections 2.3.5. and 2.3.6. of this report, and the UL Quality Management Handbook, Section 3.2, subsection 3.2.</p>
<p>5 .</p> <p>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.</p>	<p>Information on students' grades is accumulated in the information system of the University of Latvia (hereinafter – ULIS) and analysed in the framework of study course implementation (including student-centred approach) and study programme improvement. Satisfaction of students and graduates with the study programme is monitored through communication activities of staff involved in the implementation of study programmes, representation of students and graduates in decision-making and advisory bodies, as well as by conducting surveys in accordance with the Regulation on the Procedure of Regular Surveys for the Evaluation of Studies at the University of Latvia (the UL Order No 1-4/260 of 12.06.2023. (<a href="https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/3/12.06.2023_Noteikumi-par-regularo-aptauju-norisi-studiju-novertesanas-LU-EN.pdf">https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/3/12.06.2023_Noteikumi-par-regularo-aptauju-norisi-studiju-novertesanas-LU-EN.pdf</a>)). For more information on the involvement of stakeholders in quality assurance see part II, subsection 2.2.4. of this report, and Section 3.2, subsection 1.2 of the UL Quality Management Handbook.</p> <p>Issues related to the efficiency of academic staff, available study resources and their costs are monitored in the core structural units (faculties, institutes, etc.) as well as centrally. For more information on study information management, see part II, Section 2.3. of this report, and Section 3.1, subsection VII of the UL Quality Management Handbook.</p> <p>The performance management system of the UL results had been introduced and implemented at the UL, within which the key performance indicators of the UL are monitored according to which further strategic decisions are made. For more information, see Section 3.2, subsection 7 of the UL Quality Management Handbook.</p>

6	<p>The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.</p>	<p>The development of each study field is planned in accordance with the 6-year development strategy of the UL. The monitoring of the plan and the evaluation of its effectiveness are conducted within the framework of the annual self-assessment of the study field. These processes take place at the level of the respective Study Field Council, the core structural unit(s) implementing the study field (a study field may be implemented by several faculties), as well as at the level of the administration and the Senate.</p> <p>The UL provides the external evaluation required by the legislation, obtaining additional external quality certificates for individual programmes. For more information, see Part II, subsection 2.2.2. of this report, and Section IX and X of the UL Quality Management Handbook.</p> <p>To promote the quality and competitiveness of the study programmes of the UL, UL creates and finances internal grant projects (Fund for improvement of the study quality of the UL), as well as attracts external funds (European Social Fund (<a href="https://www.ozolzile.lu.lv/projekti/eiropas-socialais-fonds/">https://www.ozolzile.lu.lv/projekti/eiropas-socialais-fonds/</a>) (available only in Latvian), Erasmus+ (<a href="https://www.ozolzile.lu.lv/projekti/erasmus/">https://www.ozolzile.lu.lv/projekti/erasmus/</a>) (available only in Latvian)).</p>
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## 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 aims and objectives of the study field "Psychology" are in accordance with the scope of activity of the University of Latvia, strategic development directions and objectives, development needs and development trends of the society and economy, which are determined by the Strategy of the University of Latvia for 2021-2027 (approved at the meeting of the Senate of the University of Latvia on 28 June 2021). The objectives of the study field are also in line with several national policy planning documents. The "Sustainable Development Strategy of Latvia 2030" (approved by the Saeima on 10 June 2010) includes a number of conclusions on the role of psychology in ensuring access to quality education and childcare, preserving the value of Latvia's human capital base and increasing productivity, as well as incorporating ageing and changes in household structure into public and social service policies. "The Latvian National Development Plan 2021-2027 (approved by the Saeima on 2 February 2020) incorporates "Strong families, healthy and active people" as one of the priorities in the framework, where one of the action lines is "Psychological

and emotional well-being" with six objectives, all of which are based on the application of evidence-based practical interventions in psychological science to support people in crisis situations, develop individual potential and reduce the risks of deviant behaviour, while strengthening health as a value.

It should also be noted that the contribution of psychology to the development of society and economy is also mentioned in this document under other priorities and lines of action, such as "Cohesion" and "Security" (under the priority "A cohesive, safe and open society"). In terms of the development and sustainability of psychology science, the objectives of the study field are based on the "Guidelines for Science, Technology Development and Innovation 2021-2027". (Cabinet Order No 246), which provide for the sustainable building of human capital for research and development through the development of talents and skills, as well as the provision of development and growth opportunities for the academic staff. In the area of providing high quality psychology education, the objectives of the study field are based on the "Guidelines for the Development of Education 2021-2027", whose overarching goal is "to provide quality education opportunities for all Latvian citizens in order to promote the development and realisation of their potential throughout their lives and to build their capacity to change and responsibly manage the constant changes in the society and economy". The policy initiatives planned under the education goals are to be implemented by emphasising the most important changes in higher education: strengthening the quality of the academic staff and ensuring sustainable academic careers; promoting excellence in higher education and changing the governance model of higher education institutions. The Strategy of the University of Latvia sets out strategic goals that emphasise a unique study offer and high competitiveness of graduates, a development- and excellence-oriented personnel policy and an inclusive, collaborative and innovation-oriented culture, and defines the areas of activity of the University of Latvia in accordance with the Satversme (Constitution) of the University of Latvia.

Based on the strategy of the University of Latvia for 2021-2027, the objectives of the study field "Psychology" are:

- to promote the research activities of the faculty members involved in the study field, to develop cooperation with representatives of other social sciences and natural sciences, as well as to activate and improve the activities of the psychology laboratory.
- to improve the quality of study programmes and course content within the study field, to ensure the attraction of students, to expand and develop contacts with similar higher education programmes in Latvia and abroad, as well as to make the most of the student and faculty mobility programmes by promoting the participation of students and faculty in them.
- to contribute to public education in psychology science and its applications, and increase the involvement of faculty and students in applied research to address topical societal issues.
- to ensure the attraction, retention and development of quality academic staff.
- to contribute to the creation, maintaining and development of a modern, attractive and sustainable study, research and administrative environment.
- to promote the well-being of students and staff, to develop and strengthen a collaborative and creative organisational culture.

All academic staff of the psychology study field are involved in the process of developing the goals of the study field. The goals were formulated at a general meeting of the Department of Psychology staff, with participants divided into sub-groups, where each group focused on its own aspect of psychology study field major development - programme content development and quality, research development, and staff development. The formulated goals of the study field development are used in the work of the Board of the study field, aligning the content of study programmes and courses with them. The development goals of the study field are reviewed at a general meeting of the staff of the Department of Psychology convened specifically for this purpose or at an ordinary general

meeting of the staff once every academic year. The head of the study field and the head of the Department of Psychology manage and monitor the implementation of the development goals of the study field.

The Psychology study field of the UL was established in 1989 as the first of the modern psychology fields of study in Latvian universities in response to the demand for psychology specialists in a wide range of areas. Initially designed as a programme for the qualification of a psychology teacher, over the past 30 years, adapting to the market demand and the development of psychology science and practice, the field of psychology has developed into the leading specialty study field in Latvia, allowing students to obtain qualifications necessary for the performance of professional duties as psychologists in clinical, school, organisational and forensic psychology, as well as doctoral degrees in clinical, developmental, social and organisational, personality, and general/cognitive psychology subfields.

The Law on Psychologists was adopted in 2017 and entered into force on 1 January 2018. The Law provides for the right to pursue the professional activity of a psychologist after completion of an accredited Bachelor's study programme and an accredited Master's study programme in psychology with at least 200 Latvian credit points (equivalent to 300 ECTS credit points) (at least one of which must be a professional study programme). At the beginning of the current accreditation period, the Bachelor and Master's study programmes of the Psychology study field at the University of Latvia were the first in Latvia to adapt to the requirements of this law, restructuring and optimising the content of study programmes accordingly.

The study field includes a Bachelor's degree programme in psychology, a Professional Master's degree programme in psychology, and a Doctoral degree programme in psychology. The Bachelor's study programme in Psychology is 180 CP (full-time studies six semesters, part-time studies seven semesters). The aim of the Bachelor's degree programme in psychology is to enable students to acquire basic academic education in psychology, to develop research skills and competences, to promote skills relevant for general employment such as critical thinking, information technology skills, social-communicative, cooperation and organisational skills, and to improve the ability to solve problems and make decisions independently. Graduates of the programme are prepared to continue their studies in the Master's programme. The aim of the Professional Master's degree in psychology (120 CP) is to develop and improve practical skills, as well as to raise the level of students' theoretical knowledge and understanding of the science of psychology in order to obtain a professional Master's degree and qualification as a psychologist in clinical, educational, organisational or forensic psychology. The total duration of studies in the Bachelor and Master's programmes for the Master's degree in psychology and the professional qualification of a psychologist is equivalent to five years of full-time study, which meets the requirements for the psychologist's qualification as defined by the European Union. Graduates of the Professional Master's study programme are prepared to perform the professional duties of a psychologist under the supervision of a certified professional in accordance with the requirements of the Law on Psychologists. Graduates of the Master's programme may continue their studies in the Doctoral programme. The aim of the Doctoral Programme in Psychology is to train highly qualified scientists and academic staff in various branches of psychology (in the study directions of the programme - general/cognitive, clinical (including cognitive-behavioural psychotherapy), developmental, personality, social/ organisational psychology), enhancing their competences and skills in the organisation, management and implementation of academic research work.

The psychology study field at the University of Latvia is unique in the Latvian market for the variety of specialisation options offered, both in terms of practical qualification (Master's level) and scientific specialisation (Doctoral level). The Professional Master's degree programme at the UL offers four different areas of study, two of which - clinical and legal psychology - are offered only at

the University of Latvia. The Doctoral programme in psychology at the UL offers five different sub-fields. The provided educational opportunities make the University of Latvia's psychology study field competitive with similar programmes in the Baltics and Nordic countries.

There is a demand for psychologists in all possible fields of specialisation. The professional contribution of educational psychologists has been recognised in school support teams, so the demand for educational and school psychologists is high. Although the current situation has led to a slight increase in remuneration levels, which makes the job in the educational institution more attractive to graduates, there are still many open vacancies. The salary situation has still not improved much in health care institutions. As the Law on Medical Treatment does not specifically regulate the profession of a psychologist, the Ministry of Health does not provide funding for psychologist positions and medical institutions hire qualified psychologists from internal financial reserves or from funds earmarked for support staff, which are often limited. In general, the demand for psychologists exceeds the supply, both in the fields of education and in treatment, due to the less than competitive salaries. All in all, there is a high demand for psychological services in the society, which makes it easy for most young professionals to start their own business; moreover, the competences acquired during their studies are sufficiently broad and of a high enough standard to be able to perform other duties, provided that the remuneration is attractive. There are also vacancies for forensic psychologists in the national and municipal police and in various prisons in Latvia. There is a certain balance in the field of organisational psychology in the labour market. As most jobs are in private organisations, the level of remuneration and the relationship between supply and demand are determined by the market dynamics. With the growth of the economy, a steady increase in the number of jobs can be expected, both in organisational consultancies and in the personnel management structures of commercial organisations, which are popular places for psychologists to work. The future labour market requires increasingly highly qualified psychologists, preferably with the doctoral degree, who can also work more professionally in projects that involve applied research sections, not just client counselling and psychological research. The existing PhD graduates are successful not only in Latvia but also in the international labour market. The largest employers are the crisis and counselling centre "Skalbes", Children and Adolescent Resource Centre Ltd, Children's Clinical University Hospital, Riga School Board, Riga Airport, Riga Stradiņš University, etc.

**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.**

#### STRENGTHS

- The programme is delivered by experienced and highly qualified teaching staff; all elected academic staff have PhDs in psychology, which has a positive impact on the demand for the programme.
- The high level of research activity and regular participation in scientific conferences and various research projects of the academic staff involved in the programme.

- Successful renewal of academic staff.
- Active scientific research activity of the academic staff on topics of public interest.
- Favourable study environment and successful interaction between the academic staff and students and individual approach in the study process.
- Study places financed by the state budget.
- Access to important psychology research databases and an extensive library of psychology literature, which is also available to students of other higher education institutions (hereinafter referred to as HEIs).
- A modern e-learning environment is available. Many well-developed courses on *Moodle*.
- Employers are involved as supervisors and placement managers in the provision of internships.
- Research collaboration with other universities and organisations.
- Good foreign language skills of the academic staff. Teaching courses in English and individual work with Erasmus+ students.

## WEAKNESSES

- The need to renew and update the materials and technical equipment.
- Student and staff exchange opportunities are not fully exploited.
- The location of the Faculty outside the centre of Riga, which makes it difficult for students to choose Part C courses more flexibly.
- There are not enough standardised psychological assessment methods in Latvia for students to use in the teaching/learning process.
- The academic staff have a heavy study workload, which limits time for research and opportunities to participate in outgoing mobility programmes.
- Low priority of social sciences in the allocation of science funding.
- Students work in parallel with their studies, which reduces the quality of their studies and their involvement in outgoing mobility programmes.
- The remuneration of the academic staff is not sufficiently motivating and leads to the search for additional profit opportunities.

## OPPORTUNITIES

- Opportunities to raise funds to provide the study process with the latest technological equipment.
- More involvement of students in research activities of the academic staff and PhD students.
- Opportunities to attract foreign students by preparing courses in English.
- Using the experience of UL students studying abroad in the development of the study programme.
- Opportunities to organise interdisciplinary research in cooperation with other faculties.
- Opportunities to study courses at other universities and to develop joint programmes.
- Opportunities to expand the academic staff and student exchanges.
- Opportunities to attract guest lecturers through cooperation with psychology programmes of other HEIs.
- Opportunities to develop and offer further education courses in various psychological and interdisciplinary areas.
- Opportunities to develop a new Master's programme for applicants with a Bachelor's degree in a subject other than psychology and for students from abroad.
- Opportunities to further develop the brand of the Department of Psychology of the UL by differentiating more clearly the strengths of the study field in comparison with psychology programmes of other HEIs.
- In the long term, the opportunity to develop the specialisation of the Department of

Psychology as a regional research centre, both by differentiating the offer from other Baltic and Nordic research centres, and by developing cooperation with centres of similar specialisation in the region.

## THREATS

- Insufficient funding to involve young professionals in the programme and to adequately pay internship supervisors.
- Unclear development prospects for young academic staff members.
- Declining number of secondary school graduates.
- Increasing opportunities for students to choose similar programmes in Latvia and abroad, which may reduce the number of potential students.
- Increase in the number of psychologists and competition in the labour market.
- Decrease in the number of state-funded study places.

When analysing the shortcomings of the study field, they can be grouped into two main categories. One group of weaknesses relates to a lack of motivation and initiative on the part of students and academic staff (e.g. to engage in outgoing mobility programmes, to attract academic staff to projects). To address these weaknesses and improve the situation, a set of organisational actions has been developed to better target and systematically inform students and academic staff, to organise the academic staff, to delegate tasks and monitor their performance in order to promote initiative and ownership. The second category of shortcomings relates to the lack of funding. To address these, a set of actions has been developed to attract additional financial resources for both studies and research at the level of the Faculty, the University, research organisations, public administration and private sector organisations.

Table 2.1.2.1

### **Key weaknesses and a plan to overcome them/improve**

<b>Weaknesses</b>	<b>Activities for overcoming them/ improvement</b>	<b>Relevant UL strategic goal and point in the development plan of the study field</b>
Student and staff exchange opportunities are not fully exploited.	Systematic efforts (information, support system development) to involve the academic staff and students in outgoing mobility programmes.	G2: 2.12, 2.13
The academic staff have heavy study workloads, which limits the time available for research and opportunities to engage in outgoing mobility programmes.	Workload planning with a greater focus on research and envisaging opportunities for outgoing mobility activities.	G2: 2.5, 2.11 G4: 4.1, 4.2

The academic staff are not sufficiently motivated by their remuneration and are forced to seek additional income opportunities.	Seeking funding opportunities for salary increases at the Faculty and UL level; developing and delivering commercial further education programmes and courses, enabling the academic staff members to earn additional income working at the Faculty.	G1: 1.2, 1.3, 1.6, 1.8, 1.9 G2: 2.2
There are not enough standardised psychological assessment methods in Latvia for students to use in the teaching/learning process.	Systematic, step-by-step work to improve the arsenal of methods, including the involvement of students in the method development process.	G3: 3.2 G5: 5.1

Similarly, it is possible to group threats to the development goals of the study field and actions to avoid them. In addition, it is possible to distinguish between temporal and spatial threats that are local (affecting only the study field in the limited term, e.g. lack of funding to attract new academic staff) and global threats that affect the development of the whole field in the long term (e.g. decrease in the number of potential applicants and increase in the number of psychologists, and increase in competition in the labour market). Priorities for addressing the threats need to be differentiated accordingly.

Table 2.1.2.2

**Key threats and a plan to avoid them**

<b>Threats</b>	<b>Actions to avoid them</b>	<b>Relevant UL strategic goal and point in the development plan of the study field</b>
Insufficient funding to involve young professionals in the programme and to pay adequately the internship supervisors.	To lobby for this need at the management level of the faculty and the UL.	G4: 4.1, 4.2 G6: 6.1.2
Unclear development perspectives for young academic staff members.	Regular strategic planning to ensure that plans are relevant to the concrete situation.	G4: 4.2.

Declining number of secondary school graduates.	To promote the study of psychology as a modern, evidence-based body of knowledge, encompassing a wide range of fields.	G2: 2.7.
Students have increasing opportunities to choose similar programmes in Latvia and abroad, which may reduce the number of potential students.	Constant care for the quality and modernity of study programmes of the study field in the international sense..	G2: 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 2.11, 2.12
Increase in the number of psychologists and competition in the labour market.	Ensuring quality, providing a broad range of knowledge (skills that are also useful in other professions).	G2: 2.2, 2.4
Decrease in the number of state-funded study places.	There are two possible tactics (depending on the situation): education must be of a quality that is perceived as valuable, or state policy must be lobbied that results in no publicly funded education in any field of study (i.e. any university education is funded by the recipient of the service).	G2: 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 2.11, 2.12

The opportunities for the development of the psychology study field partly overlap with addressing weaknesses and reducing threats. Similarly, the use of opportunities for action can be grouped under organisational and fundraising activities. Both overlap to a large extent with actions to address weaknesses and threats.

Table 2.1.2.3

**Key opportunities and a plan to implement them**

<b>Opportunity</b>	<b>Actions for implementation</b>	<b>Relevant UL strategic goal and point in the development plan of the study field</b>
Opportunities to attract funds to provide the study process with the latest technological equipment.	Make the most of opportunities to participate in relevant project calls for proposals.	G1: 1.2, 1.3, 1.6, 1.8 G5: 5.1

Opportunities to attract international students through English-language courses.	To prepare study courses.	G2: 2.9, 2.10, 2.11, 2.12
Using the experience of UL students studying abroad to improve the study programme.	Meetings (at least once during the academic year) with current or former students studying at universities in other countries. Inviting them to teach individual courses or parts of courses.	G2: 2.5, 2.11
Opportunities to organise interdisciplinary research with other faculties.	Regularly participate in funding competitions - e.g. the UL Effective Collaboration funding competition.	G1: 1.6.
Opportunities to study courses at other universities and to develop joint programmes.	Start discussions with representatives of other universities on this issue.	G2: 2.5, 2.6, 2.11, 2.12
Opportunities to expand the academic staff and student exchanges.	To inform the academic staff more actively about opportunities to lecture at universities in other countries; to particularise lecturers' plans to take advantage of exchange opportunities during annual discussions with the head of the Department. Networking with university lecturers from other countries.	G1: 1.5 G2: 2.13
Opportunities to attract guest lecturers in collaboration with other psychology programmes of other HEI.	Start discussions with representatives of other universities on this issue.	G2: 2.5

Opportunities to develop and offer further education courses in various psychological and interdisciplinary fields.	Conduct marketing research on the most in-demand topics and, depending on the results of the research, start teaching courses that match the most in-demand topics.	G2: 2.2
Opportunity to create a new Master's programme for applicants with a Bachelor's degree in a specialisation other than psychology, as well as for international students.	To continue work on the interdisciplinary Master's programme in Economic Psychology, which would also admit students without a Bachelor's degree in Psychology.	G2: At present, due to resource constraints, work on this option is not included in the development plan of the study field, but the option remains and may be raised in the next accreditation period. Responsibility: head of the study field, head of the Department of Psychology
Opportunities to develop the brand of the Department of Psychology of the UL by more clearly differentiating the strengths of the study field in comparison with psychology programmes of other HEIs.	To use all public relations opportunities to highlight the strengths of the Department of Psychology of the UL - scientific achievements and study courses in psychological assessment.	G2: 2.7 G3: 3.1
In the long term, the possibility to develop the specialisation of the Department of Psychology as a regional research centre, both by differentiating the offer from other Baltic and Nordic research centres and by developing cooperation with centres of similar specialisation in the region.	To continue the ongoing research on IT-human interaction, development of assessment tools, driving behaviour, health behaviour at international level through exchange of researchers and PhD students. To organise scientific conferences in the framework of these research lines.	G1: 1.1-1.9

The development plan of the study field, based on the development goals of the study field, is elaborated by the head of the Psychology study field and approved by the academic staff of the psychology study field at the general staff meeting of the department. The overall development plan is reviewed together with the development goals of the study field at a general meeting of the staff of the department convened specifically for this purpose or at an ordinary general meeting of

the staff of the department once every academic year. The development plan is formally approved and its implementation monitored at the meetings of the Study Field Council, where, based on the recommendations of the programme directors, amendments and additions to the development plan are also formulated and further incorporated into the plan by the head of the study field.

The development plan for the study field is assessed as being in line with the goals of the study field and is feasible. The process of developing the development plan is assessed as efficient and in compliance with the UL regulations.

The development plan for the study field can be found in Annex 3.

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

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

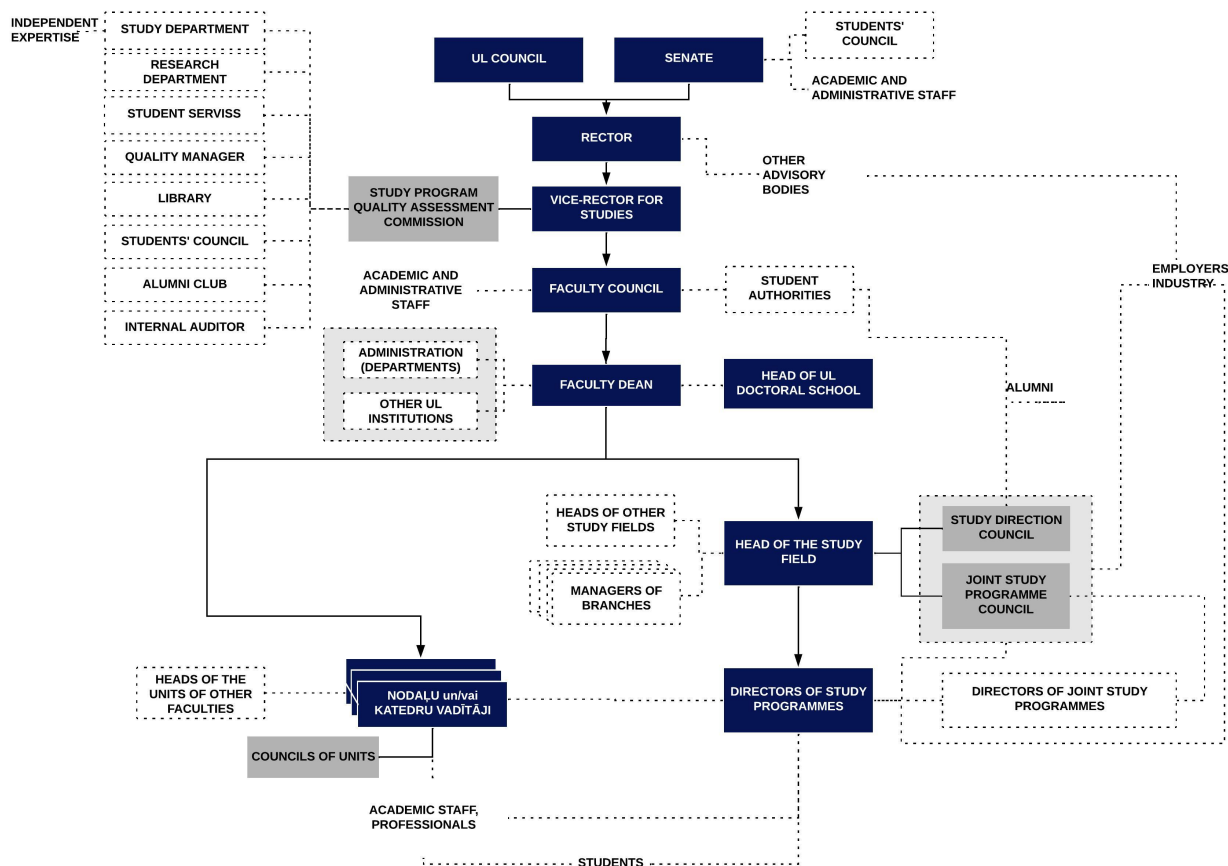
The governance of the UL is responsible for the study quality assurance, delegating responsibility for the development and functioning of the study quality assurance system to the Academic Department.

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

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

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

See Fig. 2.1.3.1 for the governance scheme of the study field of the UL and the study programmes included therein.



**Fig. 2.1.3.1.** The management scheme of the study field of the University of Latvia and the study programmes included therein

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

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

**The competence of the head of the study field** is to ensure the management and development of the study field. The head of the study field is approved by the Rector on the proposal of the dean of the respective faculty. The head of the study field is accountable to the respective Study Field

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

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

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

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

The UL Administration include: Department of Studies, Department of Study Innovation, Student Service, Department of Science, Centre for Development and Cooperation, Centre for Third Mission, Department of Communication, Department of Development and Cooperation, Department of Digital Transformation, Department of Law, Department of Human Resources, Finance and

Accounting Department, Document Management Department, Security Risk Unit, Real Estate Revenue Unit, Strategic Information and Data Centre, Internal Auditor, Quality Manager, Safety System Manager, Sustainable Development Manager. The following non-academic institutions of the University also provide support functions under the supervision of the Administration: the Innovation and Acceleration Centre, the Academy for Professional Development, the Academic Publishing House, the Centre for Institutional Development, the Information Technology Service, the Residence Hotel Service, the Infrastructure Management Service, the Cultural Centre, the Sports Centre and the Pre-study Training Centre.

**The Study Department** has the key role in the management of the field of study. The Study Department has the key role in the management of the field of study. The Department of Studies establishes, organises, implements, evaluates, monitors and improves the implementation of studies and lifelong learning. It is composed of the Study Quality, Regional Studies Units and Pedagogical Development Unit .

*The Study Quality Unit* in accordance with the UL Development Strategy, develops the UL Study Development Plan and, after its approval, organises and monitors its implementation, develops and monitors the regulatory framework for all short cycle, cycle I and cycle II study processes, monitors compliance with external laws and regulations in the field of studies, develops and monitors guidelines for managing students' experiences and skills, supervises and provides methodological support to the Faculties in the development of new study programmes and the implementation and development of existing ones and develops, monitors and analyses the workload records of academic staff and staff involved in the study process.

*The Regional Studies Unit* supervises and coordinates the work of the UL branches, develops cooperation with Latvian municipalities to identify services that meet regional needs for different population groups, coordinates the cooperation of the UL Faculties and branches in the implementation, development and accreditation of the study process in the branches, settles accounts with the Faculties and other UL units for the implementation of study and continuing education programmes at the branches, promotes and implements projects tailored to regional needs.

*The Pedagogical Development Unit* in cooperation with the Science Department, develops, monitors and analyses the workload records of academic staff and staff involved in the study process, develops, in cooperation with the Science Department and the Human Resources Management Department, criteria for the evaluation of academic staff and, after their approval, monitors their use and improvement, monitoring the knowledge and skills of staff involved in studies, developing a system for their improvement in cooperation with the Department of Study Innovation, developing a system for professional development of staff involved in studies - offering activities, establishing a register in cooperation with the Department of Digital Change and ensuring its supervision.

**The Study Innovations Department** develops the LU Study Innovations Development Plan and after its approval organises and monitors its implementation, follows international innovations in the development of the study process and assesses their suitability for integration into the LU study process, ensures the development, testing and implementation of mechanisms improving the study process, manages the approval and implementation of artificial intelligence technologies in the study process, manages the integration of modern technologies in the study process, provides methodological support to teaching staff in the methodology of study programme implementation and the use of technologies in the study process, as well as coordinates and analyses the effectiveness of the activities of cooperation between the LU and schools and students.

**The Student Service** provides centralized services for students and potential students, and consists of Academic Services Division and Admissions Division.

The Academic Services supervises the preparation of matriculation, exmatriculation, orders on a change of study data and prepares the instructions concerning personal data change, ensures the execution and record-keeping of study documentation, as well as diploma production and issuance stipulated by the UL regulations, prepares qualification documents, registers diplomas to be issued, and produces duplicate qualification documents, informs, advises and registers students, produces and issues student certificates, administers study courses and professional experience, organises and ensures the exchange of student data with other information systems, provides information and advice on the study opportunities offered by the UL, organises and provides career choice support activities for students and provides psychological counselling.

The Admission Division organises, ensures and methodically manages the admission process of Latvian and foreign students to short cycle, cycle I and cycle II study programmes, collects information on the UL study programme offer for admission and draws up normative acts regulating the admission process, compiles and reports on the admission process and its results in short cycle, cycle I and cycle II study programmes.

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

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

Programme directors, the dean and vice-Deans of the Faculty of Education Sciences and Psychology (hereinafter - FESP) meet regularly with representatives of the FESP Student Council to discuss and coordinate key issues related to the work and development of the Faculty and study programmes.

Involvement of the general staff plays an important role in the management of the study field. General staff provide practical day-to-day support to students and academic staff as part of the study process. The support staff of the FESP is based on the principle of involvement of study programmes as well as other institutions. It includes the dean, vice-deans, executive director of the faculty, deputy executive director, study administrators, IT specialist, secretary of the faculty, chairman and secretary of the FESP Council, chairman, deputy chairman and secretary of the Study Field Council, external relations (Erasmus+) coordinator, staff of the FESP Library are involved in the implementation of the study field.

The governance structure of the study field is part of the overall governance framework of the UL and FESP. The head of the Department of Psychology of the FESP manages the day-to-day implementation of the study field in accordance with the instructions of the management of the UL, the strategy for the development of the study field, the decisions of the Faculty Council, the instructions of the dean and the collegial decisions of the staff meetings of the Department of Psychology of the FESP. The content of the programmes of the study field, including the annual reports, is evaluated and approved by the Psychology Study Field Council, which includes the directors of all psychology study programmes, academic staff representatives (professors and associate professors of the Department of Psychology), student representatives, as well as an employer representative, while this process is organised and coordinated by the head of the study field. All changes to study programmes are subject to the approval of the Study Field Council. The duties and responsibilities of the administrative and academic staff involved in the implementation of the Psychology study field are defined in the job descriptions and in the regulatory enactments of

the UL. The duties and responsibilities of students are defined in the internal rules of the UL and other legal acts of the UL. The head of the Department of Psychology in cooperation with the study programme directors supervises the day-to-day organisation of studies in the psychology study field. Once a month, staff meetings of the Department of Psychology are held to discuss topical issues related to the implementation of the study field and to make decisions on the organisation of practical study and research work on a collegial basis.

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

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

**Student admission procedures and requirements:**

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

**Normative regulations governing recognition procedures:**

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

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

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

8. Procedure for the development of entrance examination materials.
9. Composition of the Admission Committee.
10. Composition of the entrance examination boards.
11. Date and place of entrance examinations.

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

**Enrolment in undergraduate studies** is centralised through the *Single Enrolment in Undergraduate Programmes System*, which integrates the enrolment in 12 HEI in Latvia. The conditions for the evaluation criteria of the admission competition, the formulas for calculating the competition evaluation and the admission procedure are determined in the admission rules of the current academic year of the University of Latvia and published on the University of Latvia portal [www.lu.lv/gribustudet](http://www.lu.lv/gribustudet). **Enrolment in master's degree programmes** is decentralised, at each faculty, but with uniform deadlines. Enrolment is based on grades obtained during undergraduate studies. In programmes that allow for prior education in various fields, the entrance examination is used to determine the correspondence of the candidate's prior knowledge to the field of the study programme. The conditions for the evaluation criteria of the admission competition, the formulas for calculating the competition evaluation and the admission procedure are determined in the admission rules of the current academic year of the University of Latvia and published on the University of Latvia portal [www.lu.lv/gribustudet](http://www.lu.lv/gribustudet).

Applicants take part in an entrance examination, which consists of:

- 1) discussions about study motivation and choice of study field

During the submission of documents, the applicant submits an essay in which s/he justifies his/her intention to study in PMSP "Psychology", and provides argumentation for the choice of the chosen field of study, as well as indicates his/her second choice of subfield in case of failure to enter the first chosen field of study, as well as describes his/her research interests. After receiving all applications, on the last day of submission of documents, all applications are grouped and handed over to each member of the commission for anonymous evaluation. In addition to the essay, the applicant submits a curriculum vitae (CV).

During the entrance examination, each member of the commission asks previously prepared questions based on the content of the submitted essay and evaluates the applicants' answers. Discussion topics: study motivation, choice of study field, and research interests.

- 2) test of English language

During the test, the applicant must translate in writing an abstract of a scientific article. Only a printed dictionary may be used during the test. The duration of the test is 1 astronomical hour.

A maximum of 1000 points can be obtained in the entrance exams. The following formula is used to calculate the evaluation of the competition: (weighted average mark (25 x 10 = 250)), + (bachelor thesis mark (25 x 10 = 250), + English language) + (entrance test in English (25 x 10 = 250) , to enter the program, the rating must be at least 4) + (entrance test - interviews (25 x 10 = 250), to enter the program, the rating must be at least 4).

**Admission in doctoral studies** takes place centrally. The applicant must submit the topic of the promotion thesis and supervisor should be agreed upon. The applicant's eligibility is assessed by the doctoral council of the branch of science. The quality of the doctoral thesis application and the ability to communicate in English on the topic of the planned doctoral research are assessed during the admissions interviews.

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

Applying to commence studies in subsequent stages, the application must be filled in and the necessary documents must be attached. The UL recognition committee for the recognition of knowledge, skills, competence acquired through non-formal and extra-curricular education or professional experience, and recognition of learning outcomes achieved in the previous education (hereinafter – Recognition Committee) or study programme director, if the student renews studies in the same UL programme, evaluates and recognises previously achieved learning outcomes that corresponds to the learning outcomes in the study courses of the respective UL study programme. Final examinations are not recognised. Recognised learning outcomes are included in the academic obligations fulfilled by the student. Recognition of study courses, recognition of education acquired through non-formal and extra-curricular education, also taking of additional study courses, or taking assessments is a paid service, in accordance with the UL price list of paid services, which is approved annually. The UL evaluates and recognises knowledge, skills, competence acquired through non-formal and extra-curricular education or through professional experience, and learning outcomes achieved in the previous education. During application, documents confirming the achieved learning outcomes must be enclosed/attached – certificates, employer's statements, recommendations, project results, job descriptions, etc. Learning outcomes achieved through professional experience may be recognised only in the part of the respective study programme that contains an internship or as intended learning outcomes in the study course of the study programme or study module, which confirm acquired practical knowledge. In cases stipulated in the Regulations of recognition, the Recognition Committee may ask the applicant to pass assessments required in the respective study course or in its part.

As of 1 December 2024, 143 students with course recognition are enrolled in the first cycle (Bachelor's) study programme "Psychology" (hereinafter - BSP "Psychology"). 370 students have been awarded course recognition in the Bachelor of Psychology programme since 2019.

In 2019, 38 students from the previous Bachelor of Psychology programme were admitted to the programme after accreditation, with recognition of all their previous courses. Each year, the programme admits students who have previously studied at other universities, e.g. 8 students in the academic year 2021/22 ; 4 students in the academic year 2022/23 and 6 - in the academic year 2023./24. At present, 9 students in the programme have transferred from other HEIs, including 2 who has transferred from HEIs in other counties in Europe. Each year, four to eight students are renewed for the later stages of their studies and have their previous courses recognized. There are currently 15 students, who have renewed their studies at later stages. The most common courses that students wish to have recognised from their previous studies are foreign language, civil protection, environmental protection, statistics, and free elective (Part C) courses.

As of 01.11.2024, PMSP "Psychology" has 165 active students, where 74 students have 182 recognized study courses, and since the previous accreditation period, starting from 2019/2020

academic year 243 students have recognized 503 study courses. In the first years of this accreditation period, the number of recognised courses was high, due to the transition to the new programmes, so that students who entered the Professional Master's programme after completing the Professional Bachelor's programme were able to align 5 courses for a total of 14CP (21ECTS), and students who had started their studies in the 3-year Professional Master's programme were able to align 7 courses for a total of 30CP (45ECTS) when they moved to the 2-year programme. Typical course recognitions are for courses "Civil Protection" and "Entrepreneurship, Project Development and Management", as the regulatory framework requires that these courses may have already been taken in previous study stages. Starting from this academic year, *Environmental Protection* has become a mandatory course, which significantly increases the number of recognized courses, as the majority of students have already completed this course in their bachelor's study program. For the other courses, 4 students' courses were aligned with the Erasmus+ courses. Each student agrees with the programme director for the plan of the courses to be taken and the possibilities of their alignment before going on the exchange programme, so that there are no problems with the recognition of the courses according to the plan on return. Two cases of recognition were related to transfer from another university. In some cases (3 students), the recognition of courses was necessary because the restart of studies was after a long break.

Table 2.1.4.1

**Number of recognized study courses in PMSP "Psychology"**

<b>Kursa kods</b>	<b>Kurss</b>	<b>2019/ 2020</b>	<b>2020/ 2021</b>	<b>2021/ 2022</b>	<b>2022/ 2023</b>	<b>2023/ 2024</b>	<b>Total</b>
Ķīmi1059	Civil Protection	15	38	36	55	42	<b>186</b>
VadZ6088	Entrepreneurship, Project Development and Management	13	34	34	18	5	<b>104</b>
Psih5126	Research methodology and psychological research I	35	9	1	2		<b>47</b>
PsihR007	Practice I	36	9	1	2		<b>48</b>
PsihR006	Practice II	8	6				<b>14</b>
PsihR004	Practice III		13		1		<b>14</b>
PsihR005	Practice IV		2				<b>2</b>
Psih5134	Psychological counselling and basic principles of CBT	20	6		2		<b>28</b>
Psih5168	Research methods and data analysis in psychology		1	1			<b>2</b>
Psih5164	Educational and school psychology II		2				<b>2</b>
JurZ5257	Fundamentals of labour law in the context of organizational psychology				1		<b>1</b>
Psih5116	Work and organizational psychology II				1		<b>1</b>

Psih5036	Neuropsychology	1			1		<b>2</b>
Psih6055	Personnel data management for career development and forecast				1		<b>1</b>
Psih5172	Social Cognition	1			1		<b>2</b>
Psih5136	Psychological Assessment II				1		<b>1</b>
Psih5023	Master's Thesis I		1				<b>1</b>
	Number of recognized study courses in the academic year	<b>129</b>	<b>121</b>	<b>74</b>	<b>87</b>	<b>47</b>	<b>456</b>

Study course recognition in undergraduate and postgraduate study programme is conducted mainly when students return from international exchange programmes or resuming or continuing studies at later stages after changing or discontinuing studies started at the UL or other HEI. In certain cases, the recognition of professional experience is done in the s programmes by referencing knowledge, skills and competence acquired in the professional activity to the internship intended in the study programme, but there have been no such precedents in the PMSP.

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

Offered opportunity by the UL to perform recognition of learning outcomes achieved through non-formal and extra-curricular education, including, continuing education programmes, is rarely used, and there have been no such precedents within the study field programmes.

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

Since 2019, 15 Erasmus+ exchange students have been recognised in the BSP "Psychology". Each student, before going on an exchange programme, coordinates with the programme director the courses to be taken and the possibilities of their alignment; their recognition upon return from their studies at a foreign university is in accordance with the plan established in advance. The number of

credits taken in exchange programmes is often different from the number of credits taken in similar courses at the University of Latvia, so courses may be combined to allow recognition of all courses taken. Exchange students can take courses that are part of the study plan at the UL at later stages and, upon return from the exchange programme, continue their studies according to an individualised plan. All exchange students have completed the prescribed plan and their courses have been recognised in the BSP “Psychology” at the UL.

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

In conformity with *the Law on Higher Education Institutions of the Republic of Latvia*, the UL internal regulation the *Procedure for the Development and Actualisation of Study Courses at the University of Latvia* (the UL Order No 1-4/95 of 29.02.2024.) stipulates that information on the conditions, aim, tasks, requirements for obtaining credit points, study course content, organisation of study process through contact classes, organisation and tasks of the students independent work, intended learning outcomes (knowledge, skills, competence) and their assessment methods and assessment criteria, are included in all study course descriptions, which are available to students in the ULIS and the UL e-study environment. The registration and recording of students’ grades are done in the UL e-study environment of respective study course. The UL has formulated the learning outcomes for each study programme and for each study course as a set of knowledge, skills, and competence. Courses in study programmes are developed in accordance with the principles of gradation and succession. To ensure that, the mapping of intended learning outcomes is performed on the level of study programme and study courses. Mapping results can be found in Appendix No. 20.

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

#### **Specifically in the Bachelor’s study programme**

The study programme uses diverse methods to acquire and consolidate knowledge, such as introductory lectures, interactive lectures, summary lectures and problem-oriented lectures. The choice of methods is closely linked to the aims and objectives of the study programme. For example, if the aim is to develop students' research skills, active learning methods such as project work, experiments and research are used. To develop communication skills, students conduct and analyse interviews. Practitioners, professionals from different institutions, are invited to lecture on specific subjects in the courses in order to promote the unity of theory and practice. Practical tasks,

seminars, individual, pair and group work, discussions and the development of projects and research are used extensively; these methods contribute to the development of decision-making skills. By integrating research elements into the study courses, students can gain practical research experience and develop critical thinking and analytical skills. In order to foster the development of students' research competence, students have the opportunity to analyse and study in depth problems of interest to them in the field in successive courses.

Seminars in the courses promote students' public speaking, presentation and discussion skills.

In order to achieve the learning outcomes - to acquire and consolidate knowledge, skills and develop competence - the study process is dominated by methods in which student activity plays an important role. The study process uses methods that promote students' communication in the performance of study tasks, solving real problems in the field, modelling situations. Assessment provides students with the opportunity to demonstrate the extent to which they have achieved the expected learning outcomes.

Lecturers use methods that encourage students' active participation, critical thinking and reflection. The assessment system used in the Bachelor's study programme "Psychology" complies with the Regulations on the Organisation of Examinations in Study Courses at the UL. The assessment of knowledge during the semester is based on the assessment of tests and independent works. The total mark of the interim examinations is not less than 50 % of the total mark of the course. Oral/written examinations are used at the end of the course and account for no less than 10% of the total mark. Consequently, the assessment of students' knowledge and the monitoring of independent work are carried out during the semester in parallel with the studying the course, i.e. the assessment is continuous. This provides, firstly, a feedback between the student and the lecturer in the given study course, allowing the lecturer to assess the level of mastery of the sections of the course that have already been completed, and hence the quality of teaching. Secondly, it ensures the real, continuous work of studies. The credit requirements for each study course and their contribution to the overall course grade are clearly stated in the course description and communicated to students during the first two classes.

The assessment of Part A, Part B and Part C courses of the Bachelor's degree programme is based on a 10-point system. Each course description clearly defines the assessment criteria and the achieved learning outcomes for each assessment.

At the end of any study course, students sit an examination. Currently, 90% of examinations are written, using knowledge tests and problem analysis to assess the practical application of the knowledge acquired. Oral examinations have been retained only in some courses, such as foreign languages.

### **Specifically in the Master's study programme**

Studies are designed around the principles of student-centred learning and teaching. Taking into account the diversity of students' needs, each lecturer uses appropriate ways of learning in the course, adapts a variety of diverse pedagogical methods according to the circumstances (lectures, seminars, discussions, practical classes, skills training, role plays, group work, workshops, project development, supervision, direct observation of student work with clients, etc.), providing guidance and support not only in lectures, but also in consultations. In lectures, lecturers integrate active learning methods such as discussions, group work, problem analysis, thus creating a democratic and free atmosphere in the learning process and fostering the development of critical thinking skills. Seminars allow a deeper understanding of the course content by studying scientific and applied literature, participating in focused discussions, debating presentations, visualising (e.g. creating infographics, comics, etc.), synthesising knowledge into new products, developing support

materials for themselves and other students, using modern technology tools. Group work, case studies or role-playing are also used to develop problem-solving skills. The practical sessions focus on both training the student's practical skills for psychologist's work (through role-plays, supervision, practical work recordings) and on self-experience and fostering emotional maturity (through self-reflection, participation in personal experience groups and individual tasks). Tests, practical work, independent work, essays, reports and papers are used to check the knowledge acquired in lectures and seminars and its application in order to assess the knowledge acquired by students during the learning process. In practical skills training, feedback and evaluation is received not only from the lecturer but also from other students.

### **Specifically in the Doctoral study programme**

Both oral and written, and combined study and assessment methods are used during the study courses and in examinations. Diverse methods are used to acquire and consolidate knowledge, such as introductory lectures, summary lectures and problem-oriented lectures. Practitioners, professionals from different institutions are invited to give lectures in individual courses in order to promote the unity of theory and practice. Practical tasks and seminars are widely used. To promote the development of students' research competence, students have the opportunity to analyse and study in depth problems of interest to them in the field in successive courses. Senior students are involved in the supervision of junior students (undergraduate, peer teaching-learning). Seminars in the courses promote students' public speaking, presentation and discussion skills. Student-centred methods dominate the study process in order to achieve the learning outcomes - to acquire and consolidate knowledge, skills and develop competence. The study process uses methods that promote students' communication in the performance of study tasks, solving real problems in the field, modelling situations. Students receive support and feedback from lecturers during the study process. The assessment criteria for the grades are made public in advance. Assessment provides an opportunity for students to demonstrate the extent to which they have achieved the expected learning outcomes. The dissertation examinations in the foreign language and in the specialisation are marked on the 10-point scale, the theoretical and seminar courses are marked by credit, and the dissertation-related courses are marked by a pre-defence of the outcome of the relevant stage of the dissertation development in the field group (theoretical background to the dissertation) or in the doctoral council (research project and dissertation draft).

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

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

Taking an examination is a mandatory requirement for obtaining credit points for the completion of a study course. The procedures and criteria for the interim assessments are determined by the responsible structural unit. The study course grading is calculated in the UL Centralised Recording

System according to the algorithm specified in the course description, considering the grading obtained in the interim assessment(s) and study course final examination, and recorded in the examination report.

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

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

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

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

For the assessment of students' knowledge, skills, and competence in each study course in the 10-grade system, the study result criteria described beforehand are used. The basis for formulation of criteria is learning outcomes formulated in each study course and explanations of assessments (see Table 2.1.5.1), which is published in *the Procedure for the Development and Actualization of Study Courses at the University of Latvia* (the UL Order No 1-4/95 of 29.02.2024.).

**Table 2.1.5.1**

*Explanation of the 10-point system assessments*

<b>Level of Learning</b>	<b>Grade (description)</b>	<b>Explanation</b> <i>(Pursuant to Cabinet of Ministers of the Republic of Latvia Regulations (hereinafter – the Cabinet) No 305, 240 and the UL Senate Decision No 211 of 29.06.2015)</i>
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<b>very high level of learning</b>	<b>10 (with distinction)</b>	knowledge, skills, and competence exceed the requirements of the study programme, study module or the study course and testify to the ability to conduct independent research and deep understanding of problems
	<b>9 (excellent)</b>	knowledge, skills, and competence fully comply with the requirements set for the study programme, study module or the study course and the students possess the ability to use the acquired knowledge independently
<b>high level of learning</b>	<b>8 (very good)</b>	the requirements of the study programme, study module or the study course are completely met, though in certain issues the students do not have an understanding deep enough to use the knowledge independently for solving more complex problems
	<b>7 (good)</b>	in general, the requirements of the study programme, study module or the study course are met but occasionally the inability to use the acquired knowledge independently is established
<b>average level of learning</b>	<b>6 (almost good)</b>	the requirements of the study programme, study module or the study course are met, but there is a lack of deep understanding of the problem and inability to use the acquired knowledge
	<b>5 (satisfactory)</b>	in total, the study programme, the study module, or the study course is acquired but there is insufficient knowledge of certain issues and inability to use the acquired knowledge
	<b>4 (almost satisfactory)</b>	in total, the study programme, the study module, or the study course is acquired, however, there is insufficient understanding of some basic concepts and there are considerable difficulties in practical application of the acquired knowledge
<b>low level of learning</b>	<b>3 (weak)</b>	the knowledge is superficial and incomplete; the student is unable to use it in specific situations
	<b>2 (poor)</b>	superficial knowledge of only some issues; most of the study programme, study module and the study course are not acquired
	<b>1 (very, very poor)</b>	no understanding of the fundamentals of the course and almost no knowledge of the study programme, study module or the study course

The needs of students and the relevance of assessment methods and procedures to the

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

Evaluating learning outcomes, the basic assessment principles formulated in the regulations of the Cabinet No 305 *the Regulations Regarding the State Standard for Professional Higher Education* (13.06.2023) and No 240 *the Regulations Regarding the State Standard for the Academic Education* (13.05.2014) are observed:

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

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

The evaluation of the development of the final theses consists of several stages - development of the research project, pre-defense of the theoretical part and the research project, pre-defense of the practical part, and final defense of the final thesis. Such a multi-level evaluation system allows one to follow the development and implementation of the students' research project, maintain student motivation, and ensure that the work is done in good quality. The evaluation of the practice consists of the completion of individual practice tasks by the students, the practice report and the practice exam, during which appropriate counseling skills must be demonstrated in the role play, and appropriate research skills in the case analysis. Student performance during practice is evaluated collegially by all internship managers/supervisors. In general, it can be said that the lecturers have developed adequate evaluation forms and systems, which is also evidenced by the information collected in the student surveys.

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

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

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

The UL as the developer of this System and its operator constantly updates the System and provides other HEI with the opportunity to use the System based on a cooperation agreement. In accordance with the cooperation agreement concluded in the 2014, this System is used by seven HEI in Latvia since the beginning: Daugavpils University, Liepaja University, Latvia University of Life Sciences and Technologies, Riga Stradiņš University, Rezekne Academy of Technology, EKA University of Applied Sciences and RISEBA University of Applied Sciences. Since 2014, the Alberta College, Baltic International Academy, BA School of Business and Finance, Turība University, ISMA University College, Jāzeps Vītols Latvian Academy of Music, Jēkabpils Agribusiness College, College of Law, Latvian Maritime Academy, Latvian Academy of Culture, Latvian Academy of Culture agency "Latvian College of Culture at the Latvian Academy of Culture", Malnava College, Riga Building College, Vocational education competence center "Riga Technical College", Riga Technical University, State Agency for Social Integration College, Cosmetology College, State Police College, Ventspils University College, Vidzeme University of Applied Sciences, and Academy of Luther has joined in the use of the System; in total the System is being used by 30 HEI.

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

Plagiarism in the final theses of psychology students is extremely rare. Only one case of plagiarism and one case of self-plagiarism were detected during the accreditation period. Both of these cases were among the students of PMSP "Psychology", while no plagiarism was detected in the other programmes. In the case of plagiarism, the violation was considered to be serious, as 20% of the

cases were found to coincide with a Master's thesis defended in 2015, and the Dean of the FESP suggested that the student should be matriculated. However, due to the time-consuming process of matriculation (evaluation of the thesis, approval of the faculty student council, etc.), the student matriculated of his own free will. In the case of self-plagiarism, the author's Master's thesis contained 34% of the Bachelor's thesis produced in the previous study level. In this case, the student was warned of matriculation and the student defended the Master's thesis. Self-plagiarism is possible when a student has a sustained interest in a topic and continues to explore it at several levels of study.

It is important to note that the minimisation of plagiarism in psychology degree programmes is the result of a carefully thought-out process of developing and defending final theses. The theoretical part of the final thesis is designed as an integrated review of scientific publications, avoiding as much as possible the inclusion of lengthy passages of unparaphrased text. During the development of the thesis, the supervisor organises a regular supervision; besides, there is a multi-stage pre-defence process, which allows to follow the progress of each student's thesis.

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

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

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

Lastly, text translation and creation technologies, which with the assistance of machine learning and artificial intelligence tools, create new challenges for the verification of the originality of the texts submitted during the study process, are gaining popularity and cause an uproar in the media around the world and in Latvia. Only the collective competence, trained language models and computing power of global companies such as Turnitin LCC allow us to respond to the new language technology challenges effectively and promptly for the study and scientific environment, which is why in the 2022 the UL, after carefully evaluating and testing the solutions available on the market, came to decision on the need to supplement the already existing plagiarism control system with a tool necessary to the academic and scientific community of the UL.

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

## **2.2. Efficiency of the Internal Quality Assurance System**

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

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

The following activities are the most relevant for the implementation of quality improvement measures within the internal quality assurance system:

- Preparation and discussion of the annual report of the study field in the Study Field Council, as well as discussion of the comments and evaluations received from the independent expert, student self-government and SP QAC in the Study Field Council and their incorporation into the study field development plan;
- Convening an Operational Steering Group comprising the head of the Department of Psychology, the head of the study field and all programme directors in situations where a quick collegial decision is needed to support the study or research process, but the matter is not within the competence of the general meeting of the academic staff or the Study Field Council;
- At least two general meetings of the academic staff of the study field during the accreditation period are devoted to strategic development issues, problems and topicalities of the study field - usually in such general meetings the academic staff representatives work in sub-groups on pre-defined problem-solving issues;
- Discussion of problems identified and raised by the programme directors at the monthly general meetings of the academic staff of the department, which allows for a rapid response to problems in the study process and their prompt resolution;
- Listening to students' opinions at the meetings of the Study Field Council;
- Regular meetings of study programme directors with students;
- Development of new surveys for programme graduates and employers during the reporting period, maximising the usability of the information obtained for improving the quality of study programmes, as well as ensuring centralised accessibility of the survey results to persons involved in the planning of the study content and study process (head of the study field, programme directors);
- During the reporting period, the introduction of various types of remote solutions in the planning and provision of the study process, as well as the maintenance and development of student-friendly "hybrid" (combining face-to-face and remote studies) solutions (at the suggestion of students) after the lifting of the COVID-19 restrictions.

In order to reduce drop-out rates and increase the proportion of successful graduates, alongside

measures to improve the quality of studies, targeted data analysis and changes to admission requirements are being made to select the most able and motivated applicants for psychology studies through a competitive process. The analysis of the successful graduation outcomes (whether a student successfully graduated with a Bachelor's degree) in relation to the admission outcomes in 2018 and 2019 (n=146 and n=178 respectively) showed a weak statistically significant positive correlation (r=0.19 in both samples, p<0.05). Thus, the criteria used in the entrance exams were poor predictors of successful completion. In order to strengthen the attraction of the most able students to study in the BSP "Psychology", in the 2020 intake, in addition to the Latvian and English language scores, the entrance examination criteria also included a mathematics score. In the 2020 cohort (n=158), the correlation coefficient shows a statistically significant moderately strong positive correlation between the results of the entrance examinations and whether the applicant successfully completed the programme with a diploma (r=0.26, p<0.05). A similar trend can be observed when analysing the correlation between admission results and the assessment of the Bachelor's thesis in the 2018, 2019 and 2020 cohorts (r=0.19, r=0.21, p<0.05 and r=0.28, p<0.01 respectively). Since the inclusion of mathematics in the admission test criteria, there is a stronger correlation between the admission results, the proportion of successfully graduated students and the grade obtained in the final (Bachelor's) thesis. These results confirm the validity of the choice of admission criteria. In a situation where the number of applications for the BSP "Psychology" significantly exceeds the number of available places and there is competition not only for budget but also for fee-paying study places, it is possible to select the strongest applicants for studies, which results in a higher quality final thesis.

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

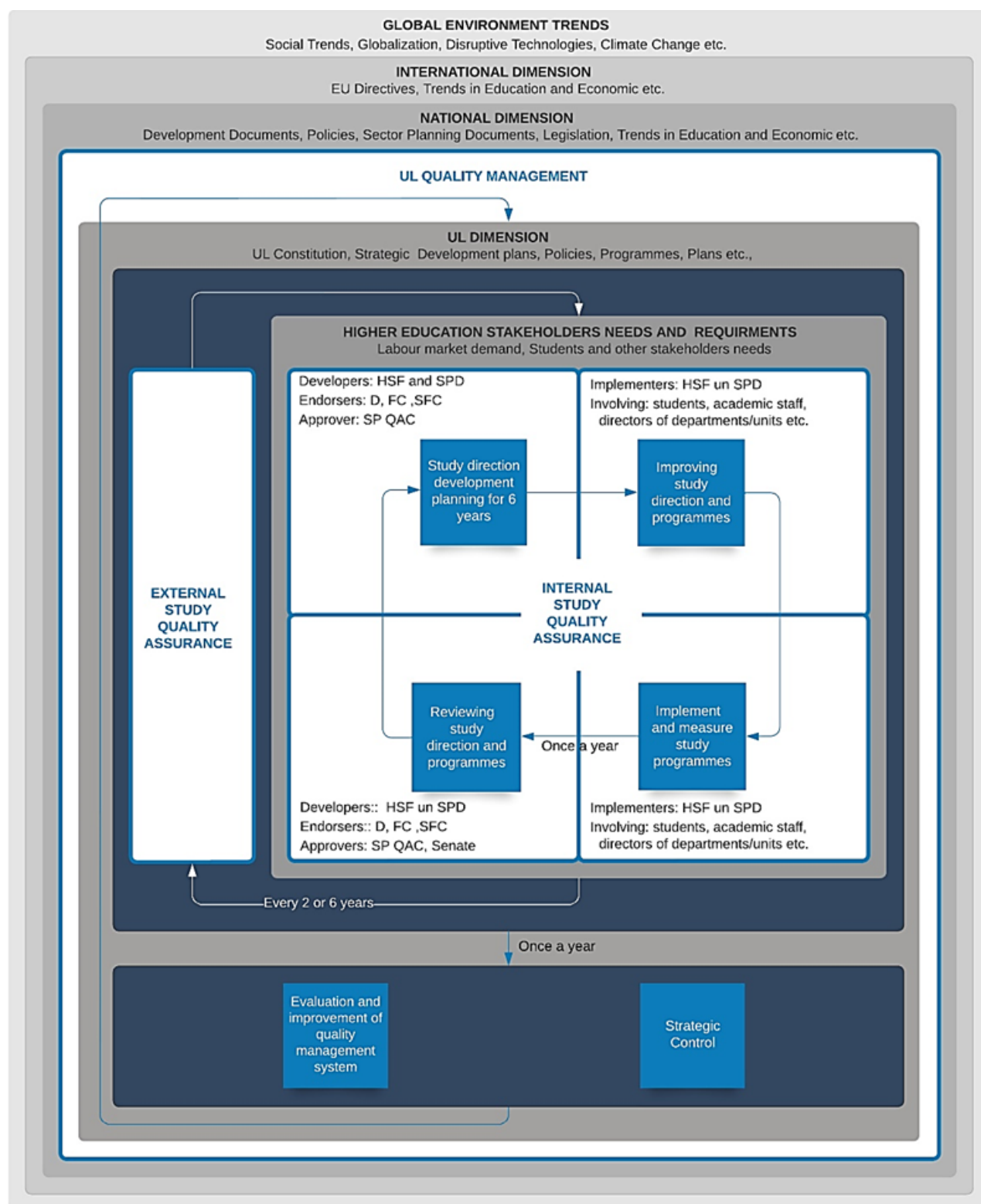
Normative regulations, where the procedure and actions that should be followed during the creation and revision process of study programmes are stated in the:

- [Regulation of Study Programmes of the University of Latvia](#)
- [The UL Procedure for Preparation of Annual Study Field Reports](#) (available only in Latvian)

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

Within the framework of the **UL study quality assurance system** (see Fig. 2.2.2.1), the development of the study field and the interconnection of study programmes, the establishment of new study programmes, as well as the results of each existing study programme are planned, monitored, evaluated, and reviewed, ensuring the involvement of all levels of the study field management in the quality assurance of studies, as well as representatives of key stakeholders.

The review of study programmes is regulated by the procedure established in *The UL Procedure for Preparation of Annual Study Field Reports* (approved by the UL Order No 1/255 of 13.07.2018. (available only in Latvian)).



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

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

The development of new study programmes is regulated by the *Regulation of Study Programmes of the University of Latvia* (the UL Senate Decision No 2-3/13 of 26.02.2024.), it is implemented in

several stages, including coordination and evaluation twice at all levels of governance involved in the quality assurance of studies – by coordinating and approving the study programme concept, as well as coordinating and approving the study programme characteristics at the end of the process. For a detailed description of the development of the programme and the content of the concept, see *the Quality Management Handbook*, Section 3.1, Section II. (*The Quality Management Handbook* is available in the section *Other annexes*)

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

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

The preparation and discussion of the annual report of the study field in the Study Field Council, as well as the discussion of the comments and evaluations received from the independent expert, the student self-government and the SP QAC in the Study Field Council and their incorporation into the development plan of the study field serve as one of the means of analysing and evaluating the effectiveness of the study and research processes. A total of 17 recommendations were received from the independent expert in the process of evaluation of the annual reports throughout the reporting period, of which about half (9) focused on improvements and clarifications in the content and wording of the annual report, while the rest (8) focused on the improvement of the processes and content of the study field itself. Thanks to these recommendations, the analysis of the advantages and disadvantages of psychology studies at the University of Latvia was carried out, which has allowed to evaluate critically the content of the programme offer and to understand better the opportunities and risks, thinking about the sustainability and competitiveness of the study field. Also, following the expert's recommendations, clarifications and additions have been made to the development plan of the study field in terms of developing cooperation with representatives of other social and natural sciences both in Latvia and abroad, developing mobility of the academic staff and students, as well as promoting diversity in the teaching/learning process by inviting local and foreign guest lecturers at all levels of studies. In addition, following feedback from student representatives, the SP QAC and the recommendations of the independent expert, a number of improvements have been made in communication with students in terms of handling

literature and databases, as well as in terms of students' perception of the importance and place of the Bachelor's degree programme in their study field and the opportunities after graduation.

The recommendation of the independent expert of the Academic Department for the BSP "Psychology" was to include skills relevant for general employability in the programme objectives. This is also in line with the recommendation of the previous accreditation experts and the programme objectives and outcomes prepared for this accreditation include these skills.

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

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

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

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

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

The [Procedure for the Organisation of Study Course Examinations at the University of Latvia](#) (the UL Senate Decision No 211 of 29.06.2015) has been developed and implemented for the

comprehensive evaluation of UL study processes, where the right of students to file complaints regarding the procedures for study course interim assessments and study course final examinations, and the procedures for resolution of these complaints have been determined. The complaint is submitted by the student to the member of teaching staff who has evaluated the study course final examination within five working days from the moment the grade is inputted in the ULIS (on condition that the student has requested a justification for the assessment from the academic staff prior to submitting the complaint). The lecturer must review the application within 5 working days. If the lecturer considers that the student's application is not substantiated, they may submit the application to the respective head of structural unit for consideration and decision.

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

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

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

Whereas the Procedure for Granting an Academic Leave of Absence in the University of Latvia (the UL Senate Decision No 178 of 01.12.2008) provides for the right to appeal against the decision of the dean refusing to grant a student the academic leave of absence. Also, the *Procedures for the Initiation of Studies in Subsequent Study Stages at the University of Latvia* (the UL Order No 1-4/332 of 07.06.2022. (available only in Latvian)) provides for the right to appeal within a specified period against the decisions made by the dean.

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

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

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

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

It follows from the above that the centralised segment of the UL complaint and proposal submission and review system covers all the components of every student study life as it applies to enrolment at the UL as well as the full-cycle studies, final examinations, etc.

It is very rare to receive formal complaints from psychology students addressed to the dean or the vice-rector. Most often, students address their complaints to programme directors, who usually resolve the situation within the limits of their authority in the programme or the study field. Each year, the director of the Bachelor's programme meets with students from all study years to discuss current issues, including student dissatisfaction, and to listen to suggestions for improvement. This practice proactively helps to resolve many issues without leading to formal complaints. This was particularly the case during the remote learning period, when, for example, technical issues with the use of MS Teams were resolved promptly in such a way. Uncertainties about delayed course evaluations were also resolved by involving the programme director as a mediator between the students and the lecturer. Students' dissatisfaction with the different requirements for full-time (FT) and part-time (PT) students was discussed with the course lecturer and these requirements were balanced. There are occasions when students individually approach the programme director to help resolve misunderstandings in course assessments, and in these cases a satisfactory solution has always been found by discussing the situation with the academic staff involved.

There are no more than two complaints per academic year in the PMSP "Psychology". Most of the time, misunderstandings and ambiguities are resolved immediately. Students personally inform the programme director about their difficulties and problems, who gets involved in solving the problem. Most of the time they are related to a lack of information or confusion in the evaluation criteria. The relatively low number of complaints reflects the fact that an effective system is in place to react quickly to what is happening and to prevent potential difficulties. This is achieved by holding a meeting with students of each study year at the beginning of each semester, at which both the main issues of the study process for that semester are explained and current uncertainties are discussed. In addition, each study year and specialisation has its own course senior, with whom meetings are held every 1-2 months to discuss and find solutions to existing difficulties. At the beginning of each academic year, the programme director of the DSP "Psychology" meets with the doctoral students in a general meeting to discuss the programme's current issues and practical and problematic issues related to the study process. The programme director is available to students for complaints and to answer questions about the study and dissertation process. A collegial atmosphere between the academic staff and the PhD students is maintained and cultivated in the PhD programme.

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

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

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

financial obligations, exmatriculated as a degree holder (graduate), on academic leave of absence.

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

- interim assessment and final examination of student's study courses, broken down by type of assessments, final results of final examinations, weighted average grade; data are collected once a semester;
- completion of the study programme, in accordance with the requirements set for the acquisition of the programme, broken down by study semesters, parts of the programme (Compulsory part, Restricted elective courses, Elective courses and others, according to the structure of the programme); data are collected once a semester;
- students' academic debts in credit points by study semesters, parts of the programme, study courses; data are collected once a semester;
- fulfilment of the tuition fee schedule provided in the student agreement, broken down by study programmes and semesters.

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

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

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

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

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

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

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

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

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

The aim of **the graduate survey** is to collect information about the professional activity and further course of life of graduates, as well as to ascertain the opinion of graduates on the acquired education in the UL. The aim of **the employers survey** is to find out the opinion of employers on the knowledge, skills and competence acquired by the graduates of the UL correspondence with the requirements of the labour market, as well as to obtain proposals for the improvement of the study quality. Surveys at their discretion are organised by programme directors using prepared surveys by the Academic Department.

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

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

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

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

Graduates and employer representatives can receive feedback on the survey results and actions taken in accordance with the survey results from the directors of the corresponding study programs.

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

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

Student survey indicators are the most actively used to improve the study field. This is primarily done to improve the course content. In order to improve the study programme, students' satisfaction with courses is carefully analysed and, in those courses where satisfaction remained low after discussions with course lecturers, decisions are taken to change course lecturers. The analysis of the information presented in Annex 5 shows that after the change of lecturers, the evaluation of the course is usually significantly higher and the overall satisfaction of students with the courses is increasing. Another aspect where students' feedback has been used to improve the study course is to improve students' awareness of the organisation of study processes, understanding which aspects need more attention. This is particularly relevant for informing the students who have transferred from other universities or who have started their studies at PMSP after obtaining their Bachelor's degree at another university, as they may have difficulties in finding the relevant information about the study process and its practical and organisational aspects at the beginning of their studies.

Not all information obtained from student surveys can always be fully used for the improvement of the study field, as the possibilities for action are limited by practical circumstances. For example, some of the students' evaluations are related to the physical environment of the faculty, the lack of free working and resting spaces, the lack of sufficient sockets in the classrooms to connect smart devices, the lack of catering facilities, etc. Although these issues are being addressed as far as possible, students can get a classroom if they need it for their studies, but this has to be arranged in advance, there are several extension cords in the classrooms, there are food preparation machines in the faculty corridors, a microwave and a kettle are available, but these practical issues could only be fully solved with the move to new premises - the House of Letters, which is currently under construction.

A summary of the analysis and evaluation of the results of the student, graduate and employer surveys can be found in Annex 5.

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

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

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

The Website consists of the following sections:

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

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

The STUDIES section in Latvian provides information on programme goals, objectives, learning outcomes, programme volume and duration, programme study language, information on job opportunities after graduation, as well as programme study plans. In case of questions, contact information is provided for further information. This section also publishes study-relevant information under the heading STUDY PROCESS – academic calendar, lecture timetable, tutorials, key documents and sample forms, information on mobility at HEI, recognition of experience/education, lifelong learning opportunities as well as references to the UL e-study environment and the ULIS.

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

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

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

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

The Website <https://www.lu.lv/par-mums/dokumenti/studiju-virzienu-ikgadejie-parskati/> (available only in Latvian) contains Annual Study Fields Self-Assessment Reports.

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

The website of the Faculty of Educational Sciences and Psychology is <https://www.IZPF.lu.lv/> (in English: <https://www.IZPF.lu.lv/en/>).

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

Its structure consists of sections: ADMISSION; STUDIES; RESEARCH; ABOUT US. In the section ADMISSION, information is available on all study programs implemented in the direction, admission procedures, preparation courses for future students, as well as scholarships and loans for students. In the STUDIES section, information is available in the following sub-sections: Study guide; Internships and job offers; Erasmus+; Student self-government; Student housing; Library; Lifelong education. The "Research" section contains links to the Scientific Institute of Pedagogy; Educational Research Institute; Research at UL; Research Ethics Commission, as well as subsections: Projects; Projects supported by the LU Foundation; Conferences (ATEE conference; LU conference; Student scientific conferences).

In the ABOUT US section of the website, subsections have been created: About the Faculty, Dean's Office, Departments; Study Secretaries; Institutes; Centers; Cooperation; Creative activity; Photo galleries; Brand; Faculty Council; Contacts; News.

News and Events (calendar) are displayed in the home page opening.

Information about the study programmes of the Psychology study field can be found through the following links:

- Bachelor study programme

<https://www.lu.lv/en/studies/study-programmes-1/bachelors-study-programmes/psychology-1/>

- Professional Master's study programme

<https://www.lu.lv/en/studies/study-programmes-1/masters-study-programmes/psychology-1/>

- Doctoral study programme

<https://www.lu.lv/en/studies/study-programmes-1/doctoral-studies/psychology-1/>

The FESP public relations specialist prepares and posts information on the FESP website. The preparation of information takes place in cooperation with the heads of FESP structural units, directors of study programs, teaching staff, and researchers. If necessary and important, the content of the FESP website is translated into English.

Respective faculty website can be reached from the UL Website via the faculty reference.

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

The heads of the UL departments are responsible for the preparation, correctness and updating of the information within the competence of their departments. Study programme directors check that

the information provided on the LU website about their respective study programmes corresponds to the information available in the official registers (VIIS, E-platform). The content administrators of the structural units' websites are responsible for maintaining the website, posting and regular updating of prepared information. For a given faculty, the person responsible for content placement is the marketing or public relations specialist or coordinator who administers the existing website, or an employee who has completed a short TYPO 3 content placement course in the Department of Information Technology.

## **2.3. Resources and Provision of the Study Field**

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

The system of the UL for financing the study field and the corresponding study programmes is based on *the Law on Higher Education Institutions*, the Cabinet Regulations No 994 of 12.12.2006 *the Procedures for Financing Higher Education and Colleges from the Funds of the State Budget*, No 445 of 05.07.2016 *the Regulations Regarding Remuneration of Teachers* and other external and internal regulatory enactments.

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

#### **The remuneration of the teaching staff includes:**

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

With the UL Rectors Order the norms of the formation of the remuneration of the teaching staff are determined in the *Planning and Accounting Regulations for Academic Personnel's Workload* (the UL Order No 1-4/287 of 20.06.2024.). Considering the specifics of studies and available resources, the management of the faculties may set different regulations in coordination with the vice-rector of the respective field.

#### **Costs related to the organisation of the study process:**

- General staff costs include the costs of study support staff remuneration, organisation, and provision of faculty activities.
- Other costs are other direct costs related to the specific study programme, such as rent of

external services, premises, additional equipment lease, transport lease, etc.

- Infrastructure costs – costs of premises, including utilities, repairs, and maintenance.
- The costs of property and services include the material and methodological provision of the study programme, including technical equipment, visual materials, professional development (experience exchange trips, training), etc.
- Indirect costs include the costs of the University's overall operational support (IT, finance, personnel, marketing, etc.) and investment in development.

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

### **Financing of studies at the UL - sources of financing**

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

Tuition fees at the UL are determined considering:

- the prime cost of the study place, taking into account all the costs of the study process;
- tuition fees for similar programmes at other HEI;
- the interest of prospective paid students in the study programme;
- the estimated financing of the study place from the state budget;
- the opinion of the UL Students' Council.

Tuition fees are set at the end of each year for the next academic year to ensure timely availability of information. Fee for the student does not change during the studies, unless the fees vary from year to year in the programmes, but even then, they are all determined at the beginning of the studies. When calculating tuition fees for foreign students, no additional criteria are set. Study fees for students from the EU, EEA countries and Switzerland do not differ from the study fees applied to students living in Latvia. For other foreign students, the tuition fee is determined by the decision of the LU Council, taking into account the potential students' ability to pay.

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

Indirectly, research funding sources for academic staff are also channelled to the development of study programmes, e.g., for research activities, participation in international projects, publication of scientific articles, preparation of international project applications, organisation of scientific events at the UL, implementation of research development projects and fulfilment of long-term commitments, etc. By participating in these activities, academic staff increase their professional and research competence, often also involving students, which has a positive impact on the quality of the study process. Also, the attracted research funding indirectly helps the implementation of the study process through investment in the maintenance of the faculty's infrastructure (from deductions of indirect expenses), which is used both for the needs of research and the study process, as well as from deductions of indirect expenses, or - if provided for in the relevant project estimate, and allowed by the rules of the respective funding - also from direct expenses, through

renewing and supplementing the material and technical base (e.g. computer equipment, computer software, specialized research equipment), which, upon completion of the research project, remain on the faculty's balance sheet and can be used for implementation of the study process. The available funding for research basically comes from two sources: base funding for scientific activity, and funding for the implementation of national and international projects. Examples of scientific activity base funding projects and national and international projects realized within the study field during the accreditation period can be found in table 3.4.4.1. in the doctoral program description.

Data on available funding for a specific study program can be found in the sections of BSP "Psychology", PMSP "Psychology", and doctoral study program "Psychology" (hereinafter - DSP "Psychology").

### **Financing of studies at the UL - reallocation of received funding**

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

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

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

### **Summary of revenues and costs of the study field "Psychology"**

Table 2.3.1.1 summarises the projected number of students, programme revenue, expenditure, output and profitability (output to revenue, %) by all forms of delivery.

Table 2.3.1.1

#### **Results of the study field "Psychology"**

Type of study	Total	Annual income	Annual expenditure	Result	Profitability
	Number of students	EUR	EUR	EUR	%
BSP FT	214	485 915	477 230	8 685	2%
BSP PT	297	623 700	477 123	146 577	24%
MSP FT	140	348 042	389 932	-41 890	-12%
DSP FT	13	69 131	105 726	-36 595	-53%

<b>Total</b>	<b>664</b>	<b>1 526 788</b>	<b>1 450 012</b>	<b>76 776</b>	<b>5%</b>
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The data presented in the table demonstrate that the University of Latvia has sufficient resources to implement psychology study programmes and ensure their further development.

Overall, the field of study is profitable (5%). The profitability of the full-time BSP is 2% and that of the part-time BSP is 24%. At the same time, the PMSP full-time is projected to have a loss and negative profitability (-12%) and the PhD is projected to have a loss and negative profitability (-53%). The Faculty plans to finance these losses with the revenues of the two profitable programmes, and the Faculty may also finance these losses with revenues from lifelong learning and other services, as well as from the financial resources accumulated by the structural unit, which are sufficient to support the study process. The faculties also receive financial support for programme development from the University's Study Quality Improvement Fund.

**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.**

Study programmes of the study field "Psychology" are implemented in the premises of the Faculty of Education Sciences and Psychology of the University of Latvia, Imantas 7. līnija 1, Rīga. The total area of the building is almost 9000 m<sup>2</sup>. The building is in good technical condition. It has 41 classrooms adapted for comfortable studying, with a capacity from 12 to 200 persons. The facilities include five computer rooms, a total of 120 workstations, as well as a drawing room, a painting room and rooms for art and home economics classes. There is a library with a reading room and the whole building has wireless internet access. Free-access computers are provided for student use.

There is also a canteen, a gym with adequate equipment and equipment for various sports activities, a spacious courtyard with recreation areas, and an outdoor sports field. The building is accessible to people with reduced mobility, with a stair lift and appropriate toilet facilities. The location of the premises is very convenient in terms of transport, with a bus stop, "Zolitūde" railway station and parking for students and the teaching staff in the immediate vicinity. There is an information centre for the convenience of students, staff and visitors.

In terms of accessibility and quality, the infrastructure for the study field is considered to be fully adequate for the implementation of study programmes in the field of study.

The material and technical base of the study field "Psychology" is provided by the material and technical support of the Faculty of Education Sciences and Psychology of the University of Latvia. All study rooms are equipped with computers and multi-projection equipment, ten study rooms are also equipped with interactive screens or interactive whiteboards and/or document cameras. The classrooms can be accessed from laptops via MS Teams or other remote access software, providing remote study opportunities. Video recording and streaming facilities with video/audio tracking of the lecturer by a moving video camera are provided to enable remote streaming of lectures in two classrooms. In addition, 10 mobile wide-angle video cameras with microphones have been purchased to film and stream lectures from the classrooms and a 360 degree camera with microphone has been purchased for online streaming of lectures, seminars, meetings or

discussions. The Faculty renews its computer equipment every year and is gradually switching to the use of laptops for both face-to-face and remote work. Some classrooms have been equipped with new state-of-the-art furniture and equipment; 3D printers, various types of robotics kits and drones have been purchased, and a virtual reality laboratory has been set up, providing a modern learning environment and technology.

During the working days of the Faculty (Monday - Saturday), a computer specialist is on duty at the Faculty premises to provide technical support to lecturers and students.

In the nearest coming years the Faculty plans to move to the new House of Letters in the Academic Centre of the University of Latvia in Torņkalns, where it will be equipped with modern lecture rooms and working spaces with the latest educational technology equipment.

Students are provided with an E-learning environment (*Moodle*), which allows students to access learning materials and information at home and to communicate with teaching staff. In the FESP library, students have the opportunity to develop and draw up their study works, process research data using the *IBM SPSS Statistics* software, print and copy the necessary materials, and get acquainted with students' final theses. Students can also download the SPSS software to their computers. *MS Office* software is available for students in the computer labs.

The material and technical equipment for the implementation of the study field and the corresponding study programmes and its availability to students and teaching staff is assessed as fully adequate to the needs of the study field. The infrastructure of the FESP and the material and technical equipment available there allow for successful implementation of the study programmes of the study field. Both the infrastructure and the facilities are well accessible to the teaching staff and students. The infrastructure and material and technical facilities of the FESP are adequate for the implementation of scientific projects and research work. The imminent move to the House of Letters and its modern infrastructure mark good prospects for the development 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.**

#### **The UL Library general description**

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

#### **Access to Library information resources and services, opening hours**

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

The eight sectoral libraries offer all the services facilitating independent studies in accordance with

*the UL Library Terms of Use* (the UL Rector's Order No 1-4/9 of 7 January 2021).

The opening hours of sectoral libraries are conveniently adapted to user's needs. The libraries are open from 9am to 8pm on weekdays – with some of them open from 9am to 6pm – and from 9am to 5pm on Saturdays. The Natural Sciences Library and the Library of the House of Science are open 7 days a week, 24 hours a day. Three of the sectoral libraries are open for visitors throughout the year, including summer.

**The Library of Educational Sciences and Psychology**, which houses the psychology collection, is located in 6 rooms with a total area of 347.70 m<sup>2</sup> in Riga, Imantas 7 līnija 1. 46 workstations (17 computerised and 29 non-computerised workstations) are available for users. The reading rooms are not only a place for students to study and do research, but also to meet and spend their free time.

### **Free basic services and paid services**

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

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

### **User training**

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

### **Library collection, collection replenishment procedure**

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

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

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

The academic staff of the Department of Psychology orders library resources according to the needs of the courses they teach (usually textbooks) and their research interests (scientific literature needed for planning research and analysing and publishing research results). At the Department of Psychology staff meetings, academic staff representatives are informed at least once a year of the possibilities for ordering library resources and all course lecturers are reminded of the need to review the literature of their courses and to make appropriate orders where necessary.

In 2024, 1.8 million items of information resources are available to library users. In accordance with the study and research infrastructure of the UL, the Library's collection is housed in 8 branch libraries and the Repository.

## Literature available in the Library for implementation of the study field

As of 15 April 2024, the LU Library collection with information resources corresponding to the UL study field "**Psychology**" includes **3421** titles in **7777** copies. The print collection includes books, serial publications, periodicals, doctoral theses in the field and their abstracts. The most sought-after and up-to-date collection in the field of psychology is available to users in the **Library of Educational Sciences and Psychology**, with **1021** titles in **1934** copies (Table 2.3.3.1).

Table 2.3.3.1

### Printed publications in the collection of the UL Library for implementing the study field "Psychology"

Printed publications in the collection of the <u>UL Library</u> for implementing the study field "Psychology"												
Type of publication						Languages						
Books		Serial publications, periodicals		Other types of publications		Latvian		English		Other		
Title	Copies	Title	Copies	Title	Copies	Title	Copies	Title	Copies	Title	Copies	
Collection, including year 2018	2520	81	2014	90	123	925	3043	894	2155	872	1365	
<b>Collection supplemented from 2019 - April 15, 2024</b>	<b>690</b>	<b>11</b>	<b>141</b>	<b>29</b>	<b>33</b>	<b>375</b>	<b>621</b>	<b>261</b>	<b>309</b>	<b>94</b>	<b>102</b>	

Collection in total at the UL Library as of April 15, 2024	3210	5466	92	2155	119	156	1300	3664	1155	2464	966	1467
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Total: **3421** titles **7777** copies

Of them, in the <b>Library of Educational Sciences and Psychology</b>												
-												
Printed publications (titles/copies)							Distribution of publications per languages (titles/copies)					
<b>Books</b>		<b>Serial publications, periodicals</b>		<b>Other types of publications</b>			<b>Latvian</b>		<b>English</b>		<b>Other</b>	
<i>Title</i>	<i>Copies</i>	<i>Title</i>	<i>Copies</i>	<i>Title</i>	<i>Copies</i>	<i>Title</i>	<i>Copies</i>	<i>Title</i>	<i>Copies</i>	<i>Title</i>	<i>Copies</i>	<i>Copies</i>
Collection, including year 2018	745	1497	6	36	-	-	324	981	276	375	150	177
<b>Collection supplemented from 2019 - April 15, 2024</b>	<b>260</b>	<b>369</b>	<b>4</b>	<b>26</b>	<b>6</b>	<b>6</b>	<b>207</b>	<b>323</b>	<b>53</b>	<b>68</b>	<b>10</b>	<b>10</b>
Collection in total at the Library as of April 15, 2024	1005	1866	10	62	6	6	532	1304	329	443	160	187
Total: <b>1021</b> titles <b>1934</b> copies												

In the period from 2019, the collection of the UL Library has been supplemented with 730 new titles in 1032 copies, the number of titles in Latvian - 375 or 51.4%, in English - 261 or 35.7%, in other languages - 94 or 12.8%.

Of these, the Library of Educational Sciences and Psychology added 270 titles to its collection during the period, comprising 401 items. The number of titles in Latvian - 207 or 76.6%, in English - 53 or 19.6%, in other languages - 10 or 3.7%.

Among the most recent publications available in the **Library of Educational Sciences and Psychology** are:

- 1. Psiholoģiskās novērtēšanas skrīninga instrumentu komplekta izstrāde bērnu agrīnās attīstības risku atpazīšanai. 1. sējums: Skrīninga konstruktīvais teorētiskais**

**pamatojums un attīstības veicināšanas intervenču pieejamība : kolektīva monogrāfija** [*Development of a psychological assessment screening toolkit for early childhood risk identification. Volume 1: Theoretical underpinnings of screening constructs and access to developmental interventions : a collective monograph*] /scient.ed. Dr.psych. Malgožata Raščevska; rev.: Dr.psych. Anita Pipere, Dr.paed. Dita Bethere, Ph.D. Ģirts Dimdiņš; literary ed. Gita Kļaviņa; ed. of English summary Andra Damberga; cover design Baiba Lazdiņa. Rīga: LU Akadēmiskais apgāds, 287 pages: tables; 31 cm. Resource available also online. ISBN 9789934361791 (cased). – **5 copies.**

2. Ābeltiņa, Marija. **Profesionālā izdegšana: pamanīt un novērst izdegšanu, atgūt darba efektivitāti un dzīvesprieku** [*Professional burnout: spot and prevent burnout, regain efficiency and vitality*]/ Marija Ābeltiņa; cover, design, illustrations Aigars Truhins; editor Ilze Vācere. Rīga : Zvaigzne ABC, [2023]. 258, [3] lpp.: diagrams, illustrations, schemes; 23 cm. ISBN 9789934316807 (cased). – **2 copies.**
3. **Attīstības psiholoģija: cilvēka attīstība visas dzīves garumā** [*Developmental psychology: human development throughout life*]/ Sandra Sebre, Anika Miltuze; cover, design, drawings Aigars Truhins; ed. Elīna Vanaga. Rīga: Zvaigzne ABC, [2022]. 639 pages: diagrams, illustrations, tables; 22 cm. ISBN 9789934311048 (cased). – **42 copies.**
4. Vidnere, Māra, **Stresa menedžments (sintoniskā stresa vadīšanas modeļa prasmju pašnovērtējums)**: papildu sevis pārbaudes materiāls [*Stress management (self-assessment of Syntonik Stress Management Model skills): additional self-assessment material*]/ Māra Vidnere. Rīga: RaKa, [2022]. 47 pages: diagrams, illustrations, tables; 30 cm. ISBN 9789984464596 (paper-bound). – **1 copy.**
5. Raščevska, Malgožata, **Domāt precīzi vai daudzveidīgi - konverģenta un diverģenta domāšana: monogrāfija** [*Thinking precisely or diversely - convergent and divergent thinking: a monograph*] / Malgožata Raščevska; rev.: Dr.psych. Anita Pipere, Dr.psych. Ingūna Griškēviča, Ph.D. Ģirts Dimiņš; ed. Ieva Zarāne; cover design Baiba Lazdiņa; LU. Pedagoģijas, psiholoģijas un mākslas fakultāte. Rīga: LU Akadēmiskais apgāds, 2021. 118 pages: diagrams, illustrations, schemes, tables; 30 cm. Teacher education: psychology. Resource available also online. ISBN 9789934186745 (paper-bound). – **5 copies.**
6. Šuvajevs, Igors, **Individuālpsiholoģija Latvijā** [*Individual psychology in Latvia*] / Igors Šuvajevs, introductory essay, translation, comments, composition; rev.: Dr.hist. Mārtiņš Mintauris, Dr.phil. Raivis Bičevskis; text ed. Inta Rozenvalde; artist, cover design: Modris Brasliņš. Rīga: Zinātne, [2019]. 399 pages: facsimilies, illustrations, portraits; 22 cm. Dzīļu psiholoģija Latvijā / Igors Šuvajevs; II [2] . ISBN 9789934549755 (cased) – **1 copy.**

The library's collection of printed publications is generally adequate for the implementation of studies and the development of scientific research, as it is updated each year with the most up-to-date information resources according to the information needs of the academic staff and students.

### **The level of digitalisation of the collection**

In cooperation with the UL Department of Information Technologies, the UL Library ensures the free online access to the e-resources repository of UL <https://dspace.lu.lv/dspace/>. The repository collects and makes publicly available publications of the UL faculty members, researchers and departments of the UL - articles, doctoral theses and their abstracts, conference proceedings, reports, research and project reports, journals, collections of articles and other electronic documents. For the convenience of users, a mobile version of the repository is also offered. The Library offers digitalised publications, which are subject of prohibition of copyright for use online, on-site in the reading rooms of branch libraries.

Currently, the e-resource repository contains more than 1900 publications in the study field

"Psychology".

## **E-resources**

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

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

In 2023, the UL provides access to 42 e-resource platforms (e-books platforms, e-journals databases and individual subscribed e-journals, reference resources and tools, mixed-format databases). In total there are 17 477 full-text e-journals (including the individual subscribed e-journal titles), 205 306 e-books, almost 5 million full texts and abstracts of doctoral and master's theses from around the world available through subscriptions. The UL also provides links to 184 credible open-access databases with multi-format materials.

Each year the Library offers, on average, 110 new e-resource titles. As of 13.10.2023., the UL Library has acquired a total of 1641 e-books, with 232 799 e-books available in the subscribed *ProQuest Ebook Central Academic Complete collection*.

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

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

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

### ***Subscribed e-resources of the study field "Psychology"***

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

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

**Izglītība un Kultūra (Education and Culture)** - e-journal providing information on education programme implemented in Latvia.

### ***Subscribed multidisciplinary e-resources that include materials for the UL the study field "Psychology"***

**Cambridge Journals Online** - *Cambridge University Press* is a multi-disciplinary e-journal full-text database, offering searchable information in over 300 scholarly journals, as well as related online resources. The database provides full texts in fields such as culture, art, philology, philosophy, pedagogy, teaching languages, digital education and many others. The database under the topic "Psychology" provides access to 19 e-journals, incl.. *Applied Psycholinguistics, Behavioural and Cognitive Psychotherapy, Development and Psychopathology, Journal of Psychologists and Counsellors in Schools, The Cognitive Behaviour Therapist* etc.

**APA PsycArticles** - the database offers more than 220,000 full-text scholarly articles in the field of

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

**EBSCO Central & Eastern European Academic Source** – the database offers more than 400 full-text journals in the fields of psychology, literary studies, history and sociology relevant to the Central and Eastern European region.

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

The collection **Arts & Sciences I -XII, XIV-XV** offers information resources in the humanities, social sciences and sciences, covering the fields of anthropology, economics, political science, history, languages and literature, arts, education, etc.

In the **Life Sciences** collection, under the topic "Social Sciences", there is a category "Psychology" with 34 e-journals.

**Latvijas standarts** – Latvian National Standardisation Body's dossier. Access to the Latvian Standards Online Reading Room in the UL Library is provided to more than 44 000 full-text documents of Latvian standards in electronic format (national, adapted European (EN) and international (ISO, IEC) standards and their historical versions without ICS group restriction). The collection of standards is updated and supplemented with pre-publications, new versions, translations, amendments and corrections.

**LETA - Ziņas, arhīvs un Nozare.lv – News and Archive and Nozare.lv** – offer the opportunity to search for quickly published news, photos, videos, press releases, articles from Latvian press publications, statistics and other information.

**Lursoft Laikrakstu bibliotēka NEWS.LV - Lursoft Newspaper Library NEWS.LV** - Library of electronic versions of Latvian newspapers provides access to current and archived newspaper articles.

**Oxford Journals** – the collection provides access to more than 280 authoritative and leading journals published in collaboration with the world's leading scientific organisations. The database includes full-text journals with high citation index scores in different branches of sciences - life sciences, social sciences and humanities. Under the topic "Social Sciences", users have access to several subtopics corresponding to the study programme "Psychology", e.g., "*Sociology*", which has such categories as "*Health, Illness and Medicine*", "*Social Movements and Social Change*" and "*Gender & Sexuality*". The category "*Communication studies*" is under the subtitle "*Interdisciplinary studies*".

**ProQuest Dissertations & Theses Global** – the world's largest database of dissertations and master's theses, containing more than 2.3 million works in a wide range of fields. The database contains works with the keywords "*psychology*", "*psychoanalysis*", "*psychological research*", "*psychosocial development*", etc.

**SAGE Journals Online** – SAGE Publishing's full-text journal database, offering articles from more

than 500 journals. The database covers a wide range of disciplines – natural sciences, social sciences, humanities, incl. a discipline like "Health Sciences" under which you can find the topic "Psychiatry & Psychology", where 44 e-journals are available.

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

**ScienceDirect** – *Elsevier's* database for the humanities and social sciences, as well as natural and technical sciences, life sciences and medicine. The database contains information on several thousand journals and books published by *Elsevier*. The full texts of around 2 650 e-journals, mostly available from 2002 up to the latest issue of the e-journal, as well as more than 350 e-books, are available at the UL. The database contains 207 journals under the subject "Psychology".

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

**SpringerLink** – *Springer Nature's* full-text database of journals. It offers University of Latvia (UL) researchers, academic staff and students access to more than 6 million articles from over 3 400 journals covering the natural sciences, humanities and social sciences. The database contains more than 300 000 articles and open access e-book titles under the topic "Psychology".

**Taylor & Francis Social Science & Humanities Library** – provides access to full-text articles from more than 1,100 scholarly journals. The broad subject coverage includes behavioural sciences, education, health and social care, sociology, anthropology, etc. The database has several disciplines, e.g., "Social Sciences", "Behavioural Sciences" "Health and Social Care" and "Humanities" that correspond to the study field "Psychology".

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

**Wiley Online Library (WOL) E-Journals Full Collection** – an e-journal collection of more than 8 million full-text articles in over 1600 peer-reviewed, multidisciplinary journals in a variety of fields: pedagogy, educational methods, sociology, psychology, etc. There are several sub-categories in the category "Psychology", such as "Cognitive Psychology", "Developmental Psychology", "Psychological Methods, Research & Statistics", "Social Psychology", etc. The category "Social & Behavioral Sciences" includes several sub-categories, e.g., "Development Studies", "Family & Child Studies", "Social Policy & Welfare", etc.

### ***E-books purchased by the UL Library in the study field "Psychology"***

**ProQuest Ebook Central Academic Complete Collection** – e-book platform, which provides access to **232 799** titles from e-books purchased and/or subscribed to by the UL Library and approx. **8000** e-books correspond to the study field "Psychology" from the world's leading publishers (e.g. *McGraw-Hill Education, Routledge, Sage Publications, Emerald Publishing Limited, Bloomsbury Publishing, John Wiley & Sons*, etc.).

**VleBooks** – e-book platform, which includes **40** e-books purchased by the UL Library, including materials for the study field "Education and Pedagogy" from the world's leading publishing houses (e.g., *Routledge, Sage Publications, Lawrence Erlbaum Associates, Wiley-Blackwell, PSYCHOLOGY PRESS* etc.).

## Open access resources

The UL Library has compiled information on various open access e-resources. These are available in the lists in the E-resources section of the UL Library website in the section *E-resources from A-Z* (<https://www.biblioteka.lu.lv/resursi/e-resursi-no-a-lidz-z/>) and *E-resources in the fields* (<https://www.biblioteka.lu.lv/resursi/e-resursi-nozares/>).

Just some of them are: *Bookyards*, *Cogent OA*, *Directory of Open Access Books*, *Directory of Open Access Journals (DOAJ)*, *F1000 Research*, *Google Scholar*, *IPI E-Books*, *Journals for Free*, *OAPEN*, *Pallgrave Open*, *Periodika.lv*, *Project Gutenberg*, *SpringerOpen*, *Zenodo*.

## Statistics of using the databases

The UL Library evaluates and analyses the usability of the subscribed databases twice a year. The statistics for the first half of 2023 show that the overall usability of the e-resources subscribed to by the UL Library has increased by 8.9% compared to the second half of 2022. Individual usability growth is observed for foreign multidisciplinary databases, such as the significant increase in usage of *JSTOR* (+60.49%) and *Wiley Online Library E-Journals Full Collection* (+236.94%). Some Latvian databases have a significant increase in individual usability: *Letonika* (+84.73%) and *LETA archives* (+82.06%).

The collection of the library and the available resources generally correspond to the implementation of studies and the development of scientific research.

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

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

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

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

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

In addition to *MS Teams* programme for the online study process, the UL offers its students and employees a web video conferencing system *BigBlueButton* (hereinafter – BBB system), which is an

open-source web online videoconferencing system. BBB ensures the organisation of the University's online events for the UL personnel, including students and event attendees. It can also be used as an integrated solution for e-study system (for only registered users in the course) and outside an e-study system, in which case one must connect to the UL online conference server in a web browser <https://bbb.lu.lv>.

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

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

For data storage in the study process, the UL provides *Office 365* cloud service *OneDrive* 1TB, which is available for students and employees. *OneDrive* is *Microsoft's* cloud service that connects with all user files. It allows to save and protect files, share them with other users and access them from any location on all devices.

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

An important resource in the study field for both the study process and the research process is the psychology laboratory, where students and academic staff have access to a range of devices for specific behavioural and physiological measurements, such as the mobile EEG device *OpenBCI*, devices for measuring the pulse and the galvanic skin response, a driving simulator, software for recognising emotions from facial expressions, etc. The laboratory is staffed by a laboratory technician who both educates students and academic staff on the use of the available devices and software and provides technical support in the use of the laboratory. The laboratory equipment is also used as a visual teaching aid in the teaching of courses. Students widely use the *Question Pro* and *SPSS* software provided by the University in their research. Various computer-based cognitive tests measuring attention, memory, executive functions, processing speed and other cognitive processes are used on the laboratory computers and on the *Exploro* platform for both student research and in the study process. In the premises of the FESP, students and academic staff can also use VR glasses with eye movement measurement capability available, which are currently being used to conduct research within the framework of the Latvian Council of Science (hereinafter-LCS) in the fundamental and applied research (FARP) project "Egocentricity in drivers' judgements. Individual differences and mitigation options". The students have also had the opportunity to use the facilities of the Perceptual and Cognitive Systems Laboratory of the Faculty of Computer Science and the support of the academic staff in their research. Using the special ICT facilities available, at least 8 final theses were produced during the reporting period, including five Master's theses and three Bachelor's theses: Master's thesis "Involvement of frontal and parietal brain areas in intuitive moral decision-making under time pressure: exploration of EEG waveforms in a military context", "Relationship of anxiety and anxiety sensitivity with control functions depending on the room temperature", "Temporal stability of accuracy measures of cardiac interoception, differences between different states and relation to anxiety", "Recognition of affective state in adult speech using voice pitch and voice intensity", "The relationship of pupils' cognitive ability and academic achievement to long-term Covid-19 symptoms", and the Bachelor's theses "The relationship of

virtual interlocutor choice to depression", "The relationship of uncertainty volatility to measures of electro dermal activity", "The effect of the carbonic gas CO<sub>2</sub> on human cognitive ability". During the reporting period, at least 11 Bachelor's and at least 5 Master's theses were also produced using computer-based cognitive tests that measure attention, memory, executive functions, processing speed and other cognitive processes. Several students have been involved in research at the Faculty of Computer Science Perceptual and Cognitive Systems Laboratory (PCSL) during the reporting period, e.g. in 2021 learning eye movement measurements with the PCSL *Tobii Pro* eye movement recorder and assisting in the postdoctoral study "Medical interface for early detection of mental illness in a telemedicine system"; in 2022 -2023, involved in data collection and coding for the study "Topology and geometry in haptic space" (PCSL research project "Perception in modality diversity and valence"); in 2023, involved in the study "Merging and segmenting geometric shapes into parts" (PCSL research project "Perception in modality diversity and valence").

It can be concluded that students of the study field "Psychology" have access to world-class ICT equipment both for conducting research and for acquiring and developing their research skills, and they use actively this equipment in cooperation with the academic staff. This makes a significant contribution to both the study process and the quality of research in the study field.

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

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

- *Regulatory Enactments on Academic and Administrative Positions at the University of Latvia* (available only in Latvian)
- *Regulations of the UL Professors Council* ((Latvijas Universitātes profesoru padomes nolikums) available in section *Other annexes*, available only in Latvian)
- *Procedures for the Recruitment of Unelected Teaching and Research Staff at the University of Latvia* (available in section *Other annexes*)

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

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

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

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

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

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

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

The principles for the selection of the teaching staff provide for the recruitment of specialists at different levels who possess a high level of pedagogical skills and competences that are universal across all study programmes; research competence, which is important in academic programmes and in particular for doctoral teaching staff; and a professional qualification as a psychologist, which is crucial for the professional programme as well as for practical orientation courses in the academic Bachelor's programme. Overall, there have been no significant changes in the number of teaching staff during this accreditation period since autumn 2019, but there has been a successful generational change.

During the accreditation period, 30 staff members are employed in psychology study field elective academic positions, 19 of them were elected as teaching staff of Department of Psychology, and 2 of them are working with students in researcher positions. In addition, more than 20 hourly lecturers are involved in the implementation of the study programmes, typically they have a light teaching load in professionally oriented courses, and teaching in psychology programmes runs in parallel with active professional activity in the field. The involvement of these lecturers is crucial for the implementation of the professional Master's programme, enabling students to acquire skills under the guidance of experienced practitioners, and to relate academic knowledge to problems

encountered in the daily practice of psychologists.

At the beginning of the accreditation period, there were five professors in the programmes of the psychology study field, during this period three of them left the position of professor (Sandra Beatrice Sebre and Malgožata Raščevska were awarded the honorary title of prof.emeritus by the Senate of the University of Latvia on 27.03. 2023 by decision No 2-3/1; Guna Svence does not continue to work in psychology programmes); four have been elected as professors (Baiba Martinsone, Anika Miltuze, Aleksandrs Koļesovs, Ieva Bite), one professor is involved in the implementation of the bachelors and doctoral study programme in psychology and in the Council of Professors of Psychology from a related field (Jurgis Šķilters), two professors continue to work in their current positions (Ivars Austers, Ģirts Dimdiņš). Thus, at the end of the accreditation period, six experts in the field of psychology are involved in the implementation of the study field as professors. At the beginning of the accreditation period, four associate professors were employed, one of whom terminated employment (Aija Dudkina), three were elected to a higher (professor) position, and one was newly elected associate professor (Ieva Stokenberga). At the end of the accreditation period, one expert in the field of psychology was involved in the implementation of the study field as associate professors.

On 25 February 2021, Cabinet Regulations No 129 "Procedure for the Evaluation of the Scientific and Pedagogical Qualifications or Results of Artistic Creativity of a Candidate for the Position of Professor or Associate Professor and of a Professor or Associate Professor" was adopted. In accordance with them, on 22 June 2021, the Council of Professors of Psychology of the University of Latvia evaluated the performance of professor Ivars Austers, professor Sandra Beatrice Sebre (professor emeritus by the decision of the UL Senate No 2-3/11 of 27.03.2023) and associate professor Aleksandrs Koļesovs, and on March 26, 2024 the Council evaluated the performance of professor Ģirts Dimdiņš. The qualifications of all of them were recognised as appropriate for the position. In accordance with the new regulations and the requirements for scientific publications and their citability, Anika Miltuze was elected to the position of professor on 3 May 2022, whereas Ieva Bite and Aleksandrs Koļesovs were elected to professor's position on May 21, 2024. It can be concluded that the introduction of new, uniform criteria for scientific activity at the national level has not exerted a significant impact on the performance evaluation of the academic staff in the field of psychology, confirming the relevant qualifications of the academic staff. For example, the Cabinet of Ministers' Regulations stipulate a minimum Hirsch index of 1 for applicants for the position of professor and associate professor in social sciences, while the Hirsch index of professors and associate professors in psychology in the *Scopus* and *Web of Science* databases ranges from 3 to 8 (average 5.57). The professors and associate professors represent all five sub-fields of the doctoral programme in psychology: general (cognitive), social, clinical, developmental and personality psychology, ensuring high quality studies under the guidance of experienced researchers.

The number of staff members elected to the post of assistant professors has remained unchanged - nine assistant professors, of whom two have stopped working at the University during this accreditation period, one has been elected to a higher post (associate professor), and three have been elected for the first time (Liena Hačatrjana, Solvita Umbraško, Sanita Šaitere). Since the previous accreditation, six assistant professors have been re-elected, confirming their qualification as professionals in the field, demonstrating adequate teaching performance in the open lecture, demonstrating professional development and agreeing an academic development plan for the next six years, which includes the preparation of a certain number of publications in indexed databases as mentioned in the terms of employment. Overall, it can be concluded that during the accreditation period it has been possible to ensure the attraction and advancement of highly qualified teaching staff in all relevant sub-disciplines, enabling the Master's programme to

implement four areas of study in line with the activity areas of psychologists as defined in the Law on Psychologists.

The number of elected lecturers has increased by one during the accreditation period, all lecturers are PhD students or degree candidates. During the accreditation period, two researchers (PhD and PhD candidate) were elected and contributing as lecturers along their research work one of whom continues to work at the psychology study direction (Mārtiņš Priedols), while the other one (Edmunds Vanags) has left the work at LU. PhD students and PhD candidates are very successfully involved in the implementation of the study programmes. The average age of the elected staff in the Department of Psychology is 48.7 years, and half (11 out of 22) of the academic staff are under 50 years of age, which indicates a good potential for the growth of the teaching staff. Overall, it can be concluded that it has been possible to maintain the core of the academic staff of the psychology study field while ensuring the renewal of the academic staff.

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

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

The professional development of the UL academic staff is organised in accordance with the Cabinet Regulations No 569 of 11.09.2018 *the Regulations on the Necessary Academic and Professional Qualifications of Pedagogues and Professional Competence Development Procedures*, where Paragraph 16 states: "Educators of higher education and colleges shall, by the end of the term of their election, undertake a professional development programme on innovation in the higher education system, or the higher education didactics, or the management of educational work at 160 academic hours. (including at least 60 contact hours). Professional development may include international mobility and participation in conferences and seminars relevant to the purpose of the professional development, as evidenced by submitted documents", as well as the Cabinet Regulation No 129 of 25.02.2021 *the Procedures for Evaluating the Scientific and Teaching Qualifications or Results of Artistic Creation Work of an Applicant for the Position of Professor or Associate Professor and of a Professor or Associate Professor Holding the Position*.

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

*Remuneration Regulations* (the UL Senate Decision No of 27.01.2020).

The Academic Department of the UL, the Adult Pedagogical Education Centre (hereinafter – APEC) of the Faculty of Education Sciences and Psychology of the UL provide informative, consultative, and methodological support to the UL academic staff in the field of the higher education didactics. The APEC of the UL FESP offers a professional development programme “Didactics of Higher Education: modern theories and practices”, as well as continuing education programmes “Pedagogical aspects of the development of study programmes in higher education”, “The professional development of the competence of the student trustee”, etc.

During the accreditation period, the faculty members of the Department of Psychology have actively improved their pedagogical competence. In the period from 2019 to 2022, 13 teaching staff members have participated in a total of 32 different pedagogical competence improvement courses within the SAM project, including improving their skills in applying various field-appropriate pedagogical solutions in the digital environment, using *Moodle*, working effectively online and with blended learning approaches, improving their public speaking, leadership, digital media literacy, commercialisation and scientific publicity skills.

On the completion of the continuing education programme “Methodology for the formulation and evaluation of the learning outcomes”, programme directors and academic staff purposefully update their study courses and the mapping of the learning outcomes of the respective study programmes and study courses.

In this work, the faculty members and programme directors of the Department of Psychology benefit from close cooperation with experts in the field of educational sciences in the faculty.

The UL academic staff can improve their English language skills by completing the continuing training programme “Professional English language enhancement course for academic staff” at the Centre for Applied Linguistics of the UL Faculty of Humanities.

During the accreditation period, 50% of the teaching staff have improved their English language skills. Eleven teaching staff of the Department of Psychology took advantage of the opportunities offered by the SAM project and attended the 216 h course “Professional English language enhancement course for academic staff” according to their language proficiency level and 7 obtained the respective certificate by passing the test (4 of them obtained the language proficiency certificate at C1 level, 2 at B2 level, 1 at B1 level). The rest of the teaching staff continue their language studies in other courses.

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

Experienced colleagues are involved in the training and supervision of new faculty members in the field of psychology - new faculty members start their work assisting a more experienced colleague or teaching in parallel groups under the supervision of an experienced colleague, communicating regularly and discussing good practice, potential difficulties and solutions. New lecturers, doctoral students, are supported by their thesis supervisor, while hourly paid lecturers are advised by the programme director.

To promote collegial learning and identify good practices in teaching, the continuing education programme “Promoting the colleague experience exchange of the academic staff” where academic staff perform peer observation, thereby directly promoting the exchange of teaching experience among academic staff and contributing to the UL organisational development has been developed.

For the purposes of professional development and staff development, an open lecture approach is

used, whereby colleagues host each other's classes at least once during the election period. Observations are discussed collegially after the lecture, with feedback and specific recommendations. They are recorded and used for the individual development plan. Regular exchange seminars are organised on specific aspects of pedagogical work, e.g. organisation of students' independent work, assessment, student involvement in the learning environment.

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

Teaching staff working on the same course agree on the thematic plan and the tasks to be carried out in their course and, where possible, on the planning of the mid-term tests. It should be emphasised that first-year students in psychology programmes take courses that focus not only on academic but also on transversal competences (communication and cooperation skills), so adaptation is much easier, also thanks to the coordinated requirements of the teaching staff and the embedding of cooperation as a value, starting from the first days of studies, which are typically devoted to a mutual getting acquainted with each other and the bonding process, as well as a detailed outline of the study process.

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

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

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

From the study field, Ieva Stokenberga, head of the Department of Psychology, and professor Anika Miltuze attended the training on academic integrity organised by the University of Latvia. The representatives of the academic staff of the field Ģirts Dimdiņš and Ieva Bite attended the training on academic ethics organised at the level of the FESP. All the members involved in the training passed on their knowledge to the academic staff of the study field. The knowledge gained was also used in the development of a new study course - Academic and professional ethics in psychology (Psych1108)-, in the development of the evaluation system of research ethics in the FESP, as well as the knowledge is applied in the research of the Faculty Ethics Committee involving people in everyday work.

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

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

The professional development activities of the academic staff of the UL were included in the plan of

measures for the development of the academic staff of the University of Latvia 2018–2024.

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

The following outcomes were to be achieved by December 2023:

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

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

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

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

1. Persons who have been employed in an academic position in one of the accredited foreign universities during the previous five years.

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

Two graduates of the Bachelor's degree programme "Psychology" have started their studies in the doctoral study programme during this accreditation period, who then went to study for a Master's degree abroad (in the Netherlands) and obtained a Master's degree with specialisation in cognitive neuroscience (Anita Zdanoviča) and clinical neuropsychology (Armands Zelčš). One of them has already successfully started his work in the Bachelor's degree programme "Psychology", and the other is expected to join the teaching staff in autumn 2024. In this way, the opportunity to enrich the quality of the teaching staff of psychology programmes with high-level qualifications obtained abroad in areas that cannot be acquired yet in Latvia is being used to great effect. Contacts are maintained with other students studying abroad in order to strengthen the links with the University of Latvia and to potentially engage young specialists with high qualifications, international experience and Latvian language skills, which is still a mandatory requirement for working at the University of Latvia, in the future.

During the accreditation period, four highly qualified visiting professors (Wim de May, Bandy Pinna, Chi Nakatani, Kees van Leeuwen) have been involved in the implementation of the psychology study field with 4 to 9 month contracts, contributing to all levels of study programmes.

During elaboration of the study field self-assessment report, the information on the opportunities for promotion and qualification improvement used by the teaching staff during the reporting period was collected, the results of which are summarised in Table 2.3.6.1.

**Table 2.3.6.1**

***Promoting the growth of teaching staff***

***(assessment of didactic skills improvement and qualification improvement)***

<b>No</b>	<b>Criteria / academic year</b>	<b>2019-2023</b>
<b>1.</b>	<b>Improving language skills</b>	50%
<b>2.</b>	<b>Higher education didactics (training)</b>	21%
<b>3.</b>	<b>Attendance at various summer schools</b>	18%

4.	<b>Teaching lectures and study courses within the framework of Erasmus and Erasmus + programmes</b>	36%
5.	<b>Participation in Erasmus or other staff development programmes</b>	18%
6.	<b>Attendance at international scientific conferences (attendee)</b>	75%
7.	<b>Attendance at national level scientific conferences (attendee)</b>	75%
8.	<b>Participation in various seminars</b>	96%
9.	<b>Membership in professional organizations</b>	82%
10.	<b>Participation in various working groups (improvement of regulatory enactments, etc.)</b>	57%
11.	<b>Participation in the organization and provision of continuing education</b>	57%
12.	<b>Participation in various international scientific editorial boards</b>	18%
13.	<b>Participation in various national scientific editorial boards</b>	29%
14.	<b>Participation in various international organizing committees</b>	14%
15.	<b>Participation in various national organizing committees</b>	29%
16.	<b>Work in examination commissions of professional organizations</b>	32%
17.	<b>Opinions to the Central Election Commission and other institutions</b>	46%
18.	<b>Organisation of guest lectures</b>	21%

<b>19.</b>	<b>Attending courses on computer skills, Moodle, etc.</b>	43%
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***More detailed information is reflected in the faculty CVs (see Annex 7)***

Table 2.3.6.1 shows the proportion of the teaching staff who have benefited from at least one relevant didactical skills upgrading and professional development opportunity during the reporting period. The most popular activities were participation in various seminars, participation in national and international conferences, participation in professional organisations, various working groups, and the organisation and provision of continuing training. The staff have also been active in improving their foreign language and computer skills. Overall, the data show that the teaching staff are actively engaged in various skills development and professional development activities to improve their professional competence, devoting not only their working time but also their free time and resources to these activities. Such involvement of the teaching staff demonstrates the motivation for self-improvement of the academic staff and contributes significantly to the sustainability of the study and research work of the field.

[1] Eurydice report “Modernisation of Higher Education in Europe: Academic Staff – 2017”

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

Most of the elected academic staff members in the Department of Psychology have a doctoral degree in psychology, with the exception of one lecturer who has a doctoral degree in pedagogy and 3 lecturers who have a Master's degree in psychology (all are either doctoral students or doctoral candidates). Most of the lecturers from other departments or faculties who are involved in teaching Psychology courses have a PhD in the discipline relevant to the course they are teaching. Experienced professionals in the field of psychology or other related fields with at least a Master's degree in psychology or in a discipline relevant to the course (and the relevant professional qualification) and significant practical experience in the field are used as hourly-paid lecturers in some courses.

The knowledge of the English language of the teaching staff of the study field allows teaching some parts of study programmes (study courses) in English, which has been done for several years at the level of both Bachelor and Master's study programmes. The English language skills of the teaching staff involved in the implementation of the doctoral study programme allow the programme to be fully implemented in English. The knowledge of the state language of the academic staff employed in the study programmes complies with the regulations on the scope of knowledge of the state language and the procedure for testing the proficiency in the state language for the performance of

professional and official duties and allows any course of study to be fully taught in the state language.

The academic staff workload is calculated on the basis that out of a total annual workload of 1600 hours, 1000 hours are dedicated to academic work and 600 hours to research projects. The academic workload also includes supervising Master's theses (24 h/year) and PhD theses (50 h/year) and reviewing PhD theses (20 h/year). For lecturers and assistants, without the scientific degree, methodological and scientific work on the development of new study materials (up to 20 h/semester) also counts as research work. If a member of the teaching staff also holds an administrative position, the work in the administrative position is included in the relevant lecturer's workload, for example, 4 hours per week for managing a study program or study direction, and 10 hours per week for managing the Psychology department.

In general, this workload distribution is in line with the development goals of the field of psychology - to become one of the leading psychology study centres in the Baltic States, to provide the labour market with high-level psychology specialists and to become a leading psychology and interdisciplinary research centre in the Northern European region. The workload distribution gives priority to academic work, thus prioritising the first two goals, while ensuring time and human resources for systematic attainment of the third goal.

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

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

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

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

**Table 2.3.8.1**

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

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**Structural unit/staff**

**Key responsibilities**

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

The aim of career development support is to provide students with comprehensive support and develop their lifelong skills to identify their interests, abilities, skills, experience, thus enabling them to make informed decisions regarding education and/or occupation, and ensuring that they can guide their future career, study, and life paths. Career development support is provided by the Career Centre of the UL Department of Study Service in collaboration with the respective faculties.

The Career Centre provides the following services to students:

- Individual consultations for future studies and careers, setting up an individual career plan, providing support for the transition between different levels of education and from education to the labour market;
- Workshops for career planning skills (“Career planning and development skills”, “My first job interview”, “Stress management”, etc.);

- Internet resource – Career Centre home page (information available in both Latvian and English) <https://www.karjera.lu.lv/> (available only in Latvian) and <https://www.karjera.lu.lv/en/> provides up-to-date information on career planning issues, occupational information and the labour market;
- the “E-career” electronic resource <https://e-karjera.lu.lv/> (available only in Latvian), which enables students to quickly find their internship opportunities and jobs by adding their CVs to a database and employers to recruit employees by listing information on job vacancies in the database.

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

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

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

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

Both academic and general staff provide important support to the students of the Psychology programme on a daily basis.

Students of Psychology are well supported by both academic and general staff.

The housekeeping staff take care of the study environment to keep it tidy and safe. The day-to-day housekeeping staff of the FESP consists of: a building manager, a building attendant (3), a janitor, cleaners - these employees are part of the Infrastructure Management Department of the University - not directly subordinate to the administration of the FESP. A repairman, plumber, electrician, etc. are recruited as needed from the Infrastructure Management Unit of the UL. Faculty security is provided by an external service.

Every member of the general staff of the FESP is also involved in the implementation of the study field and directly or indirectly in the provision of support to students: the dean, the vice-deans (Studies and Science), the executive director and his deputy, the head of the Department, the head of the study field, programme directors, study administrator, the external relations coordinator (Erasmus+), the IT specialist, the faculty secretary.

The study administrators of the FESP Study Service Centre provide important support to students. In their work with students, they are responsible for:

- advise on the study process, study plans, timetables, credit requirements
- advise on student loans, student fee incentives, the structure of the University, tuition fees, possible matriculation, etc;
- advise on the development of an individual study programme/plan;
- organise students' registration for study fields/groups, registration for elective courses;
- prepare documentation in case of changes of study forms or study programmes/sub-programmes;

- inform about budget-funded study places, rotation procedure.

They also help to solve other individual problems not reflected in the applications, by assisting in communication with lecturers, listening to students' complaints or suggestions, giving advice on what to do and where to find support in problematic situations, which may be related not only to academic debts and financial difficulties, but also to relationships with course mates or lecturers, living in the capital, professional internship placements, research interests, extra-curricular activities, etc.

The interests of the students in the field of study are also represented by the FESP Student Council. Its task is to represent the students of the faculty at the UL, national and international level, to represent students' interests in academic, material and cultural life at the UL and other state and economic institutions. The Student Council promotes academic integrity by informing students of the dangers of plagiarism, by listening to complaints and solving problems, and by addressing issues at the faculty or university level that are related to students' rights or interests.

In general, a number of diverse forms of support and measures are available to students in the study programmes of the study field to facilitate their integration into the university.

## **2.4. Scientific Research and Artistic Creation**

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

Scientific research in the field of psychology is conducted in the subfields of developmental, educational, clinical, social, as well as general and cognitive psychology. During the reporting period, research directions and topics were determined by both the existing research developments and research interests of the academic staff of the field, as well as by the availability of funds in projects for research on specific topics. The participation of academic staff in interdisciplinary research projects, in cooperation with representatives of other sciences and the public sector, has played an important role during the reporting period. The most important research areas during the reporting period were interdisciplinary research on the various consequences of COVID-19, socio-emotional development and socio-emotional learning, political trust, psychological aspects of patriotism and nationalism, driving behaviour, assessment of students' transversal competences, etc.

During the reporting period, the activation of research activities of the academic staff of the psychology field was defined as one of the priorities of the field development. At a special staff meeting of the Department of Psychology devoted to the development of the psychology field strategy, concrete actions were defined to intensify research under limited funding conditions with measurable results. In addition to attracting projects, the academic staff was given the task to actively seek opportunities to participate in existing international research projects by collecting and processing research data, preparing publications, etc., as well as to engage actively in networking activities and projects such as *European Cooperation in Science & Technology* (COST) actions. Both the systematic work on research development and the increase in scientific funding

(compared to previous accreditation periods) make it possible to claim that the activation of research as a priority has been successfully realised.

In general, the development of the research directions in the reporting period is assessed as being in line with the aim of the field development - to promote research activities of the academic staff members involved in the study field, to develop cooperation with representatives of other social sciences and natural sciences, as well as to activate and improve the activities of the psychology laboratory. It also complies with the strategic objective G1 of the core development of the University, which aims at developing and strengthening the University of Latvia as an internationally recognised science centre. Given the significant share of applied and interdisciplinary research, the scientific research carried out in the study field also contributes to the achievement of the strategic objective G3 - University activities as a basis for the growth of Latvia. In the long term, this research development dynamic will enable the study field to become a leading psychological and interdisciplinary research centre in the Northern European region, specialising in research in traffic psychology, educational psychology, economic psychology and biobehavioral economics and political psychology, as well as in the development, adaptation and standardisation of psychological assessment methods. This reporting period marks a shift in the emphasis in research priorities in the field - while up to now scientific research has largely been carried out by following the available funding opportunities and subordinating the research interests of the academic staff to current projects, as the national science funding situation improves and the academic staff demonstrate their research capacity through high-level publications, a greater role in research is expected to be played by attracting new projects according to the specific research interests and research groundwork of the academic staff.

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

The link between scientific research and the study process is implemented in four ways:

- Students (especially undergraduates, students who acquire introductory and basic psychology courses) have the opportunity to participate in research carried out by the academic staff of the field, both as research participants, on a voluntary basis, and as part of individual courses with the possibility of earning credit points for participation, thus becoming more familiar with the research process;
- students are involved in research during the development of coursework, bachelor's theses, master's theses and doctoral dissertations, and given the opportunity to work on research projects when appropriate funding is available;
- lecturers of the field use the results and findings of their own and their colleagues' research in teaching courses, referring to them in parallel with and in addition to the description of research and findings conducted elsewhere in the world to illustrate the manifestations of specific psychological phenomena in the Latvian cultural environment;
- students have the opportunity to use the equipment of the psychology laboratory and the cognitive process test battery in their research.

The linking of scientific research with the study process is in line with the accepted practice in psychology education in the world and can be assessed as appropriate for the achievement of the development goal of the study field - to promote the research activities of the teaching staff

involved in the field, to develop cooperation with representatives of other social sciences and natural sciences, as well as to activate and improve the activities of the psychology laboratory.

**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 research cooperation has been fairly stable in the study field over the reporting period. There have been at least three international research projects in each academic year, and more in some years. The most important examples of international cooperation are the projects led by Baiba Martinšone *International Awards Program of the Society for the Study of School Psychology* (SSSP) funded project "Intercultural School Climate Study" in collaboration with the University of Connecticut in the USA, where the School Climate Survey was adapted and validated in Latvia, and an international research initiative "Global perspectives on teacher well-being and mental health after the COVID-19 pandemic" (lead partners University of Warwick, UK, Tulane University, USA, and Georgia State University, USA), as well as Erasmus+ projects with Baiba Martinšone's participation "Teaching to be: Supporting teachers' professional development and well-being in social and emotional learning" and "Learning to be: developing practices and methodologies for assessing social, emotional and health skills in education systems/Learn2be" and the Latvian-Lithuanian-Taiwanese project "School-age children's internet use in relation to socio-emotional development and parenting practices in Latvia, Lithuania and Taiwan: a longitudinal study" (also with Anika Miltuze's participation). It is also important to mention the participation of Anda Gaitniece-Putāne and Alla Plaude as experts in the European Union Erasmus+ Framework Action 2 (KA2) strategic partnership project "Supporting teachers' adaptive capacity to deliver quality online learning".

In addition to participating in research projects, during the reporting period the academic staff members have taken advantage of opportunities to engage in international research activities and networks. Examples include Ģirts Dimdiņš' collaboration with two Australian university research teams on cross-cultural research projects - data collection for an international research project at the University of Melbourne (Australia) led by researcher Brock Bastian in 2019 and data collection for an international research project at the University of Queensland (Australia) led by researchers Yolanda Jetten and Kim Peters, as well as participation in describing and publishing the results of both studies. Another good example of such collaboration during the accreditation period was Edmunds Vanags' involvement in data collection for an international study on human behaviour in the COVID-19 setting as part of the *International Collaboration on the Social & Moral Psychology of COVID-19 Project*, which resulted in several high-level publications.

In the next accreditation period, it is planned to continue to develop international cooperation in the field of scientific research in the current directions: (1) use existing international contacts for the preparation and submission of new research grant applications (for example, within the Horizon Europe program), see point 1.2.1. in the study field development plan; (2) to get involved in already functioning international research groups and ongoing research activities (for example, data collection for international projects), see point 1.7. in the study field development plan; (3) to search for and establish new international research contacts (e.g. within the framework of COST actions), see point 1.5. in the study field development plan.

Participation in international research projects provides the academic staff of the study field with new research experience and broadens contacts, creating opportunities for future collaboration, as well as opportunities to contribute to high-quality publications, both as lead authors and as co-authors. International cooperation in scientific and applied research in the study field in the reporting period is assessed as good and in line with the development goal of the study field - to promote research activities of the teaching staff involved in the study field, to develop cooperation with representatives of other social sciences and natural sciences, as well as to activate and improve the activities of the psychology laboratory.

**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.**

During the reporting period, the academic staff of the study field worked in 47 different research projects funded both at the UL and at the international level (23 of these projects - as project leaders).

The scientific and applied research performance of the academic staff of the study field in the reporting period can be assessed very positively. This is best illustrated by the overall increase in the number of indexed scientific publications of the academic staff in the field of psychology during the reporting period and the citation rates of the elected academic staff:

Table 2.4.4.1

**Qualification profile of professors and associate professors of the Department of Psychology, FESP, UL, Autumn semester 2023 (LCS expert rights, h - index in Web of Science and Scopus databases)**

Name, Surname	Position	LCS expert rights	Number of WoS index publ. (total)	Number of WoS index publ. (2019-2023)	h - index Web of Science	Number of Scopus index publ. (total)	Number of Scopus index publ. (2019-2023)	h - index Scopus
<b>Baiba Martinsone</b>	Prof.	06.09.2026	20	19	5 (3.2 citations per unit on average)	24	20	7

<b>Ivars Austers</b>	Prof.	<i>In the renewal process</i>	17	1	7 (102.82 citations per unit on average)	18	4	8
<b>Ģirts Dimdiņš</b>	Prof.	05.05.2024	17	9	4 (2.71 citations per unit on average)	25	16	7
<b>Anika Miltuze</b>	Prof.	06.09.2026	17	7	3 (1.47 citations per unit on average)	6	6	3
<b>Aleksandrs Koļesovs</b>	Asoc. prof.	07.09.2025	24	18	4 (2.88 citations per unit on average)	20	17	5
<b>Ieva Bite</b>	Asoc. prof.	<i>In the renewal process</i>	10	9	4 (3 citations per unit on average)	10	10	4
<b>Ieva Stokenberga</b>	Asoc. prof.	10.05.2026	13	9	6 (9.69 citations per unit on average)	14	11	6
<b>Jurģis Šķilters</b>	Prof.	01.03.2026	32	15	3 (0.75 citations per unit on average)	32	17	3

In the reporting period, the academic staff and PhD students of the study field published 196 publications, most of them in international peer-reviewed journals (86 of them in *Scopus/Web of Science* indexed journals) and peer-reviewed proceedings of international conferences. Academic

staff members have also presented 129 papers at conferences, of which 114 were at international conferences. For the summary of quantitative data on scientific and applied research activities relevant to the study field in the reporting period, see Annex 8. For a full list of publications by the academic staff, see Annex 9.

In general, the scientific research activity in the study field is considered to be high and its results can be evaluated as appropriate for the achievement of the development goal of the study field - to promote the research activity of the teaching staff involved in the study field, to develop cooperation with representatives of other social sciences and natural sciences, as well as to activate and improve the activities of the psychology laboratory. However, the increase of scientific research activity and further development of research directions is still defined as one of the priorities for the near future development of the psychology field of study.

**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.**

Involving students in research projects plays an important role in research activities. During the reporting period, several Bachelor and Master's theses were developed and defended on the topics of current and recent research projects. Several PhD students have been involved in the study process, for example, by assisting lecturers in conducting seminars in their areas of expertise and by supervising coursework and Bachelor's theses close to their thesis topics. This ensures both the involvement of undergraduate students in current research work and the integration of research findings into teaching.

The framework for involving students in research activities consists of:

- as in other parts of the world, in the first years of study at research universities, undergraduate students are given the opportunity to participate as participants in psychology research carried out by the academic staff and senior students. Such participation is offered both as a voluntary option and as an option for receiving partial credit points in an academic placement course, in some introductory psychology courses and in core courses in sub-disciplines (in the latter case, alternatives for receiving credit points are provided in case the student does not wish to participate in a particular study);
- in bachelor programmes, starting with the development of the coursework, students are offered thematic circles in which each student can choose the topic of the coursework (and later the Bachelor's thesis) under the guidance of a specific lecturer. The thematic circles are tailored by each lecturer to their own research interests, programmes and specific projects. For specific projects, lecturers often offer ready-made topics for Bachelor's and Master's theses based on specific research questions. The corresponding research is carried out as pilot studies or individual studies in a longer series of studies. If several students are involved in a single supervisor's research, the research tasks are divided in such a way that each of the participants can independently develop his or her final thesis to its full potential. If the results of the research are published, the student has the option of becoming a co-author of the publication. During the reporting period, the results of more than 30 final theses (Bachelor and Master's theses) were published, mostly in the *Baltic Journal of Psychology*, as

well as in the Proceedings of the International Scientific Conference of the University of Latvia *Human, Technologies, and Quality of Education*. The thematic circles are updated at the beginning of each academic year and are available to students at least one month before the topic selection deadline;

- the final thesis is based on the principle of continuation and development. From the very beginning of the process, students are encouraged to think about how this topic could be developed in the form of empirical research, both in the Bachelor's thesis and possibly also in the Master's thesis, by designing their own individual research programme, which is integrated into the overall research programme of the field through the research interests of the supervisor. At both Bachelor and Master's thesis level, students are encouraged to develop their chosen topic. In case of a change of the topic, students are offered to choose another topic in the thematic circles defined by the teaching staff of the field, thus maintaining their potential contribution to the overall research programme of the field;
- the research topics planned by PhD students are usually linked to the research interests of the thesis supervisor and the relevant sub-discipline. In the case where research funding is available to the thesis supervisor, doctoral students may be offered a research position related to a specific project topic, directly involving students at doctoral level in the research process. During the reporting period, all research projects carried out in the Department of Psychology have involved doctoral students;
- PhD students are involved in the study process as supervisors of coursework and Bachelor's theses on topics relevant or close to their thesis. The themes proposed by doctoral students are included in the common list of themes proposed by the teaching staff of the field, which is available to students at the beginning of each academic year;
- research grant conditions (e.g. LCS FLPP grant programme) require students to be employed in research projects. In addition, the number of theses and dissertations produced as part of the project is usually included among the criteria for evaluating project performance. These formal conditions are an important incentive for students to engage in research projects and in the research process in general.

The existing system for involving students in research activities is aimed at creating continuity in the research work carried out in the study field and maximising the resources available for research, at the same time ensuring academic freedom for students in the choice of research topics and methods. It should be emphasised that students at all levels of study are provided with free choice both in the choice of the supervisor and in the formulation of the topic within the competence of the teaching staff of the department, which in turn is reflected in the proposed thematic circles. The involvement of students in a particular research area or topic is based on their interest and the proposal of a clear research plan to ensure both the motivation of students and the unrestricted development of scientific creativity within 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.**

During the reporting period, innovations in the study field were mainly related to ensuring the study process in the context of the restrictions imposed by the COVID-19 pandemic. Process innovations were focused on the rapid transition to remote learning, which required both the rapid acquisition

and implementation of technical solutions (*Zoom, MS Teams*) and the reorganisation of organisational processes to provide students and staff with clerical and methodological support. During periods when the constraints imposed by the pandemic were eased, hybrid study solutions were developed, where some classes were taught in person and some remotely. Both on-line and hybrid learning solutions, although created under pressure of circumstances, proved to be effective improvements of the study and administrative process in several aspects, which were positively evaluated by both students and academic staff. Some of these solutions (e.g. remote meetings, remote tutorials, combination of face-to-face and remote classes depending on course content, etc.) have been maintained in the study and administrative process after the removal of the COVID-19 restrictions. Taken together, these process and organisational innovations have made the study process more modern, dynamic and flexible.

The second innovation area during the reporting period was related to the development and implementation of research ethics review mechanisms in the UL, the FESP and the study field. In 2021, the Research Ethics Policy of the UL was adopted, which is binding for the staff of the UL and stipulates that the procedure for assessing the ethical aspects of research conducted by students is determined by the faculties of the UL, with the Faculty Council approving, if necessary, the statute and composition of the Research Ethics Committee for the assessment of student research. The ethical aspects of research involving human subjects have been systematically evaluated at the field of medicine, but in the social sciences and humanities this evaluation has been carried out unsystematically and irregularly. The adoption of the Ethics Policy has led to a reorganisation of the research ethics review processes at both the UL and the FESP. An ethics committee for research involving human subjects was set up in the FESP. The representatives of the study field "Psychology" Ćirts Dimdiņš and Ieva Bite, who also act as members of this commission, actively participated in the establishment of this commission and in the development of procedures for research ethics review. On the recommendation of the Commission, the FESP has developed a unified and detailed procedure for the evaluation of research intentions of students (except those in PhD programmes) from the point of view of research ethics. There are criteria that allow for a simplified ethical evaluation of the research plans, to be carried out by the student in collaboration with the thesis supervisor, and criteria that require a full evaluation by a commission, in cases where the research involves the processing of personal data, the involvement of minors, risks to research participants, deception of research participants, or other situations that are not standard for the empirical research of a thesis. A large proportion of the research applications evaluated by the commission come directly from psychology students. This innovation in the study and research process is a very valuable asset for the study field, allowing for quality assurance and adherence to good research practice. Ćirts Dimdiņš, head of the study field, also serves on the Research Ethics Committee of the Humanities and Social Sciences of the UL, both by reviewing research applications from researchers and doctoral students, engaging in discussions on the ethical review process and ensuring an ethical research process, and by helping to educate colleagues on research ethics at the UL. Overall, it can be stated that representatives of the Psychology study field have been actively involved in innovations in research ethics processes both at the UL and at the faculty level, while the quality of research activities in the study field has significantly improved as a result of these innovations.

Innovations in the study field include the initiative to supplement the assessment criteria for the Master's thesis with the possibility for students to produce a popular science summary of their Master's thesis, which can be awarded an additional assessment point. The aim of this innovation is to help future professionals learn to communicate with different groups in society by promoting the science of psychology and explaining the principles and methods of evidence-based psychological practice.

In general, it can be said that during the reporting period a number of process and organisational innovations have been carried out in the study field "Psychology", and representatives of the study field have been involved in process and organisational innovations at the level of the faculty and the UL, which has generally contributed to the improvement of the quality of studies and research in the study field.

## 2.5. Cooperation and Internationalisation

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

The Department of Psychology of the University of Latvia has established successful cooperation with several Latvian and foreign universities in the field of psychology studies. Among Latvian universities, Daugavpils University (DU) and Riga Stradiņš University (RSU) are among the cooperation partners. Cooperation with representatives of these universities takes place in professional organisations, research and doctoral studies. Cooperation of the academic staff of the Psychology study field with other universities and organisations in Latvia takes place in the framework of various research and training projects (including interdisciplinary ones). For example, during the reporting period, the representatives of the academic staff of the Department of Psychology Ģirts Dimdiņš and Anika Miltuze were involved in the research project "Assessment of competences of students in higher education and their development dynamics during the study period" as lead researchers in the ESF project No. 8.3.6.2 "Establishment and Implementation of the Education Quality Monitoring System", which also included representatives from RSU, Riga Technical University, Daugavpils University, Jāzeps Vītols Latvian Academy of Music, Rezekne Academy of Technologies and other higher education institutions. Ivars Austers is working as a leading researcher in the project "Patriotism and nationalism: cognition, attitudes and their impact on the development of a democratic civil society" implemented by Vidzeme University of Applied Sciences. Baiba Martinsone has participated as an expert and lecturer in several projects implemented by the University of Latvia in cooperation with the National Centre for Educational Content and the Cross-Sectoral Coordination Centre. Ivars Austers, Jurgis Šķilters and Edmunds Vanags have led or been involved in a number of applied research projects in collaboration with organisations such as Balta, RIX Technologies, Tet, Tilde.

In the framework of the networking project "*Social Psychology Ambassadors*" sponsored by the European Association of Social Psychology (EASP), professor Ģirts Dimdiņš from the Department of Psychology organised a round table discussion of Latvian social psychologists on the problems and opportunities of the field. The discussion was attended by representatives from the University of Latvia, RSU, DU, Riga Higher Institute of Religious Studies, Vidzeme University College, Alberts College, Baltic International Academy and SIA CreaTest. During the discussion, the possibilities of promoting both international and Latvian cooperation were discussed, and the groundwork was laid

for the establishment of a permanent network of social psychologists in Latvia.

Cooperation partners relevant to the study field and study programmes are selected and attracted based on the current development needs of the study field (e.g. in the development or improvement of the content of specific study courses, or in the development of a specific research project application or project implementation). The criteria for attracting cooperation partners are the experience of the potential partner (the experience of both the organization and the individuals involved in relevant and important areas for cooperation), demonstrated competence (for example, the organization's previously achieved results in relevant and important areas for cooperation) and future development opportunities for cooperation. In addition, offers and opportunities from other universities and research, governmental and business organisations are actively used to develop cooperation. The search for cooperation partners, networking and development of cooperation activities usually takes place through the professional network of academic staff members. To promote cooperation opportunities, the Academic Department of the University of Latvia regularly collects and forwards information on networking activities and project application opportunities.

Cooperation with employers and professional organisations is organised along three main directions. First, employers and professional organisations (Latvian Association of Clinical Psychologists, Latvian Association of School Psychologists, Latvian Psychological Society, Latvian Psychological Association, Latvian Society of Organisational Psychologists, Latvian Test Commission) are actively involved in organising students' internships in the professional Master's study programme. The Department of Psychology has a long-standing cooperation with a number of institutions and organisations, such as the Crisis and Counselling Centre "Skalbes", "Swedbank", Riga School Board, etc. Employers and graduates of the psychology programmes of the University of Latvia are regularly involved in providing internships as supervisors and practice supervisors. Employers make proposals for the organisation of students' internships, internship tasks. The long-term cooperation with employers and professional organisations allows the University to help all students to find a suitable internship placement.

Another important area of cooperation is the involvement of representatives of employers and professional organisations in the final examination boards of professional study programmes. This ensures that the competences required for a job are tested before a diploma is awarded in both Bachelor's and Master's degree programmes.

The third area of cooperation is the participation of employers' representatives in the Council of the Psychology study field, which ensures that the content of studies is in line with the requirements of employers and the standards set by professional organisations.

Employers are involved mainly through a network of professional contacts of the academic staff of the study field, addressing those employers' representatives whose competences best meet the current needs for the development or improvement of the study process. The network of graduates is also used to attract employers.

The teaching staff of the study field are active in various Latvian professional organisations, such as the Latvian Psychological Association, the Latvian Test Commission, the Latvian Association of School Psychologists, and the Latvian Association of Clinical Psychologists.

Cooperation with other Latvian and foreign higher education institutions, employers and professional organisations of the field ensures progress towards the achievement of the development goal G1 of the study field - to enhance the research activities of the teaching staff involved in the study field, to develop cooperation with representatives of other social sciences and natural sciences, as well as to activate and improve the activities of the psychology laboratory, reflecting the fulfilment of the corresponding tasks (items 1.5, 1.7, 1.8 in Annex 3). The results of

cooperation projects allow to improve the content of study courses, which, as well as the involvement of employers' representatives in the study process, contributes to the attainment of the development goal G2 of the study field - to improve the quality of study programmes and course content, to ensure student attraction, to expand and develop contacts with similar higher education programmes in Latvia and abroad, as well as to make the most of student and teaching staff mobility programmes by facilitating the participation of students and teaching staff in them. Overall, cooperation with other Latvian and foreign higher education institutions, employers and professional organisations in the field is in line with the development plan for the psychology study field and can be assessed as good.

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

Cooperation with universities and organisations abroad is both interpersonal and organisational. As an example, professor Ģirts Dimdiņš of the Department of Psychology has collaborated with two Australian university research teams on cross-cultural research projects - data collection for an international research project led by Brock Bastian of the University of Melbourne (Australia) in 2019 and data collection for an international research project led by Yolanda Jetten and Kim Peters of the University of Queensland (Australia), as well as participation in describing and publishing the results of both studies. During the reporting period Ģirts Dimdiņš and Ivars Austers participated in the networking project "*Social Psychology Ambassadors*" sponsored by the European Association of Social Psychology (EASP) with the aim to promote the sub-discipline of social psychology and to promote cooperation in social psychology research in Central and Eastern European countries. In addition to representatives from Latvia, the project brought together representatives from Bosnia and Herzegovina, the Czech Republic, Croatia, Hungary, Kosovo, Romania, Serbia, Slovakia and Ukraine. Local networking events were organised in each of the project countries, as well as a joint round table discussion at the University of Belgrade in spring 2023. The project has built and strengthened cooperation between representatives of the project countries, as well as created, expanded and strengthened networks of researchers in the project countries.

In the context of international cooperation, the activities of professor Baiba Martinsone in the field of psychology are particularly noteworthy; she has participated in 8 international projects, given a number of guest lectures in Italy, Mexico, Portugal, Taiwan, actively developed scientific contacts in various European countries and Australia, participated in the organisation and implementation of Erasmus+ *Blended Intensive Programmes* (BIP), was a member of the scientific editorial board of several international conferences, and in 2024 was the head of organizing committee of the 45th International Association of School Psychologists Conference at the University of Latvia, Riga. Since 2023, professor Martinsone has been a member of the Informal Expert Group on Supportive Learning Environments for Children at Risk and Well-being in Schools of the European Commission, Directorate-General for Education, Youth, Sport and Culture. Most of the academic staff in the field of psychology have been involved in international cooperation activities during the reporting period,

participating in international projects, conferences or outgoing mobility activities. The positive dynamics of international cooperation in the reporting period is also characterised by an increase in the number of Erasmus+ bilateral cooperation agreements concluded from 16 at the beginning of the reporting period to 29 at the end of the reporting period.

An important element of international cooperation in the reporting period has been the participation of the teaching staff and doctoral students in the FESP Doctoral School "Development of Individuals, Groups and Organisations under the Influence of Psychological, Educational and Social Factors". Within the framework of the Doctoral School, several guest lectures of world-class specialists on topics of current interest to the field of psychology have been held, for example, prof. Baiba Martinsone's on-line lecture "Social-Emotional Learning from the perspective of Clinical Psychology", "SEL - Social-Emotional Learning - A Vital Journey" by prof. Judith Rosenthal (Director of METC - MASHAV Training Centre, Israel), lectures by prof. Bangio Pinna "Perception of Objects and Faces - Emergence of Singularity", "The Formation of the Syntax of Form and Colour - Regularities of Vision, Art and Biology", "The Logic and Phenomenology of Contour Illusions", "The New Gestalt Principles in Perception - From Grouping to Meaning", and associate professor Indriķis Krams' lecture "Personality from a Biologist's Perspective", etc.

In addition, two high-level events were organised in the academic development project No 2019/01d within the Doctoral School: participation in the international conference "Bridge of Opportunities" in September 2019, where lectures were given by professor Carol Dweck from the Stanford University on "Growth mindset - how to develop growth mindset", professor Ivars Austers from the UL on research on growth mindset in Latvia and Martin Renton, Head of Learning and Development department at "Challenging Learning" (UK) on developing flexible mindset in the learning learning; in November 2019, a guest lecture by Vilmantas Pakalniskienė, associate professor at Vilnius University, on "Introduction to Structural Equation Modelling"; two-day training workshops on "SVM Usage Training"; and tutorials for PhD students on dissertation research designs.

Several members of the academic staff are active in various international associations, such as the International Association for Cross-Cultural Psychology (IACCP), the International Society for the Study of Behavioural Development (ISSBD), the International Test Commission (ITC), the International School Psychology Association (ISPA), the European Association for Developmental Psychology (EADP), the European Association for Psychological Assessment (EAPA), the International Society of Political Psychology (ISPP). Membership of these organisations provides an opportunity to keep abreast of new developments in psychological science and is a good basis for further cooperation and the development of joint projects. Membership of international professional and research organisations is closely linked to the availability of funding and often depends on participation in international conferences (where the organisation fee tends to be included in the registration fee).

International cooperation partners relevant to the study field and study programmes are selected and attracted based on the current needs and opportunities for the development of the study field (for example, in the implementation of a specific research or teaching project). The criteria for attracting cooperation partners are the experience of the potential partner (the experience of both the organization and the individuals involved in relevant and important areas for cooperation), demonstrated competence (for example, the organization's previously achieved results in relevant and important areas for cooperation) and future development opportunities for cooperation. The offers and opportunities of cooperation made by foreign universities and research organisations are also actively used to develop cooperation. The search for cooperation partners, networking and the development of cooperation activities are usually carried out through networking opportunities at international conferences, the network of contacts of previous cooperation partners, information

exchange and networking opportunities used by international associations. To promote networking opportunities, the Academic Department of the UL regularly collects and forwards information on international networking activities and project application opportunities.

Cooperation with foreign organisations and institutions contributes to the achievement of the development goal G1 of the study field - to enhance the research activities of the teaching staff involved in the study field to develop cooperation with representatives of other social sciences and natural sciences, as well as to activate and improve the activities of the psychology laboratory, reflecting the fulfilment of the corresponding tasks (items 1.5, 1.7 in Annex 3). The results of cooperation projects allow to improve the content of study courses, which, as well as the involvement of employers' representatives in the study process, contributes to the fulfilment of the development goal G2 of the study field - to improve the quality of study programmes and course content within the study field, to ensure student attraction, to expand and develop contacts with similar higher education programmes in Latvia and abroad, as well as to make the most of student and teaching staff mobility programmes by promoting the participation of students and teaching staff in them (see 2.11, 2.12, 2.13 in Annex 3). Cooperation with foreign organisations and institutions is assessed as successful and ensures the achievement of the goals, objectives and learning outcomes of the study field.

**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.**

Foreign students are regularly recruited through student exchange programmes (e.g. Erasmus+) organised at the university level. Programme directors collect information on the courses taught each semester in the study field that their lecturers can offer to foreign students in English. This information is compiled at the faculty level by the international exchange programme coordinator and disseminated at the university level to incoming international students in the semester. International students contact the lecturer of the specific course for further information. Lecturers organise information meetings with international students individually or in groups, at the lecturer's discretion and depending on the number of interested students. After agreeing on the best form of study (full-time lectures/seminars, group work or individual work), international students register for the relevant course. At present, the studies in the psychology field is easily accessible to international students for individual study due to the English-language literature used in the courses. The foreign language skills of the staff are good, all lecturers read fluently and generally speak English or German well, and about 50 % of the teaching staff can lecture in very good English. In the current situation, work with international students is mainly carried out in parallel with work with other students, which is carried out in the state language. In order to gain maximum added value for the study field from the involvement of international students (e.g. in the form of exchanges between local and international students) it would be important to teach the course to both streams at the same time. As foreign students mainly come on short-term (1 semester) exchange programmes without any knowledge of the state language, courses taught in English should involve local students to achieve this objective. To this end, during the reporting period a number of Part B and Part C elective courses were taught exclusively in English and it can be claimed that the objective was achieved as local students were indeed actively involved in the

study work and in the communication with the visiting students in English. Overall, the current system of attracting foreign students is considered to be effective and in line with the development goal of the psychology study field - to become one of the leading psychology study centres in the Baltic States. In order to continue towards this goal, in the next accreditation period it is planned to accredit the Master's degree programme in Psychology in both Latvian and English, which would allow to attract more students from abroad, including those studying for a degree.

Promoting student mobility has been one of the priorities for the development of the study field during the reporting period and is one of the most important development tasks for the next period. Despite the constraints on mobility created by COVID-19, the study field has implemented a number of initiatives to promote student and staff mobility. The most relevant are the two *Blended Intensive Learning* programmes in 2022 and 2023 - "Self-regulation and well-being: an integrated perspective" with the University of Chieti Pescara, Italy and "Bio-psycho-social foundations of behaviour and well-being" organised by the University of Latvia (partners: University of Chieti Pescara, Italy; Tallinn University, Estonia; Mykolas Romeris University, Lithuania), as well as student group exchanges with Tallinn University in 2023 and 2024. These types of short-term intensive student exchanges can achieve much more active student engagement than the individual student exchange opportunities typically offered under Erasmus+. For individual mobility opportunities, student response is lower. Students are informed regularly about mobility opportunities at Bachelor, Master and doctoral level. Programme directors in cooperation with course lecturers have ensured maximum opportunities to integrate the courses taken at foreign universities into the study programmes of the study field, both through course alignment and by making it as easy as possible for students to fulfil their academic obligations after returning from their studies abroad. The overall positive dynamics of outgoing student mobility during this accreditation period was affected negatively by the constraints imposed by COVID-19, so the overall individual mobility rates in absolute numbers are not very high and should be improved. A significant factor hindering outgoing mobility, as in the previous accreditation period, is the fact that students many in both part-time and full-time programmes are working or actively seeking employment alongside their studies. Periods of mobility abroad can lead to the risk of losing a job and/or difficulties in finding a job, which reduces students' motivation to take advantage of the mobility opportunities offered. The solution to further improve student mobility rates lies primarily in further developing group mobility opportunities, which are not only easier for students from an organisational and practical point of view, but also allow them to better engage in mobility programmes according to their specific study and research interests. Short-term mobility and BIP programmes are relatively recent Erasmus+ mobility opportunities, which have already been maximised in the study field and will continue to be used actively in the future.

In the future, it is planned to attract foreign students for full-time studies (not as part of mobility) through the activities organized by the Marketing Division of the LU Communication Department, which include search engine optimization (SEO) processes of LU websites and internet advertising and statistical tools, creating a positive international image of LU, as well as specifically targeted LU advertisement campaigns. It is also planned to respond to the already existing interest of potential students, who regularly contact the directors of the professional master's and doctoral programs about study opportunities for obtaining the appropriate psychology degree at the University of Latvia.

Attracting foreign lecturers in the study field is based on individual contacts. Foreign teaching staff are recruited in courses where local staff resources are limited, as well as in areas where such recruitment allows students to become familiar with the latest research results and practical methods, mainly in Master's and PhD programmes. In a number of courses, cooperation with foreign lecturers is regular and continuous. During the reporting period, the following teaching staff

have regularly participated in teaching and advising students - Jan Praško (Czech Republic) 2019-2023 twelve times (January, February, May, October each year) in the PhD programme, Eduardo Keegan (Argentina, June 2023) in the DSP, Helen MacDonald (USA, April 2023) in the DSP, Wim de May (Belgium), February - June, 2019 and October, 2019 - January, 2020 (9 months) - Bachelor's and Professional Master's programmes, Bangio Pinna (Italy) September 2020 - May, 2021 (9 months) - BSP, PMSP, Kees van Leeuwen (Belgium) September - October, 2023 - DSP, PMSP, 4), Chi Nakatani (Belgium) September - October, 2023 - DSP, PMSP. In addition to the lecturers involved in teaching specific courses, there have been a number of guest lectures by foreign lecturers which have been included as teaching material in various study courses or which students in various study programmes have had the opportunity to attend. Such guest lectures have been given, for example, by professor Iro Jeskelainen of Aalto University (Finland), Dr. Andrej Nikolaev of Lund University (Sweden) and the Catholic University of Leuven (Belgium), and professor Sanja Tatalović Vorkapić of the University of Rijeka (Croatia). In addition to the above, PhD students have the opportunity to attend guest lectures at the FESP Doctoral School on "The development of individuals, groups and organisations as influenced by the interaction of psychological, educational and social factors".

The existing system of attracting foreign lecturers is considered to be effective and in line with the development goal of the psychology study field - to become one of the leading psychology study centres in the Baltic States. It allows improving systematically the quality of study programmes in the field of psychology by attracting excellent researchers and psychology practitioners to teach study courses.

Outgoing mobility of teaching staff was defined as one of the priorities for the development of the study field during this reporting period. At the beginning of the accreditation period, a mobility plan was established, which foresaw the involvement of at least two academic staff members in outgoing mobility activities during each academic year, with a target of 3-4 academic staff members during each academic year. During the reporting period, the number of bilateral Erasmus+ agreements concluded for the exchange of psychology students and teaching staff increased significantly from 16 at the beginning of the reporting period to 29 at the end of the reporting period. Although the COVID-19 constraints hindered the implementation of the original mobility plan, the outgoing mobility of the teaching staff throughout the reporting period can be assessed as generally good and with positive dynamics. The promotion of mobility of teaching staff is foreseen to be included as a priority in the development plan of the study field also in the next reporting period.

## **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 recommendations made by the experts in the previous accreditation of the study field in 2019 can be divided into three groups. One type of recommendations is related to specific improvements

in the study process, where the need for specific actions or sets of actions with immediately visible results (e.g. to evaluate the effectiveness of admission criteria, or to develop a graduate survey system) is indicated. The second type of recommendation relates to general improvements in the study process, where the implementation of the recommendation itself is a process without a clearly measurable outcome (e.g. to implement research-based teaching at both undergraduate and postgraduate levels, to improve and balance research outputs at all levels of the academic staff, or to improve the situation of staff and student mobility). The third type of recommendation is connected with processes and decisions at the level of the UL that cannot be directly influenced within the study field (e.g. assessing the ethical aspects of the student course evaluation system or upgrading the research infrastructure). During the reporting period, targeted and systematic efforts have been made to implement all recommendations. All recommendations where the results can be measured in concrete actions, such as changed (improved) admission criteria, new graduate and employer surveys, have been implemented. Systematic actions have been taken to implement recommendations related to continuous process improvement, e.g. the intensity of research and the quality of its outputs have improved significantly, as reflected in the increase in the number of active research projects and indexed scientific publications, as well as in the improvement of mobility rates. It should be noted that as regards the improvement of mobility rates, the implementation of the recommendation was hindered by the constraints of COVID-19 over several years, which prevented the mobility plan from being fully implemented. Also for those recommendations whose implementation depends on decisions taken at the UL level, systematic efforts have been made to implement them. For example, the director of the Bachelor's Degree Programme was involved in a working group at the University that worked on improving the course evaluation survey. The head of the Department of Psychology has actively participated in the planning of the premises of the Department of Psychology and the Psychology Laboratory in the "House of Letters" project.

To sum up, it can be said that the implementation of the recommendations made by the experts in the previous accreditation of the study field has been carried out according to the plan approved by the Council of the Psychology study field. The necessary actions for the implementation of recommendations have been taken by the study field and programme management, and the implementation plan is considered to have been generally fulfilled.

**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).**

***(Not applicable)***

# 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	Annex_1_List_of_the_Main_Internal_Normative_Acts_and_Regulations_of_the_UL-16-12.docx	1_pielikums_Saraksts_ar_galvenajiem_augstskolas_ieksejiem_normativajiem_aktiem_un_regulejumiem_LV_ENG_16-12.docx
The management structure of the higher education institution/ college	2_Structure of the UL Governance.docx.docx	2_pielikums_LU_parvaldibas_struktura.docx
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	Annex_3.docx	3_pielikums_Virziena_attistibas_plans.docx
The management structure of the study field	Annex_4.docx	4_pielikums_virziena_parvaldibas_shema.docx
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	Agreement_student_takeover_DU_RSU.docx	Vienosanas_par_studentu_parnemšanu_DU_RSU.docx
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.	LU_17.05.2024_Rectors_declaration.docx	22.05.2024 - 71-61_12 - Rektora apliecinajums par kompensaciju SV.edoc
Standard sample of study agreement	Study_agreements.zip	Studiju_ligumi.zip
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	Annex_5.docx	5_pielikums_Aptauju_rezultatu_analize.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	Annex_6.xlsx	6_pielikums_macibspeku_saraksts.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	Annex_7.docx	7_pielikums_CV_gala.docx
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	IzPF_29.04.2024_Declaration_state_language.docx	29.04.2024 - 30-37_9 - Apliecinajums - Valsts valoda - Psihologija.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)	IzPF_29.04.2024_Declaration_English_B2.docx	29.04.2024 - 30-37_10 - Apliecinajums - Anglu val. B2 - Psihologija.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_8.docx	8_pielikums_kvantitativie_dati_petnieciba.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	Annex_9.docx	9_pielikums_macibspeku_publicaciju_saraksts.docx.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	Annex_10_contracts.docx	10_pielikums_Sadarbibas_ligumi.docx
Statistical data on the teaching staff and the students from abroad	Annex_11.docx	11_pielikums_Arzemju_studentu_un_macibspeki.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	Annex_12.docx	12_pielikums_Mobilitate_Visi.docx.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	Annex_13.docx	13_pielikums_Macibspeku_mobilitate.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_14_Recommendations.docx	14_pielikums_rekomendaciju_ieviesana.docx
An application for the evaluation of the study field signed with a secure electronic signature	Application_eng_16-12-2024.docx	Iesniegums_AIC_studiju_virziena_Psihologija_novertesanai.edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
The curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

## Other annexes

Name of document	Document
Latvijas Universitātes profesoru padomes nolikums	latvijas_universitates_profesoru_padomes_nolikums.pdf
Kārtība par nevēlēto mācībspēku un zinātnieku pieņemšanu darbā Latvijas Universitātē	Kartiba_par_neveleto_macibspeku_un_zinatnieku_pienemšanu_darba_LU.pdf
LU Kvalitātes vadības rokasgrāmata.pdf	V15_LV_LU_KVS_rokasgramata.pdf
LU Quality Management Manual	V15_ENG_LU_QMS_Manual.pdf
Rīkojuma izraksts "Par studiju kredītpunkta uzskaites sistēmas maiņu Latvijas Universitātē" / Excerpt of the Order "On Changes in the Study Credit Point Accounting System in the University of Latvia" (only in Latvian)	Izraksts_rikojums.edoc
1. Average workload.pdf	Average workload.pdf
2.1. Job_Description_Doctoral_Student_English.docx	Job_Description_Doctoral_Student_English.docx
2.2. Amata apraksts_doktorants.docx	Amata_apraksts_doktorants.docx
3.1. PhD_Employment_contract_sample.docx	PhD_Employment_contract_sample.docx
3.2. Dokt_ligums_paraugs.pdf	Dokt_ligums_paraugs.pdf

# Psychology (47313)

Study field	<i>Psychology</i>
ProcedureStudyProgram.Name	<i>Psychology</i>
Education classification code	<i>47313</i>
Type of the study programme	<i>Second-cycle (professional master's) study programme</i>
Name of the study programme director	<i>Laura</i>
Surname of the study programme director	<i>Pirsko</i>
E-mail of the study programme director	<i>laura.pirsko@lu.lv</i>
Title of the study programme director	<i>Dr.Psych.</i>
Phone of the study programme director	
Goal of the study programme	<i>To develop and improve practical skills, as well as to deepen students' theoretical knowledge and understanding of psychological science and research, so that the acquired competence would contribute to the development of the economy, to ensure competitiveness in the labour market, to promote the use of information technologies to perform work duties and motivate for lifelong learning by obtaining a professional Master's degree by studying in the field of study relevant to the professional activities of a psychologist: clinical and health psychology, educational and school psychology, work and organisational psychology, forensic psychology.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <li><i>1. To ensure the acquisition of professional skills and competences necessary for the work of a psychologist in accordance with the requirements of the standard for the profession of a psychologist.</i></li> <li><i>2. To promote the ability to apply and critically evaluate various methods of psychological assessment, counselling and psychotherapy.</i></li> <li><i>3. To promote implementation of high standards of professional ethics.</i></li> <li><i>4. To promote the ability to understand, compare and critically evaluate different psychological theories.</i></li> <li><i>5. To foster the ability to analyse the regularities of psychological science and the interaction between biological, psychological and social processes.</i></li> <li><i>6. To foster the ability to develop scientifically creative independent psychological research in accordance with the basic principles of research.</i></li> </ol>

Results of the study programme	<p><i>Knowledge:</i></p> <p>1. Demonstrates advanced knowledge of psychology and its fields, understanding psychology as a science and professional area in clinical and health, educational and school, forensic, or work and organizational psychology, critically evaluating theories, regularities, and issues across various disciplines.</p> <p><i>Skills:</i></p> <p>2. Applies skills required by the professional standard for the performance of professional activities: psychological counselling and support, psychological research.</p> <p>3. Conducts psychological research using appropriate methods, writes a report on the results of the research in the form of a scientific article, and presents the results of the research.</p> <p>4. Demonstrates effective communication and rapport building, uses analytical thinking and a scientific approach to problem solving, takes responsibility for professional development and psychological well-being, formulates and presents information relevant to the science of psychology, individually, as part of a team or managing the work of others.</p> <p><i>Competence:</i></p> <p>5. Independently collects, analyzes, and uses information in work with clients, adhering to ethical principles of psychology, making decisions and solving professional problems, while evaluating the impact of their actions on society, promoting the development of the psychology profession and psychological science, and continuing professional growth.</p>
Final examination upon the completion of the study programme	<i>Master's thesis</i>

## Study programme forms

### Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>First cycle higher education in psychology.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Psychology</i>
Qualification to be obtained (in english)	<i>Psychologist</i>

### Places of implementation

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

### Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	2

Duration in month	0
Language	english
Amount (CP)	120
Admission requirements (in English)	<i>First cycle higher education in psychology For studies in English, at least B2 English proficiency</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Master's degree in Psychology</i>
Qualification to be obtained (in english)	<i>Psychologist</i>

### **Places of implementation**

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

## 3.1. Indicators Describing the Study Programme

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

In accordance with contemporary requirements, the number of results of the study programme was changed from 12 to 5 to make them easier to understand for both students and lecturers, ensuring a clear understanding of what is expected. At the same time, this helps to focus on the most important aspects of the study process and simplifies and makes the evaluation process more objective, as it is easier to compare study outcomes with other parameters that describe and characterize study programs. Therefore, these study outcomes more accurately and clearly describe the essential knowledge, skills, and competencies that students must be able to demonstrate upon completion of the program.

In the next accreditation period, according to the study field development plan, the Professional Master's degree programme in Psychology will also be offered to foreign students, as it is fully prepared in English. Therefore, the parameters of the study programme are also being changed to include full-time study form in English, with a duration of 2 years. The admission requirements for the English language stream are supplemented with a B2 English language requirement. This decision is based on the interest of adult international students in the opportunities to study in the Professional Master's study programme "Psychology" at the University of Latvia. In addition, such a professional programme is not often offered by other European and world universities, which indicates the competitiveness of this programme among other Master's programmes in Psychology. Given the higher tuition fees for international students, developing the English-language stream of the programme could increase the cost-effectiveness of the programme in the future without significantly increasing the current tuition fees. Besides, it will ensure further development and globalisation of the programme and increase student mobility, as Erasmus+ exchange students will have access to a wider range of study courses, as well as the opportunity for a variety of new cooperation and research projects.

To ensure the transfer of the UL accounting unit of studies, i.e., transfer of credit point to the European Credit Transfer and Accumulation System (ECTS), corresponding with the transitional provisions of Paragraph 93 of the Law on Higher Education Institutions, by the order "On Changes in the Study Credit Point Accounting System in the University of Latvia" (the UL 31.01.2024. Order No. 1-4/45), beginning with the Autumn semester of 2024, it is determined that for higher-level (second-cycle) study programmes 1 ECTS credit point corresponds to a 25–27-hour study amount of work, including: 8-12 contact hours for full-time intramural studies (In the section "Other annexes," an extract of the order regarding the *change in the study credit point accounting system at the University of Latvia* is attached, which defines the number of study hours corresponding to one ECTS credit point (available in Latvian only).

During the previous accreditation period, no changes were made to the content. Structural changes have been made to the programme in preparation for the next accreditation phase to make it more user-friendly for students, the teaching staff and administrative staff. During the previous accreditation period, the courses were designed on a modular basis, creating a large number of

courses covering a wide range of topics. Each specialisation had one 15 CP and one 9 CP course. This model proved to be ineffective from the perspective of both students and lecturers, as the large amount of information made it relatively difficult to navigate the e-learning environment and the final grades were often not clearly visible. In consultation with the Council of the Study Field, it was decided to divide the bulk courses into 3-6 CP courses, according to the content of the study course. The only substantive change concerns the specialisation course on educational and school psychology, "Educational Environment and Interpersonal Relations". Students had repeatedly expressed their wish to learn the basic principles of cognitive behavioural therapy, which is taught to students specialising in clinical and health psychology, in the evaluation surveys of the course content. The evaluation of the Part B courses of the Educational and School psychology specialisation showed that the content of the course "Educational Environment and Interpersonal Relations" partially overlaps with the content of the course "Conflict Resolution and Mediation Psychology" and "Preventive Work in Educational Institutions". Therefore, it was decided to exclude the course "Educational Environment and Interpersonal Relations" in favour of the course "Basic Principles of Cognitive-Behavioral Psychotherapy", which will help develop counselling skills and broaden the range of techniques to be used.

During the previous accreditation period, the curriculum consisted of a mandatory elective, a restricted elective and a free elective. In order to comply with Articles 6 and 55 of the Law on Higher Education Institutions, in the next accreditation period, the curriculum is being transferred from the restricted free elective part to the free elective part, which means that the restricted free elective part is being reduced by 3CP. Thus, in the next accreditation period, the study programme will consist of 3 parts: mandatory, restricted and elective. The amount of credit points in each part remains unchanged.

**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 Professional Master's study programme "Psychology" is fully in line with the field of psychology. Achieving the goals of the study programme and implementing its tasks contribute to the achievement of the aims of the field both in terms of scientific excellence (the best Master's theses are submitted for publication, students are involved in various scientific projects during their studies and are prepared for doctoral studies) and the development of studies (courses taught in the programme are constantly updated with the latest scientific knowledge, modern teaching methods are used, mobility of students and teaching staff and integration of foreign best practices are promoted), and contribution to society (students in the programme learn to communicate with the society about the latest scientific knowledge, engage in applied research to solve issues of current importance to the society, provide access to psychological help through internships at the Psychological Help Centre of the UL).

The Master's degree program in Psychology is highly beneficial from both the perspective of students (in both Latvian and English streams) and the state. The knowledge and qualification acquired provide broad career opportunities, both in establishing a career as a psychologist and

applying the gained knowledge and skills in various fields. As a result of psychologists' professional activities, individuals facing emotional difficulties can receive support, which improves their quality of life. Studying psychology fosters a deep understanding of human behavior, thinking, and emotions. This knowledge can be applied in a wide range of economic sectors. Furthermore, psychology studies promote the development of critical thinking, analytical skills, and emotional intelligence. Overall, psychologists play an essential role in society's development by addressing psychological issues, supporting people in various life situations, and promoting societal well-being. Psychologists not only help improve the mental health and emotional well-being of society, reducing the prevalence of psychological problems and mental illnesses, which positively affects public health, but they also participate in research and policy development based on the study of human behavior and needs.

The duration of studies in the programme is 2 years, with 120 credit points (see Annex, Section 3.1.2 for a model study agreement). This duration of study is in line with the educational requirements set out in Article 3 of the Law on Psychologists: "...a higher education diploma for the completion of an accredited Bachelor's study programme and an accredited Master's study programme in psychology of at least 200 CP (credits specified before amendments to various laws and regulations on the transition to the European Credit Transfer and Accumulation System), at least one of these programmes being a professional study programme". The Bachelor and Master's programmes of the psychology study field at the University of Latvia fully comply with the national standard for the education of psychologists. At the same time, it is also in line with the second cycle of higher education stipulated in Article 59 of the Law on Higher Education Institutions. Successful completion of the PMSP "Psychology" leads to a professional Master's degree in Psychology and a qualification as a psychologist (see Sample of the Diploma in the Annex of 3.1.2), which enables the graduate to successfully enter professional activity in psychology, as in the process of studies he/she has acquired both theoretical knowledge and practical skills to be able to conduct psychological research (assessment), prepare psychological reports, provide counselling and psychological support to individuals, groups or organisations, using professional knowledge and scientifically sound methods consistent with the aims and objectives of the professional qualification. To this end, only students who have already completed a Bachelor of Social Sciences degree in Psychology or a first cycle higher education degree in Psychology are admitted to this study programme, and appropriate theoretical courses and internship are offered during their studies. The program's assigned Latvian education classification code corresponds to a 2nd level professional higher education, which provides the acquisition of a 5th level professional qualification and a professional master's degree. In summary, the programme title, code, degree and professional qualification, as well as the programme objectives, learning outcomes and entry requirements are interlinked and logically follow from each other.

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

The professional Master's studies in psychology provides a broader range of knowledge and skills, allowing the student to specialise in specific topics: clinical and health, work and organisations, educational and school, and forensic psychology. A large part of the study process is devoted to gaining practical experience that helps to integrate and apply theoretical knowledge. In addition, a Master's degree in psychology is a prerequisite for entering the labour market, where the profession of a psychologist is in high demand. The analysis of the current situation on the labour

market shows that there are 43 vacancies for psychologists on <https://www.kurdarbs.lv/> (available only in Latvian) and 59 vacancies for psychologists on <https://www.visidarbi.lv/en/> (situation as of 24.10.2023), which clearly indicates a large shortage of specialists on the labour market. This situation has been observed for several years. A survey of graduates shows that all those who have applied have found a job as a psychologist or have started work in a field where it is possible to use the knowledge acquired in the Master's programme "Psychology". Most of them have started work as psychologists in private or general practice, in the health sector, in psychological help and support centres, in public defence and/or in the social sphere, which generally makes psychological help more accessible. Graduates who have completed the program in English will have employment opportunities equivalent to those who studied in the Latvian stream. Upon graduation, they can begin their professional careers in accordance with the regulations of the respective country. European Union students who choose to continue living in Latvia will have to be certified in accordance with the *Psychologists' Law*, as well as pass the Latvian language state examination. For those students who return to their home countries after graduation, specific procedures will generally need to be completed, which may vary slightly depending on the country. Since students will have graduated from an accredited program in Latvia, the recognition of their diploma in their home countries should not present significant challenges. Overall, the education obtained does not limit graduates' opportunities to start a career as psychologists; however, they must adhere to the regulations set by their home countries.

The Professional Master's programme "Psychology" contributes to the national economy and society as a whole. Today, mental health is considered one of the central aspects of human well-being. Psychologists provide emotional support, help to resolve psychological difficulties, which contribute to adaptation and higher functioning in the society, thus contributing to the number of able-bodied individuals, which helps the country to grow and develop. This results in increased well-being for both the individual and the community, reduced mental illness and improved emotional health indicators for the society. Psychologists work in a wide range of areas, related to employment, reducing the risks of social exclusion, education, law enforcement and health systems, as well as to business development. All these areas are related to public health and development, which has a direct positive impact on the economic development.

#### **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 last 5 years, the number of immatriculated students has shown positive dynamics, with an increase of 35 students (55 in 2019/20 and 90 in 2024/25). Interest remains consistently highest in the field of clinical and health studies, with an average of 50 students during this accreditation period. In the other study fields, the number of students is evenly distributed, typically up to 10 students. The increase in the number of students in the Master's programme is due to the increase in the number of students in the Bachelor's programme, as well as to the interest in the profession and the demand for specialists in the labour market. This reflects the increasing demand for psychological services, which, in turn, increases the demand for qualified psychologists. Besides, psychology is a multifaceted discipline that offers a wide range of career opportunities in different fields. There is also a sustained interest in issues related to psychology and mental health in society at large. All of this adds up to a good prestige for the profession, and many young people want to

pursue a career in psychology.

The number of students who have been expelled is fluctuating (6 in 2019/20, 27 in 2022/23, 8 in 2023/24). These figures cannot be interpreted within one academic year, as often the expulsion orders are issued much later than the students have taken the decision to discontinue their studies. For example, in the academic year 2022/2023, out of the exmatriculated 27 students, 12 relate to the academic year 2021/2022, while 7 from this year relate to the previous year, etc. Overall, this indicator shows that about one fifth of all matriculated students (9.4%) do not complete their studies, which can be considered as an optimal indicator. More than half of all exmatriculated students are those who took study breaks and did not return to their studies afterwards. Each student who chooses to discontinue his/her studies is interviewed and, if appropriate, individual support measures are sought to continue his/her studies. Discontinuation of studies is mainly due to two factors: 1) students have had a general view of psychology as a discipline during their undergraduate studies and have a superficial view of the work of psychologists. When they start studies in the professional Master's programme, they have a clearer idea of the professional competences and some of them realise that the profession is not suitable for them. This often coincides with their professional activity, which they have started in parallel with their studies, and thus decide to pursue a different career path; 2) Given that the Master's students are adults of different ages, most of whom also pay tuition fees, almost all of whom are working and some of whom have young children, the study and other life pressures are too great and the decision to stop studying is taken. Some of these students later renew their studies. Almost everyone who is expelled due to failing the final examination later renew and successfully passes it. No specific strategies are planned to reduce the dropout rate, as the most frequent reason for exmatriculating students is "failure to fulfil programme requirements", which means that the student has interrupted his/her studies and as a result has not passed the courses of the semester. In general, high study requirements are also one of the indicators of the quality of the study programme, which ensures that students achieve the learning outcomes and that they have sufficient knowledge, as well as abilities and skills appropriate to their professional competence, to enter a career as a psychologist. Overall, both the number of immatriculated students and the number of students who have obtained a Master's degree are showing a positive dynamic, which is one of the indicators of the favourable development of the programme.

### **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).**

## **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 PMSP "Psychology" has been developed in accordance with the current development of the psychologist's profession in Latvia and worldwide (see Annex 21 for the programme plan). On 1 January 2018, the Law on Psychologists entered into force, where Article 3 provides that a person who has completed higher education in an accredited Bachelor's study programme and an accredited Master's study programme in psychology of at least 200 credit points (the credit points are specified before the amendments to the various legal acts on the transition to the European Credit Transfer and Accumulation System) and at least one of these programmes has been a professional study programme may carry out independent professional activity as a psychologist. The law also defines six professional fields: educational and school psychology, work and organisational psychology, clinical and health psychology, legal/forensic psychology, counselling psychology and military psychology. Consequently, a curriculum for both the Bachelor and Master's programmes was already in place during the previous accreditation period, which met the statutory requirements, and there is no reason to make any substantial substantive changes at this time.

The PMSP "Psychology" at the UL offers an opportunity to develop professional competence in four study fields (the names of the study fields are formulated in accordance with the areas of professional activity defined by the Law on Psychologists): educational and school psychology, work and organisational psychology, clinical and health psychology, and legal/forensic psychology. These fields are the most in demand on the Latvian labour market. Students who have decided to develop their professional career in the field of Military Psychology are offered the elective course "Military Psychology" to acquire the necessary knowledge. The PMSP "Psychology" is fully compliant with the Regulation of the Cabinet of Ministers No 305 of 13 June 2023 "Regulations on the State Standard for Professional Higher Education" (see Annex 17) and has the appropriate total credit points (120CP). While all courses reflect the latest developments in the field, the compulsory content includes courses (more than 8 CP) that specifically focus, at both general and specialisation levels, on the in-depth acquisition of the latest theoretical knowledge and skills. The mandatory part consists of study courses that provide basic knowledge, skills and competence related to the professional activity of a psychologist as defined by law, i.e., the ability to conduct psychological research and counselling, and this section also includes study courses that contribute to the development of a high-quality Master's thesis. Students acquire in-depth knowledge, skills and competence related to the specific field of professional activity in accordance with the chosen branch of study in Part B courses. In addition, students can choose free elective Part B courses of 9CP and 3CP in Part C, where they can acquire knowledge, skills and competence outside their chosen specialization, thus increasing their competitiveness in the labour market. All study courses are geared towards the achieving the outcomes of the study programme, as confirmed by the mapping of course outcomes. It clearly reflects that all outcomes of the programme are achieved through the outcomes of individual study courses. The most comprehensive coverage of the programme outcomes is related to the development of professional skills and competence that are relevant to the professional programme. However, at the same time, outcomes that develop and enhance research competence are also achieved. All study courses are also in line with the requirements of the Law on Psychologists (see Annex 19) and the Standard for the Profession of a Psychologist (see Annex 18). Most of the basic knowledge included in the professional standard has already been acquired by Master's students during their Bachelor's studies. The analysis of the Master's study programme for compliance with the professional standard for psychologists includes

all the study courses of the programme, including restricted elective courses, the aim of which is not to develop core competences, but to deepen understanding, skills and abilities. Thus, students have the opportunity to deepen one of the competences included in the Standard for the Profession of a Psychologist according to their professional interests, but if the student has not chosen this study course, then the required elective courses cover all the competences set out in the Standard. In summary, the PMSP “Psychology” has been developed in accordance with the Law on Psychologists and the Standard for the Profession of a Psychologist.

One of the priorities of the National Development Plan 2021-2027 is to promote strong families, healthy and active people, with the goal of promoting psychological and emotional well-being to support people in crisis situations, develop individual potential and reduce the risks of deviant behaviour, by strengthening health as a value. The achievement of this goal is most directly linked to the provision of psychological services. It can therefore be predicted that the demand for psychologists on the labour market will not decrease in the near future and that the development of the psychologist’s profession is important in the national context. Consequently, there will also be a need for appropriately trained high-level professionals in the educational, social, health and law enforcement spheres. Equally important is the development of science to produce high-level research on psychological aspects of importance to the economy. All these aspects have been taken into account in the design of the content of the study programme.

**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 elaboration of the Master's thesis is a very important process during which knowledge in psychology, both theoretical and professional, is developed and confirmed. The aim of the Master's thesis is to enable the student to choose an area of research of interest and relevance to him or her, based on the advances and insights of psychological science. The knowledge, skills and competences that are developed and enhanced during working on the Master's thesis are essential for the future work of a psychologist: they enable the continuation of research either in an academic/research context, such as studying for the PhD and later in independent academic/research work, or by participating in basic or applied research in the public, municipal or non-governmental sector; at the same time, they provide an important basis for the future professional activity of the psychologist, in particular in psychological research or assessment, both for individuals and groups; and the process of developing the Master's thesis contributes to the development of analytical and integrated thinking, which develops the ability to make decisions by evaluating information and using different approaches. This is one of the general skills and attitudes set out in the Standard for the Profession of a Psychologist.

In order to achieve the goal that the Master's thesis is based on the achievements and knowledge of psychological science, its development is organised in three consecutive stages, culminating in the defence of the Master's thesis. Each stage of the Master's thesis development involves the completion of certain tasks and cooperation with the supervisor:

Stage 1. The study course “Master's Thesis I” (2nd semester), during which students are given lectures and seminars on research methodology; at the end of the study course, the student

develops a research project of the Master's Thesis, in which the scientific validity, social and scientific relevance, originality and meaningfulness of the chosen topic are scientifically justified.

Stage 2. The “Master's Thesis II” course (3rd semester), during which the student develops the theoretical basis of the research based on recent publications and creates the research design.

Stage 3. The study course “Master's Thesis III” (4th semester), during which students carry out research, process and interpret the data. This stage results in the defence of the Master's Thesis. The authors of the most outstanding Master's theses are offered the opportunity to submit a publication to the *Baltic Journal of Psychology*. Several successful publications are produced each year.

**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 designed to achieve the goals of the study programme through the achievement of individual course outcomes, following the principles of student-centred education. Foreign guest lecturers may be attracted to teach individual courses, where possible, and students are regularly offered lectures by foreign lecturers on a variety of psychology-related topics, which allows students to broaden their knowledge and see new professional opportunities and research directions. Studies are structured around the principles of student-centred learning and teaching. Taking into account the diversity of students' needs, each lecturer uses appropriate ways of learning in the course, adapts a variety of pedagogical methods according to the circumstances (lectures, seminars, discussions, practical classes, skills training, role plays, group work, workshops, project development, supervision, direct observation of students working with clients, etc.), providing guidance and support not only in lectures, but also in consultations. Lecturers integrate active learning methods such as discussion, group work, and problem-situation analysis into their lectures, thus creating a democratic and free atmosphere in the study process and fostering the development of critical thinking skills. Seminars allow a deeper understanding of the course content through the reading of scientific monographs and/or scientific articles, which are discussed and further explored in student-prepared presentations, as well as through group work, case studies or role-plays, thus improving problem-solving skills. Practical sessions focus on both training the student's practical skills for psychological work (through role-playing, supervision, recording of practical work) and on self-experience and emotional maturity (through self-reflection, participation in personal experience groups and individual assignments). Tests, practical work, independent work, essays, reports and papers are used to test the knowledge acquired in lectures and seminars and its application in order to assess students' knowledge acquired during the learning process.

According to the Law on Higher Education, one credit point corresponds to 25–30 hours of study work, which includes 8–11 contact hours per credit point. Study courses that directly develop a psychologist's core skills in psychological counseling and assessment have more contact hours, resulting in a larger study workload. Meanwhile, theoretical courses have fewer contact hours,

allowing students more opportunities for independent work. Both Latvian and English stream students will have an equal workload.

The assessment system used in the programme is in accordance with the Regulations on the Organisation of Examinations for Study Courses at the University of Latvia. The evaluation of courses is carried out in the 10-point system (in accordance with the "Regulations on the development and updating of study courses at the University of Latvia (UL 29.02.2024, Order No 1-4/95)). Oral, written, practical, as well as combinations of these assessment methods are used during the study courses and in examinations. Tests and quizzes are used as mid-term assessment methods in lectures and seminars to motivate students to study independently throughout the semester, to test the knowledge acquired and to assess students' ability to analyse the material covered. Each course ends with a final examination, written and/or oral, knowledge assessment tests, reports, essays, and in practical courses, students independently develop study work demonstrating a certain level of mastery of professional skills. At the same time, such assessment forms as recordings of the consultation process, describing research findings, case studies, presentations at seminars, essays, etc. are also used. Practical skills training uses feedback and evaluation not only from the lecturer but also from other students. The development of research projects and the development and defence (presentation) of research papers are used as forms of reference (assessment) at different stages of the course and to demonstrate the level of acquiring the study course.

The development and evaluation of the Master's thesis consists of several stages - the development of the research project, the defence of the theoretical part and the research design, the defence of the practical part, and finally the final defence of the Master's thesis. This multi-stage assessment system allows following the development and realisation of the students' research project, to keep the students motivated and to provide the necessary support, as well as to ensure that the work is of high quality. The evaluation of the internship consists of the student's internship report and its defence, the evaluation of the internship supervisor (in the institution) and the psychologist-supervisor's opinion on the attendance of supervisions and work during the supervision. In general, the lecturers have designed and developed an appropriate and varied evaluation system, as also evidenced by the information collected in the student surveys.

In the study process, lecturers use methods, forms of examination and assessment criteria that correspond to the goals and learning outcomes of the study programme, therefore great attention is paid to the precise formulation of learning outcomes. In line with the student-centred approach, a dialogue is established, both in the form of oral feedback and anonymous course evaluation surveys, between lecturers and students on how the study content is structured, what the teaching/learning organisation is and what methods are used. Well-designed learning outcomes contribute to students' understanding of their own learning, self-assessment, responsibility and understanding of the grades they receive.

If there is a disagreement between a teaching staff member and a student, there is a procedure for resolving it, which is described in the "Regulations on the Submission and Consideration of Student Proposals and Complaints at the University of Latvia" (UL 28.09.2022, Order No 1-4/501).

**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 internship in PMSP "Psychology" is implemented in accordance with the internship regulations (see Appendix 23 "Internship Regulations"), which have been developed in line with the Regulations on the State Standard for Professional Higher Education (Cabinet of Ministers 13.06.2023, Regulations No 305), the Regulations of the University of Latvia Study Programmes (Decision of the Senate of the University of Latvia No 2-3/13 of 26.02.2024), the Regulations of the University of Latvia on the Organisation of Student Internships (Order of the University of Latvia No 1/417 of 25.11.2019) and the Standard for the Profession of a Psychologist (agreed at the meeting of the Tripartite Cooperation Sub-Council for Professional Education and Employment of 12 June 2019, Minutes No 4). The study internship is implemented in all semesters. In the 1st semester, students practice skills related to the use of individual methods of psychological research, psychological interviewing (6CP). In the 2nd semester, during the internship, students develop skills to use simultaneously several methods of psychological research (9CP). In the 3rd semester (15CP) and 4th semester (9CP), students undergo internship in an institution appropriate to the branch of study, conducting both psychological research and psychological counselling. All internships included in the programme are aimed at teaching students how to apply the knowledge acquired in theoretical courses in practice. Students put into practice the knowledge acquired in the Psychological Research and Psychological Counselling courses in the most direct way. If a student has not passed these courses, he/she is not admitted to the internship. In all internships, students are divided into small practice supervision groups (5-10 students). Each student has the opportunity to discuss his/her work during the practice supervision, receiving individual guidance and support from the supervisor. The supervisions also use audio and video recordings of the practical work. Both the research findings and the psychological counselling process are analysed. During the internship, students are also exposed to different counselling and research methods in depth and prepare presentations during the internship seminars. In addition, students are specifically offered extra practice seminars to broaden and deepen their knowledge on specific topics: Resolving ethical dilemmas, Intelligence research methods for preschool children and adults, Parent-child relationship research, Running group sessions, Sandplay techniques in counselling, Language development, diagnosis and support measures, Dissociation research, Children with harmful sexual behaviour and child sexual abuse in the e-environment and sexting, Existential therapy techniques in counselling, Promoting access to psychological support.

To provide students with a wide range of internship opportunities, a long-term cooperation agreement has been signed with the Children's Clinical University Hospital. Fixed-term contracts are concluded with other internship sites on an annual basis (see Annex 10 Internship contracts). For many years, there has been successful cooperation with various organisations, which allows providing internships according to the chosen branch. Mostly, tripartite cooperation agreements are used. There is a high demand from organisations for students of the professional Master's degree programme "Psychology", due to the shortage of specialists in the workplace. Organisations see the benefit of offering internships and thus attracting and recruiting staff. There is little interest on the part of the programme to enter into more long-term cooperation agreements as, given the high demand, students are not always willing to go on the internships offered, and thus difficulties arise in realising the commitment on the part of the UL. In addition, it has proved that these long-term cooperation agreements do not ensure that the organisation offering the internship fulfils these commitments. If they change the situation, the agreement is easily broken. The existing model

therefore allows students to get into placements where they are welcomed and professionally supported to develop their skills and competences, without complicating the process. In all cases where difficulties are encountered in finding a placement, the programme director and the internship supervisor assist the student in getting to the internship placement. This solution model will also be applied to international students.

All students of the professional Master's study programme "Psychology" have the opportunity to undertake an internship in a branch-appropriate placement to develop both psychological research and psychological counselling skills. The majority (131 students) of the clinical and health students have their internship at the Psychological Help Centre (PHC) of the UL, where they are offered real work as psychologists under direct supervision of supervisors, improving and developing their skills not only in research and counselling, but also in leading support groups. The PHC service is open to everyone, and is provided both on-site and remotely. Both final year students and graduates often mention this internship opportunity as a very positive aspect that has added value to the study process, and increases the satisfaction level with the study process in general. During the next accreditation period, starting to work with international students, clinical and health students will also have the opportunity to undertake an internship at the PHC as there is already a high demand for English-speaking consultants. At the same time, students also have the opportunity to go to other placements that are more relevant to their professional interests or closer to where they live. Sustained cooperation has been established for many years with the "Dardedze Centre" Foundation, the Children's Clinical University Hospital, the "Children and Adolescents Resource Centre" Ltd, RTU, where our students are involved in providing psychological support to students of this university, etc. (see Annex of the section 3.2.4)

The internship of future educational and school psychologists takes place in different educational settings (pre-primary, general education, special education, vocational education). During this accreditation period, internships have been carried out in 17 different educational institutions (e.g. Jelgava Spīdolas State Gymnasium, Riga Pre-school No 254, Tukums County Special Education Institution, Ventspils Primary School No 2, Zenta Mauriņa Grobiņa Secondary School, Smiltene Secondary School, etc.) where students work closely with educational and school psychologists, performing typical duties of an educational and school psychologist. Besides research and counselling, students also practise in conducting remedial plans, thematic parent meetings and group sessions. During the next accreditation period, starting to work with international students, education and school students will be able to undertake internships in international schools where the primary language of instruction is English.

Forensic psychology internships take place in various organisations related to law enforcement. The range of these institutions is limited, but all of them have an established cooperation with the State and Municipal Police, the Probation Service and the Prison Administration. During the COVID-19 pandemic, students of this branch had the greatest difficulty in finding suitable internships, as they absolutely refused to admit anyone from outside the organisation. This was in line with the restrictions imposed because of the current epidemiological situation. However, even despite all the difficulties, all the internship tasks were completed during the periods when the restrictions were relaxed, but they had to be completed in a shorter period. The situation has now returned to normal and all forensic psychology students will be able to reach their placements without difficulty. During the next accreditation period, when starting work with foreign students, these students will be able to go through the "Children's House", an organisation set up by the Centre for the Protection of Children's Rights and designed to provide legal protection and psychological assistance to victims of sexual violence.

Students in the field of work and organisational psychology mostly carry out their internships in business organisations in various fields, for example, Riga International Airport, Swedbank AS (both

of which are long-term partners in providing internships), Putnu fabrika Ķekava AS, MAXIMA SIA, Rīgas Brīvostas Flote SIA, Tele2 SIA, DDB Worldwide Latvia SIA, etc. In some cases, internships are also carried out in other types of organisations, for example, Latvian State Radio and Television Centre. During the internship, students in the field of work and organisational psychology not only conduct research on various aspects of organisational development, but also advise employees on career development opportunities, participate in staff selection and develop action plans to help reduce the risks of burnout in the organisation. During the next accreditation period, when starting to work with international students, work and organisational psychology students will be able to undertake internships in multinational companies where the main language of communication is English. There are many such companies in Latvia interested in attracting students.

Overall, students evaluate the internships very positively, and in all years of the current accreditation period, internship ratings are relatively stable, ranging between 6-6.5 out of 7, which generally indicates that students are satisfied with the internship opportunities offered and the skills and competences acquired.

### **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).**

### **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 final thesis in the Professional Master's study programme "Psychology" is a Master's thesis that students develop according to a topic of their interest. In the period from the academic year 2019/20 to the academic year 2023/24, 249 Master's theses have been defended, which is approximately 30% more than in the previous accreditation period.

Analysing the themes of the Master's theses according to the branches of psychology, it is found that the most (66%) of Master's theses are related to clinical psychology. In this field, research has been carried out on mental and somatic illnesses such as depression, anxiety, autism, mental disorders, addictions, etc. Approximately one tenth of the Master's theses are devoted to the study of traumatic events, in particular the relationship of childhood abuse experiences to various factors of psychological well-being and the development of traumatic consequences (e.g. Cognitive distortions, feelings of sexual shame and past abuse experiences in incarcerated sex offenders who have committed a crime against minors). Almost as many theses have been devoted to the various relationships between the body image, perception and eating disorders (e.g. The relationship of masculinity to compulsive overeating, rumination and compulsive exercising in men). All these studies are important for the practical work of psychologists in understanding the nature of the disorders, in designing more appropriate interventions, and in developing preventive measures. In response to current developments in Latvia and worldwide, 7% of the theses were on topics related to the COVID-19 pandemic, both exploring the consequences of the disease, adaptation to the limitations and adaptation to remote working (e.g. Parents' self-assessed stress and coping during the first emergency related to the COVID-19 pandemic in Latvia). Another group of themes that has

evolved in response to current societal issues are Master's theses exploring the cyber environment, the use of smart devices and the use of modern technologies (e.g. The relationship of leadership functions and rumination to social anxiety indicators in cyber and face-to-face environments). Research is also continuing on family psychology, partnerships and childbearing and childrearing (e.g. The relationship of family history knowledge to identity style and life force in 16-19 year old adolescents). This branch of psychology accounts for 15% of all papers. This group of studies is of great importance to society, as new models of relationships are emerging - someone in the family works for a long time, studies in another country, partnerships are becoming more transient, same-sex partnerships are becoming more and more accepted and recognised in Latvian society, etc. Consequently, research carried out in the field of family psychology helps to create a healthier family environment, to find more contemporary approaches to child rearing, to develop parental competence, and to balance the distribution of roles in the family.

A relatively high proportion of theses - 21% of the total - are in social psychology. Research in this field has been conducted on organisational culture, loyalty, judgment, stereotyping across groups, morality, procrastination, etc. (e.g. The relationship of gender conformity, negotiation style and interest focus to the backlash effect; The role of core values and locus of control in an individual's sense of authenticity). A fifth of all theses in this field are related to burnout risks in different professions (e.g. Entrepreneurial zeal and metacognitive skills in relation to burnout). All these aspects contribute to a better understanding of social phenomena, to the prediction of human behaviour in different contexts and to the design of effective interventions to improve social well-being.

Nine % of all Master's theses are in the field of educational psychology. This field has studied pupils' emotional competence, school climate, parental involvement, teachers' well-being, school-family cultural fit (e.g. The correlations between socio-emotional skills, behavioural and emotional problems and academic performance in primary school-age children). A small number of Master's theses (up to 5%) are also produced in other fields of psychology, such as forensic psychology, personality psychology, developmental psychology, cognitive psychology, military psychology, sport psychology, etc. Thanks to the establishment of the psychology laboratory and the collaboration with other laboratories, five Master's theses have been developed, involving various physiological and other types of measurements (e.g. Involvement of frontal and parietal brain areas in intuitive moral decision-making under time pressure: EEG waveforms in the context of a military environment). Several Master's theses have been dedicated to the adaptation and standardisation of psychological research instruments and new research tools have been developed (e.g. Reliability and factorial validity of the improved child sensitivity questionnaire for parents), which open research opportunities not only for students but also for other researchers, as well as these tools could be widely applicable in the practice of psychologists. Although the number of such studies measuring the effectiveness of different interventions is small (e.g. The effectiveness of medical play to reduce children's anxiety before medical manipulation and the evaluation of child behaviour), their practical applicability is very high. In order to disseminate research findings to other researchers and to society at large, students are encouraged to both prepare and submit publications on their Master's theses and to produce popular science versions of their theses and use social media to inform the wider public.

The evaluation of the Master's theses ranges from 3-10 points. The grade is given by the Master's Thesis Defence Committee, which is made up of representatives of the professional field and academic staff. There are strict criteria for the evaluation of Master's theses. Before giving a grade, the Committee read both the supervisor's feedback and the review of the Master's thesis reviewer. Most often, in 33% of cases, students receive a grade of 9 or excellent, in 21% of cases 8 or very good, in 17% of cases 7 or good and in 16% of cases 10 or outstanding. 4% of students received a

rating of 5 or average and only 1% of students had the lowest pass rating of 4 or almost average. 0.6% of students failed to defend their Master's thesis and obtain a pass grade. Overall, the average grade of the Master's thesis is 8.14 points and two thirds of the students have grades ranging from 7-10 points for their Master's thesis, which indicates that the students' Master's theses are developed at a high level.

### **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.**

PMSP Psychology is located in the premises of the FESP of the University of Latvia, located in Riga, Imantas 7. līnija. In general, the premises are well equipped for the teaching/learning process, they are cosily furnished, but most of the lecture rooms have a small capacity, which makes it difficult to work with large groups. The "House of Letters" is currently under construction in the academic centre of the University, where the Department of Psychology will also be relocated, and spacious and modern teaching rooms will soon be available.

The UL library, one part of which is located in the Faculty premises, is open to all students. It has a very wide range of both printed and electronic publications. Lecturers can order the books they need for their courses and these are purchased. The teaching process is mainly based on e-literature, which is available in the *ProQuest Ebook Central Academic Complete* collection (232 799 e-books) subscribed to by the UL. Latvian textbooks are purchased and made available to students in sufficient numbers. The subscription database "*Psych Articles*", which offers more than 220 000 full-text research articles in the field of psychology, is of particular importance for the development of students' research papers and for use in all study courses. This database offers a convenient and organised way to search for information on a wide range of topics for the purposes of literature reviews and summaries. The UL library has thus provided the necessary learning and scientific literature for studies to both Latvian and English stream students.

During their studies, students have access to free-access computers, *MS Office* software and *SPSS* data processing software, which is very important for processing research data. Students therefore have the opportunity to work with appropriate software, both for writing their coursework and performing the research.

The psychology laboratory of the Department of Psychology has a variety of devices for specific physiological measurements, computer-based tests, virtual reality devices, and specific behavioural prevention devices. A laboratory assistant is available to help students learn how to use these devices and to support them in their research. This has resulted in 3 Master's theses in which both brain wave and physiological response measurements have been performed.

The Department of Psychology has set up a Psychological Help Centre where everyone can get psychological support. At the same time, it is a place of practice for 2nd year students in the field of clinical and health psychology. The Psychological Help Centre not only gives students the

opportunity to develop their professional competences, but also to develop new psychological approaches and engage in applied research.

The infrastructure and facilities mentioned in Section 2.3.2 are sufficient for the realisation of the goal of the study programme and the achievement of learning outcomes, which indicates that the Professional Master's study programme has all the necessary facilities for the realisation of the study programme, the achievement of its aims and learning outcomes.

**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).**

**3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).**

**Revenues of the programme**

To ensure the necessary funds for the implementation of the PMSP “Psychology”, the UL uses a state budget grant from the Ministry of Education and Science and tuition fee.

1. the state budget grant from the Ministry of Education and Science for the academic year 2023/2024 is defined as 2801.4 EUR for full time Master’s study programme;
2. the tuition fee taking into consideration all the mentioned factors in the section “Provision of finances” for the academic year 2023/2024 full time studies 2400 EUR a year:

Report on student (prospective) distribution by study types and annual income is presented in Table 3.3.3.1.

Table 3.3.3.1

**Number of students in the programme and annual income**

Type of study	LV state funded	LV for tuition fee	EU/EEA/ Swiss citizens* for tuition fee	Others** for tuition fee	Total	State subsidy	For tuition fee LV and EU/EEA/Swiss citizens	Fee for citizens of other countries	Annual income
	number	number	number	number	number	EUR	EUR	EUR	EUR

	1	2	3	4	5	6	7	8	$1*6+(2+3)*7+4*8$
PMSP FT	30	110			140	2801,4	2 400	4 000	348 042
<b>Total</b>	<b>30</b>	<b>110</b>			<b>140</b>				<b>348 042</b>

\* EU/EEA/Swiss citizens – European Union / European Economic Area / Swiss Confederation.

\*\* Others – outside of EU/EEA/Swiss Confederation.

In view of the above, the total budget for the study programme is expected to be EUR 348 042 per year.

### Programme costs

To estimate the amount of funds required for financial provision, the prime cost of study programmes at the UL is calculated according to the methodology developed by the UL. It takes into account the cost of ensuring the study process and information on the study programme plan, teaching staff involved, planned number of students and other aspects described in the “Financial Support System”, thus ensuring the reliability of forecasts.

### Master’s study programme costs for the full-time studies (FT)

For the calculations of the Professional Master’s study programme "Psychology" FT, the implementers use the data for the academic year 2023/2024 - the number of students as of 01.10.2023 - 140 students, the plan/norms and the structure of the academic staff involved. Taking into account the above, the estimated full-time cost of the programme per student is 2785 EUR per year. Based on these data, the total annual cost of the programme is 389 932 EUR and the breakdown (percentage) is shown in Table 3.3.3.2

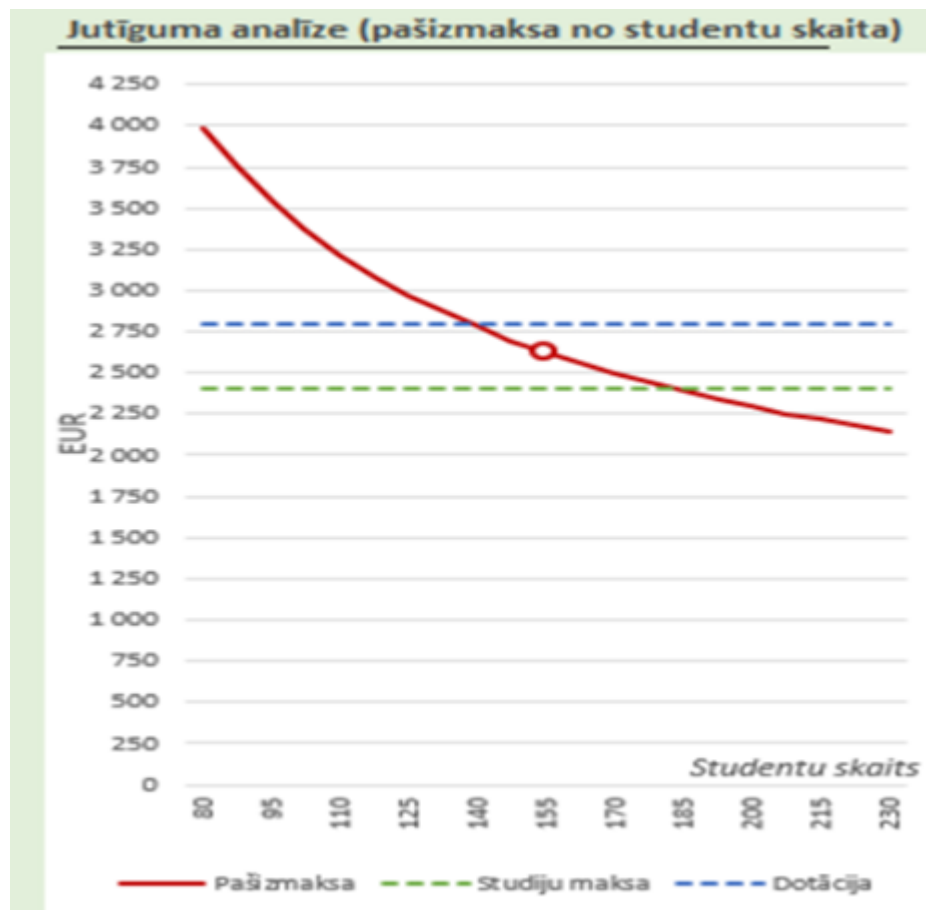
Table 3.3.2.2

### Breakdown of costs for the study programme (in percentage)

Expenditure item	% of total
Teaching staff costs	56%
General staff	12%
Other payments	
Infrastructure expenditure	5%
Property and services	1%
Indirect costs	26%
<b>Total costs</b>	<b>100 %</b>

In Figure 3.3.3.1, the prime cost of the study programme is visually represented by the red line (vertical axis) depending on the number of students (horizontal axis), indicated average weighted

tuition fee (green line).



**Fig. 3.3.3.1.** Prime cost per number of students of the PMSP “Psychology” full time studies

To be cost-effective, the minimum number of fee-paying students must be at least 182 (intersection of red and green lines) or the state funded at least 140 (intersection of red and blue lines).

### Summary of the revenue and expenditure of the programme

**Table 3.3.3.3** summarises the expected number of students, programme income, expenditure, outcome and profitability (outcome vs. income, %). The MPSP full-time form is projected to result in a loss and negative profitability (-12%). The cost of the study process per student is 2785.23 EUR (self-paid tuition fee 2400.00 EUR, state subsidy 2801.40 EUR). In order to make the Master's programme profitable, it would be necessary to significantly increase the tuition fees (by at least 400 EUR), which would make the programme unattractive compared to the students' ability to pay. In the next accreditation period, it is planned to launch the programme in English as well, attracting foreign students, for whom the tuition fee is set at 4000.00 EUR. When calculating tuition fees for foreign students, no additional criteria are set. Study fees for students from the EU, EEA countries and Switzerland do not differ from the study fees applied to students living in Latvia. For other foreign students, the tuition fee is determined by the decision of the LU Council, taking into account the potential students' ability to pay. It is planned that the future development of the English language stream will increase the cost-effectiveness of the programme without significantly increasing tuition fees for Latvian and EU/EEA students. Overall, the study field is cost-effective due to the full-time and part-time forms of the BSP, which exceed the cost of study. Currently, the

Faculty plans to finance the programme losses with the revenues of the two profitable programmes, and the Faculty can also finance these losses from the revenues received from lifelong learning and other services, as well as from the financial resources accumulated by the Faculty, which are sufficient to support the study process. The faculties also receive financial support for programme development from the University's Study Quality Improvement Fund.

**Table 3.3.3.3**

*The result of the program*

Type of study	Total	Total revenue	Total expenditure	Result	Profit-ability
	number	EUR	EUR	EUR	%
PMSP FT	140	348 042	389 932	-41 890	-12%
<b>Total</b>	<b>140</b>	<b>348 042</b>	<b>389 932</b>	<b>-41 890</b>	<b>-12%</b>

To ensure cost-effective implementation of study programmes, a minimum number of students is set when forming new student groups and the study process is organised as efficiently as possible, both on-site and remotely. Tuition fees and costs are assessed annually by the Faculty and revised in the light of cost increases.

## 3.4. Teaching Staff

**3.4.1. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.**

The PMSP "Psychology" involves 34 faculty members, 13 of whom are from the Department of Psychology at FESP. Of the total number of faculty members, 6 are professors, 1, 8 assistant professors, 2 lecturers and 18 hourly-paid lecturers. Of the faculty members, 16 have doctoral degrees, 4 are PhD students, 16 have Master's degrees and 1 physician. Additional faculty members are needed to provide students with the knowledge, skills and competence necessary for the professional activity of a psychologist and in the branch of forensic psychology, to provide students with basic knowledge of law. All of these guest lecturers are recognised professionals in their field. Seven of the lecturers involved in the programme have studied a branch of psychotherapy (cognitive-behavioural psychotherapy, systemic family psychotherapy, existential

psychotherapy, psychodynamic psychotherapy, psychodrama, sandplay and therapeutic play) as part of their continuing education.

Overall, the academic staff forms a strong team capable of developing both research and competencies defined in the psychologist's professional standard. The intended learning outcomes aim to foster both research and professional competencies. Therefore, the team consists of 13 faculty members actively engaged in research (their H-index in the Scopus and Web of Science databases ranges from 3 to 8) and 25 professionals actively practicing in their fields, most of whom are recognized experts in their respective areas. For example, courses such as *Test Development and Adaptation* and *Social Cognition* are taught by professors from the Department of Psychology with active research profiles, while courses like *Psychological Assessment and Methods* and *Foundations of Psychological Counseling and Psychotherapy* are led by field professionals. All faculty members have adequate English language proficiency (15% at C2, 59% at C1, and 26% at B2 levels), ensuring their ability to work effectively with students in the English stream. All the teaching staff is a strong team, able to develop both the research competence and the competences set out in the standard for the profession of a psychologist. All teaching staff involved in the implementation of the professional Master's degree study programme in psychology are suitably qualified and meet the conditions for the implementation of the study programme and the requirements of the regulatory enactments.

### **3.4.2. Analysis and assessment of the changes to the composition of the teaching staff over the reporting period and their impact on the study quality.**

The Professional Master's SP "Psychology" involves a wide range of lecturers from both academic and professional backgrounds. During this accreditation period, there has been relatively little change in the teaching staff. The slight fluctuations in the teaching staff are due to both lecturers going on sabbatical leave and the fact that no students were admitted in the branch of forensic psychology during the academic year under the reporting period (Academic Year 2021/2022). Changes in the composition of the teaching staff are also due to two professors becoming emeritus and two lecturers have stopped working at the UL. One professor has also been elected. The number of matriculated students has increased this academic year and additional teaching staff have been recruited to ensure the quality of the programme. The programme is implemented by both academic staff who are active in research and are therefore able to ensure a high quality of learning in relation to the latest scientific knowledge in the field, and by professionals recognised in the field of psychology who share their practical work experience both directly and indirectly, thus improving the students' skills. In general, the changes in the composition of the teaching staff are minor and relevant to the current situation, which has not had a significant impact on the achievement of the learning outcomes. The teaching staff involved in the programme are able to develop relevant competences in students and thus achieve the learning outcomes.

**Table 3.4.2.1**

#### **Composition of the teaching staff during the reporting period**

No.	Indicator	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025

<b>1.</b>	<b>Teaching staff, incl.:</b>	37	39	30	31	32	34
1.1.	professors	7	9	6	5	5	6
1.2.	associate professors	1	1	2	1	1	0
1.3.	assistant professors	10	10	7	8	8	8
1.4.	lecturers	1	3	3	2	2	2
1.5.	elected teaching staff - foreign citizens	0	0	0	0	0	0
1.6.	other teaching staff, incl.:	18	16	12	15	16	18
1.6.1.	doctoral students	6	7	7	5	3	3
<b>2.</b>	<b>Academic staff with a PhD</b>	22	24	18	16	16	16
<b>3.</b>	<b>Student and teaching staff ratio</b>	4,2	3,8	4,7	4	4,5	4,9

**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).**

**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).**

**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 mutual cooperation of the teaching staff in the development of course content, once a month meetings of the Department of Psychology are held, in which all lecturers of the department participate, and thus there is an opportunity to discuss and coordinate the content of study courses, discuss current issues. The programme director has regular discussions with both the teaching staff and students about the course content. If changes are needed, the programme director passes this information on to the relevant teaching staff and ensures that changes are made and that the quality of the course is improved. When difficulties arise, for example, during the previous accreditation period, due to the COVID-19 pandemic, there was a need to move to remote learning, active individual and group communication took place to adapt to the circumstances as much as possible and to acquire the IT technologies needed to teach the courses. Thus, despite the unexpected situation, all the courses were implemented in good quality, achieving the corresponding learning outcomes. In addition, once a year, the programme director conducts a discussion with the teaching staff after the teaching of the course in question, with the aim of identifying and analysing successful examples of practice, as well as discussing the development of the course in the following academic year.

As of 1 October 2024, 165 students are studying in the PMSP “Psychology” at the FESP, with 34 teaching staff members, which means that the student-faculty ratio is 5:1. At the same time, this figure is not informative, as lecturers have different levels of involvement, both in terms of workload and responsibilities. 20 psychology lecturers are involved in the supervision of final thesis, giving a student-lecturer ratio of 8.2:1, which means that one lecturer supervises average 4 Master's theses per academic year. Overall, the number of teaching staff to students is sufficient to achieve all the learning outcomes.

# 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	PMSP_Diploma_Diploma_supplement_2.7z	DIPLOMS_2024_PROFESIONALAIS_MAGISTRIS_PSIHOLOGS_ECTS.zip
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_16_PMSP.docx	16_pielikums_studentu_skaits_PMSP.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_17_PMSP.docx	17_pielikums_Atbalstiba_izglitiba_standartam_PMSP.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_18_PMSP_Compliance with Standard.docx	18_pielikums_atbalstiba_profesijas_standartam_PMSP.docx
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Annex_19_Normative_regulations_PMSP.docx	19_pielikums_atbalstiba_normativajam_regulejumam_PMSP.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Annex_20_PMSP.xlsx	20_Kursu_kartejums_PMSP.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Annex_21_PMSP.docx	21_pielikums_studiju_plani_PMSP.docx
Descriptions of the study courses/ modules	Annex_22_Course_descriptions_PMSP.docx	22_pielikums_kursu_apraksti_PMSP.docx
Description of the organisation of the internship of the students (if applicable)	Annex_23_Internship_PMSP.docx	23_pielikums_Prakses_nolikums_PMSP.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)		

# Psychology (51313)

Study field	<i>Psychology</i>
ProcedureStudyProgram.Name	<i>Psychology</i>
Education classification code	<i>51313</i>
Type of the study programme	<i>Third-cycle (doctor of philosophy) study programme</i>
Name of the study programme director	<i>Ivars</i>
Surname of the study programme director	<i>Austers</i>
E-mail of the study programme director	<i>ivars.austers@lu.lv</i>
Title of the study programme director	<i>Ph.D.</i>
Phone of the study programme director	
Goal of the study programme	<i>The aim of the Doctoral Programme in Psychology is to train highly qualified researchers and teaching staff in the four sub-branches of psychology: general/cognitive, clinical, developmental, social/organisational psychology, who are able to develop and conduct original research, to capture and propose innovative developments relevant to the practice of psychology, and to publish the dissertation results in publications included in Web of Science, SCOPUS or other well-known international databases.</i>
Tasks of the study programme	<i>1. to promote scientific research in the represented sub-branches of psychology; 2. to promote the acquisition of competences necessary for research, academic and professional work, with particular attention to the preparation and submission of scientific publications to Web of Science and SCOPUS indexed journals, and the integration of psychologist's professional skills and research; 3. to promote mutual, national and international cooperation of doctoral students in the field of research, professional and academic activities; 4. to promote the personal development and lifelong learning motivation of doctoral students.</i>

Results of the study programme	<p><b>Knowledge:</b></p> <p>1. knows and understands the fundamental and recent scientific theories and findings in psychology, research methodology and modern data processing methods, as well as how to solve research questions in a specific sub-branch and at the interface between different fields;</p> <p>2. is able to critically evaluate, analyse and compare different psychological theories both in the sub-branch of specialisation and in the context of psychological science as a whole, to draw scientifically valid conclusions from newly acquired results of innovative research and is able to demonstrate a deep understanding of the key concepts and regularities of psychological science and a broad range of up-to-date knowledge in at least one sub-branch of psychology.</p> <p><b>Skills:</b></p> <p>3. is able to independently evaluate and select appropriate methods for scientific research, to develop a research plan/design, and manage the development of a research project, taking the lead in involving undergraduate or postgraduate students in the research;</p> <p>4. is able to contribute to the advancement of the borders of knowledge or its application in practice through original research, some of which is at the level of internationally peer-reviewed publications;</p> <p>5. is able to communicate both orally and in writing to the wider scientific community and to the public at large on topics in his/her sub-branch, and to present a paper at an international conference;</p> <p>6. is able to independently improve his/her scientific qualification by carrying out the elaboration of the doctoral thesis;</p> <p>7. is able to make decisions and find creative solutions in uncertain circumstances.</p> <p><b>Competence:</b></p> <p>8. is able to develop and implement innovative research, independently and critically selecting, analysing and synthesising scientific information, ensuring international publicity of research results, and using modern technologies to address research questions;</p> <p>9. is able to understand and apply the ethical principles of psychological research and assess the impact of their professional activity on the social environment or society, participate in the development and promotion of the field of psychological science;</p> <p>10. is able to teach psychology courses at university level.</p>
Final examination upon the completion of the study programme	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)	216
Admission requirements (in English)	<i>Second-cycle higher education in social, humanitarian, educational sciences, natural sciences (mathematics, computer science and informatics, physics and astronomy, chemistry, earth sciences, physical geography and environmental sciences, biology), engineering, or an equivalent higher education; entrance exam.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctoral Degree of Science, Doctor of Science (Ph.D.) in Social Sciences</i>
Qualification to be obtained (in english)	—

### Places of implementation

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

### Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>english</i>
Amount (CP)	216
Admission requirements (in English)	<i>Second-cycle higher education in social, humanitarian, educational sciences, natural sciences (mathematics, computer science and informatics, physics and astronomy, chemistry, earth sciences, physical geography and environmental sciences, biology), engineering, or an equivalent higher education; entrance exam. Studies in English require English language skills of at least B2 level.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctoral Degree of Science, Doctor of Science (Ph.D.) in Social Sciences</i>
Qualification to be obtained (in english)	—

### Places of implementation

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

## 3.1. Indicators Describing the Study Programme

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

Significant changes in the study programme are related to the Cabinet of Ministers' amendments No 522, 14.08.2018 "Amendments to the Cabinet of Ministers' Regulation No 1001 of 27 December 2005 "Procedures and Criteria for Awarding of Doctoral Degree (Doctoral Dissertation)", which stipulates that from now on Latvian Doctoral Dissertation Councils will not award a doctoral degree in a given field, for example, in the case of this programme until now a doctoral degree in psychology - dr.psych - was awarded, but those who defended their thesis will receive a PhD degree.

To ensure the transfer of the UL accounting unit of studies, i.e., transfer of credit point to the European Credit Transfer and Accumulation System (ECTS), corresponding with the transitional provisions of Paragraph 93 of the Law on Higher Education Institutions, by the order "On Changes in the Study Credit Point Accounting System in the University of Latvia" (the UL 31.01.2024. Order No. 1-4/45), beginning with the Autumn semester of 2024, it is determined that for doctoral (third-cycle) study programmes 1 ECTS credit point corresponds to a 25–27-hour study amount of work, determining the number of contact hours according to the achievable learning outcomes. In the section "other attachments" an extract of the order *On changing the study credit point accounting system at the University of Latvia*, which determines the number of ECTS study hours corresponding to one CP (available only in Latvian), has been added.

The course content has also been slightly modified. The number of CPs in the courses PsychD002 Doctoral Dissertation in Psychology II (Approbation methods in the pilot study) and PsychD005 Doctoral Dissertation in Psychology V (Presentation of the study results in international scientific conference) has been reduced by 1 CP and now amounts to 6 ECTS. In contrast, the number of CPs for PsychD004 Doctoral Dissertation in Psychology IV (Defended empirical part of the dissertation) and PsychD006 Doctoral Dissertation in Psychology VI (Scientific article about the results of the study) has been increased by 1 CP and they are now 6 ECTS courses.

The Doctoral Council has changed the admission requirements for the DSP, giving the opportunity to admit qualified applicants without prior formal training in psychology to the programme, while improving the entrance examinations to test applicants' knowledge and understanding of the principles of psychological science and research methodology. These changes will allow the programme to broaden the pool of applicants, while diversifying the research areas and competences of the programme students, overall increasing the development potential, quality and sustainability 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 title, degree, aims and objectives of the Doctoral Study Programme “Psychology”, as well as the admission requirements, are interlinked and relevant. The DSP complements and builds on the Bachelor and Master’s programmes in several ways. (1) Depth of knowledge: While Bachelor and Master’s studies provide a broad foundation in a particular field or discipline, doctoral studies allow students to delve into a specific research topic or area of interest in a focused way. Doctoral students carry out original research, contribute to the development of knowledge in their sub-branch and acquire expertise in a specialised area. (2) Further development of research skills: the PhD programme emphasises the development of advanced research skills, including critical thinking, problem solving, experimental design, data analysis and scientific writing. These skills are usually developed through the dissertation project and the thesis, which serve as the culmination of the PhD programme.

The content and implementation of the DSP is closely related to the implementation of the strategic goals of the UL and the corresponding objectives of the study field:

- DSP provides significant added value to the development of research in the study field, for example, through the involvement of doctoral students in research projects and the integration of research carried out in the framework of thesis development into the fields of research implemented within the study field (the strategic goal of the University G1. The University as an internationally recognised research centre, the corresponding goal of the study field development -to promote the research activities of the academic staff members involved in the study field, to develop cooperation with representatives of other social sciences and natural sciences, as well as to activate and improve the activities of the psychology laboratory);
- DSP makes a significant contribution to the improvement of the quality of all study programmes by integrating the results of doctoral students' research into the content of study courses, by involving doctoral students in teaching study courses both in the study field and in other UL departments and study fields, and by attracting guest lecturers who, in addition to the courses taught in the DSP, often give lectures to the academic staff and students of other study programmes or offer specific consultations (UL strategic goal G2. A unique study offer and high competitiveness of graduates, the corresponding development goal of the study field - to increase the quality of study programmes and course content, to ensure attraction of students, to expand and develop contacts with similar higher education programmes in Latvia and abroad, as well as to make maximum use of student and teaching staff mobility programmes, promoting participation of students and lecturers in them);
- The research carried out in the framework of elaborating the PhD thesis (see Section 3.2.6) is not only of high scientific value, but also of significant practical applicability in solving problems of importance to society (UL strategic goal G3. University activities as the basis for the growth of Latvia, the corresponding development goal of the study field - to contribute to public education about the knowledge of psychological science and its application, as well as to increase the involvement of the academic staff and student in applied research to solve issues of current importance to the society);
- DSP is the primary mechanism for training new lecturers for the development of the study field and ensuring the growth of the academic staff, both by involving doctoral students in teaching existing study courses and in the implementation of research directions, and by

allowing doctoral students and degree candidates to develop new courses and develop their research interests, which after the completion of DSP allows young specialists to integrate immediately into the implementation of the study field while developing and improving their teaching and research interests and competences (UL Strategic Goal G4. Development and excellence-oriented personnel policy, the corresponding goal of the study field - to ensure the attraction, retention and development of quality academic staff).

The aim and objectives of the doctoral programme in psychology and the knowledge, skills and competence acquired during the studies correspond to EQF level 8 ("Regulations on the Classification of Latvian Education"). The doctoral degree in psychology awarded by the University of Latvia is recognised in Europe, the USA and other countries. The DSP "Psychology" complies with paragraphs 51 and 313 of Cabinet Regulation No 322 "Regulations on the Classification of Latvian Education".

**Admission requirements:** The DSP Psychology is open to students with a relevant prior education (Second-cycle higher education in social, humanitarian, educational sciences, natural sciences (mathematics, computer science and informatics, physics and astronomy, chemistry, earth sciences, physical geography and environmental sciences, biology), engineering, or an equivalent higher education. Entrance examination. English language proficiency of at least B2 level is required for studies in English). After receiving applications, students' motivation and suitability for their studies are assessed in oral entrance interviews with the PDP. Prospective students' eligibility is assessed according to the admission criteria of the UL Doctoral Programmes. Points are awarded in the following areas: weighted average grade of the student's Master's studies, grade of the Master's thesis, number of scientific publications on the planned topic of the thesis, contribution to the field of scientific activity, presentations at international scientific conferences on the planned topic of the thesis, participation in international, LSC, UL and research projects of other universities on the planned topic of the thesis, length of service related to the topic of the doctoral thesis or related to the work at the UL, internships/studies at foreign universities and research institutions, topicality and relevance of the doctoral thesis to the priority research directions of the UL and Latvian science, scientific supervisor working on the topic of the planned doctoral thesis, scientific quality of the research proposal for the planned doctoral thesis, results of the interviews, motivation of the applicant.

**Duration and scope of the study programme:**

The study programme is implemented in 3 study years (6 semesters) in full-time form. The study volume is 216 CP. The study programme is balanced in terms of courses to ensure an even academic load for students throughout the years of study. The studies span 48 weeks per year, resulting in a total study workload of 72 ECTS per year.

**Analysis of the usefulness of such forms of study:**

The doctoral study program provides an opportunity to conduct original research, thereby contributing to the development of science in the field of psychology and delivering results with high scientific and practical value by addressing socially significant issues such as education, mental health, and workforce management. The program enhances doctoral candidates' research skills, including methodology, data analysis, and academic writing, which are essential in academic and professional work, thus making graduates competitive in both local and international job

markets.

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

The University of Latvia Doctoral studies in Psychology implements sub-branches important for research and academic environment, which are not implemented in other higher education institutions of Latvian. Only the University of Latvia has clinical psychology, developmental psychology, and general/cognitive psychology branches in the doctoral programme.

The social/organisational psychology stream offered at the UL, unlike the social psychology stream offered at Daugavpils University, is particularly in demand in the business environment.

Graduates of the UL programme work in education and healthcare institutions. In order to facilitate the entry of highly professional specialists into the healthcare environment, the doctoral programme in clinical psychology at the University of Latvia offers a specialisation in CBT (cognitive biobehavioral psychotherapy), which is unique in the Baltic States. In this way, the UL promotes the development of research that allows the effectiveness of psychotherapeutic methods to be tested and, at the same time, has a positive impact on the practice of professional psychologists/psychotherapists.

All graduates or doctoral students in the reporting period are employed in the field of psychology. They are university lecturers, senior researchers, experts, self-employed counselling psychologists, clinical psychologists in healthcare settings or CBT psychotherapists. Several graduates of the UL DSP "Psychology" are working as lecturers at RSU. Several doctoral students are successfully working in the FLPP grant projects of the LSC and in the effective cooperation projects of the UL.

In general, graduates of the last years work in several Latvian universities, state institutions and private companies: [the Department of Psychology, Faculty of Educational Sciences and Psychology, University of Latvia](#); [the Department of Health Psychology and Pedagogy, Faculty of Public Health and Social Welfare, Riga Stradins University](#).

The DSP "Psychology" makes a significant contribution to the development of the common well-being of the society by providing highly qualified specialists who help to promote the psycho-emotional well-being and health of the population. The society, which is healthy and physically fit for work, is an essential element of a stable economy. Good mental health and emotional well-being can reduce mental illnesses and associated health care costs, thus contributing to more efficient functioning and resource management of the health system, as well as contributing to the overall human capital of the country.

The DSP "Psychology" graduates provide high quality mental health services and contribute to the transfer and development of academic knowledge in the field of Psychology. Highly qualified psychologists, such as those trained by the DSP "Psychology", contribute with their expertise to reducing the risks of social exclusion, promoting the inclusion and social balance of different social groups in the society, and fostering the development of critical thinking in the society, which is an essential aspect of social well-being and economic stability. The programme prepares professionals who are able to offer support in various sectors of importance to the economy and the national economy, including health care, education, employment, social integration, military, etc. Highly qualified psychological support promotes the development of entrepreneurship, the well-being of employers and employees, the efficiency of organisations and the development of innovation.

If the University of Latvia's doctoral program in psychology is studied in English, graduates can successfully work in various international and local professional fields. In higher education and research, graduates can become university lecturers and researchers, working in psychology or related fields in different countries, as well as lead scientific studies and participate in international projects and grant programs. In the field of healthcare and psychotherapy, graduates can become clinical psychologists and cognitive-behavioral therapy (CBT) psychotherapists in healthcare institutions, where CBT is an internationally recognized and highly sought-after specialization, or provide psychological services in private practice, supporting clients from diverse cultures and societies. Specialists in social and organizational psychology can offer their expertise in the business environment, promoting employee well-being, organizational efficiency, and the development of innovations. In government and non-governmental organizations, graduates can work as experts and advisors in public administration and policy planning, focusing on societal mental health and well-being, or contribute to NGOs implementing social welfare and integration projects. In international organizations such as the World Health Organization (WHO), UNICEF, or UNESCO, highly qualified psychologists can help develop policies and programs in mental health and social welfare. In the private sector and innovation, graduates can become human resource management experts and business consultants, as well as participate in the development of psychological applications and platforms. An English-speaking environment opens broader opportunities for graduates to work in various countries and engage in international networks, where the demand for highly qualified psychology specialists and researchers is constantly increasing.

**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 dynamics of the number of doctoral students is in line with previous years, with 3-6 new doctoral students enrolled each year, ensuring the sustainability of the programme. Work will continue with degree candidates and thesis supervisors to facilitate the timely completion, submission and defence of doctoral theses. During the reporting period, a number of students who have completed their courses but have been delayed in data collection and experimentation due to the COVID-19 pandemic were exmatriculated. However, these theses will be completed in the future as students resume their studies. During the reporting period, there was one student studying in English who is on sabbatical leave at the time of writing the Report. During the period under review, all students were full-time students. For detailed information on the dynamics of the number of doctoral students, see Annex 16.

Financial difficulties are the main reason for discontinuing studies. Doctoral studies are often time-consuming and require full-time commitment, which limits opportunities to earn a living. If scholarships or other funding sources are insufficient, students may feel compelled to abandon their studies to focus on financial stability.

In the reporting period, the doctoral students were divided into the following sub-branches of psychology: general/cognitive psychology - 2; developmental psychology - 1; social psychology/organisational psychology - 7; clinical psychology - 10.

**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).**

## **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 aim of the Doctoral Study Programme in Psychology is to prepare highly qualified researchers and teaching staff who are able to develop and conduct original research, capture and propose innovative developments necessary for the practice of psychology, therefore the development of the study programme is purposefully directed towards providing two types of high-level specialists for the Latvian labour market - those who could be competent researchers and lecturers, and those who could be competent professional psychologists.

The achievement of the aim is promoted throughout the study process: in the first year of studies, under the guidance of professors, doctoral students in several Part A courses broaden their understanding of the latest research concepts and theories in psychological science, learn more complex qualitative and quantitative research methods, including multivariate statistical methods, data analysis software R, communication in English at scientific conferences. These courses and activities focus on the development of the doctoral thesis, the preparation of scientific articles for publication, and the development of leadership skills in research. Regular discussions with doctoral students by thesis supervisors in the working groups of the sub-branches (regular sub-branch discussion seminars, scheduled in the timetable, held once every two weeks during all three years of the Doctoral thesis development course) promote critical thinking, analytical and independent reasoning, readiness to take responsibility for different situations in life.

Since the admission requirements specify broad fields in which prior education can be obtained, individualized course content is provided if necessary, ensuring that all doctoral candidates ultimately achieve equal program outcomes.

To strengthen the communication and collaboration skills of doctoral students and to promote the internationalisation of research (which is one of the objectives of the programme, and also includes the following objectives: to promote the implementation of scientific research in the sub-branches of psychology represented; to promote the acquisition of competences necessary for research, academic and professional work, with particular attention to the preparation and submission of scientific publications in *Web of Science* and *Scopus* indexed journals, the integration of

professional skills and research of psychologists; to promote mutual, Latvian and international cooperation of doctoral students in the field of research, professional and academic activities; to promote personal development and lifelong learning motivation of doctoral students), doctoral students already in the first year of studies participate in presentations at the Academic Conference of the University of Latvia and in summer attend an international psychology conference in a European country, thus gaining a comprehensive view of the level, breadth and methodological diversity of psychology research. Participation in international conferences is funded by the means of the UL Development Project for the doctoral studies (except paying per diem).

The internationalisation of research is also promoted by the active involvement of all students of the DSP "Psychology" in the activities of the doctoral school "Development of individuals, groups and organisations in the interaction of psychological, educational and social factors". For instance, in 2024 there were the following lectures/seminars: Ireta Čekse delivered the lectures "Opportunities for Using Qualitative Research Methods in Doctoral Dissertations" and "Civic Education Research ICCS 2022: Announcement of European Survey Results." Ivars Austers organized and facilitated the seminar "Studying Memory Processes in Realistic Visual Contexts through EEG-Eye Movement Coregistration" in collaboration with Andrey R. Nikolaev from the Lund Memory Lab, Department of Psychology, Lund University. Baiba Martinsone organized the seminar "Principal Component Analysis (PCA) in Doctoral Research" with Professor Aušra Rutkienė from Vytautas Magnus University, Lithuania, and also organized and facilitated the lecture-seminar "School Climate and Equity" in collaboration with Professor Sergio Di Sano from the University D'Annunzio Chieti-Pescara, Italy.

The total volume of the programme of 216 CPs is divided as follows: dissertation development - 150 CPs; Part A courses - 27 CPs; dissertation examinations - 15 CPs; Part B elective courses - 24 CPs (see Annex 21).

**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).**

Both the lecturers of the doctoral courses and the supervisors of doctoral theses are experienced scientists who regularly publish in *Scopus/Web of Science* indexed journals, their Hirsch index (*Scopus*) is at least 2, but for most of them it ranges from 6 to 8. All of them are also LSC experts in their respective sub-branch of psychology. All lecturers and thesis supervisors have substantial experience both as supervisors and researchers of national and internationally funded projects. The main research areas are in general, clinical, cognitive, personality and social psychology. During the reporting period, half of the doctoral students were employed in projects of their thesis supervisors, including LSC grants and Erasmus+ projects. Lectures by researchers from foreign universities are also regularly organised. Special courses are also organised by foreign lecturers on the latest research methods, such as neuropsychological measurement and on psychology in the perspective of philosophy of science.

The doctoral study program significantly contributes to the advancement of research by generating new knowledge and methods that enrich the academic environment and professional practice. It serves as a platform for scientific growth, also enhancing the quality of bachelor's and master's

programs, as doctoral candidates often participate in these levels as lecturers or researchers. The program promotes an interdisciplinary approach and the development of critical thinking, which permeates the entire education system. Graduates with highly qualified expertise help improve the curriculum and practical methodologies across all levels of education. As a result, it fosters the transfer of academic knowledge and the implementation of innovations, enhancing the interaction between education and research.

**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.**

During the study courses and examinations, both oral, written, and combined study and assessment methods are used.

Studies employ a variety of knowledge acquisition and consolidation methods, such as introductory lectures, consolidating lectures, and problem-oriented lectures. Practitioners and professionals from different institutions are invited to teach individual lectures in study courses to promote the unity of theory and practice. Practical assignments, seminars are widely used.

To promote the development of students' research competence, students in successive courses have an opportunity to analyse and deepen their research on the issues of interest in the given field. Senior year students are involved in the management of the junior studies (undergraduate, *peer teaching-learning*).

Seminars in study courses promote students' presentation and discussion skills.

To aid students in achieving learning outcomes – in acquiring and consolidating knowledge, skills, and competence – student-centred methods dominate in the study process. The study process uses methods that facilitate students' communication in the implementation of study tasks, solving real-world problems, modelling situations.

Regarding courses with different content, the distribution of credit points and the allocation of hours are adjusted based on the course's objectives, methods, and required skills.

The physical environment of studies is also gradually changing – classrooms are easily transformable for group work, individual work, students can use digital technologies. Lecturers use methods that encourage students' active participation, critical thinking, and reflection. The e-study environment is used in the study process and to promote independent studies. Each study course has an e-study environment (*Moodle*) where students have access to materials from classes, task descriptions in addition to course-related learning materials, as well as study tasks (tests, forums, seminars, conferences, etc.). All interim and final assessment grades of the study courses are recorded, justified, and made available to students in the e-study environment.

The student-centred approach is followed in updating the study programmes and the respective study courses, paying special attention to meaningful formulation of learning outcomes, thus

promoting dialogue between lecturers and students on the content of studies, forms, and methods of organisation. Well-formulated learning outcomes, on the other hand, promote students' understanding and co-responsibility for their own learning, self-assessment, and understanding of the assessment they receive. During the study process, lecturers use methods, examination forms and assessment criteria that are appropriate to the study goal and intended learning outcomes.

Students receive support and feedback from the lecturers during the study process. Assessment criteria for grading are made public in advance. The assessment gives students an opportunity to demonstrate the extent to which they have achieved the intended learning outcomes.

Following the principles of student-centred studies, student mobility (recognition of learning outcomes) is promoted; students engage in academic research and social activities initiated by the academic staff, thereby gaining extensive experience and evaluating gained knowledge and skills in practice. By implementing internal quality assurance policies, study programmes are implemented to encourage students to actively participate in the improvement of the study process. There are procedures and regulations for submitting student proposals and complaints and reviewing student appeals. The results of student surveys are evaluated and considered for the improvement of the study process. Students are eager to express their proposals for the improvement of study programmes and processes in discussions with teaching staff and programme directors.

In summary, the assessment methods use students' ability to integrate into the professional life of modern science (being familiar with the leading theories and literature in the field), to work as researchers - starting from posing current research problems, translating them into research questions, hypotheses, then creating an appropriate research design with appropriate methods, conducting research, analysing the collected data, and describing all the work according to the requirements of the highest quality of scientific communication as criteria.

The mentioned study methods are the same for both the Latvian and English versions of the programme.

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

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

The study field has its own Doctoral Committee. Doctoral students work independently on their doctoral theses. According to the Cabinet of Ministers Regulation No 1001, 27.12.2005, the doctoral thesis could be:

- a dissertation;

- a thematically unified set of scientific publications. Publications must be published or accepted for publication in scientific periodicals that are anonymously peer-reviewed, internationally available in repositories of scientific information and cited in internationally accessible databases;

- a monograph - a peer-reviewed scientific book on a single topic, internationally available in repositories of scientific information, containing a bibliography and an abstract in a foreign language.

At the end of the theoretical studies, all doctoral students have a pre-defence of their doctoral thesis - i.e., a review and public discussion of the thesis at the Doctoral Board of Psychology (PDB). If improvements or additions to the thesis are necessary, the PDB will refer the thesis for a second pre-defence (as necessary during or after the studies). Successful pre-defences result in students being invited to progress the thesis to PhD. Students are encouraged to submit their thesis for the doctoral degree no later than two years after the successful completion of the theoretical studies and the successful pre-defence. The promotion to PhD is carried out in cooperation with the Doctoral Committee of Psychology, by submitting the documents required by the regulations. During the development of the thesis, also after the completion of the theoretical studies, students have access to the advice of the thesis supervisors, the PDB, as well as technical assistance from the secretary of the Doctoral Committee of Psychology, related to advancing the thesis for the PhD.

After defending the doctoral thesis, the Doctoral Committee of Psychology of the University of Latvia awards the PhD degree - the *PhD* in Social Sciences. The degree is awarded in four sub-branches of psychology: clinical psychology, general/cognitive psychology, developmental psychology and social/organisational. These are the leading and most relevant sub-branches of modern psychology. The Doctoral Committee of Psychology is composed exclusively of LSC experts, and the thesis is reviewed by three experts selected according to the following principle - one foreign expert, one expert in the field of psychology from another Latvian university and one member of the UL Doctoral Committee.

In general, the progress of the doctoral thesis can be assessed as a technically clear, orderly and open process. Both technical and academic support is available to the doctoral candidate during the process.

### **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 thesis topics defended during the reporting period are listed below and briefly analysed. Each of these themes has its own scientific relevance and potential to have a positive impact on the society and the field of science relevant to the research. The doctoral theses during this accreditation period represent clinical and social psychology. Although it should be noted that at least half of them also cover at least one other branch, usually general psychology, it is not possible to award a degree in two branches at the same time.

During the period under review, theses were defended on the following topics:

- Correlations between different burnout models and correlations with mental health, work engagement factors and schema therapy constructs;

- Psychological characteristics predictive of job performance in selected work domains;
- Childhood abuse experiences, dissociative and depressive symptoms in relation to suicidality and suicide attempts;
- Changes in teachers' and 3rd-6th graders' perceived school climate and pupils' socio-emotional competence after participating in a socio-emotional learning programme;
- Socio-emotional competence, social support and relationships with parents, teachers and peers: adolescents' self-perceived integrative risk and precipitating factors for depression;
- The relationship of procrastination, discounting and personality traits to health behaviours;
- Relationship of depression symptoms and core affect to cognitive functions;
- The motivation of non-monogamous individuals to engage in sexual relationships.

The following points justify the relevance of these theses, and thus their relevance in the labour market.

1. Psychological constructs: all the themes explore different psychological constructs or phenomena such as burnout, work performance, childhood abuse, dissociative symptoms, suicide, socio-emotional competence, procrastination, depression symptoms, main effects, personality traits and cognitive functions.
2. Variety of methodological approaches: the theses use a variety of methodological approaches such as quantitative surveys, psychological assessments, interviews and data analysis methods (e.g. regression analysis, correlation analysis, structural equation modelling) to explore the relationships between different variables.
3. Applied aspect: these topics fall within the field of applied psychology, focusing on understanding and addressing real-world psychological phenomena and their impact on mental health, well-being and behaviour in different contexts (e.g. workplace, school, interpersonal relationships).
4. Interdisciplinary perspective: although these themes are rooted in psychology, they are partly related to insights from other disciplines such as sociology, education, neuroscience and public health, which allow for a holistic understanding of the phenomena under study.

All theses were assessed as well written, and all the reviews were positive. In all cases, all members of the Doctoral Board voted unhesitatingly in favour of awarding the doctoral degree to the candidates. In all cases, at least one publication on the thesis has been indexed in *Web of Science / Scopus* databases, and for several theses have at least two articles on the thesis topic published in these databases.

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

**3.3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples.**

The doctoral study programme "Psychology" is housed in the premises of the FESP, located in Riga, Imantas 7. līnija and Kalpaka bulvāris 4. The premises are generally well equipped for the teaching

process and are cosily furnished. Currently, a "House of Letters" is being built in the academic centre of the University, where the Department of Psychology will also be relocated, and spacious and modern teaching rooms will soon be available.

Any doctoral student can use the UL library, one part of which is located in the Faculty's premises. It has a very wide range of both printed and electronic publications. Lecturers can order books they need for their courses and these are purchased. The teaching process is mainly based on e-literature, which is available in the *ProQuest Ebook Central Academic Complete* collection (232 799 e-books) subscribed to by the UL. Latvian textbooks are purchased and made available to students in sufficient numbers. The subscription database "*Psych Articles*", which offers more than 220 000 full-text research articles in the field of psychology is of particular importance for writing students' research papers and for use in all study courses. This database offers a convenient and organised way to search for information on a wide range of topics for the purposes of literature reviews and summaries. The UL library has thus provided the necessary teaching and scientific literature for studies.

During their studies, students have access to free-access computers, *MS Office* software, *SPSS* data processing software and *R* data processing software, which is very important for processing research data. Students therefore have the opportunity to work with appropriate software both for their research and for elaborating their doctoral thesis.

The psychology laboratory of the Department of Psychology has a variety of devices for specific physiological measurements, computer-based tests, virtual reality devices, and specific behavioural prevention devices. A laboratory assistant is available to help doctoral students with these devices and to provide technical support during the research process.

The above-mentioned infrastructural and technical facilities are sufficient for the realisation of objectives of the study programme and the achievement of study outcomes, which indicates that the doctoral study programme has all the necessary facilities for the realisation of the study programme and the achievement of its aims and learning outcomes both in Latvian and English.

### **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 study and scientific base of the doctoral study programme is developed in cooperation with other institutions within the University of Latvia, e.g., the Perception and Cognitive Systems Laboratory of the Faculty of Computer Science (jointly organised guest lectures of foreign professors, use of the competence of the laboratory researchers working on cognitively oriented data processing and interpretation), the Faculty of Biology (organisation of guest lectures), the Faculty of Business, Management and Economics (joint work on research projects involving doctoral students). There have also been inter-institutional cooperation projects with Riga Stradiņš University and Vidzeme University of Applied Sciences in the framework of the National Research Programme (involving doctoral students). There is also cooperation with the Riga School of Economics in organising a course in science communication, taught by professor Arnis Sauka, one of the best science communication lecturers in Latvia.

Collaboration with professors from the University of Leuven in the field of cognitive psychology has started and is ongoing, for example, professors van der Leuven and Nakatani advised students in

autumn 2023 as paid guest professors at the University of Latvia, and are currently continuing to do so in the framework of ongoing projects.

Doctoral students are also working in research projects (during the reporting period - large-scale projects funded by LCS FLPP or Erasmus+ with professors Martinsone, Dimdiņš and Austers).

One dissertation was also developed in collaboration between the University of Latvia and the company *Tet*, in particular the employee appraisal system has been developed.

**3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).**

**Revenues of the programme**

To ensure the necessary funds for the implementation of the PMSP “Psychology”, the UL uses a state budget grant from the Ministry of Education and Science and tuition fee:

- the state budget grant from the Ministry of Education and Science for the academic year 2023/2024 is defined as 5602.8 EUR for full time Doctoral study programme;
- the tuition fee taking into consideration all the mentioned factors in the section “Provision of finances” for the academic year 2023/2024 full time studies 2500 EUR a year\* and 5000 EUR a year \*\*.

When calculating tuition fees for foreign students, no additional criteria are set. Study fees for students from the EU, EEA countries and Switzerland do not differ from the study fees applied to students living in Latvia. For other foreign students, the tuition fee is determined by the decision of the LU Council, taking into account the potential students' ability to pay.

In view of the above, the total budget for the study programme is expected to be EUR 69 131 per year.

Report on student distribution by study types and annual income is presented in Table 3.3.3.1.

*Table 3.3.3.1*

***Number of students in the programme and annual income***

Type of study	LV state funded	LV for tuition fee	EU/EEA/Swiss citizens* for tuition fee	Others** for tuition fee	Total	State subsidy	For tuition fee LV and EU/EEA/Swiss citizens	Fee for citizens of other countries	Annual income
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	number	number	number	number	number	EUR	EUR	EUR	EUR
	1	2	3	4	5	6	7	8	$1*6+(2+3)*7+4*8$
DSP FT	11	1	1		13	5602.8	2 500	5 000	69 131
<b>Total</b>	<b>11</b>	<b>1</b>	<b>1</b>		<b>13</b>	<b>5602.8</b>	<b>2 500</b>	<b>5 000</b>	<b>69 131</b>

\* EU/EEA/Swiss citizens – European Union / European Economic Area / Swiss Confederation.

\*\* Others – outside of EU/EEA/Swiss Confederation.

## Programme costs

The program costs apply to studies in both Latvian and English. To estimate the amount of funds required for financial provision, the prime cost of study programmes at the UL is calculated according to the methodology developed by the UL. It takes into account the cost of ensuring the study process and information on the study programme plan, teaching staff involved, planned number of students and other aspects described in the “Financial Support System”, thus ensuring the reliability of forecasts.

### Doctoral study programme costs for the **full-time studies (FT)**

For the calculations of the Doctoral study programme "Psychology" FT, the implementers use the data for the academic year 2023/2024 - the number of students as of 01.10.2023 - 13 students, the plan/norms and the structure of the academic staff involved. Taking into account the above, the estimated full-time cost of the programme per student is 8133 EUR per year. Based on these data, the total annual cost of the programme is 105 726 EUR and the breakdown (percentage) is shown in Table 3.3.3.2

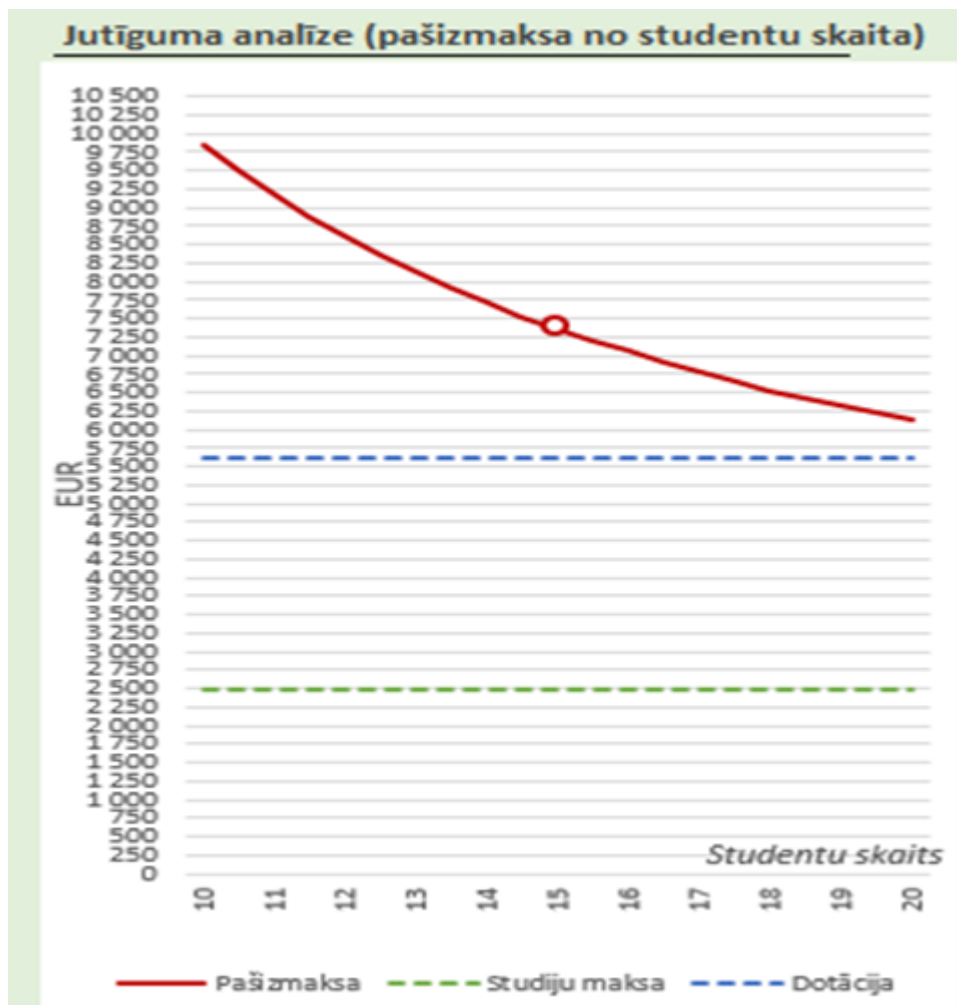
Table 3.3.3.2

### **Breakdown of costs for the study programme (in percentage)**

Expenditure item	% of total
Teaching staff costs	56%
General staff	12%
Other payments	
Infrastructure expenditure	5%
Property and services	1%
Indirect costs	26%
<b>Total costs</b>	<b>100 %</b>

In Figure 3.3.3.1 the prime cost of the study programme is visually represented by the red line (vertical axis) depending on the number of students (horizontal axis), indicated average weighted

tuition fee (green line).



**Fig. 3.3.3.1. Prime cost per number of students of the DSP “Psychology” full time studies**

To be cost-effective, the programme needs a substantial increase in tuition fees and state budget subsidies, as well as an increase in student numbers where possible.

### Summary of the revenue and expenditure of the programme

Table 3.3.3.3 summarises the projected number of students, programme revenue, expenditure, outcome and profitability (outcome to revenue, %) by all forms of delivery.

Table 3.3.3.3

The result of the program

Type of study	Total	Total revenue	Total expenditure	Result	Profitability

	number	EUR	EUR	EUR	%
DSP FT	13	69 131	105 726	-36 595	-53%
<b>Total</b>	<b>13</b>	<b>69 131</b>	<b>105 726</b>	<b>-36 595</b>	<b>-53%</b>

**The PhD programme** is projected to make a loss and have a negative profitability (-53%). The Faculty plans to finance these losses with the revenues of the two profitable programmes, and the Faculty may also finance these losses with revenues from lifelong learning and other services, as well as from the financial resources accumulated by the Faculty, which are sufficient to support the study process. The faculties also receive financial support for programme development from the Study Quality Improvement Fund of the UL.

In order to ensure cost-effective implementation of study programmes, a minimum number of students is set, when new student groups are formed, and the study process is organised as efficiently as possible, both on-site and remotely. The Faculty also looks forward to an increase in state support in the future by increasing the amount of the state subsidy to cover the costs of study programmes.

Tuition fees and costs are assessed by the Faculty on an annual basis, and fees are reviewed in the light of cost increases and students' ability to pay.

### 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.**

All lecturers involved in the Doctoral Study Programme have a PhD degree. Most of the lecturers involved in the programme work either on their own research projects or on research projects led by other high-level researchers, regularly publish in *Web of Science / Scopus* indexed journals, and regularly present their scientific activities at international scientific conferences. All these facts testify to the high qualification of the teaching staff, which enables them to teach students in accordance with the conditions and requirements of the regulatory enactments. The visiting professors are also leading scientists in their respective fields with a Hirsch index greater than 25. Table 3.4.1.1 below shows the terms of the LSC expert rights of the DSP teaching staff. All teachers involved in the program have at least a B2 level proficiency in English, enabling them to deliver the program in both Latvian and English. These facts indicate that the qualifications of the teaching staff align with ensuring the achievement of the program's intended outcomes.

Table 3.4.1.1

**Terms of the LSC expert rights of the teaching staff members of the DSP "Psychology"**

<b>No.</b>	<b>Name, Surname</b>	<b>Science field of the expert's status</b>	<b>Position</b>	<b>LSC Expert rights</b>
<b>1.</b>	<b>Baiba Martinsone</b>	Social sciences - Psychology	Prof.	06.09.2026
<b>2.</b>	<b>Ivars Austers</b>	Social sciences - Psychology	Prof.	12.06.2027
<b>3.</b>	<b>Ģirts Dimdiņš</b>	Social sciences - Psychology	Prof.	08.05.2027
<b>4.</b>	<b>Anika Miltuze</b>	Social sciences - Psychology	Prof.	06.09.2026
<b>5.</b>	<b>Aleksandrs Koļesovs</b>	Social sciences - Psychology	Prof.	07.09.2025
<b>6.</b>	<b>Ieva Bite</b>	Social sciences - Psychology	Prof.	10.04.2027
<b>7.</b>	<b>Ieva Stokenberga</b>	Social sciences - Psychology	Asoc.prof.	10.05.2026
<b>8.</b>	<b>Jurģis Šķilters</b>	Social sciences - Psychology	Prof.	01.03.2026
<b>TOTAL: 10 teaching staff</b>				

### **3.4.2. Analysis and assessment of the changes to the composition of the teaching staff over the reporting period and their impact on the study quality.**

During the reporting period, two professors have retired (become emeritus) and were replaced by two associate professors and two professors. Two visiting professors from the *Katholieke Universiteit Leuven* also worked in the programme for a semester. The quality of the teaching staff has thus not deteriorated overall, and in cognitive (general) psychology it has improved, as the *Katholieke Universiteit Leuven* guest professors taught two courses in cognitive psychology.

### **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).**

During the reporting period, academic staff members involved in the implementation of the DSP published around 80 publications indexed in *Scopus or WoS CC*.

TOP 10 publications (examples, publications selected as representative of the sub-branches of psychology in which it is possible to specialise during the doctoral studies, plus they have been published in relevant journals in the field):

Abeltina, M., Stokenberga, I., Skudra, J., Rascevska, M., & Kolesovs, A. (2020). Burnout Clinical Subtypes Questionnaire (BCSQ-36): reliability and validity study in Latvia. *Psychology, Health & Medicine, 25*(sup1), 1-12. <https://doi.org/10.1080/13548506.2019.1710544>

Austers, I., Dimdins, G., Priedols, M., Gaina, V., & Leja, V. (2024). The opposing roles of patriotism and nationalism in explaining trust in a political system. *Social Sciences & Humanities Open, 10*, 101131.

Baranski, E., Gardiner, G., Lee, D., Funder, D. C., & Members of the International Situations Project (2021). Who in the world is trying to change their personality traits? Volitional personality change among college students in six continents. *Journal of Personality and Social Psychology, 121*(5), 1140-1156. <https://doi.org/10.1037/pspp0000389>

Kirkland, K., Van Lange, P. A. M., Van Doesum, N. J., Acevedo-Triana, C., Amiot, C. E., Ausmees, L., Baguma, P., Barry, O., Becker, M., Bilewicz, M., Boonyasiriwat, W., Castelain, T., Costantini, G., Dimdins, G., Espinosa, A., Finchilescu, G., Fischer, R., Friese, M., Gomez, A., . . . Bastian, B. (2022). Social mindfulness predicts concern for nature and immigrants across 36 nations. *Scientific Reports, 12*(1), 22102. <https://doi.org/10.1038/s41598-022-25538-y>

Martinsone, B., & Žydžiūnaite, V. (2023). Teachers' contributions to the school climate and using empathy at work: implications from qualitative research in two European countries. *Frontiers in*

*Psychology*. doi: 10.3389/fpsyg.2023.1160546

Priedols, M., & Dimdins, G. (2023). Evaluation of misinformation among pro-Ukrainian Latvians – the role of prior attitude, analytical thinking, and emotions. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1165039>

Putnins, T. and A. Sauka (2020). Why Does Entrepreneurial Orientation Affect Company Performance? *Strategic Entrepreneurship Journal*, 14(4), 711-735.

Sebre, S., Pakalniškiene, V., Jusiene, R., Wu, J. C., Miltze, A., Martinsone, B., & Lazdiņa, E. (2023). Children's Problematic Use of the Internet in Biological and Social Context: A One-Year Longitudinal Study. *Journal of Child and Family Studies*. doi: <http://dx.doi.org/10.1007/s10826-022-02527-3>

Sandra B. Sebre, Ieva Bite, Anika Miltuze, Aleksandrs Kolesovs (2022). Children's relationship problems and the role of adaptive functioning, emotion dysregulation and parental cognitive restructuring // *European Journal of Developmental Psychology* (31 May 2022), p.1-17. <https://doi.org/10.1080/17405629.2022.2084067>

Pinna, B., Porcheddu, D., & Skilters, J. (2022). Similarity and Dissimilarity in Perceptual Organization: On the Complexity of the Gestalt Principle of Similarity. *Vision*, 6(3), 39. <https://doi.org/10.3390/vision6030039>

Wu, J.C.L., Sebre, S.B., Jusienė, R., Pakalniškienė, V., Miltuze, A. & Li, Y. (2021). Personal and Family Sociodemographic Correlates of Types of Online Activities in School-Aged Children: a Multicountry Study. *Child Indicators Research*, <https://doi.org/10.1007/s12187-021-09805-4>

Assessing the number and quality of publications over the reporting period, there have been positive developments in a number of aspects. Firstly, compared to previous reporting periods, not only the number of publications but also the quality of publications, such as the proportion of articles published in Q1 and Q2 journals, has increased significantly. Secondly, there has been a trend towards publications being produced and published within larger research projects, where each project has often produced several high-level publications. Thirdly, there has been an increase in the number of publications where the academic staff members of the DSP are co-authors in international teams of authors, demonstrating the international relevance of the research carried out and providing good opportunities and incentives for future collaboration in both research and the development of DSP content. It should also be noted that an increase in the number of high quality publications improves the chances of attracting further research funding, laying the foundations for a positive research and publication dynamic in the future. Overall, the number and quality of publications demonstrate the research competence of the academic staff involved in the implementation of the DSP and their involvement in the international research community.

**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).**

An overview of the involvement of the academic staff in research projects is given in the following table:

Table 3.4.4.1

## An overview of the involvement of the academic staff in research projects

Member of the academic staff	Project management	Participation in the project	Funding (EUR)
Baiba Martinsone	2022 - 2023 International research initiative <i>Global perspectives on teachers' wellbeing and mental health following the COVID-19 Pandemic</i> (leading partners <i>University of Warwick, UK, Tulane University, USA and Georgia Staten University, USA</i> ), project manager in Latvia, researcher		Pro bono
Baiba Martinsone	2022 International research initiative <i>Multi-cultural adaptation and validation of School Cultural Congruity questionnaire</i> (leading partner <i>University of California, USA</i> ), project leader in Latvia, researcher		Pro bono
Baiba Martinsone	2016 - 2020 <i>International Awards Program of the Society for the study of School Psychology (SSSP) funded project "Cross cultural school climate study"</i> in cooperation with <i>University of Connecticut USA</i> ; project leader for adaptation and validation of the School Climate Survey in Latvia		Pro bono
Baiba Martinsone		2021 - 2024 Erasmus+ project "Teaching to be: Supporting teachers' professional growth and wellbeing in the field of social and emotional learning" (626155-EPP-1-2022-2-LT-EPPKA3-PI-POLICY), senior expert, leading researcher	226 673
Baiba Martinsone		2018 - 2021 Project of Latvia, Lithuania, Taiwan "School-aged Children's Internet Use in Relation to Socioemotional Development and Parenting Practices in Latvia, Lithuania and Taiwan: A Longitudinal Study" (State funding) Agreement No. LV_LT_TW/2018/2; UL registration No. ZD2018/20569, leading researcher	20 000
Baiba Martinsone		2017 - 2020 Erasmus+ project "Learning to be: Development of Practices and Methodologies for Assessing Social, Emotional and Health Skills within Educational Systems/Learn2be" (582955-EPP-1-2016-2-LT-EPPKA3-PI-POLICY), expert, leading researcher	230 000
Baiba Martinsone	2019 - 2022 Erasmus+ project "Promoting mental health in schools" (No. 606689-EPP-1-2018-2-IT-EPPKA3-PI-POLICY, UL registryration No. ZD 2019/20787) project leader, leading researcher		278 076
Ivars Austers	2018 Effectctive cooperation project between UL and AS Balta. Smartphone use and driving quality. Project leader.		12 000

Ivars Austers	2019 - 2020 Project for effective cooperation between UL and Tet. Methods for assessing the suitability and potential development of employees. Project leader.		102 000
Ivars Austers	2022 UL FEPA project Creation of a scale of drivers' psychological point of view. Secondary validity testing. Project leader.		8000
Ivars Austers	2023 - 2025 LSC grant Izp-2022/1-0374 Egocentric tendencies in drivers' judgements. Individual differences and opportunities for mitigation. Project leader, leading researcher.		300 000
Ivars Austers		2023 - 2025 LSC grant Izp-2022/1-0456 Patriotism and nationalism: cognition, attitudes and their impact on the development of a democratic civil society. Leading researcher.	300 000
Ivars Austers	2023 UL core funding project ""Above average" effect in explanations of risky behaviour", project leader.		8000
	2024 UL core funding project "Giving help versus receiving help. Psychological Aspects", project leader.		8000
Ģirts Dimdiņš	2023 UL core funding project "Trusting the source of information as a heuristic for making decisions about the quality of information", project leader		8000
Ģirts Dimdiņš	2022 UL core funding project "Perceptions of pseudo-profound bullshit and political trust", project leader		8000
Ģirts Dimdiņš	2018-2021 FLPP project "Development and testing of a psychological model of political trust" (Izp-2018/1-0402), project leader		240 000
Ģirts Dimdiņš		2022-2023 "Assessment of competences of higher education students and their development dynamics during the study period" within the ESF project No 8.3.6.2 "Establishment and implementation of the education quality monitoring system". 8.3.6.2/17/I/001 (No. ESS2022/442), leading researcher	300 000
Jurģis Šķilters	"Perception in the multiplicity and valence of modalities", University of Latvia Foundation research project in memory of Jānis Eglīte		22 686
Jurģis Šķilters		2018 - 2019 UL Collaborative project "Cognitive aspects of knowledge transfer in cloud-based learning solutions"	21 000
Jurģis Šķilters		2017 - 2019 UL Faculty of Business, Management and Economics (FBME) and SIA RIX Technologies research project "Cognitive and behavioural aspects of human-computer interaction in the development of e-services and e-learning materials"; Project No. ESP-16/19.	19 000

Jurģis Šķilters		2017 - 2019 SIA Tilde and UL cooperation project ("Practical oriented research"; project application No.1.1.1.1/16/A/215) "Neural networks for flexible natural language processing"	690 672
Jurģis Šķilters		2019 e-LADDA project "Early Language Development in the Digital Age", coordinated by the Norwegian University of Science and Technology in Trondheim, leading researcher	3 820 152
Aleksandrs Koļesovs	01.2021-12.2021 UL Faculty of Education, Psychology and Art, Project No. Y5-AZ22-ZF-N-040, sub-project "The role of psychological components of belonging to Latvia in the interaction between perceived social context and emigration intentions in university students", project leader		6100
Aleksandrs Koļesovs		2022-2024, FLPP, No. lzp-2021/1-0442, "Context of SARS-CoV-2 and Covid-19 in hepatobiliary pathologies, their histological, biochemical, radiological and clinical characterisation, and options for prevention". Researcher (data analysis)	299 999
Aleksandrs Koļesovs		2020-2021 State Research programme, No. VPP-COVID-2020/1-0023, "Clinical, biochemical, immunogenetic paradigms of Covid-19 infection and their correlation with socio-demographic, etiological, pathogenetic, diagnostic, therapeutic and prognostic factors of guideline relevance". Working group leader (analysis of socio-demographic and medical data)	497 580
Ieva Stokenberga	2024-2026 Erasmus+ project "Boosting University Psychological Resilience and Wellbeing in (Post-) War Ukrainian Nation", project leader of the UL		444 438
Ieva Stokenberga	2024 UL core funding project "Adaptation and validation of the DSM-5 Personality Questionnaire in the Latvian cultural environment", project leader		8000

In terms of the involvement of the academic staff in research projects, there is a positive dynamics in the number of projects, the amount of funding and the diversity of research topics. Both the number of projects and the amount of funding have increased significantly compared to the previous reporting period. The number and variety of projects provide opportunities for doctoral students to engage in research both within the research teams of the projects and by providing the opportunity to integrate the research carried out in the framework of their theses with the research carried out in the projects. Overall, the number and quality of projects demonstrate the research competence of the academic staff involved in the implementation of the DSP and their ability to engage in and add value to basic, interdisciplinary and applied research.

### **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).**

Currently, the student-teaching staff ratio in the Doctoral study programme is 15 (students)/10 (lecturers).

This teacher-student ratio ensures that students have access to a wide range of intellectual resources as well as a diverse perspective. Students and lecturers develop a closer, more collegial relationship and a positive environment for collaboration on various projects, deeper discussions and exchanges of experience is fostered. The close interaction between the academic staff and students fosters cooperation and opportunities to adjust the course content and methods to the characteristics and needs of the specific student group. The links between the study courses are sequential and fluid. Cooperation between the teaching staff is fostered through discussions at doctoral seminars, meetings of the Department of Psychology, projects, scientific conferences, etc. Collaboration is promoted and strengthened both in face-to-face events and through online communication platforms.

A mechanism for cooperation between the teaching staff in the implementation of the study programme has also been established, which ensures the achievement of the aims and objectives of the study programme and the interconnection of study courses within the study programme. In particular, the teaching staff collaborate in research projects involving doctoral students. In addition, several lecturers, thus providing students with different scientific perspectives on the same problem, on the one hand, and fostering the collaboration of the teaching staff, on the other, team-teach a significant part of the courses.

# 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	DIPLOMS_2024_DOKTORS_ENG.docx	DIPLOMS_2024_DOKTORA_PSIHOLOGIJA.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Annex_16_DSP.docx	16_pielikums_studentu_skaits_DSP.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Annex_19_Normative_regulations PhD.docx	19_pielikums_atbilstiba_normativajam_regulejumam_DSP.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Annex_20_DSP.xlsx	20_pielikums_kursu_kartejums_DSP.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Annex_21_DSP.docx	21_pielikums_studiju_plani_DSP.docx
Descriptions of the study courses/ modules	annex_22_course_descriptions_dsp_psychology.pdf	22_pielikums_kursu_apraksti_DSP.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)	IZPF_29.04.2024_Apliecinajums - 5 doktori_ENG.docx	29.04.2024 - 30-37_8 - Apliecinajums - 5 doktori - Psihologija.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)	IZPF_29042024_Apliecinajums - 55.pants_ENG.docx	29.04.2024 - 30-37_11 - Apliecinajums - 55.pants - Psihologija.edoc

# Psychology (43313)

Study field	<i>Psychology</i>
ProcedureStudyProgram.Name	<i>Psychology</i>
Education classification code	<i>43313</i>
Type of the study programme	<i>First cycle (academic bachelor's) study programme</i>
Name of the study programme director	<i>Anda</i>
Surname of the study programme director	<i>Upmane</i>
E-mail of the study programme director	<i>anda.upmane@lu.lv</i>
Title of the study programme director	<i>Dr.Psych.</i>
Phone of the study programme director	
Goal of the study programme	<i>The aim of the Bachelor's study programme in Psychology is to enable students to acquire basic academic education in psychology, to develop research skills and competences, to promote skills relevant for general employment such as critical thinking, information technology skills, social-communicative, cooperation and organisational skills, and to improve the ability to solve problems and make decisions independently. Successful completion of the programme opens opportunities for further higher-level studies in psychology and other social sciences, humanities and education, both in Latvia and abroad.</i>
Tasks of the study programme	<i>1. To provide the acquisition of theoretical background knowledge in psychology. 2. To promote students' understanding of psychology as a science and to develop their ability to understand, compare and evaluate different theories of psychology and their various interdisciplinary aspects. 3. To develop the ability to design a research study in psychology that is sound and consistent with the basic principles of research. 4. To promote understanding of and adherence to professional and academic ethics in scientific research. 5. To promote students' active participation in scientific and practical activities in the field of psychology. 6. To promote the development of skills relevant for general employment, personal development, and to create motivation for further education and lifelong learning of psychology students.</i>

Results of the study programme	<p><i>Knowledge</i></p> <p>1. understands the key concepts and regularities of psychological science, both within and across disciplines.</p> <p>2. understands the principles of conducting psychological research, processing and interpreting research data.</p> <p><i>Skills</i></p> <p>3. critically evaluates, analyses and compares different theories of psychology, based on arguments discusses relevant information, problems and their solutions with both specialists and non-specialists.</p> <p>4. plans and implements scientific research using acquired knowledge and information technology skills.</p> <p>5. demonstrates successful skills in building rapport, effective communication, decision-making, collaboration, and presentation.'</p> <p>6. keeps abreast of current developments in psychological science and, in accordance with his/her interests, guides current and further learning and plans professional development.</p> <p><i>Competence</i></p> <p>7. independently acquires, selects, analyses and critically evaluates information from different sources and uses it in scientific research.</p> <p>8. makes decisions based on empirically based knowledge in psychology and other social sciences and solves problems within the limits of their competence, in accordance with ethical principles.</p>
Final examination upon the completion of the study programme	<i>Bachelor's thesis</i>

## Study programme forms

### Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	180
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's degree in Psychology</i>
Qualification to be obtained (in english)	—

### Places of implementation

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

### Part time studies - 3 years, 5 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	3
Duration in month	5
Language	<i>latvian</i>

Amount (CP)	180
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's degree in Psychology</i>
Qualification to be obtained (in english)	—

### **Places of implementation**

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

## 3.1. Indicators Describing the Study Programme

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

Since the previous accreditation of the study field, no significant changes have been made to the overall indicators of the programme and none are foreseen as part of the evaluation procedure for the study field. The aim of the programme has been specified, following the recommendations of the experts of the previous accreditation, to include skills relevant for general employability. The wording of the programme objectives and outcomes has also been revised and clarified.

According to Article 59 of the Law on Higher Education Institutions, the Bachelor's degree to be awarded in the programme is defined as the first cycle of higher education. From 2024, the Law on Higher Education Institutions provides for the transition to ECTS - the European Credit Transfer and Accumulation System. The programme indicators will therefore show a programme volume of 180 CP already in this ECTS system. The programme plan and the text of the report are also designed according to this new system.

To ensure the transfer of the UL accounting unit of studies, i.e., transfer of credit point to the European Credit Transfer and Accumulation System (ECTS), corresponding with the transitional provisions of Paragraph 93 of the Law on Higher Education Institutions, by the order "On Changes in the Study Credit Point Accounting System in the University of Latvia" (the UL 31.01.2024. Order No. 1-4/45), beginning with the Autumn semester of 2024, it is determined that for undergraduate (first-cycle) study programmes 1 ECTS credit point corresponds to a 25- 27-hour study amount of work, including:

- 10-12 contact hours for full-time intramural studies,
- 5-12 contact hours for part-time intramural studies,

In the section "other attachments" an extract of the order *On changing the study credit point accounting system at the University of Latvia*, which determines the number of ECTS study hours corresponding to one CP (available only in Latvian), has been added.

Several changes have been made to the content of the programme, both during the accreditation period and in preparation for re-accreditation. Changes were made based on the analysis of student evaluations, student suggestions for expanding the course offerings, the analysis of course content and potential overlaps, and the evaluation of the distribution of courses across semesters.

In 2022, by the decision of the Council of the FESP No 30-2/46, on 31.02.2022, the course "Academic and Professional Ethics in Psychology", 3 CP, (PsychB029) was included in the programme, replacing the course "Introduction to Sociology for Psychologists" (Soci1066).

In 2023, by Decision No 30-2/28 of the Council of the FESP of 24.02.2023, another course "Psychosexuality and Sexuality Education", 6 CP (PsychB021) was added to the 6th semester of the programme in Elective Part B to ensure the diversity of courses in the elective part of the programme.

By the decision of the Council of the FESP No.30-1/9 of 28.06.2023, the course "Social Psychology: Social Systems and Individual Behaviour", 6 CP (Psych1083) was replaced by the courses "Environmental Psychology", 3 CP (PsychB012) and "Political Psychology", 3 CP (PsychB025) in the 5th semester, in Elective Part B of the programme. This allows these smaller courses to be offered to students from other specialisations as part of the Free Elective (Part C) courses.

The programme prepared for reaccreditation will exclude the course "Introduction to Psychology II" (Psych1070), as the content of this course overlaps with other courses. However, Free Elective Part B of the will be expanded, allowing students to choose courses of 30 CP instead of the previous 18 CP out of a total of 48 CP. Students have indicated this need in surveys. This part will also be further expanded in the future with new course offerings.

Teaching of several courses is planned for other semesters, following the desire of first-year students to include more courses in the field of psychology as soon as possible. Thus, the first semester already includes a course on "Communication Skills Training" and the second semester a course on "Personality Psychology", which were previously taught in the second and third semesters respectively. In view of the heavy workload of students in the 6th semester, which is related to the preparation of the Bachelor's thesis, the course "Neuropsychology" is scheduled for the 4th semester, whereas it was previously taught in the 6th semester. The course "Organisational Psychology" is scheduled for the 3rd semester, whereas previously it was taught in the 4th semester.

**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 directly corresponds to the aim of the study field to implement programmes at all levels of study in psychology, as it is an academic Bachelor's programme of 180 CP, which is implemented in three (PT 3 years and 5 months) years, leading to a Bachelor degree in psychology (without qualification), and provides basic education in psychology, which opens the way for further education in a professional Master's programme in psychology, if the graduate wishes to obtain a qualification of a psychologist. This is the scope and duration of the Bachelor's programme, which is also the same for other similar programmes in Latvia (RSU, DU) and Europe (e.g. Leiden University, University of Bergen, etc.). The Bachelor of Psychology programme at the University of Latvia is structured according to the principles of basic psychology education used in most Bachelor level programmes.

The scope and duration of the programme are considered optimal for achieving the aims. Full-time (FT) students complete the programme in 3 years, attending classes 4 days a week, while part-time (PT) students attend classes two full days a week, for a duration of 3 years and 5 months. The PT format allows students to combine their studies with work, thus attracting a much wider range of students to the programme. PT students often have a previous education background. As the total duration of studies is longer in the PT form, the overall study load is more suitable for a working person. PT students have fewer contact hours per one CP than FT students, with a correspondingly

higher amount of independent work to complete their courses. Regardless of the form of study, students have the same requirements, achieve the same course and programme outcomes. The final examinations are identical. There is also no difference in the requirements for the academic internship (practice) course, the coursework and the Bachelor's thesis. As the same learning outcomes are achieved, students' willingness to change the form of their studies is not restricted, and they do so (on average 5-10 students per year). This allows for flexibility in the study mode to meet the needs of the student and reduce potential dropout and is in line with the aim of the study field to promote student well-being. The parallel implementation of the FT and PT study forms is considered useful and efficient and contributes to the aim of the study field to ensure student attraction. The Bachelor's programme has the largest number of students in the field of psychology.

In order to optimise the timetabling and make more efficient use of lecturers' resources, one study day (Thursday) for FT and PT students coincides, on which day lectures are usually held in a large lecture theatre for both forms of study together.

The learning outcomes of the courses included in the study programme are in line with all the learning outcomes of the study programme. This is confirmed by the course mapping (see Annex 20).

The title, degree, aims and objectives of the Bachelor's degree programme in Psychology, as well as the admission requirements, are interlinked and relevant. The admission requirement for the programme is secondary education, which is sufficient to fulfil the objectives of the programme. No prior knowledge of psychology or any other field is required for entry to the programme. The programme is structured in such a way that the student acquires the necessary knowledge and skills gradually, starting with the basic courses, the biological foundations of the psyche and research methodology, in parallel with the training of general communication skills and the study of the sub-disciplines of psychology, the student acquires the necessary skills to conduct research and is able to produce a Bachelor's thesis.

In the Bachelor's study programme in Psychology, students acquire knowledge of the guidelines, principles, structure and methodology of psychology, the history of the development of psychology and current issues in the main sub-disciplines of psychology, which enables them to understand the characteristics and problems of psychological science from an interdisciplinary perspective. The aim of the programme is thus realised and graduates are able to contribute to the education of society in the knowledge of psychological science, which, in turn, is in line with the aim of the study field.

The title of the study programme, the degree to be obtained, as well as the indicators of the study programme are regulated by Cabinet of Ministers (CM) Regulation No 240 (15.10.2023) on the State Standard of Academic Education and CM Regulation No 322 (13.06.2017) on the Classification of Latvian Education. The aim and objectives of the Bachelor's study programme in Psychology, as well as the knowledge, skills and competence acquired during the study process, correspond to the sixth level of the LQF/EQF, which is the Bachelor's study level. The programme code 43313 of the BSP Psychology is in accordance with the Cabinet of Ministers Regulation No 322 "Regulations on Latvian Classification of Education", which is appropriate for the sixth qualification level of the Latvian education qualification structure. Part of the programme code 43 corresponds to the academic Bachelor's degree; part of the code 313 corresponds to the group of educational programmes "Psychology".

In accordance with the Cabinet of Ministers Regulation No 240 (03.10.2023) on the State Standard of Academic Education, the content of the BSP "Psychology" ensures scientifically sound achievement of a wide range of study outcomes, as the programme provides empirically based knowledge, promotes critical evaluation of information and informed decision-making. The programme covers the basic guidelines, principles, structure and methodology of psychology, its

history and current issues, and emphasises the interdisciplinary aspect by offering courses in biology, critical thinking and a foreign language. The development of general employability and communication skills is also an important learning outcome in the field of psychology and is an essential part of the Bachelor's degree programme in psychology. It can therefore be concluded that the content of the programme is in line with the compulsory content of the Bachelor programme as defined in the Cabinet of Ministers Regulations.

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

Completion of the Bachelor's study programme in Psychology is a prerequisite for obtaining a certificate of a psychologist and working as a psychologist after completing the subsequent Master's study programme in accordance with the requirements of the Law on Psychologists. Therefore, the Bachelor's degree programme in Psychology can be considered as necessary and sustainable from the perspective of graduates' employment.

As there is no possibility to enter a profession after the Bachelor's degree, the objectives of the programme include important general employability skills that enable the graduate to choose a wide range of employment options after graduation. For example, graduates can work in sociological research firms, conducting interviews, processing data, or in customer service. In addition, for an individual with psychology knowledge and skills, the scope of activity is very broad beyond the typical social sciences and humanities job market - a psychology graduate with their specific knowledge helps in the implementation of projects and problem solving in other fields of science. It should be noted that one of the objectives of the programme is to promote graduates' continuing education, so those graduates who continue their studies are highly motivated for professional activity and are likely to create new jobs themselves. Higher education in psychology is important for society because it also enables students who do not wish to pursue a career in psychology, but want to deepen their understanding of people, improve their communication skills to acquire knowledge that will be useful in a wide range of different fields of activity. At the same time, it should be noted that graduates of the programme can continue their education also in other higher-level study programmes of social sciences, humanities and education (for example, in public management, philology, pedagogy, library science, diplomacy, communication science, political science, sociology, theology, philosophy, history, etc.), as the Bachelor's study programme "Psychology" provides broad knowledge and skills in interdisciplinary aspect and develops the general competence of students.

Graduates of the BSP "Psychology" acquire knowledge and skills relevant for general employment, which can contribute to society and the wider economy in their future careers:

1. *Understanding human behaviour, well-being, and relationships*: studying psychology deepens understanding of human thinking, behaviour, motivation, emotions and trains skills in managing emotions and stress. This knowledge and skills are important in many sectors such as public administration, health care, social care, etc., where they help to improve work with clients and resolve conflict situations.
2. *Empathy and interpersonal communication skills*: studying psychology helps to develop empathy and the ability to see things from a different perspective, reducing stereotypes, prejudice and creating a more inclusive society, thus contributing to the integration of society. Similarly, the development of interpersonal communication skills is essential in all

sectors dealing with customer service, human resource management, etc.

3. *Critical thinking and problem solving*: psychology students learn critical thinking and analytical skills that are essential in any workplace. These skills enable effective problem solving and informed decision making.
4. *Research and data handling skills*: the BSP “Psychology” includes extensive training in research methodology, conducting research, processing data. These skills are useful in both academic and professional settings wherever research, data collection, information gathering are required.

A survey of 2023 graduates shows that 20% of graduates have started and 8% are looking for a job in a field where they can use their psychology knowledge, such as customer service, social services, assisting children with special needs, teaching assistant, mental health mentor, HR specialist. Moreover, 54% are working and 10% are looking for a job in a non-psychology related field or in line with their other qualifications, e.g. lawyer, office manager, bank administrator, data analyst. Eight (8) % indicate that they are not currently working or looking for work for certain reasons. Graduates of the programme often choose to study a Bachelor's degree programme in Psychology to complement their knowledge, skills and competences in existing jobs such as a teacher, medical assistant, project manager and social worker. It should be noted that 55% of graduates have already started a professional Master's programme in Psychology and 15% are planning to do so. Twelve (12) % of the graduates are also studying or plan to continue their studies in other fields such as biostatistics, neurobiology, medicine, HR management, IT.

Overall, the employment situation of graduates is good, with the majority being employed and/or continuing their education after graduation.

#### **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.**

Over the last decade, the number of students enrolled in the BSP “Psychology” has increased from 93 (in 2013) to 511 (in 2023). Since the previous accreditation in 2019, when the number of students was 339, it has increased by 180 students, i.e. by more than 50% (see Annex 16). Each year since the previous accreditation, the programme has enrolled 75-90 students in both full-time and part-time face-to-face cohorts, bringing the total number of students entering the programme each year to around 150, which is the maximum number of students that can be enrolled.

The interest in Bachelor of Psychology studies is very high in the society, for the last 4 years the BSP “Psychology” has been among the most applied programmes at the University of Latvia in terms of the number of applications. For example, in 2024 there were 964 applications for FT and 579 for PT. With such a high competition, it is possible to admit the best applicants with the highest grades.

Despite the growing public awareness of the psychologist's profession, not all applicants and enrolled students are aware of all the challenges that the profession and the study of psychology bring. Although students want to study psychology as an undergraduate programme, some students have idealised perceptions and unrealistic expectations of psychology studies and the psychologist's profession, so it is only natural that there is also a dropout.

The dropout trend is quite similar from year to year, with statistics collected by the University showing that around 60-80 students (across the whole programme) drop out each year. On average, this represents 12-15% of the number of students in the programme. However, the actual dropout situation is also slightly different due to the specificities of the accounting methodology and the actual number of dropouts is lower. The most frequent dropouts are first year students, around 15-20 per year. Each year, about 5-10% of students drop out before completing their Bachelor's thesis (more often PT students), but most of these students resume their studies and finish their Bachelor's thesis in the following semester and complete their studies. In the PT group, for most students this is their second or third education, they combine their studies with work and family, which explains why the dropout rate in this cohort is slightly higher than in the FT cohort in all years. It should be noted that the flexible option to change the form of study from FT to PT has in many cases prevented dropout. For example, a FT student whose financial situation deteriorates by switching to PT is able to combine studies with work and does not have to interrupt his/her studies. The largest dropout was in 2021, which is attributed to the prolonged learning process under COVID-19, which for a large number of students brought challenges in the areas of work and family with it, so that they discontinued their studies, most often unable to meet the requirements of the programme. In general, the failure to meet the programme requirements is the most frequent reason for discontinuation of studies, which should not be considered as a negative factor. Programme requirements may be too high for some students and their learning skills are not appropriate, or there are other personal reasons that make their studies less of a priority. However, high study requirements should also be seen as an indicator of the quality of the study programme and, accordingly, drop-out can also be seen as a natural process in which the most able and motivated students are able to continue their studies and achieve their study outcomes.

Every student who has decided to discontinue their studies is asked to complete a questionnaire on the reasons for dropout. The most common reasons given are personal (family circumstances, health problems, etc.), inability to combine studies with work, financial difficulties, and lack of motivation to continue studies; only very rarely specific problems in the study process are indicated as a reason. The reasons for discontinuing studies are always discussed with these students and in four cases, after such discussions, the students decided to continue their studies.

Although there is a dropout of students, there is also a tendency to resume studies after a year or two. Every year, 10-15 previously ex-matriculated students resume their studies. For example, in 2019, there were 66 students in the 1st year of PT, but a year later there were 80 students in this course, as several students who had been previously ex-matriculated resumed their studies. Unfortunately, accurate records of these students are not available. On average, five students transfer to the UL from other Latvian universities each year. In 2024, 2 students transferred from other European universities.

In general, it can be concluded that the dynamics of the student population is stable and no specific additional actions are needed to reduce dropout.

### **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).**

## 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.**

As shown in Annex 21, the programme comprises 180 credit points. It consists of:

1) **Mandatory part** , which comprises study courses totalling 147 CP. The mandatory part includes:

- *the study courses (126 CP)*, the completion of which ensures the continuous acquisition of the foundations of psychological science, the principles of scientific development, theories of various branches, and the basic principles and methodology of research work, corresponding to the aim of the study programme — to enable the student to acquire a basic academic education in psychology. This part also includes courses that deepen knowledge in various sub-branches of psychological science, as well as explore current issues in psychological science from an interdisciplinary perspective. It further includes courses on social communication skills training, the outcomes of these courses include the development of skills relevant to general employability, which aligns with the objectives of the programme.
- *academic internship (6 CP)*, the tasks of which are performed by students in a sequential manner throughout the study period, ensuring the ability to follow the current developments in psychological science and plan professional development, as specified in the learning outcomes of the programme.
- *bachelor thesis (15 CP)*, which students develop during the last year of study by carrying out theory analysis, research, research data processing, analysis and interpretation, thus demonstrating the development of research skills and competences, which is one of the programme objectives and corresponds to the learning outcomes.

2) **Restricted Elective Part** , consisting of:

- *Study courses (30 CP)*, which students can choose from the 48 CP offered according to their research and future professional interests, which is also in line with the programme's learning outcomes - the ability to direct learning and plan professional development. The courses in the free elective part are closely linked to the basic courses in psychological science included in the mandatory part and allow an in-depth introduction to several sub-branches of psychological science of interest to students. This principle helps in the choice of the branch of study for further studies in the Master's programme. In the restrictive elective part , students are also offered two courses in English, totalling 9 CP.

3) **Free elective part** includes 3 CP. Students are free to choose a course of their interest from the offer of UL or other universities. The choice of these courses can also help to develop the skills needed for general employability, as students choose these courses according to their employment plan.

The study plan covers three years (six academic semesters) of full-time study and 3 years and 5 months (seven academic semesters) of part-time study. During the first two years of study, students mainly study mandatory subjects, thus forming a coherent picture of the foundations of psychological science, the regularities of science development, theories from different branches and the basic principles and methodology of research work. At the end of the second year of study, students develop their first scientific research - a course work. In the third year of study, students take courses, which complement their understanding of the various branches and sub-branches of psychology, and at the end they defend their Bachelor's thesis. Work on the Bachelor's thesis starts at the beginning of the third year. Throughout their studies, students are involved in various levels of practice (see Annex 23).

It can be concluded that the aims and outcomes of the study courses included in the programme are in line with the aim of the programme: to enable students to acquire a basic academic education in psychology, to develop research skills and competences, and to promote skills relevant for general employability.

The scope of the programme is also in line with the Law on Psychologists (Law on Psychologists. Latvijas Vēstnesis, 75, 12.04.2017, <https://likumi.lv/ta/en/en/id/290115>), which stipulates that the right to carry out professional activity as a psychologist is confirmed by a higher education diploma on completion of an accredited Bachelor's study programme and an accredited Master's study programme in psychology of at least 200 credit points (300 ECTS), at least one of these programmes being a professional study programme, registration in the Register of Psychologists and a psychologist certificate in a certain field of activity. The psychology study field includes a professional Master's study programme of 120 CP, which, together with the Bachelor's programme, provides the education required by law for the professional activity of a psychologist. In that way the courses included in the programme also provide the basic knowledge of psychology as defined in the professional standard for psychologists (see Annex 19).

The science of psychology is constantly evolving, with the latest research and findings being incorporated into the course content. Lecturers regularly update the course content and recommended literature in line with current developments in the field. For example, as new methods and technologies for data analysis are developed, they are incorporated into the relevant courses. Each course encourages students to review the latest research and to keep up-to-date with the latest developments in the field. Course content and delivery are also adjusted in response to student evaluations/recommendations and graduate suggestions, for example, by increasing the proportion of practical work or incorporating more varied use of information technologies in the learning process. In addition, on the recommendation of students, more courses in the field will be included in the first year. Employers of the Bachelor's study programme "Psychology" value more the graduates' skills for general employability and, in particular, graduates' social communication skills, so the programme will start to develop these even earlier in order to strengthen them sufficiently during the study process.

The above measures help to ensure that the study courses remain relevant and meet the needs of the students, the requirements of the labour market and the field, as well as the latest scientific findings in psychology.

**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.**

During the study courses and examinations, both oral, written, and combined study and assessment methods are used.

Studies employ a variety of knowledge acquisition and consolidation methods, such as introductory lectures, interactive lectures, consolidating lectures, and problem-oriented lectures.

It should be emphasized that the lecturers use the lecture not only as a lecture, but integrate active learning methods into it, stimulating discussions and organizing work in small groups. Active learning methods are widely used in seminar classes. With the help of these methods, psychology lecturers create a democratic and free atmosphere in the learning process, which in turn stimulates the growth of students' personality. In addition, these methods can be used more and more frequently as students have access to a wider range of educational literature that they can read on their own.

The choice of methods is closely related to the goals and tasks of the study program. For example, if the goal is to develop students' research skills, active learning methods such as project work, experiments and research are used. To develop communication skills, students conduct interviews and analyze them. Practitioners, professionals from various 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 development of projects and studies are widely used, these methods contribute to the development of decision-making skills. By integrating research elements into their courses, students can gain hands-on research experience and develop critical thinking and analytical skills. In order to promote the development of students' research competence, students in subsequent courses have the opportunity to analyze and in-depth study of problems in the field that interest them.

According to the Higher Education Law, one credit point corresponds to 25–30 hours of study workload, which translates to 8–11 contact hours per credit point. Most often, program opt for 8 contact hours per credit point, a choice justified by the academic year's schedule, with 16 calendar weeks per semester. This approach allows for the most efficient planning of the timetable. Since some lectures are scheduled jointly for full-time (PLK) and part-time (NLK) students, the proportion of contact hours remains the same for both study streams.

Seminars in study courses promote students' presentation and discussion skills.

To aid students in achieving learning outcomes - in acquiring and consolidating knowledge, skills,

and competence – student-centred methods dominate in the study process. The study process is supported by methods that facilitate students' communication in the implementation of study tasks, solving real-world problems, modelling situations. Assessment gives students the opportunity to demonstrate to what extent they have achieved the expected learning outcomes.

Lecturers use methods that encourage students' active participation, critical thinking, and reflection. Lecturers actively use the opportunities to learn new approaches and methods in teaching courses, attend university didactics and computer skills improvement programs. The e-study environment is used in the study process and to promote independent studies. Each study course has an e-study environment (*Moodle*) where students have access to materials from classes, task descriptions, additional course-related learning materials, as well as study tasks and self-evaluation tests. All interim and final assessment grades of the study courses are made available to students in the e-study environment.

The student-centred approach is followed in updating the study programmes and the respective study courses, paying special attention to meaningful formulation of learning outcomes, thus promoting dialogue between lecturers and students on the content of studies, forms, and methods of organisation. Well-formulated learning outcomes, on the other hand, promote students' understanding and co-responsibility for their own learning, self-assessment, and understanding of the assessment they receive. During the study process, lecturers use methods, examination forms and assessment criteria that are appropriate to the study goal and intended learning outcomes.

Following the principles of student-centred studies, student mobility (recognition of learning outcomes) is promoted; students engage in academic research and social activities initiated by the academic staff, thereby gaining extensive experience and evaluating gained knowledge and skills in practice. By implementing internal quality assurance policies, study programmes are implemented to encourage students to actively participate in the improvement of the study process. There are procedures and regulations for submitting student proposals and complaints and reviewing student appeals. The results of student surveys are evaluated and considered for the improvement of the study process. Students are eager to express their proposals for the improvement of study programmes and processes in discussions with teaching staff and programme director.

Specifically, the programme promotes a student-centred approach in the following ways:

- 1) the diversity of students' needs is taken into account and respected in the study process (care for adaptation at the beginning of studies, individual approach to the study process, involvement of academic and support staff in solving students' problems, opportunities to study according to an individual plan);
- 2) different ways of delivering the study programme are implemented according to the possibilities (offering both full-time and part-time study form and the possibility of changing it according to the needs of the student);
- 3) a variety of pedagogical methods are used, according to the circumstances;
- 4) on the basis of the opinions expressed in student surveys, regular evaluation of pedagogical methods is carried out in order to find the most optimal way of achieving the objectives of the study courses and the study programme;
- 5) students' tendency to be independent is encouraged, while the guidance and support of teaching and support staff is ensured;
- 6) mutual respect between students and the teaching staff is promoted, with the involvement of the programme director and/or the departmental management in case of problems and conflicts.

The assessment system used in the Bachelor's study programme "Psychology" complies with the Regulations on the Organisation of Examinations in Study Courses of the University of Latvia. The assessment of knowledge during the semester is based on the assessment of tests and independent works. The total mark of the interim examinations is not less than 50 % of the total grade of the course. Oral/written examinations are used at the end of the course and account for no less than 10% of the total grade. Consequently, the assessment of students' knowledge and the monitoring of independent work are carried out during the semester in parallel with the course work, i.e., the assessment is continuous. This provides, firstly, a feedback between the student and the lecturer in the given study course, allowing the lecturer to assess the level of mastery of the sections of the course that have already been completed, and hence the quality of teaching. Secondly, it ensures the real, continuous work of study. The credit requirements for each study course and their contribution to the overall course grade are clearly stated in the course description and communicated to students during the first two classes.

The assessment of courses of the Bachelor's degree programme is carried out on a 10-point system. The assessment criteria and the outcomes achieved for each assessment are clearly defined in each course description.

Students take an exam at the end of any study course. Currently, 90% of exams are written, using knowledge tests and problem analysis to assess the practical application of the knowledge gained. Oral examinations have been retained only in some courses, such as foreign languages.

Specific assessment criteria have been developed for the course paper and bachelor's thesis. The assessment of the Bachelor's thesis consists of several stages: a preliminary defence of the theoretical part and the research project, a preliminary defence of the practical part and finally a final defence of the Bachelor's thesis. This multi-stage evaluation system allows to follow the development and implementation of the students' research project and to ensure that the work is carried out qualitatively and that one of the planned outcomes of the study programme is achieved - the ability to independently and correctly develop research in psychology in accordance with the basic principles and ethical principles of psychology research.

In general, it can be said that the lecturers have developed adequate forms and systems of assessment, as evidenced by the information collected in student surveys. The academic staff are available for face-to-face or remote consultation of students for 1.5 hours per week, as well as for answering questions by e-mail or in the e-learning environment. Each year, an analysis is made of whether the final course grades (in points) provide a sufficient spread.

Conclusions on the evaluation system:

- 1) lecturers are familiar with testing and examination methods, they focus not only on knowledge retrieval, but also use different methods of problem-situation analysis to assess the ability to apply the acquired knowledge;
- 2) assessment criteria and methods, as well as marking criteria, are published in advance in course descriptions, in the e-learning environment, and presented in classrooms;
- 3) students receive individual feedback on all independent, homework and test assignments submitted in the course of their studies, if necessary with guidance on the learning process;
- 4) if the student is taking the examination for the third time, in order to avoid subjective decisions, the examination is taken by an assessment board composed of three lecturers;
- 5) the programme lecturers strive to ensure that the assessment is consistent, fairly applied to all students and carried out in accordance with approved procedures.

In general, the methods of delivery and the assessment procedures chosen for the study courses are selected taking into account the objectives of the study programme and the skills that students need to acquire in order to be successful in their chosen branch or professional field and to add value to society.

**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).**

As the BSP "Psychology" is an academic Bachelor's programme, according to the Regulations of the Study Programmes of the University of Latvia, the course "Academic Internship in Psychology" is included in the programme from 2019/2020. The Regulations of the Academic Internship have been approved by the Council of the FESP on 18.04.2024, Decision No 30-1/5.

The aim of the Academic internship in psychology is to strengthen the research skills of psychology students, to promote the understanding of current scientific issues in psychology and to introduce them to career opportunities in psychology. The internship tasks are not linked to the internship placements, and are to be carried out individually throughout the study period, culminating in the submission of an internship report and an experience exchange seminar in the final year.

Objectives of the internship:

1. attend various scientific and professional activities in the field of psychology;
2. participate in the collection and processing of research data;
3. learn about career opportunities for psychologists in different professional fields.

The tasks of the internship are closely related to the tasks and outcomes of the study programme.

In order to promote the understanding of the most important concepts and regularities of psychological science and to encourage the students to follow the latest developments in psychological science, during their internship students participate in scientific conferences in psychology, defences of Doctoral thesis, Master's and Bachelor's thesis, seminars, trainings, guest lectures.

During the internship, by collecting data and participating as participants in psychological research, students strengthen their research skills and demonstrate their understanding of research ethics. It also contributes to the development of collaboration, and communication skills.

In order to foster further professional development and career planning in the field of psychology, seminars are held during the internship in which representatives from different fields discuss their professional experiences with the students.

The academic internship included in the programme is therefore most directly linked to the learning outcomes to be achieved.

**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).**

**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.**

Between autumn 2019 and spring 2024, 421 bachelor theses have been defended in the BSP “Psychology”. The elaboration and defence of the Bachelor's thesis follows a strictly regulated procedure, which is detailed in the methodological guidelines for the Bachelor's thesis (see <https://www.ppmf.lu.lv/studijas/studiju-celvedis/studiju-darbu-noformesanas-noteikumi/> (available only in Latvian)).

Table 3.2.6.1

**Breakdown of Bachelor’s thesis topics by branch of psychology**

<b>Branch of psychology</b>	<b>Number of thesis (N=421)</b>	<b>Examples</b>
Personality psychology	146	<ul style="list-style-type: none"> <li>· <i>The relationship between maternal importance and self-esteem in women without children.</i></li> <li>· <i>The relationship of sexual objectification to pornography consumption in men and women</i></li> <li>· <i>Big Five personality traits as predictors of antivaccine beliefs</i></li> <li>· <i>Body image perceptions, self-esteem and motives for cosmetic surgery procedures in women</i></li> <li>· <i>The association of self-care and psychological well-being with self-rated impact of the COVID-19 pandemic</i></li> </ul>
Developmental psychology	60	<ul style="list-style-type: none"> <li>· <i>The relationship of autonomy to psychological well-being and loneliness in seniors</i></li> <li>· <i>Adolescents' Tik Tok use patterns in relation to identity styles and motivation to use Tik Tok</i></li> <li>· <i>The association of autism spectrum disorder symptoms with sleep difficulties and parental stress levels in children aged 16-30 months</i></li> </ul>

Clinical and health psychology	55	<ul style="list-style-type: none"> <li>· <i>Adherence to care regimen in type 1 diabetes in relation to perceived social support and self-efficacy of diabetes care</i></li> <li>· <i>Forgiveness and expressions of grief in women after perinatal loss</i></li> <li>· <i>Implications of secondary trauma, stress coping strategies and vicarious posttraumatic growth for crisis line counsellors</i></li> </ul>
Work and organizational psychology	40	<ul style="list-style-type: none"> <li>· <i>The association of job stress with burnout and work engagement of on-line working during the Covid-19 pandemic</i></li> <li>· <i>Relationships between burnout, work engagement, job satisfaction, intention to quit and perceived organisational support in Latvian teachers</i></li> <li>· <i>The relationship of employers' stereotypes of people with a criminal background to risk assessment for the organisation and willingness to hire them</i></li> </ul>
Social psychology	41	<ul style="list-style-type: none"> <li>· <i>The relevance of intuitive moral foundations and moral factors to loyalty in a military environment</i></li> <li>· <i>The relationship of direct and indirect exposure to LGBT+ people and group norms to attitudes towards homosexuality among young people</i></li> <li>· <i>Comments made by romantic partners as car passengers about driving, their link with relationship quality and risky driving.</i></li> </ul>
Family psychology	28	<ul style="list-style-type: none"> <li>· <i>The relationship of parental satisfaction with couple relationships in primary school children to perceptions of shared parenting</i></li> <li>· <i>The relationship between parenting approaches, attitudes and communication about adoption and children's behaviour problems in adoptive families</i></li> <li>· <i>The relationship of grandparental involvement in grandchildren's upbringing to the emotional climate in three-generation families</i></li> </ul>
Cognitive psychology	22	<ul style="list-style-type: none"> <li>· <i>Effects of the carbon dioxide CO2 on human cognitive abilities</i></li> <li>· <i>The relationship between sleepiness, sleep duration and visual working memory in adolescents</i></li> <li>· <i>Effects of mood-mediated background music on selective attention and executive functions</i></li> </ul>
Sports psychology	16	<ul style="list-style-type: none"> <li>· <i>Sensation seeking and mental resilience in a group of runners</i></li> <li>· <i>The relationship of young athletes' motivation to participate in sport to their intention to quit</i></li> </ul>

Educational psychology	12	<ul style="list-style-type: none"> <li>· <i>The relationship of the use of metacognitive learning strategies to academic self-efficacy in undergraduate students</i></li> <li>· <i>The relationship of teachers' knowledge, sense of comfort and attitude towards sex education with their confidence in their ability to conduct sex education</i></li> </ul>
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Students mostly choose to write their Bachelor's thesis on topics in personality psychology, which cover a wide range of aspects of individual functioning and often overlap with topics in clinical, developmental and social psychology. Students in this branch are interested in life force, emotion regulation, self-efficacy, burnout, anxiety, self-compassion, prosocial behaviour, use of social networks, etc. These are topics that concern effective functioning in society and are closely linked to the emotional well-being of the individual. These themes are equally relevant to recent research in psychological science and broaden the understanding of the interaction among different personality factors. Following current national and societal trends, students have chosen to study the opponents of vaccination, and 13 papers have been elaborated concerning various personality factors during the COVID-19 pandemic and the fear of war.

Many theses are in developmental psychology, which deals with a wide variety of topics relevant to different age groups, such as child-parent relationships, sibling relationships, social networking habits, behavioural problems, body image, substance use, sexuality, etc. These topics are both relevant and topical for research and address important issues that children, young people, emerging adults, their parents and teachers face in their daily lives.

There is a sustained interest in topics that address a wide range of issues in clinical and health psychology. The experience of violence in childhood and its consequences in adult life are much discussed. Also various traumatic events and their consequences, such as perinatal loss, oncological diseases, post-natal depression, mobbing. The studies are carried out in different samples, looking at groups of police officers, prisoners, chronic patients, relatives of psychiatric patients and smokers. Research on these groups and topics is important in order to increase understanding of the psychological state of these individuals and to reduce the stigma often attached to different clinical groups.

The relevance of work and organisational psychology topics in students' theses is increasing. The topics covered include employee burnout, shift work, workplace harassment, work stress, work engagement, supervisor-subordinate relations, etc. Several theses deal with the specificities of working remotely and work-family conflict. These topics were particularly relevant during the COVID-19 pandemic and students reacted quickly by researching them.

The choice of topics is diverse in the field of social psychology, with research on different groups in society, such as voters, adopters, homosexuals, drivers, shoppers, etc. Moral judgement, values, social comparison, consumer behaviour, social media use, aggressive driving and other issues are addressed. Research in social psychology helps to understand what motivates individuals, what their needs are and what social factors determine decision-making. This, in turn, is important for shaping public opinion.

In the field of family psychology, students most often study couples' relationships and the factors that influence satisfaction with the partnership, such as conflict, sexuality, humour, division of responsibilities. They also look at issues that have arisen in society such as family relationships during pandemics, long-distance relationships, relationships in homosexual couples, and the use of mobile devices in couple communication. The research increases understanding of the factors that

can improve family relationships and is also relevant to the design of various support programmes.

Research in cognitive psychology is somewhat less popular, but there are always enthusiastic students, they perform sophisticated measurements and experiments, with a particular focus on factors influencing sleep quality, the relationship between sleep and cognitive ability, driving quality, teacher attention, young people's memory, etc. Such research is particularly needed to substantiate the need to change sleep habits to improve overall functioning.

It is positive that students are also interested in sports psychology, which is a relatively less popular area of psychological activity in Latvia due to the lack of qualified psychologists, and these students are interested in working in this branch in the future.

Research in educational psychology can also be distinguished separately, focusing on learning strategies, academic self-efficacy, academic achievement, school climate and teachers' professional challenges. This is a particularly important category of interdisciplinary research and research by psychologists can also be very useful for those working in education.

In conclusion, students choose topics that are socially relevant and of practical importance, which extend what is already known in research and provide a deeper understanding of specific issues in Latvia.

The choice of the topic of the Bachelor's thesis is closely related to the student's further professional interests, e.g., those who already study social and organisational psychology topics in their Bachelor's thesis also choose to specialise in organisational psychology in the Master's programme, while students researching clinical, developmental and family psychology topics more often specialise in clinical and educational areas in the professional Master's programme "Psychology".

Figure 3.2.6.1 shows the aggregated data from the minutes of eight Bachelor's theses defence meetings from autumn 2019 to spring 2023. In 2024, an additional 88 bachelor's theses were defended, and the distribution of grades is overall very similar. The defence of Bachelor's theses takes place twice a year. The analysis of the distribution of students' grades for their Bachelor's thesis shows that the curve is more shifted to the right, with "very good", "excellent" and "good" being the most frequent grades, received by two thirds of graduates. There is no significant change in the curve by year or semester. On average, eight students receive an excellent grade each year. These are theses where students show outstanding performance, demonstrating research skills that go beyond the requirements of a Bachelor's thesis. These students also receive a Rector's Certificate of Recognition for an outstanding Bachelor's thesis in psychology. The full range of grades is used for assessment. On the positive side, about 30% of graduates have excellent or outstanding final grades for their Bachelor's thesis.

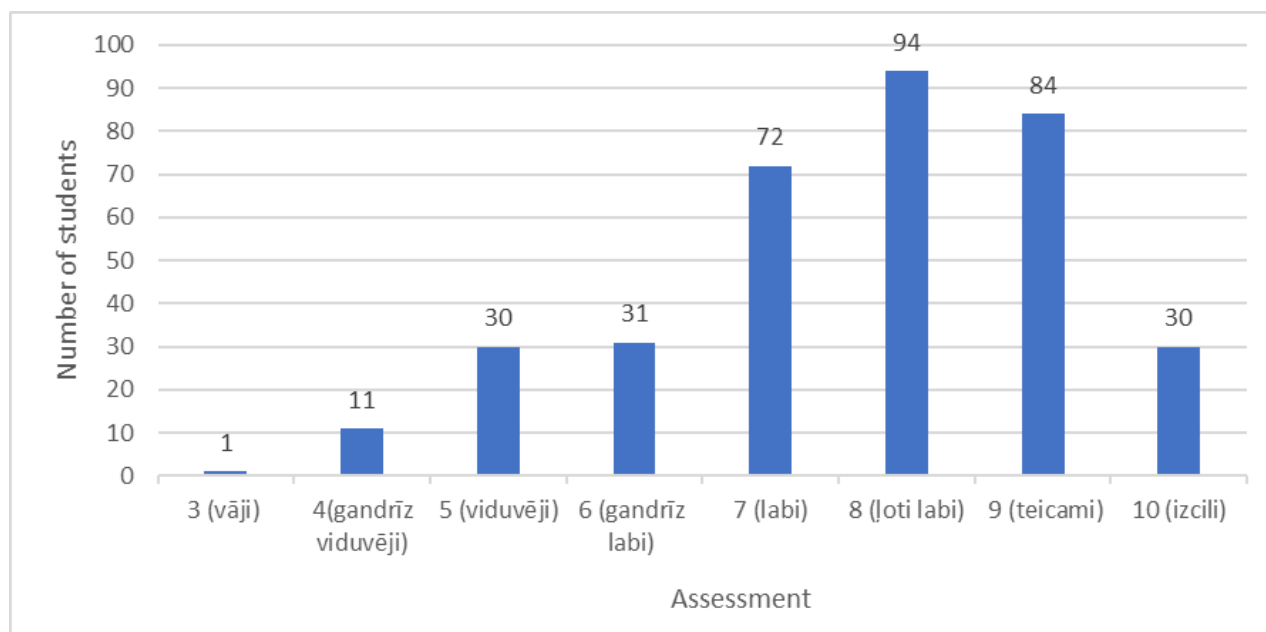


Fig.3.2.6.1. **Distribution of grades for Bachelor's thesis**

The quality of the Bachelor's thesis is also evidenced by the fact that in recent years several graduates of the BSP "Psychology" have published the results of their final theses in the Baltic Journal of Psychology in the form of scientific publications.

Thus, it can be concluded that the topics of students' final theses are topical in psychological science; they make a real contribution to the labour market, and the assessment meets the criteria of objectivity.

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

**3.3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples.**

The premises of the FESP are used for the implementation of the BSP "Psychology" (until the construction of the UL House of Letters) in Riga, Imantas 7. Līnija.

The UL library has a very wide range of printed and electronic publications. Lecturers can order and purchase the books they need for their courses. However, with such a large number of students, it is not possible to provide enough copies of printed materials, so lecturers offer books available in the subscribed *ProQuest Ebook Central Academic Complete* collection (232 799 e-books) as required reading for courses. Textbooks published in Latvia are purchased and made available to students in sufficient numbers.

Of particular importance for the development and use of student research papers in all

courses is the subscription database *Psych Articles*, which offers more than 220 000 full-text research articles in the field of psychology. This database offers a convenient and organised way to search for information on a wide range of topics, to compile literature reviews for writing the course paper and Bachelor's thesis and for other study works. Using this database, students develop the critical thinking skills required by the learning outcomes to evaluate research and check the reliability of information.

The UL offers students the use of *MS Office* software and access to the SPSS data-processing software, which is indispensable for processing research data. Its use ensures the achievement of the learning outcomes by providing data processing facilities appropriate for psychology research.

The Psychology laboratory of the Department of Psychology offers students the possibility to use various devices for specific physiological measurements, as well as computer-based tests, which are also used by students in their final theses. At least 11 bachelor theses have been produced during the reporting period using computer-based cognitive tests measuring attention, memory, executive functions, processing speed and other cognitive processes.

The Psychological Assistance Centre of the UL provides psychological assistance to undergraduate students to help with adaptation, learning difficulties, personal problems and professional experience.

The infrastructure and facilities referred to in Section 2.3.2 are sufficient for the realisation of the aim of the study programme and the achievement of the learning outcomes.

In general, the study programme has all the necessary facilities to implement the study programme and to achieve its aims, objectives and learning outcomes.

### **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).**

### **3.3.3. Indicate data on the available funding for the corresponding study programme, its funding sources and their use for the development of the study programme. Provide information on the costs per one student within this study programme, indicating the items included in the cost calculation and the percentage distribution of funding between the specified items. The minimum number of students in the study programme in order to ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).**

#### **Revenues of the programme**

To ensure the necessary funds for the implementation of the BSP "Psychology", the UL uses a state budget grant from the Ministry of Education and Science and tuition fee.

- the state budget grant from the Ministry of Education and Science for the academic year 2023/2024 is defined as 1868.6 EUR for full time Bachelor's study programme;

- the tuition fee taking into consideration all the mentioned factors in the section “Provision of finances” for the academic year 2023/2024 is defined as follows:
- full time studies 2400 EUR a year;
- part time studies 2100 EUR a year.

In view of the above, the total budget for the study programme is expected to be EUR 1 109 615 per year.

Report on student (prospective) distribution by study types and annual income is presented in the Table 3.3.3.1.

Table 3.3.3.1

### **Number of students in the programme and annual income**

Type of study	LV state funded	LV for tuition fee	EU/EEA/Swiss citizens* for tuition fee	Others** for tuition fee	Total	State subsidy	For tuition fee LV and EU/EEA/Swiss citizens	Fee for citizens of other countries	Annual income
	number	number	number	number	number	EUR	EUR	EUR	EUR
	1	2	3	4	5	6	7	8	$1*6+(2+3)*7+4*8$
BSP FT	52	162			214	1 868.6	2 400	3 200	485 915
BSP PT		297			297		2 100	3 000	623 700
<b>Total</b>	<b>52</b>	<b>459</b>			<b>511</b>				<b>1 109 615</b>

\* EU/EEA/Swiss citizens – European Union / European Economic Area / Swiss Confederation.

\*\* Others – outside of EU/EEA/Swiss Confederation.

### **Programme costs**

To estimate the amount of funds required for financial provision, the prime cost of study programmes at the UL is calculated according to the methodology developed by the UL. It takes into account the cost of ensuring the study process and information on the study programme plan, teaching staff involved, planned number of students and other aspects described in the “Financial Support System”, thus ensuring the reliability of forecasts.

### **Bachelor’s study programme costs for the full-time studies**

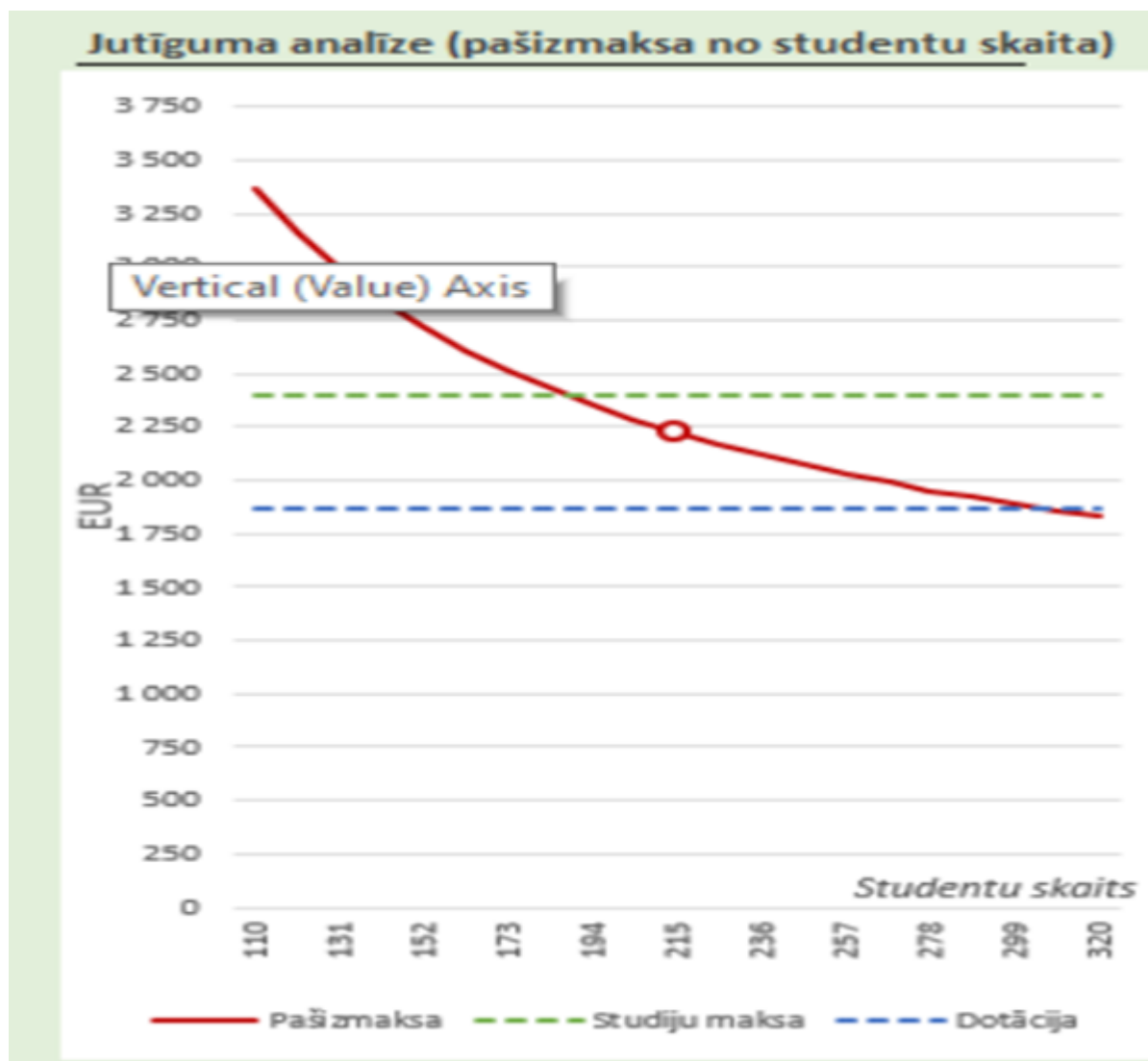
For the calculations of the Bachelor’s study programme "Psychology" FT, the implementers use the data for the academic year 2023/2024 - the number of students as of 01.10.2023 - 214 students, the plan/norms and the structure of the academic staff involved. Taking into account the above, the estimated full-time cost of the programme per student is 2230 EUR per year. Based on these data, the total annual cost of the programme is EUR 477 230 and the breakdown (percentage) is shown in Table 3.3.3.2

Table 3.3.3.2

**Breakdown of costs for the study programme (in percentage)**

<b>Expenditure item</b>	<b>% of total</b>
Teaching staff costs	56%
General staff	12%
Other payments	
Infrastructure expenditure	5%
Property and services	1%
Indirect costs	26%
<b>Total costs</b>	<b>100 %</b>

In Figure 3.3.3.1, the prime cost of the study programme is visually represented by the red line (vertical axis) depending on the number of students (horizontal axis), indicated average weighted tuition fee (green line).



**Fig. 3.3.3.1.** Prime cost per number of students of the BSP "Psychology" full time studies

To be cost-effective, the minimum number of fee-paying students must be at least 190 (intersection of red and green lines) or the state funded at least 320 (intersection of red and blue lines).

#### **Bachelor's study programme costs for the part-time studies**

For the calculations of the Bachelor's study programme "Psychology" PT, the implementers use the data for the academic year 2023/2024 - the number of students as of 01.10.2023 - 297 students, the plan/norms and the structure of the academic staff involved. Taking into account the above, the estimated cost of the programme per student is 1606 EUR per year. Based on these data, the total annual cost of the programme is EUR 477 123 and the breakdown (percentage) is shown in Table 3.3.3.3

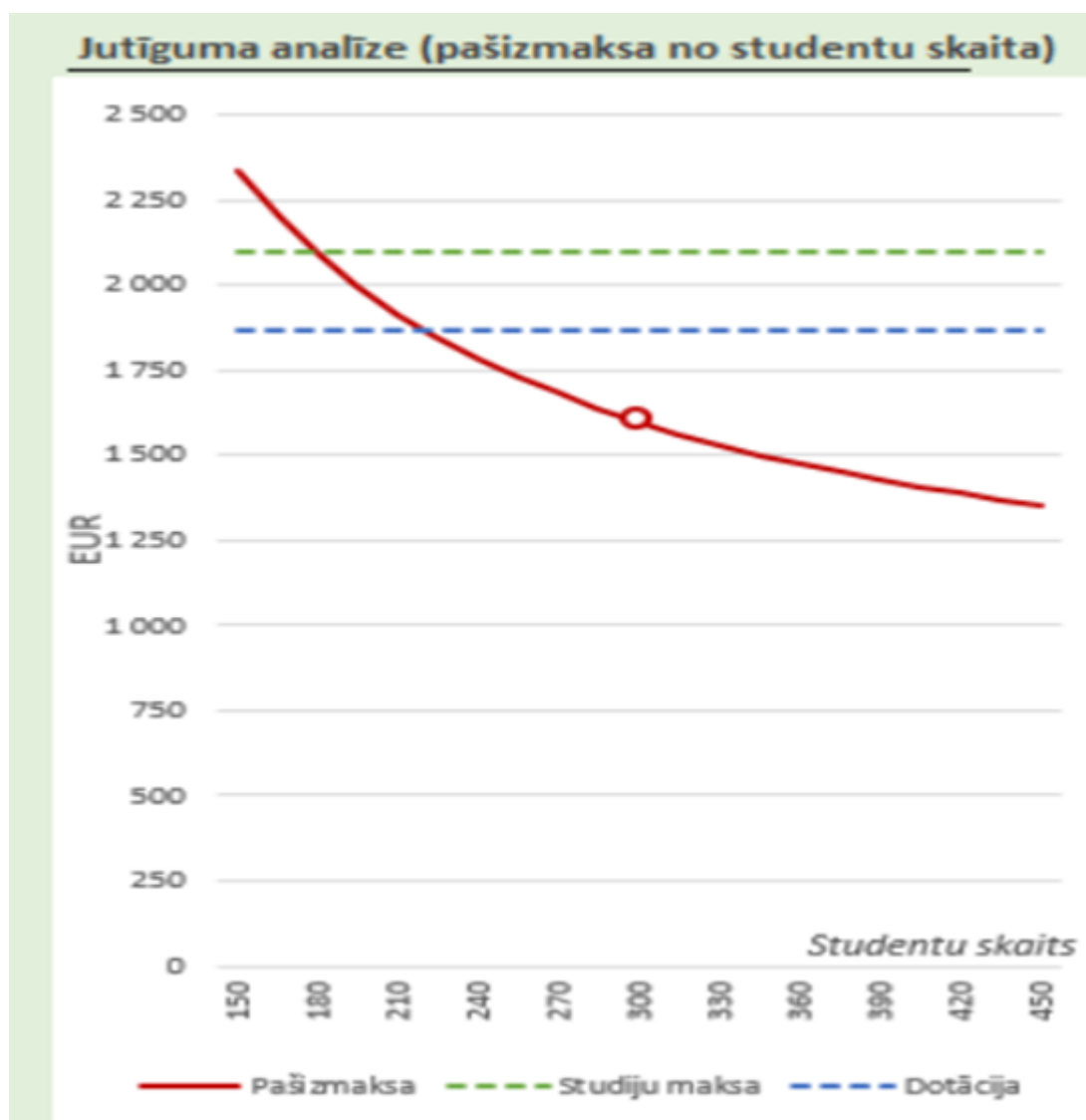
Table 3.3.3.3

#### **Breakdown of costs for the study programme (in percentage)**

Expenditure item	% of total
Teaching staff costs	51%

General staff	11%
Other payments	6%
Infrastructure expenditure	5%
Property and services	1%
Indirect costs	26%
<b>Total costs</b>	<b>100 %</b>

For the programme to be profitable, the minimum number of paying students should be at least 187 (intersection point of red line and green line) or state funded number of students - at least 228 (intersection point of red line and blue line).



**Fig. 3.3.3.2.** Prime cost per number of students of the BSP "Psychology" part time studies

### Summary of the revenue and expenditure of the programme

Table 3.3.3.4 summarises the expected number of students, revenue, expenditure, result and profitability (result against revenue, %) of the programme for both forms of implementation.

**Table 3.3.3.4**

*The result of the program*

Type of study	Total	Total revenue	Total expenditure	Result	Profitability
	number	EUR	EUR	EUR	%
BSP FT	214	485 915	477 230	8 685	2%
BSP PT	297	623 700	477 123	146 577	24%
<b>Total</b>	<b>651</b>	<b>1 109 615</b>	<b>894 353</b>	<b>155 262</b>	<b>14%</b>

**The data** in the table above demonstrate that the University has sufficient resources to implement the study programme and ensure its further development.

In general, the study programme is cost-effective - for full-time Bachelor's degree programme (2%) and for part-time Bachelor's degree programme (24%).

In order to ensure cost-effective implementation of the study programme, a minimum number of students is set, forming new student groups and the study process is organised as efficiently as possible, both face-to-face and remotely.

Tuition fees and costs are evaluated by the Faculty on an annual basis and revised in the light of cost increases.

## 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.**

There are 27 lecturers involved in the implementation of the Bachelor's study programme "Psychology". 16 of them are teaching staff of the Department of Psychology (4 professors, 1 associate professor, 7 assistant professors, 2 lecturers, 1 researcher, 1 acting researcher; 12 lecturers have doctoral degrees, 4 are studying for doctoral degrees). Six lecturers are members of other faculties/departments of the University (2 professors, 1 assistant professor, 3 lecturers). Five lecturers are attached to the programme as hourly paid lecturers, two of them holds a PhD and 3 with a Master's degree.

17 of the teaching staff involved in the programme have doctoral degrees.

Thus, a total of 7 professors and associate professors participate in the implementation of the programme, which meets the requirements set out in the third paragraph of the first part of Article 55 of the Law on Higher Education Institutions that "a total of not less than five professors and associate professors elected by the respective higher education institution participate in the implementation of the mandatory part and the restricted elective part of academic study programmes." (<https://likumi.lv/ta/en/en/id/37967> ).

11 lecturers are also practising psychologists or psychotherapists; they provide practice-oriented courses in the programme, thus demonstrating a real link between theory and practice. The work of these lecturers is always highly appreciated by students in the surveys at the end of the study course.

The teaching staff of the programme also involve students in their own research projects, and 10 students have defended their Bachelor's thesis using the research data collected in the project.

The study programme is implemented by the academic staff with education, scientific competence and qualifications appropriate to the course content and English language skills of at least B2 level. Six lecturers have English language skills at C2 level and 15 - at C1 level.

The qualifications of the teaching staff are assessed as adequate, as the programme is generally implemented by both academic staff who are active in research and therefore able to ensure a high quality of learning in relation to the latest scientific knowledge in their field, and by professionals recognised in the field of psychology, who share their practical work experience both directly and indirectly, improving the students' skills.

Overall, the teaching staff involved in the programme are able to develop relevant competences in students, achieving the set learning outcomes.

### **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.**

As shown in Figure 3.4.2.1, the composition of the teaching staff involved in the programme has changed slightly over the reporting period, but overall the changes are not considered to be significant and a similar proportion of academic positions has been maintained throughout the years. Two of the professors involved in the programme have retired, while a new professor in developmental psychology has been elected. One associate professor from another faculty is not continuing the work in the programme, his courses are being taken over by the Department of Psychology staff, to ensure a closer link with the field. One new associate professor has also been

elected. All professors and associate professors involved in the programme are active in research, their Hirsch index in *Scopus* and *Web of Science* databases ranges from 3 to 8.

Table 3.4.2.1

**Composition of the teaching staff during the reporting period**

No.	Indicator	2019 /2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
<b>1.</b>	<b>Teaching staff, incl.:</b>	<b>25</b>	<b>28</b>	<b>29</b>	<b>28</b>	<b>27</b>
1.1.	professors	6	6	3	3	6
1.2.	associate professors	3	3	4	4	1
1.3.	assistant professors	8	7	9	10	9
1.4.	lecturers	3	4	5	5	4
1.5.	elected teaching staff - foreign citizens					
1.6.	other teaching staff, incl.:	5	8	8	6	7
1.6.1.	<i>doctoral students</i>	1	4	5	5	4
<b>2.</b>	<b>Academic staff with a PhD</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>17</b>	<b>17</b>
<b>3.</b>	<b>Student and teaching staff ratio</b>	<b>17.8</b>	<b>14.6</b>	<b>16.7</b>	<b>18.3</b>	<b>18,9</b>

The lecturer previously elected as lecturer continues to act as researcher and as acting assistant professor after the doctoral dissertation has been defended. Another PhD candidate elected as a researcher also works in the programme. Two colleagues previously working as hourly paid lecturers have been elected as lecturers, both of whom are continuing their studies in the Psychology PhD programme. One new assistant professor has also been elected. One assistant professor has retired and one has decided to leave the University. The courses taught by these colleagues are being taken over by other lecturers, including lecturers with Master's and PhD degrees. A positive trend is the involvement of PhD students and PhD candidates in the implementation of the programme, which contributes to staff renewal. For example, a former Bachelor's graduate who completed her Master's studies in cognitive neuroscience in the Netherlands has started teaching a neuropsychology course in the Bachelor's programme. As this specialisation is not yet available in Latvia, this is an important opportunity to enrich the content of the Bachelor's programme with the latest trends in the field. An hourly paid lecturer with a PhD degree has started to work in the programme. The overall composition of the teaching staff in the programme has been updated, with eight different lecturers teaching the courses since the previous accreditation. This is a positive experience as each new lecturer brings a new perspective and improves the course.

Despite the changes in the teaching staff, all the courses are taught by specialists with the appropriate qualifications and experience in the field, able to realise the objective of the programme and achieve the study outcomes.

**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).**

**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).**

**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 mutual cooperation between the teaching staff in the development of the course content, once a month meetings of the Department of Psychology are held, in which all the lecturers of the department participate, thus creating an opportunity to discuss and coordinate the content of the study courses. The programme director regularly discusses and forms working groups with both the teaching staff and students on the course content, which allows for continuous improvement of the quality of studies.

The results of student surveys are also taken into account in updating courses. Surveys are an important tool for students to influence the improvement of the study process by providing feedback to both the teaching staff and the programme director. Each semester, the programme director analyses the course evaluations using the summarised survey results and, if necessary, conducts discussions with the lecturers in order to make any necessary changes to the course content or organisation.

Since the last accreditation, a lot of work has been done to rebalance the assessment criteria for the Bachelor's thesis and the working group has refined the guidelines for the Bachelor's thesis. Analysing the feedback and reviews of the Bachelor's thesis, it can be concluded that over the last 3 years, the lecturers' assessments have been consistent and rarely differ by more than 2 points, which can be considered as a significant improvement in the assessment standards.

During the reporting period, seminars were held where lecturers shared pedagogical techniques used in the study process and discussed with each other how to solve various problem situations. This was particularly relevant in the context of the start of the remote learning process, when colleagues shared innovative solutions, thus contributing to more effective work of other colleagues. This is a very successful practice, which is being continued. In 2024, the availability of AI tools became relevant, so lecturers are exchanging the most effective solutions on how to improve tests and incorporate AI tools into the study process.

The programme offers a number of courses taught by two or more lecturers, either working in parallel groups or teaching different course topics, or by sharing the delivery of lectures and seminars. It is particularly important among these lecturers that the conditions of teaching a course are coherent, so that there are regular formal and often informal meetings between the lecturers involved in the course.

The semester-by-semester course planning is also sequential, with the possibility of approaching certain topics from different perspectives in parallel courses. The accredited programme has managed well ensuring that the course content is not overlapping. However, working group discussions have revealed overlapping themes in the courses, which has led to changes in the programme for the new accreditation.

In October 2024, there were 27 teaching staff for 477 students, which, in formal terms, represents a ratio of 1/18. This is a good indicator for a cost-effective programme, but the number of students has increased, so it would be relevant to increase the number of the teaching staff to allow for several parallel seminar groups with smaller numbers of students in them.

Overall, it can be concluded that the Bachelor's study programme "Psychology" of the University of Latvia can be assessed as a competitive and sustainable basic level programme in psychology from the perspective of both modern science and the labour market in Latvia and abroad.

# 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	BSP_Diploma_Diploma_supplement.zip	BSP_Diploms_Diploma_pielikums.zip
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_16_BSP.docx	16_pielikums_studentu_skaits_BSP.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_17_BSP.docx	17_pielikums_BSP.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)	Annex_19_Normative_regulations.docx	19_pielikums_atbilstiba_normativajam_regulejumam.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Annex_20_BSP.xlsx	20_pielikums_Kursu_kartejums_BSP.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Annex_21_BSP.docx	21_pielikums_studiju_plani_BSP.docx
Descriptions of the study courses/ modules	annex_22_course_descriptions_bsp_psychology.docx	22_pielikums_kursu_apraksti_BSP.docx
Description of the organisation of the internship of the students (if applicable)	Annex_23_Internship_BSP.docx	23_pielikums_Prakses_nolikums_BSP.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)	IzPF_29042024_Apliecinajums - 55_pants_ENG.docx	29.04.2024 - 30-37_11 - Apliecinajums - 55.pants - Psihologija.edoc