

APPLICATION

Study field "Sport" for assessment

Study field	<i>Sport</i>
Title of the higher education institution	<i>Rīgas Stradiņa universitāte</i>
Registration code	<i>3391702042</i>
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Self-evaluation report

Study field "Sport"

Rīga Stradiņš University

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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,.

Rīga Stradiņš University (RSU, information in [Latvian](#), [English](#)) is a state-established higher education and science institution under the supervision of the Ministry of Health of the Republic of Latvia and is closely integrated into the state health care system already since 1950. On 15 April 2002, RSU was registered with the Register of Higher Education Institutions, registration No. 3341702042. It was accredited on 13 December 2001. RSU is the third largest university in Latvia with a pronounced international orientation – as of 1 October 2024, 25.3% of RSU students were from abroad (32% from Sweden, 21% from Germany, 13% from Finland, 10% from Norway and the rest from other countries, 82 countries in total). RSU's legal address is Rīga, Dzirciema iela 16, but RSU's study programmes are also implemented at other addresses, for example in the building at Konsula iela 21 (200m from RSU's main building), in the building at Baložu iela 14, as well as at Kuldīgas iela 9. The main place of implementation of the sports programmes is the Medical Education Technology Centre at Anniņmuižas bulvāris 26a and from 1 July 2024 – following the consolidation with the Latvian Academy of Sport Education – also the building at Brīvības gatve 333.

All RSU buildings are suitable for the work of the higher education institution. Lecture theatres and rooms are equipped with modern equipment, ensuring high-quality study process, including online lectures. For more information, see Chapter 2.3 and Annex 23.1: Compliance with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Annex 23.2: Evaluation of the informative and methodological base on library resources for the implementation of the study field, Annex 23.3: Assessment of the information and methodological base on IT resources, Annex 23.4: Evaluation of the RSU LASE infrastructure used by StF “Sport”.

RSU is one of the best-rated institutions of higher education in Latvia, as evidenced by, for example, various international university rankings. RSU ranks third among all Latvian higher education institutions in the *Times Higher Education (THE) World University Rankings 2025*. RSU scored the highest in international outlook (65.4 of 100) placing it the second in this category among all the universities of the Baltic States included in this ranking. In *QS World University 2025*, RSU also has the third best performance among Latvian universities, ranking 951-1000th in the world. RSU is particularly notable for its high score in attracting international students (90.8 out of 100), where the university ranks among the world's top 120 universities and is the best in the Baltics. In the *QS World University 2025* medical rankings, RSU is ranked 651-700th in the world and has the best reputation in Latvia both in the academic environment and among employers. For several years RSU has been successfully participating in *THE Impact* sustainability ranking, reaching 301-400th place in the world and second place in Latvia in 2024. RSU has performed particularly well and is the first in Latvia, second in the Baltics and 101th-200th in the world in the category “Good Health and Well-Being” (UN Sustainability Goal 3), which reflects the university's excellence in health sciences and training of health professionals, as well as its close cooperation with health care institutions and provision of health-promoting conditions for students and staff. In 2024, RSU was also included in the *QS Sustainability* Ranking for the first time.

For eight consecutive years (information in [Latvian](#), [English](#)), RSU has been recognised as Latvia's top higher education institution in terms of quality and reputation, according to the *Kantar TNS* Higher Education Reputation Survey. The value of RSU's diploma, as well as the ability of the higher

education institution to provide students with the knowledge and skills needed in the labour market, are consistently highly appreciated by Latvian residents.

In accordance with Cabinet Order No. 903 of 13 December 2022 “On Reorganisation of the Latvian Academy of Sport Education”, as of 1 July 2024 Rīga Stradiņš University took over the Latvian Academy of Sport Education and it will continue to exist as a structural unit of Rīga Stradiņš University (hereinafter referred to as RSU LASE).

The Latvian Academy of Sport Education (LASE) was founded in 1921 and has a considerable experience as Latvia’s largest and leading institution training sport specialists – both sports teachers and coaches, and professional athletes with a track record of success in high-performance sport, including Olympic victories. At the same time, the LASE was underdeveloped in research and needed significant improvements in governance. Taking into account the results of the previous international evaluation of science, the Ministry of Education and Science initiated the integration of several smaller universities into research universities^[1]. The aim of the university consolidation is to strengthen research-based, internationally competitive higher education and to make more efficient use of resources in the higher education system.

As of 1 July 2024, the LASE is included in the ecosystem of research universities – the RSU structure. As of 1.05.2025, RSU and LASE have a total of 11 study fields (StF) and 66 study programmes (StP) (see Table 1).

Table 1. Number of study fields and study programmes after consolidation

Name of the study field	StP RSU	StP LASE	StP Total
1. “Health care”	25	2	27
2. “Life Sciences”	2		
3. “Information and Communication Sciences”	6		
4. “Education and Pedagogy”	1	2	3
5. “Sports”	2	3[2]	5
6. “Social Welfare”	3		
7. “Sociology, Political Science and Anthropology”	5		
8. “Law”	3		
9. “Management, Administration and Real Estate Management”	7		
10. “Psychology”	2		
11. “Internal Security and Civil Defence”	4		
Total:	60	7	67

The total number of study fields after the consolidation remains virtually unchanged, however, the previously existing study field “Education, Pedagogy, Sports”, which has been implemented at both higher education institutions, due to the amendments to Cabinet Regulation No. 793 of 11 December 2018 “Regulations Regarding Opening and Accreditation of Study Fields”, Annex 1: Study fields in higher education – has been divided into two study fields: “Education and Pedagogy” and “Sports”.

The StP governance approach implemented by RSU has promoted the provision of StP offer that is of high quality and relevant to the fields as shown by the growing number of applicants and students in the StFs implemented by RSU (see Table 2 and Figure 1), especially considering the circumstances of the demographic crisis and decrease in the total number of applicants in Latvia. On 11 April 2025, the total number of students at RSU was 11,922.

Table 2. Number of students in the study fields implemented by RSU over the last nine academic years

Study field	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024	2024/ 2025
Health care	5,285	5,652	6,043	6,222	6,306	6,707	7,316	7,708	7,912	8,287
Law	1,139	1,105	1,084	993	847	704	778	718	654	539
Management, Administration and Real Estate Management	207	225	226	243	218	261	334	366	407	475
Education, Pedagogy and Sports (will further be implemented as two fields: "Education and Pedagogy" and "Sports")	236	232	228	235	266	285	273	226	174	1,000
Sociology, Political Science and Anthropology	234	227	230	252	285	311	338	291	278	275
Social Welfare	138	146	126	143	150	125	120	100	88	96
Information and Communication Sciences	428	396	369	397	365	425	420	395	393	419
Psychology	66	111	121	143	167	279	391	461	558	638
Life Sciences	6	6	6	6	6	5	10	9	23	22
Internal Security and Civil Protection	0	0	45	82	101	146	157	162	176	171
Total	7,739	8,100	8,478	8,716	8,711	9,248	10,137	10,436	10,663	11,922

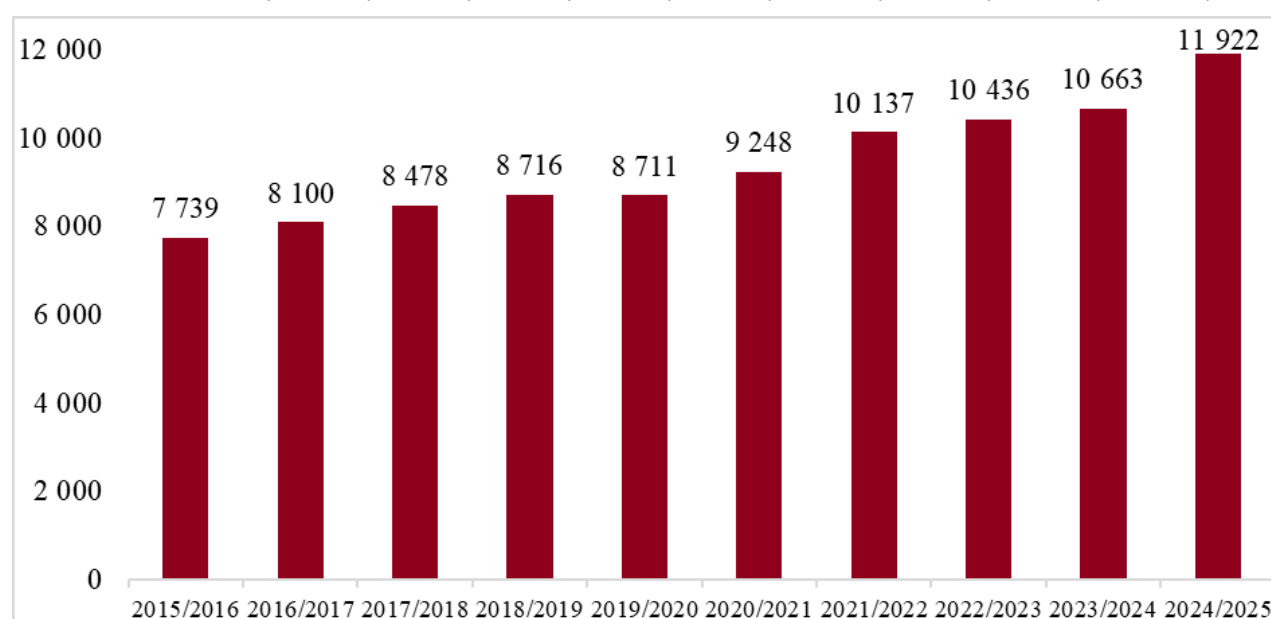


Figure 1. Total number of students in the study fields implemented by RSU over the last nine academic years

The vision, mission and goals of both RSU and LASE have been formulated to strive for excellence in education and research, international cooperation and a significant contribution to the development of society and health promotion. The strategic directions of both higher education institutions emphasise the provision of high-quality studies based on the latest scientific discoveries and innovations, contributing to a high level of preparation of students for the changing needs of the labour market. RSU and LASE also share a focus on interdisciplinary collaboration and the practical application of research results, which promotes students' engagement in the acquisition of knowledge and skills. Both higher education institutions have aimed to be internationally renowned,

working with both local and international partners to expand innovation and research opportunities while contributing to improving health and well-being in society.

In order to achieve structural changes in the Latvian higher education system, promote excellence, quality of higher education and science, efficiency of resource investments and international competitiveness, the Ministry of Education and Science has foreseen, within the framework of the Recovery and Resilience Facility, university consolidation grants^[3], which provide for investments in a number of activities. RSU is implementing project No. 5.2.1.1.i.0/2/24/l/CFLA/005 “Internal consolidation of RSU and external consolidation of RSU with LASE” (hereinafter referred to as the RRF consolidation project). The total funding of the project is EUR 15,488,184.00, of which EUR 1,269,334.00 are from the state budget and EUR 14,218,850.00 from the European Union Recovery and Resilience Facility Plan^[4].

The overarching goal of the RRF consolidation project is to make structural changes in the study and research structural units of RSU in order to promote interdisciplinarity, collaboration and resource sharing in both studies and research, and to receive an overall rating of no less than “4” in all research platforms in the next international evaluation of scientific institutions.

External consolidation goal: Integration of the LASE into the RSU by creating a unified health and sports science ecosystem that will ensure high quality, internationally competitive, research-based higher education and good governance within 3 to 5 years.

The RRF consolidation project includes the following measures:

- Improving the governance, internal and external consolidation of the university;
- Consolidation and modernisation of study programmes – consolidation of study programmes between RSU and LASE, pedagogical improvement programme for LASE lecturers, development of interdisciplinary courses at the Faculty of Social Sciences, development of a data science module;
- Investing in research – doctoral grants, post-doctoral grants, researcher grants, research and development grants, investment in research infrastructure;
- Business process alignment, digitalisation, infrastructure improvement measures.

The investments and activities of the RRF consolidation project are essential to combine the resources of the two higher education institutions, to expand the potential for research, study and innovation, and to integrate new knowledge and values into the study process. Medicine, sports science and social sciences create synergies in both study and research. Collaborative work between lecturers of the two higher education institutions on research projects (e.g. through research and development grants funded by the RRF consolidation project and the national research programme “Sports”) has been launched.

The implementation of the RSU Strategy continues with the merger of RSU and LASE. RSU Development Strategy 2022 – 2027 is available on the RSU website (information in [Latvian](#), [English](#)). In 2025, the RSU Strategy will be updated to include the development of the RSU LASE. The main development goals of RSU are innovative studies in a contemporary environment and research of health, wildlife and humanities, including social responsibility for sustainable development of the university and society, twinning for integration in the labour market and internationalisation and reputation for international recognition.

The priority goals of sustainable development set by RSU and the contribution to their implementation are described on the website (information in [Latvian](#), [English](#)). RSU strategy provides for progress towards a modern education system compliant with the requirements of future labour market.

An RSU development plan has been developed in accordance with the RSU mission and vision, as

well as the main development goals set in the RSU Strategy 2022 – 2027, which includes six directions:

1. Science
2. Education
3. Cooperation
4. Digital transformation
5. Management
6. Internationality

Each direction has its own sub-goal, main tasks and measures to be taken, as well as key impact indicators and target values to ensure progress in the implementation of the strategy is monitored.

The consolidation process of RSU and LASE has set structural changes in studies and research as its primary goal in order to improve the quality and capacity of education and research, develop interdisciplinarity, cooperation and resource sharing between all study and research directions. The consolidation process focuses on research quality, interdisciplinarity, international cooperation, and cooperation with the sector and industry.

The updated RSU Strategy will take into account the history and traditions of the LASE, analyse the strengths and weaknesses of the organisation, and assess the risks and challenges related to the quality of study programmes and research, as well as the development of infrastructure.

Enclosed:

Annex 4.1. Development plan of the study field.

Annex 13.1. RSU and LASE integrated marketing and public relations communication activities

^[1] by the Paragraph 2 of the protocol decision of the Cabinet of Ministers of 1 February 2022 (Protocol No. 5, § 31), the Cabinet of Ministers supported the information report “Linking the Funding of Science and Higher Education with the Results of the International Assessment of Scientific Institutions” prepared by the Ministry, which includes a solution for the institutional development and consolidation of state-founded higher education institutions by reorganising them and integrating them into the ecosystem of research universities.

^[2] one of which is not being forwarded for accreditation (LASE Master’s study programme “Sports Science”, as it will be closed and a new Master’s study programme will be licensed)

^[3] Cabinet Regulation No. 721 “Implementing regulations of the second round Consolidation and Management Change Implementation Grants of investment 5.2.1.1.i Research, Development and Consolidation Grants of reform 5.2.1.r Excellence and Management Reform of Higher Education and Science of reform and investment direction 5.2 Ensuring a Change in the Management Model of Universities of Latvia’s National Recovery and Resilience Plan” (available in [Latvian](#) only)

^[4] Project “Internal consolidation of RSU and external consolidation of RSU with LASE” (information in [Latvian](#) and [English](#))

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.

Activity of RSU is regulated by the Law on the Constitution of Rīga Stradiņš University, Law on Higher Education Institutions, as well as other external and internal laws and regulations. The said laws and regulations define the powers and duties of each institution. RSU decisions are made by the Constitutional Assembly, the Council, the Senate, the Rector and the Academic Arbitration Court (information on the RSU website in [Latvian](#), [English](#)).

As amended at the Council meeting of
18.12.2024, Minutes No. 1-P-1/8/2024
Enter into force on 03.02.2025.



Figure 2. Administration of Rīga Stradiņš University

The current RSU Senate was elected at the Constitutional Assembly on 1 October 2024. The composition corresponds to the RSU Senate Regulations: The Senate consists of 31 senators, incl. the rector *ex officio* and 30 elected senators, among whom are 23 academic staff representatives (of which 15 are professors and associate professors, and eight are representatives of other academic staff), six student representatives and one representative of the general staff of RSU.

Effective governance and supervision of operational tasks are carried out by RSU’s four Vice-Rectors: Vice-Rector for Health Studies, Vice-Rector for Studies, Vice-Rector for Administration and Development, Vice-Rector for Science, as well as their subordinate study, science, administrative and economic structural units.

Since February 2022, the RSU Council was established, which includes 11 experienced and highly professional council members: five representatives nominated by the RSU Senate, five representatives selected by the Ministry of Health in an open competition, and one representative nominated by the President of the Republic of Latvia.

Scheme No. 2

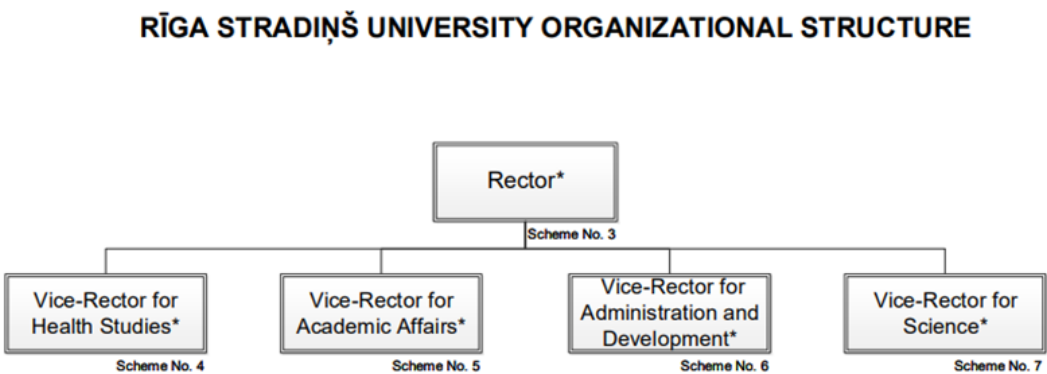


Figure 3. Organisational structure of Rīga Stradiņš University

Participation of External Partners in Decision-Making

External partners participate in the RSU Convent of Councillors, Alumni Association, Study Quality Councils, faculty councils, departments, as well as cooperate with study programme group directors.

Foreign and local specialists of various industries take part in the RSU Convent of Councillors as external partners. The Convent of Councillors consults the Senate and the Rector on the matters of RSU development strategy in order to promote development of RSU by determining strategic directions of its activity in accordance with the needs of the national economy. The Convent of Councillors meets approximately four times a year and deals with current issues of RSU. Current issues for consideration may be raised by any member of the Convent during the meetings.

The implementation of study programmes is organised by faculties and departments. Faculty councils consist of lecturers, students and employers' representatives. Composition of the faculty council is approved by the Senate on the basis of a proposal by the faculty's dean.

In addition to departments and faculties, the quality of activity of RSU study programmes is monitored by Study Quality Councils, which consist of both StF/StP management, lecturers and representatives of students, as well as representatives of employers. The composition is delegated by the Dean and approved by the relevant faculty council/department council. Study Quality Councils evaluate compliance of the StP content with the requirements of the laws and regulations of Latvia and the EU, public interests and requirements of the labour market, as well as the long-term development of the respective study field. See Paragraph 1.4 of this section for more information on the activities of this council. The purpose of operations of the Study Quality Council is to oversee, ensure, and increase the quality of studies. The Council acts as a support for the study programme and makes proposals and addresses issues related to the quality of studies. In accordance with the Regulation of the Study Quality Councils, meetings shall be convened at least once a semester. The meetings are open to the public, including the Vice-Rector for Studies, representatives of the Academic Affairs Department, the Centre for Educational Growth, the Study Quality Department or other departments.

The Alumni Association (information in [Latvian](#), [English](#)) brings together alumni of different generations who graduated from former Riga Medical Institute, Medical Academy of Latvia, and RSU. The Alumni Association is the contact point for alumni, students, academic staff, and industry representatives. Cooperation between the parties involved is important for the improvement of the quality of studies and research, for the development of the field, and for the purposeful orientation of students' professional activities. The association promotes involvement of RSU alumni in lifelong learning activities.

Participation of Students in the Governance Process

The Student Union (information in [Latvian](#), [English](#)) represents the interests of the students at the Constitutional Assembly, Academic Arbitration Court, the Senate, faculty councils, Ethics Committee, Credit Grant Committee, Scholarship Grant Committee, Library Council, Museum Council, Rectorate, Council of Deans, Study Quality Council, and Committee for Recognition of Learning Outcomes Achieved in Prior Education or Professional Experience. Student representatives have a veto right at the faculty councils; rights of deferring veto at the Senate in relation to matters affecting student interests.

International students' interests at RSU are represented by the International Student Association (information in [Latvian](#), [English](#)).

The Student Union cooperates with the International Student Association, ensuring that interests of both the Latvian and international students are represented in the governance process.

The RSU Student Union was established in 1993, and it has been operating in order to represent the interests of students in the matters of academic, material and cultural life at the university and other state institutions; it represents the students of the higher education institution in Latvia and abroad, lays down the procedure for students to be elected in collegial institutions of the higher education institution.

The Student Union is financed from the budget of the higher education institution to such amount that is not less than one two-hundredth from the annual budget of the higher education institution (in accordance with Section 53(4) of the Law on Higher Education Institutions of the Republic of Latvia (available in [Latvian](#), [English](#))). At the end of each calendar year, the RSU Student Union presents to the RSU management the budget use of the current year and the budget planning for the following calendar year, which is accepted by the Rector. The main areas of activities of the Student Union are described in Annex 5.

Participation of Structural Units in Decision-Making

Based on the strategy, the management of RSU annually delegates specific objectives to the structural units. In order to achieve these objectives, each RSU structural unit has to plan its own resources during the annual budget planning session, requesting the funds necessary to achieve the delegated objectives. Along with the development of a detailed budget, responsibilities are clearly separated because the structural units have to operate within the framework of the approved budgets. Working groups, discussions, and brainstorming sessions are set up to implement new projects, processes, and innovations, thus maximising the involvement of employees and direct managers in decision-making.

The study field and the corresponding StP governance structure is oriented towards the development of the study field (see section 2.1 Governance of the study field, Paragraph 4.1 “Study field development plan” and Paragraph 4.2 “Study field governance structure”), decision-making takes place efficiently, the support provided by administrative and technical staff ensures all the needs of the StP corresponding to the study field.

RSU LASE actively participates in the joint decision-making bodies of RSU. The Senate is represented by three academic staff representatives: Assoc. Prof. Kalvis Ciekurs, Assoc. Prof. Inta Bula-Biteniece and Assist. Prof. Katrīna Volgemute, who is also involved in the RSU Library Council. RSU LASE is also represented in the RSU Scientific Council, where Assoc. Prof. Kalvis Ciekurs and Una Ērkšķe, Head of the Science Process at RSU LASE, actively participate. Assoc. Prof. Kalvis Ciekurs participated in the RSU Council of Deans and the RSU Promotion Council. In April 2025, 5 academic staff representatives from RSU LASE will be nominated to the RSU Constitutional Assembly.

Governance of RSU LASE

According to the RSU LASE Regulation (approved on 13.06.2024, Minutes No. 1-PB-2/371/2024, see Annex 1.3), LASE is an academic and organisational structural unit (see Figure 5) established for organising studies and scientific activities in one or several thematically related sectors in accordance with the objectives of the activities of a research university. LASE is directly subordinated to the Vice-Rector for Health Studies. The structural unit is chaired by a Director, who is responsible for the work of LASE as a whole, the achievement of the objectives and the fulfilment of tasks of LASE. As at April 2025, Anita Muižniece is acting as Director.

The LASE is governed by a Council – a collegial LASE management institution that performs tasks determined in Latvian laws and regulations, as well as other internal norms and regulations of RSU, led by the Director. The Council consists of a Director, councillors (academic staff), representatives of employers or other professional organisations, as well as student representatives.

Like other RSU structural units, such as faculties, the RSU LASE operates autonomously within the framework of the internal RSU regulations. The authorisations of the LASE as a structural unit of RSU are:

1. To cooperate with other structural units of RSU, individuals, institutions and organisations in Latvia and abroad;
2. To cooperate with other structural units of RSU regarding ensuring and development of the study process in the study fields implemented by LASE, including the consolidation of similar study programmes;
3. To request and receive from structural units of the University, other state and local government institutions, as well as in the cases specified in regulatory enactments from other persons the documents and information necessary for ensuring successful operation of LASE;
4. To receive the necessary financial, material and technical provisions for ensuring the successful operation of LASE in accordance with the budget of the structural unit or financing granted by the state;
5. To participate in the work of working groups and collegiate institutions established by the University in accordance with internal norms and regulations of the University;
6. To make proposals to the management of the University regarding issues within the competence of LASE;
7. To involve employees working in other structural units of the University in the achievement of the objectives, in coordination with the relevant employee and the head of his or her structural unit;
8. To organise discussions with representatives of structural units of the University on issues related to the action directions of LASE.

The departments of the structural unit of the Latvian Academy of Sport Education after reorganisation shall be considered sub-units of LASE, implementing the objectives and tasks of the department specified in the University Department regulations.

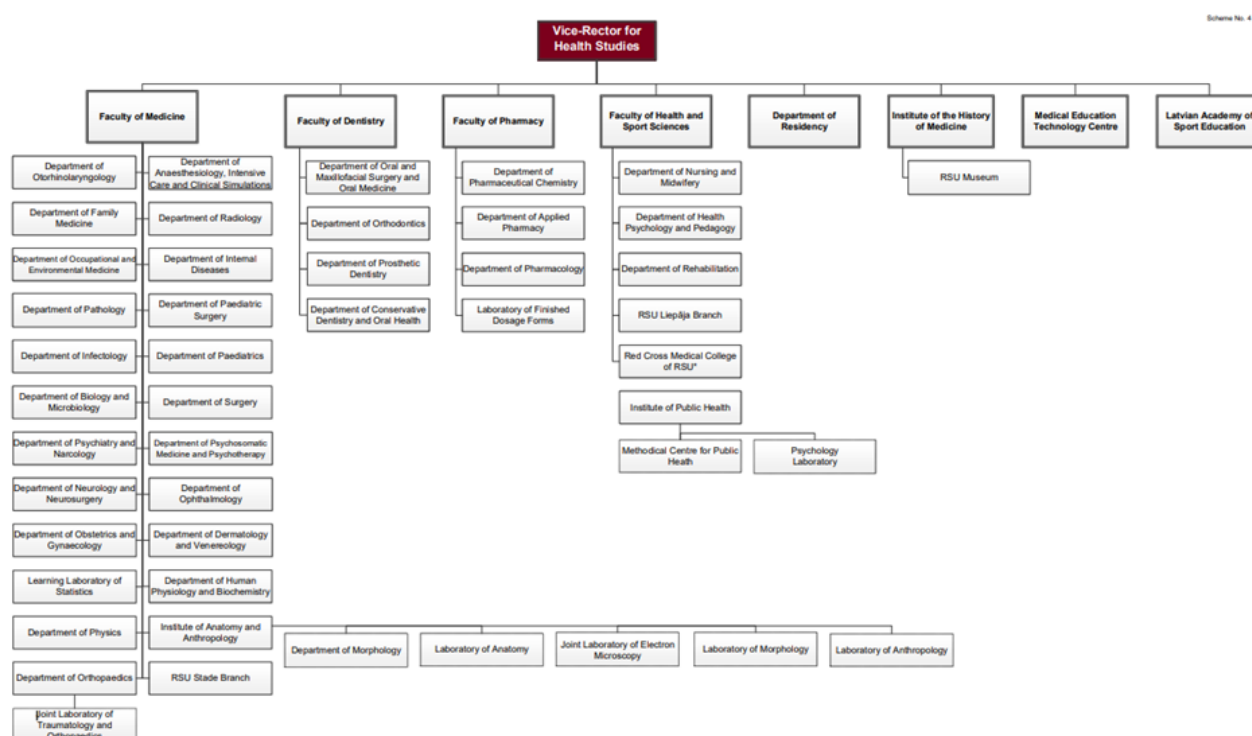


Figure 4. Structural units managed by the Vice-Rector for Health Studies

In 2025, the internal structure of the RSU LASE is expected to be consolidated: instead of the previous fragmented structure of seven departments with a small number of lecturers, there will be two larger departments, and the Sports Healthcare Research Centre will continue its work. The Senate has adopted a decision on the internal consolidation of RSU LASE on 8 April 2025, the Council – on 16 April. The new structure will be in force from September 2025.

Information about the structural units involved in the implementation of the study programmes and the required support staff

To ensure the quality of academic activities and studies, training support staff is employed in academic structural units, which provides support to students and academic staff, as well as ensures circulation of documentation. Depending on type of the structural unit and the study courses taught, training support personnel posts for the study courses are planned by the head of the structural unit, but the general principles at RSU are developed and maintained by the Human Resources Department. Responsibility areas of the support personnel in accordance to the respective position are support to study process and methodological work, support to research and clinical work, support to the department office work etc., as needed. Technical issues of the systems are solved by the Information Technology Department; issues of study process are supported by the Study Department and office of the faculty, ensuring also feedback in communication with students.

Enclosed:

Annex 1.1. List of internal regulatory enactments according to RSU core business processes, which also includes links to documents

Annex 1.3. Regulation of the Latvian Academy of Sport Education of Rīga Stradiņš University

Annex 3. RSU organisational structure (available also on the website in [Latvian](#), [English](#))

Annex 23.1. “Compliance of the Study Programme with Part I of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1”

Annex 4.2. Study field governance structure at RSU

Annex 5. Activities of the Student Union

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.

Implementation of the quality policy at RSU

The higher education institutions have a coherent quality policy and, following the reorganisation of the LASE, it will be implemented as a common quality policy. One of the objectives of the LASE, as a structural unit of RSU, is to fulfil the joint tasks of RSU specified in the RSU Constitution, RSU Development Strategy and other internal norms and regulations, including the implementation of the RSU Quality Policy.

The RSU Quality Policy (information in [Latvian](#), [English](#)) is a quality assurance system, which helps to achieve the goals and results of the study field and corresponding study programmes. The

system ensures the continuous implementation of the study field “Sports”. The RSU Quality Policy is based on the university’s strategy and values and includes four basic principles – quality, partnership, student-centred approach and education and experience based on research and practice. Both the staff and students of RSU are involved in the implementation of the Quality Policy. In general, study quality assurance is a multi-level system (see Figure 5).

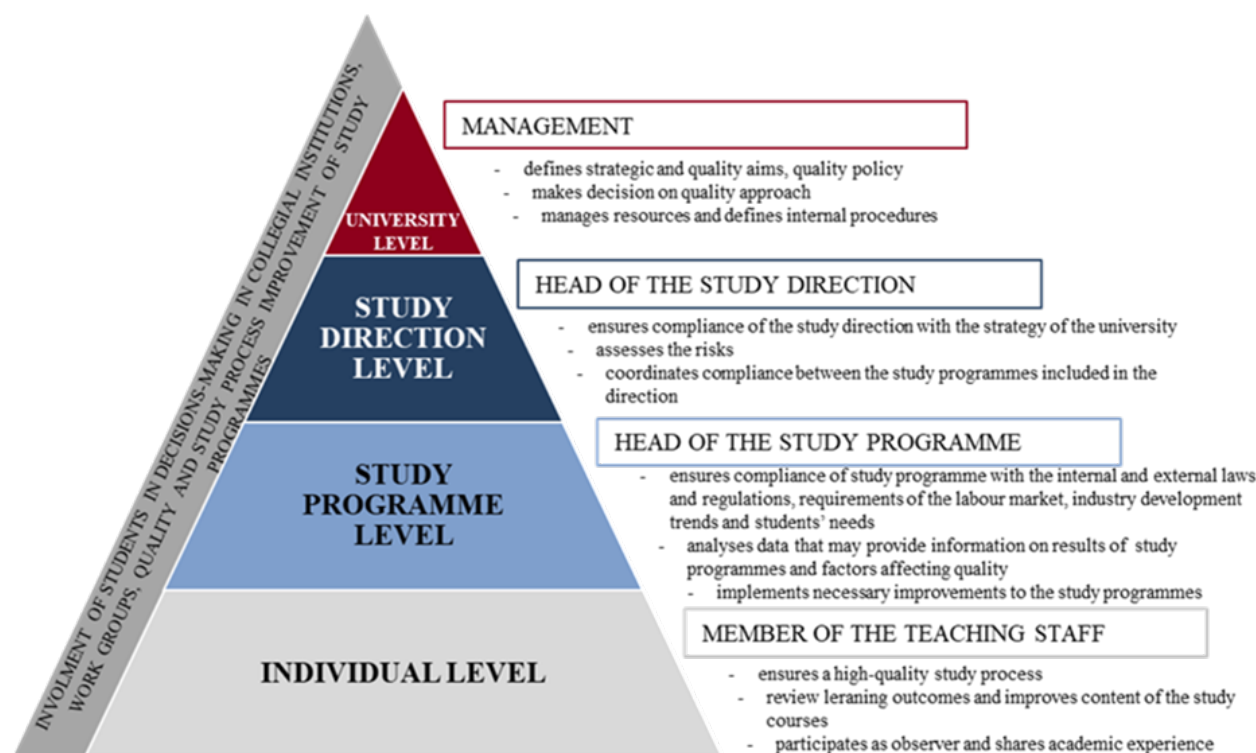


Figure 5. Quality assurance of RSU study process and outcomes

The duty of the RSU senior management is to set strategic and quality goals, as well as quality policy, to make a decision on quality approach, to manage resources, and determine the internal procedures. At the university level, one of the indicators of study quality is the public attitude and opinion, as well as the popularity of RSU. Evaluating the level of RSU staff satisfaction and engagement as well as the results of the university reputation survey, guidelines are set to strengthen the image of RSU.

In accordance with the approved study quality assurance system, at the StP level, the duty of the StP director is to ensure compliance of the content of the StP with internal and external laws and regulations, requirements of the labour market, sectoral development trends and needs of students, to analyse the data that might provide information on the factors affecting results and quality of the StP, and to implement necessary improvements to the StP. Quality indicators of StPs that are linked to the remuneration of the StP directors are measured annually. This demonstrates to the StP directors the importance of their work and contributes to achieving higher defined quality standards.

It is important to note that administrative departments are involved in quality assurance.

Supervision of the system introduced at RSU is performed by both the internal system and quality auditors and independent external experts.

External and internal laws and regulations (available in [Latvian](#), [English](#)) governing student achievements and evaluation of learning outcomes:

- Law on Higher Education Institutions

- Education Law
- Academic Regulations I - regulations of undergraduate and Master's studies (available in [Latvian](#), [English](#))
- Academic Regulations III – regulations of Doctoral studies (available in [Latvian](#), [English](#))
- Regulations on the development and presentation of the qualification paper, student's research paper, Bachelor's thesis and Master's thesis (available in [Latvian](#), [English](#))
- Process Description No. 6 "Assessment and Submission of Learning Outcomes" etc. (available in [Latvian](#) and [English](#))
- Student performance analysis is performed twice per academic year after the end of the study semester. As a result of performance monitoring, risks to successful study process are identified and reasons for exclusion are established on the basis of which it is possible to perform preventive actions.

Assessment procedure of the student achievements and learning outcomes has been established in the description of each study course. The head of course determines the assessment system of his or her course. Successful completion of final and interim examinations, active participation in seminars and discussions, independent work, presentation of acquired skills in various simulations of practical situations, etc. are most often set as criteria for passing the course. Prior to the start of the course, students are informed about the planned learning outcomes of the course, the examinations that will confirm the achievement of the learning outcomes and the assessment criteria for these examinations. Operating in the RSU e-learning environment, the support staff of the faculty office prepares test assessment lists, which are issued to lecturers at the end of the study course. After accepting an examination, the staff lecturer personally or the invited lecturers, with the help of the faculty office staff, publish the final assessments in the e-environment, which is linked to the students' personal accounts. In the student's personal account, each student can see his/her study information and assessments.

Quality Policy during the transitional period

Taking into account that there is a transitional period for the gradual transition of the LASE work process organisation to be integrated into the RSU processes and systems, the full integration of the LASE into the RSU quality system is planned in the next ISO 9001 quality management system certification cycle. The next recertification of the quality management system is planned for 2026, which coincides with the end of the transitional period of the LASE. Until the end of the transitional period, the compliance of the LASE with the RSU processes will be progressively monitored and assessed during internal quality audits.

For more information on quality assurance, see Chapter 2.2.1.

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.	RSU has established policy and procedures for quality assurance in higher education, defined by internal regulatory documents described in Paragraphs 1.3, 2.1.1, 2.2.1 and 2.2.2 and Paragraph 1.1 of Annex 23.1 (Compliance of RSU study programmes with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1) of the Self-Assessment Report. They also determine the quality mechanisms of the study process at RSU, which apply to absolutely all StPs, since academic year 2024/25, also to the study programmes implemented by the RSU LASE.
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed.	RSU has established mechanism for the development of StPs of the higher education institution, monitoring of their performance, and periodic testing, described in Paragraphs 2.2.1, 2.2.2 and 2.2.3 and Paragraphs 1.2, 1.7 and 1.9 of Annex 23.1 (Compliance of RSU study programmes with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1) of the Self-Assessment Report and it applies to all StPs. It is supervised by the RSU Centre for Educational Growth (PIC), which at the same time also improves the system, provides support to the directors of the StPs and fields in this process taking into consideration its experience within the framework of its competence. An example of this are the StPs developed within the framework of the specific objective, which are described in Latvian and English. Improvement and development of StPs takes place by creating a development plan of StF (Annex 4.1). The implementation of the plan is discussed at the meeting of the Quality Council of the Study Field and/or at the Council meetings of the Faculty of Health and Sports Sciences. The StP development process is monitored regularly, analysing academic achievements, number, dropout of students, technical support, assessments, the quality of work of lecturers and other relevant indicators. Since academic year 2024/25, data from RSU LASE study programmes have also been collected and analysed using the same approach as for other RSU study programmes.

3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	For the criteria, conditions and procedures for assessing student performance, which make it possible to make sure that the expected learning outcomes have been achieved, see Paragraph 2.1.5. and Annex 17.1 (compliance of the study programme with the national education standard (for each study programme)) and Paragraph 1.3 of Annex 23.1 (Compliance of RSU study programmes with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1). Since academic year 2024/25, the RSU LASE has also been following the criteria, conditions and procedures for the assessment of RSU students' achievements.
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	Internal procedures and mechanisms for ensuring the qualification and work quality of the academic staff are described in Paragraphs 2.3.5, 2.3.6, 2.3.7 and Paragraph 1.5 of Annex 23.1 (Compliance of RSU study programmes with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1) of the Self-Assessment Report. Compliance assessment is carried out every year, and the mechanisms themselves are reviewed. As of academic year 2024/25, the RSU LASE follows the RSU internal procedures and mechanisms for ensuring the qualification and quality of work of academic staff, but the previous internal procedures of the LASE are applied through internal norms and regulations that remain in force during the transitional period. The LASE has established internal procedures and mechanisms to ensure the qualification and quality of work of staff and has approved and implemented the "LASE Academic Staff Regulation ", "Regulation on the Election of LASE Academic and Scientific Staff ", "Regulation of the Council of Professors of the Health and Sport Sciences " (these internal norms and regulations of the LASE remain in force during the transitional period until 31 May 2026 in accordance with the RSU Rector's Decree No. 1-PB-2/873/2024 (see Annex 1.2)).

5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	• Information on academic performance of students is summarised in Section 2.1.5. • For information on employment of graduates, see section 3.1.3. (for each study programme). • Information on graduate feedback mechanisms can be found in Paragraphs 1.2 and 2.2.4. • For information on student and graduate satisfaction with StP see Section 2.2.3 and Annexes: 21.1. Results of the questionnaire survey on the evaluation of the study programme and study courses, 21.2. Results of the questionnaire survey on graduates and 23.1. Compliance of RSU study programmes with Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Paragraphs 1.7 and 1.9. • For information on the efficiency of the academic staff see Sections 2.3.7 and 2.4.4, Annexes 3.4 (for each study programme) and 6.1 Basic information on the teaching staff involved in the implementation of the study field “Sports”, 6.2 Biographies of the teaching staff, 6.3. collection of statistical data on the incoming and outgoing mobility of the teaching staff during the reporting period and 6.4. List of publications of the teaching staff for the reporting period and 24.7. Analysis of the composition of the teaching staff (for each study programme). • For the information on the available study funds and their costs see Sections 2.3.1, 2.3.2, 2.3.3, 2.3.4 and 2.3.8 and Paragraph 1.6 of Annex 23.1 (Compliance of RSU study programmes with Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)) and the following annexes: 23.2. Assessment of the informative and methodological provision regarding library resources for the implementation of the study field “Sports” in accordance with the requirements of the guidelines and 23.3. Assessment of the information and methodological base on IT resources. • For the information on the essential performance indicators of the institution of higher education see Sections 1.1, 1.2, 1.3 and RSU website in Latvian and English. • From academic year 2024/25, information on students’ achievements is collected in the RSU e-learning environment and in the Student Information System. Once a semester, a centralised student achievements report is prepared and analysed for all RSU study programmes.
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6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	The higher education institution shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems. This is described in Paragraphs 1.3, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2 and Paragraphs 1.9 and 1.10 Annex 23.1 (Compliance of RSU study programmes with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1), see StF development plan in Annex 4.1, Study field governance structure in Annex 4.2 and Recommendation implementation plan in Annex 11.
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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 RSU Strategy 2022-2027 (available in [Latvian](#), [English](#)) defines the vision and mission of RSU, as well as sustainable development goals and main development goals until 2027, including research platforms and directions. The RSU vision and one of the main goals of RSU is to ensure research-based, exportable and quality higher education in Europe and in the world. The RSU forms a solid foundation for academic and professional education, as well as research work.

The RSU strategy identifies three main RSU research platforms – medicine, public health and social sciences. At interdisciplinary level it concentrates RSU resources on conducting world-class research. RSU is constantly modernising the study process, which provides new specialists with wider opportunities for growth. In 2025, RSU will update its strategy to include the development of the study field “Sports” and RSU LASE.

Compliance of StF goals with the area of the university’s activities is determined in two new development plans – Study Quality and Study Programme Development Plan (approved by RSU Senate on 13.02.2024) and RSU Science Development Plan (approved by RSU Senate on 13.02.2024).

The Study Quality and Study Programme Development Plan, viewed in the context of external consolidation processes, focuses on the pursuit of strengthening the quality of studies and research at the Faculty of Health and Sports Sciences (FHSS) and RSU LASE. Relevant indicators include:

1. Increasing research activity and achieving measurable high-level results in partnership with the Board of Science;
2. Diversification of faculty revenues and cost-effectiveness measures for all programmes;
3. Pedagogical improvement programme for lecturers;
4. Integration of LASE into the RSU Study Programme Quality Management System;
5. External quality assessment (licensing, inclusion of programmes in the study field).

Assessment of the interconnection between the study programme and the StPs included therein

Nowadays, it is not only important for potential applicants and those interested in the sport sector to be motivated to learn a profession, but also to identify further education opportunities that optimise the overall study process. With the rapid growth of the sports and health sector and the increasing demand for professionally trained sports coaches in society, RSU will launch a new sports education programme in September 2025 - Basic Knowledge for C-Category Certificate in Sports Coaching (information in [Latvian](#)). Graduates of the programme will receive a certificate of completion of the professional development education programme, which is one of the requirements to sit for the Latvian Council of Sports Federations' Sports Coach Category C certification examination. The courses provide an opportunity to continue education by studying in the short cycle study programme Sports Coach, applying the acquired knowledge and skills to the next stage of studies in the coaching profession.

By completing the short cycle programme, graduates obtain the qualification of a sports coach. A coach performs direct pedagogical or educational activity. Theoretical and practical training courses provide professional skills and competences in 35 courses and more than 30 sports. The compulsory courses (Part A) in the short cycle programme overlap with the professional bachelor's programme "Sports Science", so that graduates of the short cycle programme will be able to align the courses they have studied and continue their education in the bachelor's programme. The above shows that there is continuity between the different cycles of study programmes in the study field Sports.

RSU plans to close the professional Master's study programme "Sports Science" currently implemented by RSU LASE upon completion of the studies of the current students. The RSU LASE management evaluated the content of the study programme and organised a discussion with the students of the existing Master's programme, who pointed out significant shortcomings of the programme (e.g. repetition of the content from Bachelor level studies, obtaining the same qualification "Senior Sports Coach" as after Bachelor level studies, etc.) and expressed their views on what they think is needed at Master level: in-depth knowledge of training methods, research methods in high performance sport, sports medicine and sports injury prevention, sports psychology, etc. In the autumn of 2025, the study programme will not admit any new students. Existing students are expected to complete their studies by summer 2026. If there are students who have not completed the programme by summer 2026 or wish to resume their studies, they will be offered the opportunity to complete their studies in a new academic Master's programme to be licensed in spring 2026.

As part of the RRF consolidation project, RSU started the development of a new Master's study programme, taking into account the experience gained in the sports universities of the Northern European region. The aim is to develop an academic programme that will provide opportunities to acquire in-depth knowledge in the fundamentals of sports medicine (injury prevention), sports technology and innovation, sports psychology, sports management and sports research (within the Master's thesis).

Studies can be continued at doctoral level. In 2024, a LASE doctoral programme in Sports Science was accredited. After evaluating its content and the number of doctoral students, the RSU management decided to integrate it into the RSU doctoral programme "Health Care" as one of four sub-programmes, including new Part B and Part C study courses in the content of the doctoral study programme "Health Care" for doctoral students in sports science, with the possibility for doctoral students from other sub-programmes to take the courses as well.

The RSU doctoral programme will have four sub-programmes: 1) pharmacy; 2) medicine; 3)

psychology; 4) sports science. Doctoral students from all the sub-programmes will follow a common curriculum, take Part A courses together, and choose Part B and Part C courses appropriate to their sub-programme, according to the specificities and interests of their research. A, B and C courses together account for 19% of the study programme content. 81% of the programme content involves the doctoral student's individual research work, publications and doctoral thesis.

The RSU Doctoral School offers all interested students the opportunity to take courses on current developments in sports science, research methods, sociology of sport, sports management.

In this way, RSU will offer all levels of studies in sports science, from short cycle studies to doctoral studies. The content of studies is purposefully improved, taking into account the approach of universities in the Northern European region, student feedback and industry recommendations.

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.

Table 4. SWOT analysis of the study field.

Internal factors	
Strengths	Weaknesses
- RSU LASE is the largest sports education institution in Latvia with more than 100 years of history, it has the background and foundation in sports education to be able to develop quality sports science study programmes - Largest pool of teachers-practitioners among all sports education institutions - Qualification placement corresponds to the student's chosen sport; employers offer work to students as part of the placement - The student gains a broad insight into the field as a whole: from health-promoting physical activity to popular sports, competitive sports and high-performance sports, covering all levels of activity. - RSU LASE's study field "Sports" is the only one in Latvia and the region where a student of a Bachelor's study programme obtains two qualifications out of three possible, providing a wide range of opportunities in the labour market - Awareness in the local market - Sufficiently stable student interest in studying sport - The study field has access to sports infrastructure on or off campus - The study field provides specialists for 91 state-funded vocational education institutions (sports schools) with 49,506 pupils and 2,011 coaches, who often work with several groups of pupils - Sport as a social movement continues to grow in popularity, as evidenced by the increasing number of sports and federations, as well as private sports clubs and other institutions - Applicants are often sports school students and active athletes who choose to continue their involvement in sport, thus ensuring the renewal of local sports professionals	- Prior to the consolidation process, the content of the courses was out of line with the current requirements of the sports sector (the content had been substantially revised 13 years earlier); - Too much pedagogy, not enough specific subjects (anatomy, physiology, latest training methods, lack of data literacy, digital skills, etc.), opinion from both industry and students - Innovations in the field, including the latest teaching methods, were not covered - RSU LASE did not offer video lectures - Insufficient development of methodological materials. - Obsolete infrastructure at Brīvības gatve 333, especially the athletics arena - Lack of quality marketing to attract students - ERASMUS+ exchanges are not sufficiently developed, especially for lecturers - Underdeveloped research in sports sciences - The content of the literature offered by the LASE library was outdated and had not been updated - Core study courses were fragmented, resulting in inefficient implementation of the study process - In compulsory elective courses (basics and didactics of the chosen sport) it was not possible to carry out a qualitative study process; there was insufficient involvement of specialists in the field - Qualification placements took place in different regions of Latvia, which made it difficult to implement objective feedback - Insufficient generational change of academic staff.
External factors	
Opportunities	Threats

· The integration of the LASE into RSU – an internationally competitive research university – makes it possible to concentrate sport as a societal, social, achievement and health promoting factor in one university, which can contribute to a unified national policy on sport at different levels. Investments in the revision of study content and research projects in the Consolidation Project funded by the EU Recovery and Resilience Facility provide a significant opportunity to improve the quality of studies and research · The popularity of sport ensures students' interest in the sport sector and the qualifications to be obtained in the field of "Sports". The consolidation of the study programmes of RSU and LASE ensures improved programme interlinking, continuity and continuity of education in sport sector qualifications. · Adopting international experience and recruiting visiting lecturers from industry and from foreign universities to teach certain courses to improve the quality of the programmes. · To create a higher quality, competitive short cycle and Bachelor programme for the local market, focusing on sports coaches and sports teachers and sports business managers · To develop the quality of Master's study programmes · To develop student attraction from C courses to short-cycle and Bachelor programmes · To develop dual career/flexible education supply for professional athletes · To create a wider network of placements with local and foreign employers · To renew academic staff, improve professionalism, attract foreign lecturers and industry experts · RSU investment in Cīgoriņu Street Sports Complex · Attracting research and innovation projects in sports sciences, healthcare and interdisciplinarity · the opportunity to develop cooperation with the Ministry of Defence Young Guard Centre in the training of national defence instructors · To develop closer cooperation with the Latvian Council of Sports Federations, the Sports Department of the Ministry of Education, Culture and Sports Department of the Riga City Council and founders of other municipal educational institutions for joint promotion of sport in Latvia	· Local competition – C courses at several training centres, programmes of the University of Latvia · Competing with foreign universities for the best students · Unpredictable changes in sport and higher education policies · Underfunding of higher education compared to the EU average, and especially in Northern Europe · Ageing of teaching staff and shortage of new lecturers · Decrease in the total number of local students due to demographic trends
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Summarising the SWOT analysis, the strengths of the study field "Sports" are the long-standing experience of RSU LASE as the leading sports education institution, the wide range of lecturers-practitioners, quality placement opportunities, the possibility to obtain two qualifications in the Bachelor programme, high recognition and stable interest from applicants, as well as a significant contribution to the provision of sports specialists in the country. Weaknesses include previously outdated content and infrastructure, fragmented courses, weak digitalisation, limited research and international cooperation development, as well as insufficient marketing and generational change of academic staff.

RSU has the capacity to meet these challenges and provide quality studies, which will already start in autumn 2025 with a modernised short-cycle and Bachelor programme in Sports Science, as well as a new Master's programme. The RRF consolidation project involved exchanges of experience with the region's top sports research universities, and modernisation of study content. Integration into research networks (e.g. the European Institute of Innovation & Technology "Sport-IE" project) and strengthening of research capacities have been initiated. In the medium term, at least 3 infrastructure solutions will be evaluated, deciding on the best long-term solution. Most importantly, the development plan for the study field includes the development of modern, industry-relevant study content, strengthening research and innovation, expanding international cooperation, renewing the teaching staff and targeted student attraction, especially for the qualitatively redesigned short-cycle, Bachelor's and future Master's programmes.

Enclosed:

Annex 4.1. Development plan of the study field.

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.

Study field “Sports” management (governance) structure, its effectiveness

The study field and relevant programmes are managed in accordance with the Process Description No. 35 “Planning and administration of the study process” (Rector’s decree of 31.07.2020)

The governance structure consists of:

- academic structural unit –RSU LASE, Faculty of Health and Sports Sciences, RSU Liepāja branch
- study quality council – quality council of the study field “Sports”, which includes also students and representatives of employers
- head of the study field – *paed.* Inese Ļubinska
- faculty councils– RSU LASE council, Council of the Faculty of Health and Sports Sciences
- director of RSU Liepāja branch – Dita Role
- StP directors:
 - Director of the short-cycle professional higher education study programme “Sports Coach” *paed.* Inese Ļubinska
 - Coordinator of short-cycle professional higher education study programme “Sports Coach” in Liepāja branch – Dina Berloviene
 - Director of professional Bachelor’s (first-cycle) study programme “Sports Science” *paed.* Uģis Ciematnieks
- lecturers of study courses.

The effectiveness of the governance structure can be stated in context with the RSU Quality Policy (available in [Latvian](#), [English](#)) using the set quality criteria and the achievement of aims of the study field and relevant StPs.

RSU quality indicators include institutional level, content level, individual level (students, lecturers) and employer outlook – a total of 15 criteria (see Annex 29).

Student satisfaction with studies, success indicators, participation of students in StP development, as well as employment of graduates in the sector and feedback from employers regarding the work of students during training placement or the competence of graduates indicate the effectiveness of the management structure and process in achieving the aims set.

Role of head of field and directors of study programmes

The StP Director is responsible for developing/updating the content of the StP, planning the mastering of the StP and preparing a plan for coordination before the Council of Deans. The StP Director is responsible for ensuring the examination of knowledge, skills and competences and their conformity with the learning outcomes, responsible for the organisation of training placement, cooperates with lecturers and students of study courses, cooperates with employers to ascertain the satisfaction of employers with the competences of graduates.

The role and responsibility of the head of field is to coordinate the study programmes to ensure that they complement each other and that each programme is consistent with the overall aim and objectives of the programme. The head of the study field familiarises with the structure and content of each programme to assess its relevance and belonging to the study field. The head assesses the

demand for study places in the different programmes, the drop-out rate, its volume, its dynamics by year and the reasons. The head of the study field monitors the development of the sector in the country, the requirements of institutions for various specialists and provides ideas for the creation of new study programmes in the field, if there is a rational basis for this. At the same time, the head of field sees opportunities for sharing resources between existing programmes.

The management of the study process at the RSU Liepāja Branch is carried out through cooperation between the study programme director, the management of the Liepāja Branch, and the teaching staff. The quality of the study process and the achieved study outcomes are monitored by the study programme director, the management of the RSU Liepāja Branch, and the supervisors of each study course. The study programme director and the director of the Liepāja Branch inform the leadership and council of the Faculty of Health and Sports Sciences about the progress of the studies, student satisfaction with the study programme as a whole and with each study course individually, identify strengths and weaknesses, and ensure high study quality. Experience from many previous years shows that student satisfaction in Riga and Liepāja is similar. Achieved study results are evaluated both through the assessments in each study course and in the state examinations.

It is also important to carry out a financial analysis of the performance of study programmes. In times of insufficient funding for optimal financing of educational programmes, the head of study field draws the attention of the programme director to the financial indicators of specific programmes and involves financial, human resources or other specialists in the analysis of the data in order to jointly decide on measures to be taken to improve and/or maintain the profitability of the StP. In general, the head of the study field manages the structure, quality and development of the study field and the relevance of the study field to the interests of the economy in the sector.

The head of the study field, in close cooperation with StP directors compile and analyse the outcomes of StP, prepare reports, develop a plan for development of study programmes of the study field, organise the work of the Quality Council of the study field, prepares to conclude contracts with external partners and performs a range of other topical governance tasks.

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.

RSU has established the unified system and developed/implemented procedures for student admission, recognition of study period, professional experience, previously acquired formal and non-formal education and evaluation of student achievements ("Regulations on Crediting Study Results and Resuming Studies at Subsequent Study Stages" are available on the RSU website in [Latvian](#) and in [English](#)) and learning outcomes, these systems are logical and effective.

In the period starting from 2016, the recognition of previously acquired formal education was carried out using a standardized form template for a total of 105 students of study programme "Sports Science". Due to the differences in evaluation systems of education obtained in third countries, the Academic Information Centre has provided an official opinion on the recognition of education. Most frequently during the review period, recognition was granted for qualifications from the LASE short cycle programme "Education and Sports Work Specialist", however, recognition was

also often granted for qualifications from the University of Latvia's short cycle programme "Sports Coach", as well as RSU or LASE programmes "Physiotherapy". Recognition was also granted to students arriving from foreign universities: Marmara University, Kastamonu Üniversitesi, Siena College, Complejo Deportivo Universitario (de Malaga), Universidad Catolica de Valencia, University of South-Eastern Norway; in individual cases, these were athletes studying abroad who continued their studies in Latvia — for example, Liene Jansone, captain of the Latvian Women's National Basketball Team.

Admission to RSU takes place on the basis of admission requirements of the respective study level approved by the RSU Senate as defined for the particular academic year. RSU has admission regulations for each level of studies. The admission regulations are available on the RSU website in [Latvian](#) and [English](#), as well as in Annex 1. For more information, see Annex 23.1, Paragraph 1.4: Enrolment of students, process of studies, recognition of qualifications and certification.

RSU ensures admission procedures corresponding to the aim that are based on previously defined and published admission regulations. The admission regulations are revised and updated every year by the Study Department in cooperation with directors of study programmes.

RSU admission policy, matriculation procedures and criteria are implemented consistently; applicants are admitted on the basis of open and equal competition. RSU ensures an equal admission processes: uniform admission regulations have been set for all candidates with specific and previously known requirements rooted in respective conditions of the state level and principles of law. That way, the rights of the most suitable applicants to study in their selected StPs are ensured. RSU fulfils its obligation to accept the documents submitted by the applicants and to decide on compliance thereof with the requirements mentioned in annexes to the admission requirements. RSU also announces the admission results in accordance with the provisions of the admission requirements and organises signing of study agreements with the applicants who have passed the competition. After signing of the study agreements and fulfilment of the defined applicant's obligations, RSU ensures matriculation of these applicants.

Recognition of qualifications is based on cooperation with other higher education institutions, quality assurance agencies and the national ENIC/NARIC centre (Academic Information Centre) to guarantee harmonised recognition of qualifications throughout the country. Appropriate qualification procedures are based on the qualification recognition practice of the higher education institution, which is in line with the principles of the Lisbon Convention on the Recognition of Qualifications.

RSU has successfully organised its work with a single recognition commission, ensuring involvement of a respective expert from the respective thematic area of the education. Such approach (one commission for all thematic areas of education) has ensured uniform approach throughout the university; different interpretation is avoided, thus providing equal attitude towards persons.

It should be emphasised that the recognition commission includes a student delegated by the Student Union, thus fully ensuring student participation in decision-making.

Enclosed:

Annex 24.2. Certification that in case the StP is no longer implemented, the university will provide the students with the opportunity to continue their education in another StP or another institution of higher education (agreement with another accredited higher education institution or college).

Annex 24.3. Certification that the higher education institution guarantees compensation of losses to the students if the StP fails to be accredited due to activity of the higher education institution, or if

the StP licence is withdrawn and the student does not wish to continue their studies in another StP.

Annex 24.8. Study Contract Sample.

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.

Overall, since the consolidation of RSU and LASE, there has been a targeted review and alignment of the various internal regulations. As far as possible, all RSU internal regulations shall also apply to the RSU LASE. A separate list of internal regulations has been established for the transitional period, which is mainly applicable for 2024/2025 academic year. In terms of the study process, this includes documents on the implementation of placements, regulations on the development of course papers, regulations for individualised studies, admission rules.

Students can familiarise themselves with the criteria, conditions and binding procedures for the assessment of student performance in the RSU Academic Regulations I (documents are available in [Latvian](#) and [English](#) in the section "studies"), which also apply to RSU LASE. Requirements for defining and evaluating learning outcomes – knowledge, skills, competence – are included in Process Description No. 6 "Evaluation and Submission of Learning Outcomes" (available in Annex 1). The assessment criteria of each specific course and the lecturer's requirements are detailed in the specific Course description. A unique course description or "contract" between the lecturer and the student is developed for each study course, in which the student, upon commencing the course acquisition, may become acquainted with all the requirements of the lecturer, tasks to be performed, assessment criteria, etc. or all information describing the progress and outcomes of the course. RSU LASE course descriptions are included in the RSU course description system. When the new RSU course description system starts functioning, both RSU and LASE will need to update their existing course descriptions in line with the new RSU requirements.

The student assessment process as a result of the study course takes place in accordance with the requirements specified by the particular lecturer and in conformity with the topic to be studied in the study course and the number of ECTS. The final assessment of students' knowledge and skills is expressed in a ten-point system – objective, accurate and understandable to the student. The lecturer also has the right to give intermediate assessments as pass/fail, informing students precisely about the assessment methodology.

When assessing written and practical works, students are always given feedback on the performance in written or oral form. Any written works (including visual presentations) should be submitted by students to the e-learning system where they are assessed and checked for signs of plagiarism. Lecturers of RSU LASE programmes are encouraged to use RSU e-learning, including by attending CEG-organised training sessions and receiving advice from the e-learning manager. E-learning is also available for use to students.

The overall assessment of the study course most often includes several parameters – participation of the student in lectures, involvement and quality of answers in seminars, as well as in practical classes, quality of drafting of the report, quality of essays and other written work (e.g. mini tests), examination result. However, the teacher specifies the exact assessment system to be used in each particular study course in the particular course description and the assessment criteria are

presented to students at the beginning of each module. This type of system excludes the possibility for a student to obtain a successful assessment by learning only for an examination and therefore stimulates them to study systematically, throughout the module, making the knowledge acquired more lasting and durable.

The academic freedom of each lecturer is respected in the implementation of the study courses, including the development and implementation of study examinations, at the same time providing that the teaching and examination methods must be chosen according to the learning outcomes to be achieved in the study course. In order to ensure that the methods, procedures and principles of student performance assessment are in line with the objectives of the study programme and the needs of students, the quality of study courses is regularly monitored within the framework of the study field, involving both course lecturers, heads of the StPs and RSU structural units of study process support, in this case the RSU Centre for Educational Growth or the Academic Affairs Department reviewing and approving study course descriptions, as well as employer and student representatives, including in the Study Quality Council. This cooperation and exchange of information includes the organisation of observation of teaching in study courses, seminars for the exchange of experience for teaching staff and study programme directors, as well as mapping of study programmes, during which special attention is paid to the close link between study course outcomes and study programme outcomes. The assessment methods used in the study courses are discussed by the teaching staff and students, evaluating the relevance of the methods to the study programme objectives. Best practices are adopted and further used during the annual updating of study courses. The methods of study course evaluation are being reviewed, taking into account the results of the student course evaluation questionnaire, which includes a special section on evaluation methods.

Both summative and formative assessment are combined in the study process to enhance students' individual performance and assess the level of learning outcomes achieved. In the context of learning outcomes, both study course-specific and transversal knowledge, skills, and attitudes are important, therefore, students' active involvement and participation, initiative, and taking responsibility are additionally evaluated. Individual assessments of interim and final examinations of study courses are available to each student on their student profile in the RSU e-learning environment.

Creative, research, practical and self-reflection works are assessed according to the objectives of each study course and course assessment criteria, which the lecturer introduces to the students at the beginning of the course. The criteria for research works are available in the methodological instructions for research works, which were improved and updated in 2023 for both Bachelor's and Master's degree students of StP (information in [Latvian](#) and [English](#)).

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.

Following the **merger of the LASE with RSU**, the academic integrity policies of both universities have been merged into a single structure, ensuring a consistent approach to compliance, monitoring and handling of academic integrity violations. Strict principles of academic integrity are applied to prevent plagiarism, fabrication, falsification and other academic misconduct through the

use of integrated technology and the implementation of appropriate procedures.

RSU has clearly defined principles and mechanisms of academic honesty – a Code of Ethics has been developed and an Ethics Commission has been established, which examines violations and cases of disputes based on submissions. The Integrated Academic Integrity Policy states that the following actions are considered violations: (1) **plagiarism and self-plagiarism**: it is strictly prohibited to submit papers that do not correctly use and indicate sources from other authors. This includes both unintentional violations and deliberate plagiarism, where the works or ideas of others are appropriated; (2) **use of unauthorised aids**: the use of unauthorised materials in course papers, examinations and mid-term examinations is a violation that may be sanctioned in different ways depending on the seriousness of the violation; (3) **misrepresentation and misuse of academic resources**: knowingly providing false information or damaging academic and other resources (e.g. books, IT resources) are considered serious violations of academic integrity.

The RSU Academic Integrity Policy has been developed to strengthen the management of academic integrity, which includes explanations of academic integrity and its violations, investigation of violations and applicable actions. RSU has developed and approved document “Methodological Guidelines for References and Listing of Reference Sources and Literature” (available in [Latvian](#) and [English](#)), which explains to students the principles of using the works of other authors and making correct references. In order to promote compliance with academic integrity and make it easier for lecturers to check student papers, RSU has implemented and uses the Unified Computerised Plagiarism Control System of Latvian institutions of higher education to verify the originality of content of any final paper, and for wider use in interim examinations, RSU also uses *Turnitin*, a paid content originality control tool (since 2015). For ease of use, the tool is integrated into the RSU e-learning website. Example of application: intended research papers, all final research papers and individual course reports must be submitted in e-learning to the *Turnitin* assignment upload task indicated in the relevant course. The integration of *Turnitin* and e-learning allows easy and transparent comparison of submitted texts, offering a clear summary of the results of the originality check. The information obtained in this way serves as a support tool for the lecturer in assessing the quality and originality of the content, facilitating decision-making in the process of assessing student performance. Study paper supervisors get practical support in the evaluation of the matching results using the *Turnitin* user manual developed by RSU (the document is only available in [Latvian](#)) for academic staff, which indicates the principles of interpreting the results (page 7 of the manual). Considering these results, the supervisor of the relevant paper evaluates whether the submitted paper complies with the principles of academic integrity and provides an assessment or informs the student if the paper needs to be corrected. When interpreting *Turnitin* results, it is taken into account that a relatively high (over 20%) similarity with other sources may not mean that the submitted paper has signs of plagiarism, but indicates a lack of contribution by the author of the paper, that is, the author has used other sources of information and referred to them correctly, but the analytics, argumentation, interpretation added by the author is missing, which the supervisor also indicates to the student when providing an assessment or indicating the need to make corrections. *Turnitin* also has an artificial intelligence generated content detection feature, which makes it easier for lecturers to identify the possible presence of tools based on generative artificial intelligence.

In order to improve the lecturers’ knowledge of the possibilities of this tool and to develop the skills for using it, RSU Information Technology Department and CEG regularly organise practical trainings for lecturers and support staff on the benefits and use of this tool for checking, correcting students’ independent work and providing feedback in the study courses, as well as for checking final (Master’s) papers at the end of the study programme.

RSU has developed and implemented process description No. 48 “Checking the originality of final

papers, residents' scientific research papers and doctoral theses and monitoring academic integrity", which explains in detail the steps of checking the originality of final papers step by step. RSU's actions in the event of a violation of academic integrity are regulated by the following regulatory enactments:

1. Academic Regulations I of Rīga Stradiņš University (approved at the meeting of RSU Senate on 23 November 2021, minutes No.2-1/10/2021);
2. Academic Integrity Policy of Rīga Stradiņš University (approved at the meeting of RSU Senate on 16 June 2020, minutes No.2-1/6/2020).

A process has been developed for reviewing violations of academic integrity, and several forms have been developed for reporting various types of violations of academic integrity:

- Form No. AG-1 "Academic Integrity Violation Form for Interim Examination in a Study Course"
- Form No. AG-2 "Academic Integrity Violation Form for Final Examination in a Study Course"

A disciplinary process is governed by Internal Rules and Regulations for Studies of Rīga Stradiņš University (approved at the meeting of RSU Senate on 21 April 2020, minutes No.2-1/3/2020).

Introducing academic integrity in programmes of the study field "Sports":

- students at all levels learn the basic principles of academic integrity in a variety of study courses. In addition, students have access to video lectures offered by the RSU Library;
- the director of StP is to inform about the principles of academic integrity and the procedure of prevention at RSU (examination of plagiarism cases is the joint responsibility of the director of the programme group and the teacher of the specific course or paper supervisor, a plagiarism register is maintained, recording each case; in case of repeated plagiarism – potential exmatriculation of the student);
- all stages of the study process or final papers (course, Bachelor's, Master's theses) are uploaded to the e-learning website and checked with the help of the *Turnitin* tool;
- most of the examination papers of the study courses are also checked with the help of the mentioned tool;
- there are regular tutorials with the RSU Union on issues of academic integrity.

Following the merger of the LASE into RSU, the most significant changes/additions to the LASE Academic Integrity Policy include:

- Introducing plagiarism checking technologies: The LASE now uses the RSU Turnitin system, which allows for more efficient and transparent originality checks in all research papers;
- Coordinated policies and procedures: The LASE has adopted the RSU Academic Integrity Policy Guidelines, ensuring a consistent approach to the handling of student violations and the application of sanctions;
- Regular training: awareness of the principles of academic integrity is promoted among lecturers and students by offering practical training and resources both to check originality and to improve academic writing skills.

In order to promote the implementation of a uniform approach to definition, detection, consideration of violations of academic integrity and application of punishment, RSU has developed the initiative to create the framework for compliance with academic integrity culture and its principles with other higher education institutions in Latvia. This initiative is included in specific objective 8.2.3 "To ensure better governance at higher education institutions" of the Ministry of Education and Science in the implementation of the project.

Within the framework of development of a support system, the main activities are:

- promotion of prevention strengthening compliance of the principles of ethics and academic integrity, includes the development of a single e-learning study course, regular studies and discussions at the university, educational self-learning materials, self-assessment tests. Three main target groups have been specified for the activity of the action: students, academic staff, and scientific staff;
- improvement of the internal system – development and improvement of the RSU's internal regulatory enactments, which allow to align the definition and implementation of unified principles of ethics and the management of academic integrity for students, lecturers, and scientific staff. The types of violations are defined in the internal regulatory enactments, the procedure for examining violations is explained in more detail, as well as the applicable action and punishment, thus promoting transparency and consistency in decision-making. In a situation of conflict of interest or disputes, there is a possibility to create a commission that examines the specific case of possible violation.

In order to promote alignment of basic principles of ethics and academic integrity and compliance with these principles in Latvia, cooperation has been established between several Latvian higher education institutions, envisaging intellectual cooperation in strengthening common principles, developing shared materials, as well as further cooperation in promoting ethics and academic integrity and solving problem issues on a national scale. Currently, RSU has formally signed a declaration of strategic partnership with RSU Red Cross Medical College, University of Latvia and Riga Technical University.

In response to generative artificial intelligence entering education as one of the challenges of academic integrity in the study process, in January 2024, the RSU CEG developed the first guidelines in Latvia “Artificial Intelligence in Higher Education”. This support material provides practical recommendations for lecturers and students on the use, limitation and mastery of artificial intelligence in the study process.

Additional information about RSU's involvement in issues related to academic integrity:

- article of 05.03.20219 “Integrity is an integral part of academia” (available in [Latvian](#), [English](#)),
- article of 15.11.2019 “The seminar “Academic integrity and ethics in higher education” was held” (only available in [Latvian](#)),
- 10.2022 RSU Centre for Educational Growth in cooperation with RTU and LU has organised a seminar for representatives of universities and schools “[Academic Integrity Development in Latvia in 2020-2022](#)”
- RSU Academic Integrity Policy (available in [Latvian](#), [English](#)).

Guidelines: Academic integrity and ethics in higher education (available in [Latvian](#), [English](#)).

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 internal quality control and management of the study field “Sports” is based on the principles and criteria of the European Foundation for Quality Management (EFQM) model and Deming cycle “Plan-Do-Evaluate-Act” (see Figure 6): management and strategy of the study field “Sports”, people (academic staff, students) management, resource management, study and research management, student satisfaction, employer satisfaction, impact on society. Based on the evaluation of observations, documents and surveys, the assessment of the different criteria corresponds mainly to the system-oriented (Stage 3) and chain-oriented (Stage 4) stages. In some cases, the highest (stage 5 – comprehensive quality management) indicators are partially achieved.

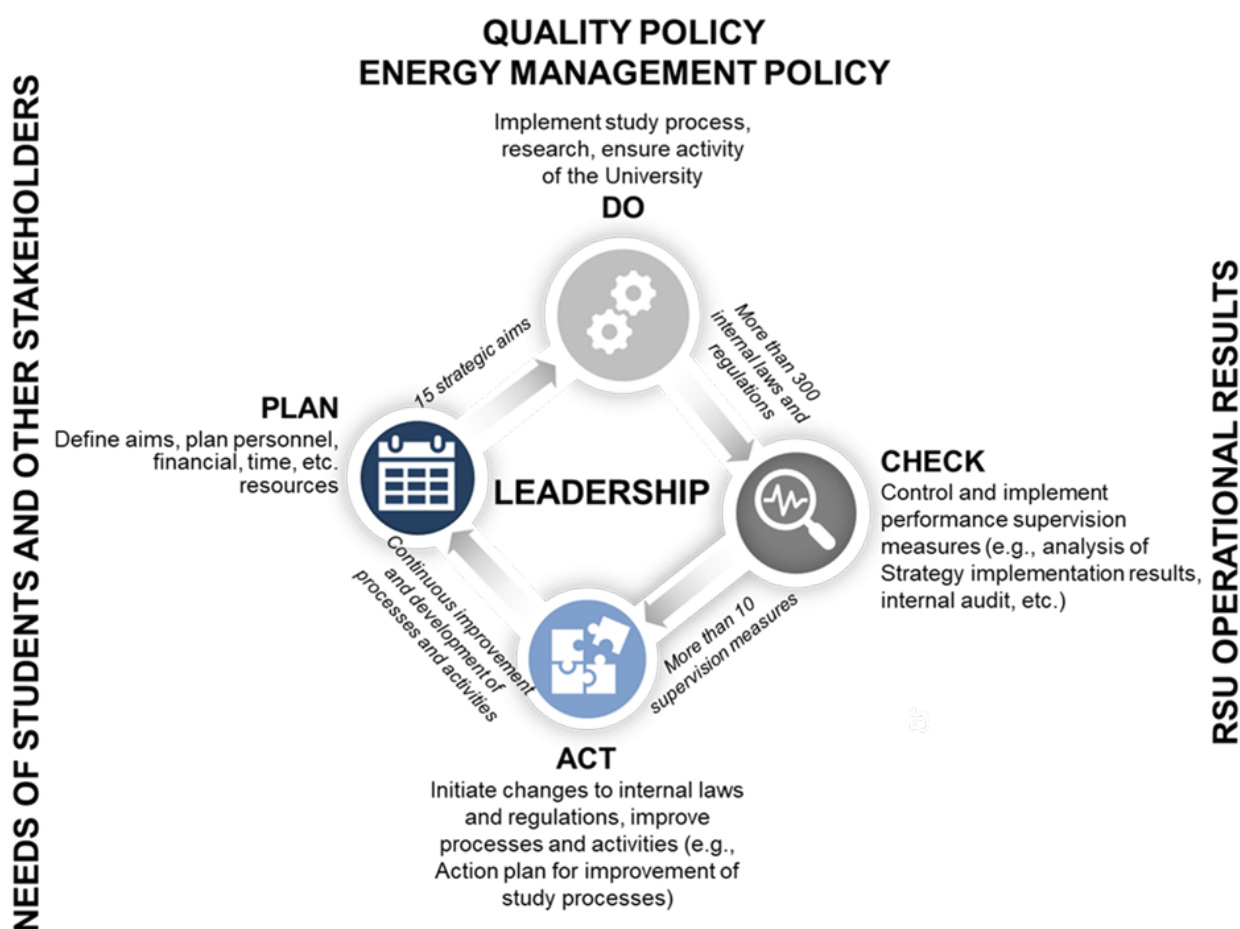


Figure 6. Implementation and application scheme of the internal quality system

In general, supervision of RSU activities is ensured by activities that are integrated in everyday activities, for example, evaluation of work quality, distribution of duties and responsibilities, coordination of documents. At the same time, targeted control measures have been introduced, which are implemented at different times throughout the year.

Requirements for planning, supervision, and quality control of the study process in RSU are determined by Process Description No. 35 “Study Process Planning and Administration”. Requirements for defining and assessment of learning outcomes – knowledge, skills, competence – are included in Process Description No. 6 “Assessment and Submission of Learning Outcomes” and Academic Regulations I.

In order to ensure supervision of processes taking place at the university, analysis of quality criteria performance of processes is performed once a year. For example, one of the criteria in Process Description No. 6 “Assessment and Submission of Learning Outcomes” is: “The input of assessments of interim examinations and final examinations of study courses in e-academic

performance is ensured:

- for oral tests – within one working day;
- for written interim examinations – no later than within six working days (or until the beginning of the session, if the period until the session is shorter – in the study system of regular classes);
- for written examinations at the end of the study course – no later than within six working days.”

The results are reviewed at the management meeting – the Rectorate, where decisions are made for further action.

In order to continuously monitor the quality of studies, study-related data such as student success rates, student population dynamics, results of study course and programme evaluation questionnaires, e-learning usage data are collected on a regular basis (once a year or once a semester, depending on the data). These data are collected and analysed in a centralised way, preparing data reports and analysis that are made available to the deans and vice-deans of faculties, heads of study fields and programme directors. Data analysis self-service solutions are being developed and improved, which ensure automatic data collection and visualisation on the RSU Academic Portal. For example, each lecturer has access to study course and programme evaluation questionnaire reports on the Academic Portal.

Information on RSU study quality indicators is collected and published once a year and includes information on the most important RSU study development indicators that are aligned with RSU strategic goals and help to assess the dynamics of study programme development towards the achievement of the goals.

Information on study quality indicators is regularly presented and reviewed in RSU collegial bodies, such as faculty councils, the Council of Deans and the Rectorate. The data and the results of their analysis are used to improve study programmes and develop development plans. Once a year, study programme directors prepare a report on the development of the study programme, which includes conclusions on the main quality indicators of the study programme and their dynamics, as well as a description of the planned improvement and development steps. The reports are coordinated in the Study Quality Councils and presented to the Council of Deans.

The existing system ensures a comprehensive supervision of study quality with control measures throughout the year.

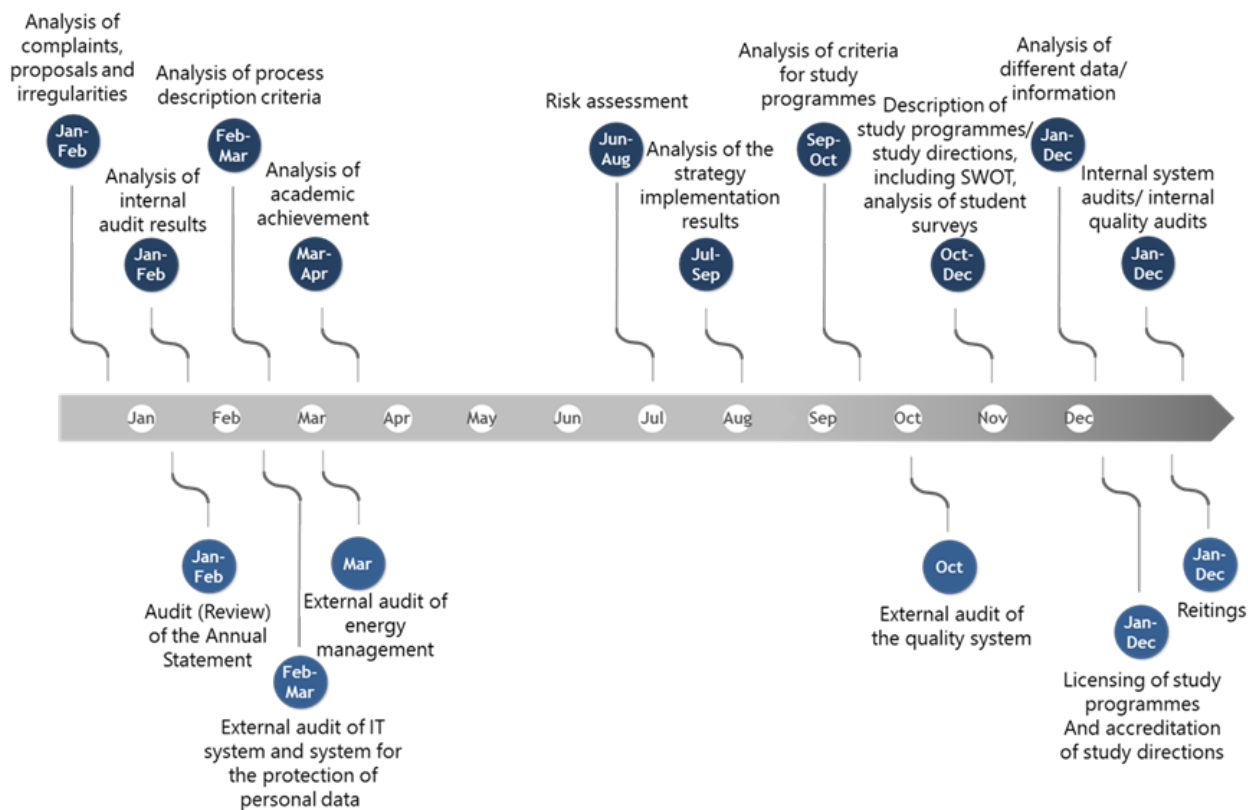


Figure 7. Measures of internal quality control

In accordance with the results of the quality control measures performed, quality of studies is reviewed, and measures are performed to improve the quality.

In addition, see section 3.2.3 of StP description on the evaluation of the implementation of StP.

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).

Both at LASE and at RSU, the analysis of the content of the study programme is carried out every academic year, with regular data analysis and a programme review at the end of the year. Programme development takes into account the recommendations of students, graduates, industry representatives, lecturers and programme directors when improving the study courses of the given programme. Students' opinions are also taken into account in discussions with students to ensure and improve the quality of the study process.

The analysis of the content of the LASE studies has so far taken place in the presence of lecturers, the programme director, the head of the field, the head of the relevant department, and education work specialists. Students, graduates and employers were involved in the development of study programmes and the improvement of study fields as part of the self-assessment process.

Monitoring of the implementation of the study programme and its quality at LASE is ensured by the

director of the study programme, by evaluating the study process, learning outcomes, analysing the results of student surveys, changes in labour market trends and latest news in the field and in the world. The director of the study programme analysed and summarised the results of the survey of students, graduates and employers and organised the rectification of the identified shortcomings and further improvement of the study programme.

The implementation of the programmes has also been affected by changes in professional standards during the reporting period. New profession standards were approved, the requirement of them have been incorporated into the study programmes. Study programmes of the study field have been reviewed and study courses have been improved to ensure that the learning outcomes correspond to the knowledge, skills and competences specified in the professional standard.

Feedback from LASE students, graduates and employers has shown that the studies in the programmes implemented generally meet the requirements of the labour market. The centralised survey of graduates conducted at LASE in the spring of 2024 showed that the majority of the 167 respondents were working in their profession, which evidences of the quality of the study programmes. Often full-time students start their working career in the second or third year of studies (if Cabinet Regulation No.77 "Regulations Regarding the Procedures for the Certification of Sports Specialists and the Requirements Specified for a Sports Specialist" allows this), as study programmes are tailored to provide courses of the mandatory part and theoretical knowledge of the field in the first two years of studies, and the programme "Sports Science" already has the first placement in the second year of studies.

Maintaining cooperation with graduates helps to secure new placements for study programmes (also in the survey graduates, out of 167 respondents, about half indicated that they could offer placements to LASE students), which is important for part-time students who want to do their placements as close to their place of residence as possible to combine them with their main job. Stakeholder feedback was used for programme reviewing, which usually took place at the meetings of the Study Council at the initiative of the qualification heads and/or the programme director.

The **data of the Latvian monitoring of graduates** are also available for the analysis of the results of the study programme, which is provided by the Ministry of Education and Science in cooperation with the Central Statistical Bureau^[1]. Data on graduates are available starting from 2017.

According to the latest available data (on graduates of 2017-2021, data from 2022), LASE graduates are competitive in the labour market and more likely than the Latvian average to start their own business:

- 9% are employed, 9.6% are economically inactive (including parental leave, etc.) and only 2.6% are unemployed;
- 8% have become entrepreneurs, compared to an average of 10.5% of all Latvian graduates.

In order to achieve quality engagement of each study course in the programme, the Study Council stipulated that at the start of a study course, the teaching staff should familiarise themselves with the course content and inform students about the assessment criteria and the information should also be available in the e-environment. The work of lecturers was appreciated by recognising that lecturers presented study courses in a structured way and students appreciated collaborative communication. As student representatives with voting rights also participated in the meetings of the LASE Senate, they were able to discuss, ask questions and influence the Senate decisions by voting, as well as send draft decisions for improvement. Student involvement in the review of the study programme was through the Student Union, which delegated representatives to both the General Assembly and the Senate. Students at the Senate meetings pointed out what was

necessary to improve the welfare of students, which the LASE management did in a context of limited funding. The partial availability of study materials in the e-environment was noted as a shortcoming by students.

Revision and modernisation of the study content of the study field “Sports” within the RRF consolidation project

Under the leadership of prof. Inga Millere, Dean of RSU Faculty of Health and Sports Sciences, a study programme review working group worked within the framework of the RRF consolidation project in the second half of 2024 and the first half of 2025 to discuss the opinions of experts from the sector, employers, representatives of universities and to seek solutions. The RSU LASE management in cooperation with programme directors and lecturers were involved in modelling the development plans throughout the period.

The development plan of the study field “Sports” (Annex 4.1) and its content are based on the RSU Strategy. The RSU’s world education system is positioned as a modern research university of European scale, where talent is concentrated and where excellent research and practice-based education and experience are provided.

On 8 October 2024, RSU organised a discussion on the issues and future trends in the training of sports specialists in Latvia as part of the review of the content of the study field “Sports”. The discussion was attended by 25 participants, including representatives from the Latvian Olympic Committee, the Latvian Olympic unit, sports schools, professional athletes, other sports industry experts and representatives from RSU and the RSU Latvian Academy of Sport Education (RSU LASE). The discussion evaluated the existing sports science study programmes and considered proposals for their improvement and development in order to offer high-quality study opportunities for future sports professionals.

The sports sector was represented by the following people: Kārlis Lejnietis (former Secretary General of the Latvian Olympic Committee (hereinafter referred to as LOC)), Mārtiņš Martinsons (coach of FranklinCovey Latvia), Sandra Krūma (track and field coach and sports teacher at Ādaži Regional Children and Youth Sports School), Ēriks Visockis (head of EV FizioFIT physiotherapy centre, physiotherapist, physical training coach), Jānis Kaupe (sports doctor of the Latvian Olympic Unit, hereinafter referred to as LOU), Kaspars Gorkšs (football expert, Director General of the Employers’ Confederation of Latvia), Andris Lupiks (LOC Sports Director, long-standing Deputy Head of the Latvian Olympic Delegation), Normunds Vārpa (physiotherapist, project manager of the Liepāja Sports Administration), Sandis Ozoliņš (ice hockey coach, one of the most prominent defensemen of the NHL – the main professional ice hockey league in North America), Gunta Vaičule (track and field athlete, Head of the LOC Athletes Commission), Inna Alne (Head of MyFitness sports clubs in Latvia) and Dace Gulbe (Advisor to the Minister of Welfare on Strategic Communication and Public Relations, former LOC Marketing Director).

RSU and RSU LASE representatives: Prof. Aigars Pētersons (RSU Rector), Toms Baumanis (RSU Vice-Rector for Administration and Development), Assoc. Prof. Andris Skride (RSU Vice-Rector for Health Studies), Prof. Inga Millere (Dean of the RSU Faculty of Health and Sports Sciences), Ingrida Kalviņa (Director of the RSU Development and Project Department), Assoc. Prof. Dins Šmits (RSU Vice-Rector for Academic Affairs), Baiba Prauliņa (Manager of the Office of the Vice-Rector for Health Studies at RSU), Assoc. Prof. Nora Jansone-Ratinika (Director of RSU Centre for Educational Growth), Assoc. Prof. Kalvis Ciekurs (Acting Director of RSU LASE), Diāna Laipniece (Deputy Director of RSU LASE), Signe Luika (Assoc. Prof. of RSU LASE Department of Sport Management and Communication Science), Assoc. Prof. Uģis Ciematnieks (Director of the RSU LASE professional Bachelor’s (first cycle) study programme “Sports Science”), Prof. Juris Grants (Lead Researcher at RSU LASE), Assist. Prof. Inese Ļubinska (Head of RSU LASE Qualification “Senior Sports-Specific Coach”).

The main aim of the discussion was to obtain the industry's opinion on the current sports specialist training programmes at RSU LASE, while gathering experts' recommendations on the development of new, modern study programmes that would meet the requirements of the sports labour market and technological innovations.

RSU Rector Prof. Aigars Pētersons emphasised the need to strengthen the link between sports education and labour market requirements, emphasising sports science as an interdisciplinary field, where it is essential to integrate innovative digital technologies in sports and healthcare, which are vital for training internationally competitive sports specialists. The discussion on sports study programmes revealed a common understanding of the need to improve the existing content of education, to organise the qualification system for coaches (A, B, C) according to the levels of education and to clarify the objectives, content and outcomes of study programmes. Several participants highlighted the lack of knowledge in anatomy, physiology, data analysis and sports psychology, as well as emphasised the need for an interdisciplinary approach, encompassing pedagogy, physiotherapy and sports psychology. It was pointed out that there is a need to improve the regulatory framework for different levels of education and respective qualifications of sports professionals, to raise the prestige of the profession and to develop closer cooperation with federations, LOU, LOC and foreign institutions; to develop further education and international exchange of experience. There were also proposals to establish general sports education as the basis for pre-sport specialisation, to introduce new technologies in the study process and to clearly define the qualifications to be obtained depending on the duration of studies.

The sports industry representatives who took part in the discussion emphasised the need for closer cooperation between sports institutions and the academic environment. Sport practitioners encouraged the strengthening of practical knowledge in sports psychology and communication in study programmes to better prepare young professionals for the real working environment. Experts also suggested that the use of innovation in sports education should be promoted, especially in digital technologies, and that dual-career study programmes should be made available to high-level athletes. The development of sports coach's skills was highlighted: strengthening teamwork, use of digital tools and training planning skills, as well as leadership and strategic planning skills: to effectively lead teams and organisations, managers of sports organisations need a deeper understanding of national sports policy work directions, problem solving and strategic planning.

In order to gain international experience in improving study content, in Q1 2025, the RSU and RSU LASE management implemented a series of exchange visits to the best sports universities in Northern Europe:

- Norwegian School of Sport Sciences;
- Swedish School of Sport and Health Sciences;
- German Sport University Cologne;
- Lithuanian Sports University.

The main purpose of the visits was to gain new experience and strengthen cooperation opportunities in sports education and science to improve and develop new study programmes in the field of sport.

In January 2025, RSU Rector Prof. Aigars Pētersons, Vice-Rector for Administration and Development Toms Baumanis, Vice-Rector for Health Studies, Assoc. Prof. Andris Skride. Along with the Dean of the Faculty of Health and Sports Sciences Prof. Inga Millere, RSU LASE management – Assoc. Prof. Kalvis Ciekurs, Diāna Laipniece, Head of the study field "Sports" Inese Ļubinska and sports expert Kārlis Lejnieks visited the Norwegian School of Sport Sciences in Oslo (NIH), which is one of the world's leading sport universities (2nd in the world in Shanghai Ranking's Global Ranking of Sport Science Schools and Departments, QS ranking – in the category 51-100). RSU

representatives gained valuable insights into the content of study programmes and the work of research centres. The visit provided valuable insights into sports science education and research in Norway, approaches to the training of sports coaches and teachers, the organisation of study programmes and innovations in sports science. The NIH demonstrated excellence in its Sports Trauma Research Centre and this approach was valuable in planning new study content.

This was followed by a visit to the German Sport University Cologne, one of the most prestigious in the world and ranked 33rd in the Shanghai Ranking's Global Ranking of Sport Science Schools and Departments. The delegation also visited the Lithuanian Sports University in Kaunas, where they discussed opportunities for cooperation between the Baltic States in sports science and education, and the Swedish School of Sport and Health Sciences in Stockholm, where they explored the university's sports education system and innovations in sports studies. As a result of these exchange visits, agreements were reached on future cooperation with Northern European sports universities, including the signing of partnership agreements that will strengthen closer cooperation between institutions, the conclusion of Erasmus+ agreements for the exchange of students and academic staff, and discussions on cooperation in the preparation of international sports science and interdisciplinary research projects.

The visits made a significant contribution to the development of sports education and science at RSU and RSU LASE, promoting international cooperation and the introduction of new innovations in sports education.

In all the universities visited, sports education is implemented in four programme groups: sports coaches, sports teachers, sports management, health, including physiotherapy. In this respect, the structure of the RSU LASE programmes is in line with other sport research universities in the region. An important task was to improve and update the content of the RSU LASE study courses.

In light of discussions with the industry, the work of the working group and experience from abroad, the content of the short cycle and Bachelor programmes has been substantially revised and the development of a new Master's programme in sport science has started (see Part II of the Self-Assessment Report).

Taking into account the status of RSU as a research university, one of the strategic tasks within the consolidation is to review the system of duties, tasks and motivation of RSU LASE lecturers, ensuring greater intensity of research work, more active involvement in national and international research projects and increasing the quality and quantity of research results. Another key action direction is the greater integration of research in the study process, which includes revising the content of study programmes and courses and encouraging greater involvement of students in research projects.

In line with the RSU development strategy, the international dimension of the study field is being strengthened, both in research and studies, for example by attracting foreign lecturers and researchers. Much attention is paid to the digitalisation of the study process by developing the use of educational technologies in the study courses implemented by RSU LASE, as well as improving the pedagogical and digital competences of lecturers.

To sum up, the most significant changes to study programmes include:

1. The fragmentation of study courses was eliminated, for example, the basics and didactics of all sports games were combined in one study course, in one study year, "Didactics of Sports Games"; similarly, the study courses in anatomy, dynamic anatomy, physiology, biomechanics were combined in the study course "Human Functioning, Parts I and II".
2. The course volume was tripled in size, providing in-depth knowledge of human structure and functioning, taking into account industry recommendations.

3. Study courses of the RSU Faculty of Social Sciences in social sciences, such as “Basics of Law”, “Economics and Basics of Business”, “Applied Entrepreneurship”, were included to create synergies and horizontal integration with RSU as a research university.
4. The first two years of the short cycle and the Bachelor’s programme have been aligned, which will allow for a more efficient study process in the combined groups and facilitate the possibility for students to continue their studies at Bachelor’s level.
5. Taking into account the recommendations of the industry representatives to renew the composition of lecturers, a number of RSU and industry specialists not previously employed at LASE, as well as RSU LASE leading researchers, were involved in the development and improvement of study courses. All study course developers are experts in their field in theory and practice; sports-specific coaches have professional cooperation with the sports-specific federation.
6. From the second year of studies, students do not go on an observation placement, but have a proactive placement with participation in leading sports lessons and training.
7. The entire RSU catalogue of courses of part C was made available to RSU LASE students for selection, which significantly expanded the choice of C courses.

Overall, the changes made in the study programmes of the study field “Sports” show a purposeful development, responsible approach to improving the quality of education and adaptation to the needs of both students and the industry. Aligning programmes, improving content and working with industry representatives help to ensure a high-quality and modern study environment.

RSU study programme development and review systems

RSU has established the procedure for development and internal approval of StPs, supervision of their operation and periodical inspection. These requirements are determined in the Regulations for Development and Approval of New StPs at Rīga Stradiņš University and in detail – in Process Description No. 34 “Updating and Development of Study Courses, Study Programmes, Study Fields” in accordance with the requirements of external laws and regulations. The necessity, usefulness and compliance of a new StP to the objectives are assessed by the CEG, the Study Quality Department (SQD) and the vice-rectors of studies. Developed StP licencing, accreditation and change introducing documents are coordinated by several RSU structural units and collegial institutions, including the Study Quality Council, Faculty Council, Council of Deans, Rectorate, and Senate.

Supervision over the implementation of StP and its quality is ensured by the StP director by evaluating the study process, learning outcomes, analysing the results of student surveys, changes to the trends in the labour market, and current events in the sector and world. Several administrative structural units are also involved in monitoring the quality of studies, including CEG (information [Latvian](#), [English](#)), Study Department (information in [Latvian](#), [English](#)), Human Resources Department (information in [Latvian](#), [English](#)), Quality Assurance and Internal Audit Department (information in [Latvian](#), [English](#)).

Drafting and approval of StP until submission to the Quality Agency for Higher Education (QAHE) includes certain sequential activities carried out by the StP developer (usually the StP director) in cooperation with the SQD study development project manager and coordinator, who perform informative, supervisory, coordinating, organisational functions, provide the necessary support during programme development, as well as content creation and content expertise functions, which are listed in Paragraph 1.2 of Annex 23.1 “Development and approval of programmes” (Compliance of RSU study programmes with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1, information in [Latvian](#), [English](#)).

For example, such a process was implemented for the review of the study programmes in the study field “Sports”. The content of the study programmes was discussed with employer representatives and, based on the recommendations received, amendments to the study programme planning and/or course content was modelled. Before the review of the programmes, a meeting was held with the directors and representatives of vocational education institutions: Zane Drozda, Director of the Children and Youth Sports School “Rīdzene”, Kristaps Čerņavskis, Director of the Riga Volleyball School, as well as Artis Lagzdīņš, Head of the Liepāja Olympic Centre Arena, and Evita Daugule, Director and Sports Work Organiser of the Limbaži Olympic Centre. The common expectations of the employers for the improvement of the study programme were to improve the communication skills of sports specialists with different groups of society, not only with students; to improve the knowledge of anatomy and dynamic anatomy to be able to apply exercises more effectively; the ability to work with information retrieval and its resources, as well as to systematise the training process by setting the session and mesocycle goal. Emphasis was also placed on the identification of physical capacities for work and the importance of practical study courses, from which skills and abilities are drawn, both in the education of pre-school children and at other ages. The skills of coaches who have acquired qualification of both a sports coach and a sports teacher were assessed.

Annual revision process of StPs and study fields is regulated by instructions of the study administration, and the goal is to prepare a summary of the annual study process quality monitoring. For more information, see Annex 23.1, Paragraph 1.9 “Survey and regular inspection of programmes”.

The annual study field report is prepared in accordance with the above-mentioned procedure for the annual review process of StP and study field. Programme directors and members of the Quality Council of the field participate in the preparation of the report on the study field. The report includes an analysis of significant indicators of the development of higher educational institutions and learning outcomes, as well as a plan for the development of the study field and a plan for the implementation of the recommendations of evaluation procedure experts, as well as the instructions of the Study Quality Commission of the Higher Education Quality Agency, which are contained in the final decision of the procedure.

CEG and SQD collect information on study quality indicators using data from RSU systems and information contained in reports. These sources help to comprehensively analyse study programmes, evaluate previously implemented changes and identify future improvement opportunities. The main sources of information include the dynamics of the number of students, students’ academic performance and assessments in study courses, feedback provided by students, the results of student questionnaires from the last year of studies about the study programme in general, feedback from graduates and employers, as well as feedback from lecturers about the implemented and planned improvements in study courses.

The various sources of information used help identify improvements by analysing trends and the effects of past changes. For example, the dynamics of student numbers can reveal whether certain study programmes are more popular than others and whether admission requirements need to be adjusted. Students’ academic performance and assessments in study courses can indicate in which areas students are experiencing difficulties and where it may be necessary to improve study materials or methods. Feedback from students, graduates and employers can provide valuable information on how the planned outcomes of each study programme are being achieved. On the other hand, feedback from lecturers about the implemented and planned improvements in study courses can help to assess whether and how these improvements have affected the students’ learning experience. Prospectively, RSU plans to improve obtaining feedback from lecturers.

The structure of the Faculty of Health and Sports Sciences (FHSS), whose Dean, Professor Inga Millere, was the leader of the consolidation process, also has a position for the head of quality and development of study programmes, whose primary task is to provide supreme supervision of the quality and content of study programmes, to monitor the quality of all StPs implemented by FHSS, and to analyse various indicators confirming the quality of study courses in the format of a coordinated framework, for example, completed by students study course assessment questionnaires, in connection with other criteria of the quality management system and the strategic objectives of the field.

In the context of the consolidation of the LASE and RSU, the FHSS plays the role of an integration structural unit, supporting the further implementation of programmes taken over from the LASE already within RSU. To ensure the quality of this process, a working group of RSU and LASE representatives has been established to work on the evaluation and interlinking of the StPs to be taken over and the alignment of their content with the StPs implemented by RSU. External consolidation goal: Integration of the LASE into the RSU by creating a unified health and sports science ecosystem that will ensure high quality, internationally competitive, research-based higher education and good governance within 3 to 5 years. To achieve this goal, it is planned to integrate business processes, evaluate programme content, eliminate duplication, incorporate the latest methods and technologies, provide a secure infrastructure compliant with standards, and ensure staff training and research development.

Overall, the content of the study field “Sports” has been created by carefully adapting it to the requirements of regulatory enactments, the objective and learning outcomes of the programme. In parallel, the content of the programme is aligned with the recommendations formulated by the sector (employers) and the latest trends in scientific development. At the start of each academic year, lecturers conduct an audit of course/module content and implement the necessary innovations and improvements. However, the director of the study programme group and the study process coordinator follow up and provide the necessary support and motivation for the implementation of this process. An additional incentive is also the expected assessment by students, which requires lecturers to mobilise to update the course concerned.

The content of StPs is created based on the complementary chain principle, starting from the so-called basic or introductory courses in the first year of studies and moving towards more specialised and high-level courses in the following academic years. This whole process ends with the drafting of a final paper, which is a certification of the student’s ability to summarise and demonstrate all the knowledge gained during the previous semesters.

It should be emphasised that students’ opinions are obtained in two stages – after each study course (learning the opinion regarding the particular course and the lecturer) and after graduation of the study programme (learning the opinion about the whole programme and the study process). The first stage is necessary for operational monitoring of the quality of studies, while the second stage helps to assess the overall usefulness and consistency of each specific programme with the student’s wishes and future plans.

In summary, it can be concluded that each higher education institution has so far implemented its own quality monitoring system. When LASE merged with RSU, it is planned to continue to implement the approaches and systems developed at RSU, but these may also be modified and developed in collaboration with LASE colleagues, taking into account examples and developments of good practice.

^[1] Publications of 2024 (monitoring data for 2022), available only in [Latvian](#)

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.

RSU Procedure for submission, review of student complaints and suggestions has been defined in Process Description No. 31 "Management of Complaints, Appeals, Non-Conformities and Suggestions". The requirements for submitting and reviewing appeals are also defined in Academic Regulations I. In accordance with the internal procedure, students may submit complaints to the Student Services, Student Union and Quality Assurance and Internal Audit Department. Mentioned structural units ensure registration of complaints and suggestions and transfer them for review to the responsible structural unit. After evaluation of the complaint/suggestion and performance of corrective actions, the submitter of the complaint is informed in writing regarding results of the review and actions performed. Once a year, the information on all received complaints/suggestions is summarised, and results are included in the document "Report on the Quality Management System". Information is taken into account when performing RSU risk assessment. Information on possibilities of students to submit complaints or proposals is available on the RSU website in [Latvian](#) and [English](#) and on the Student portal.

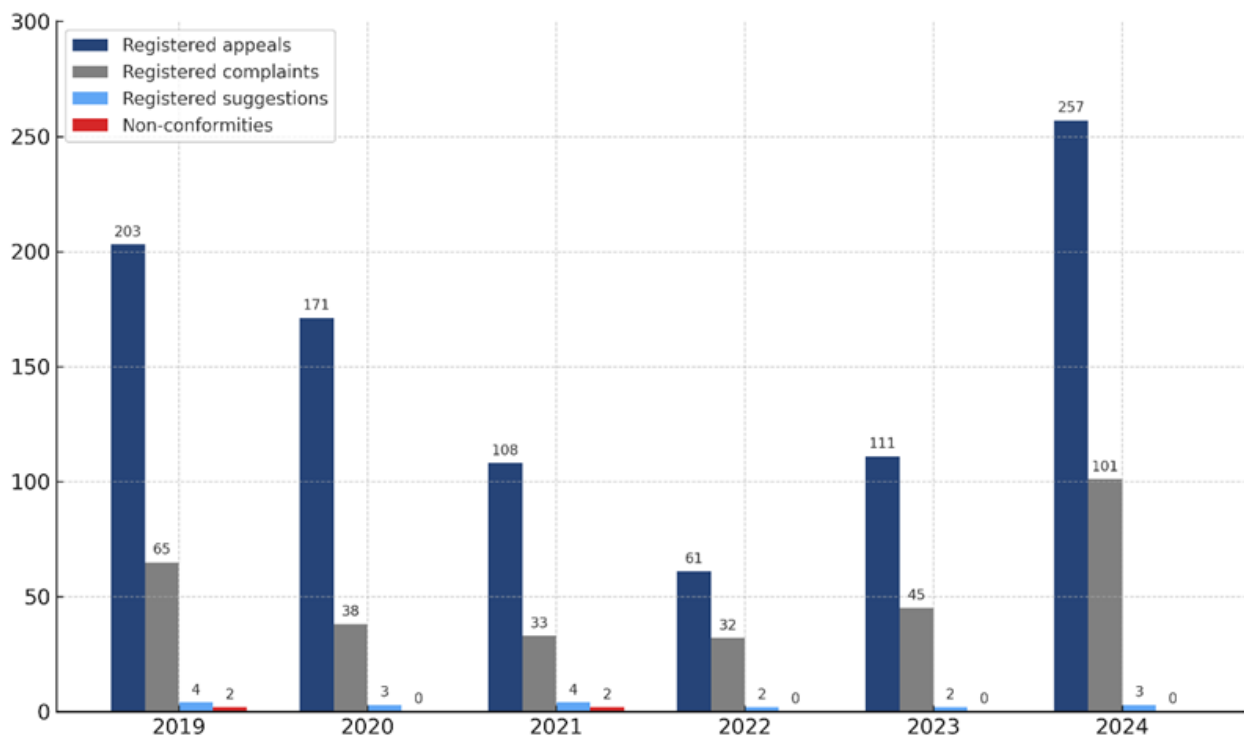


Figure 8. Total number of appeals, complaints and proposals registered by RSU from 2019 to 2024

In 2024, 101 complaints, 257 appeals and 3 motions have been registered with the departments.

Compared to the previous year, there has been an increase of 124.4% in the number of complaints.

The highest proportion of complaints was in the groups of complaints about the implementation of

the study process (27 complaints); about the conduct of examinations (13 complaints); about communication, attitude and interpersonal relations (11 complaints); about the lecturer (14 complaints); about the scholarship (9 complaints), accounting for 73.27% of the total.

In 2024 compared to 2023, the number of appeals has increased by 131.53%. In the year under review, the highest number of appeals is observed in the Faculty of Medicine (192 appeals, accounting for 74.71% of the total), Faculty of Dentistry (17 appeals 6.61% of the total) and Faculty of Social Sciences (14 appeals 5.45% of the total).

After 01.07.2024, LASE, as a structural unit of RSU, implements the procedure for submission of student complaints and proposals in accordance with the RSU internal regulations.

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.

The following actions have been taken to integrate LASE into the existing RSU system:

- study programme plans and course descriptions have been migrated to RSU systems and are monitored in accordance with RSU procedures;
- student admissions were made in the RSU electronic admissions system, so admission results were analysed in the same way as at RSU;
- student data have been migrated to the RSU system, so from this year the dynamics of the student population is also collected and dropouts are monitored;
- employees have their contracts novated, so the data of lecturers are available in the RSU Personnel Management System and can be analysed according to the current RSU procedures;
- study events are planned in the RSU electronic planning system, so data on lecturers' involvement in study programmes are analysed in accordance with the RSU procedure;
- the study process is implemented in RSU E-learning, thus the e-learning content is monitored
- assessments are recorded in RSU E-learning, so the success rates will be analysed in the same way as before;
- study course and programme evaluation questionnaires will be filled in the RSU system, according to the current RSU procedure;
- the research results of lecturers are collected in the RSU Pure system, and at the end of 2024 they were analysed for the first time in accordance with the RSU procedure;
- study quality indicators were also compiled for the LASE programmes at the end of 2024;
- lecturers' work planning will be aligned during the transitional phase, so lecturers' workloads are not yet analysed in the RSU procedure;
- the organisation of placements is monitored by the LASE in the same way as before, as the LASE placement regulations remain in force;
- RSU surveys are used to survey graduates and employers from the end of 2024 and data are analysed in accordance with the current procedure of RSU.

RSU study field data collection mechanism

RSU regularly collects and analyses information (statistics) about study programmes corresponding

to the study field “Sports”, and it is used for improvement of the study field. A system for centralised collection and analysis of key data related to the study process has been developed. The system has a clear division of responsibilities for data analysis at various levels (RSU institutional level, study field and programme levels, faculty and academic structural unit levels and study course level), drawing conclusions and providing feedback on the changes planned and implemented in the study process as a result of the analysis. To ensure data integration, they are periodically automatically backed up from various RSU information systems in the data warehouse, where information can be analysed in different sections by integrating data from different industries. RSU collects data on general statistical indicators characterising the higher education institution, such as the number of students, student success rate, drop-out rates and its causes, as well as admission results. Key performance indicators have been developed, which are periodically measured and monitored, and an in-depth analysis of key indicators is underway.

Every month, RSU collects the most up-to-date data on the number of students, including student status (active, inactive), type of tuition financing (state budget funds, paid studies). Information about the reasons for student drop-out is collected, compiled, and analysed, which is used to identify necessary improvements in the StP.

Data on admission results - the number of individuals enrolled in a particular StP - and the total number of applications is collected, keeping track of the demand for the StP. The number of students admitted to the StP is also summarised.

Data on the use of the e-learning environment are regularly collected in order to monitor the content and quality of e-courses, identify gaps and provide support to lecturers in improving the e-learning environment.

The obtained statistical data are used for the improvement of StF, for example, in the following ways:

- The number of study applications, including by programme, is used to evaluate the recognition of StF and its StPs. In case of a reduced number of applications, the possible reasons are analysed and changes are made to StPs and/or StP publicity activities are strengthened.
- Study application priority statistics – used to identify opportunities for interdisciplinarity in the StP offer.
- Study applications by regions and secondary schools – are used to improve publicity activities in certain regions and secondary schools in the next period.
- The statistics of the number of concluded study contracts / admitted students – are used both for a more objective evaluation of the number of applications in the following periods, and for the analysis of the dynamics of the number of students, which affects many other indicators (dropouts, number of graduates, number of budget places, publicity activities).
- Academic performance statistics – are used to analyse both the dynamics of students’ knowledge and skill level, as well as the compliance of study courses with the students’ needs to identify possible changes in the study course assessment system and, accordingly, in the structure of content and learning outcomes, and possibly in the teaching of the course in general.
- Dropout statistics – are analysed especially in the 1st year of studies and during the programme period. Along with the reasons for dropping out, dropout statistics are used to identify possible differences in the demand and supply of higher education, to perform a gap analysis of students’ expectations and, accordingly, to strengthen the communication of lecturers, StP directors and support structural units with students about the relevant reasons for dropping out and their prevention (e.g. different options for paying tuition fees, options for

individual tutorials during studies). Also, dropout statistics are analysed over the total programme period along with graduate statistics, which are used both in programme publicity activities and in the overall programme complexity and relevance assessment.

- The statistics of the number of graduates – are analysed together with the dropout statistics of the total period of the programme and are used in the publicity activities of the programme, as well as in the assessment of the overall quality and relevance of the programme.
- Statistics of study payment methods (loans, sponsors, scholarships, self-financing) – are largely considered along with the analysis of dropouts and their reasons, used in communication with students to reduce the risk of dropout and for programme publicity activities, as well as in cooperation with support structural units in the administration of programme management, e.g., determining payment schedules, possible discounts, tuition fees.
- Status of study course descriptions – information on the status of study course descriptions is analysed to ensure regular updating of study courses, including updating of the literature and other sources indicated in the course description.
- The results of study course assessment questionnaires are used every semester to review study courses, evaluate management and mastering, and update them.
- Statistics of the reasons for dropping out of studies – are analysed together with dropout statistics in order to reduce the risks of dropping out by eliminating the reasons for dropping out of studies as far as possible. For example, the most common risks during the study process are academic and related to the curriculum (motivation, combining with work, complex content, etc.), as well as financial, related to difficulties in paying for studies.
- The statistics of the number and qualification of lecturers – are used for evaluating the conformity of programmes with regulatory requirements, for publicity activities, identifying the quality of programmes and strengthening the qualifications of lecturers, financial calculations of the study process, etc.
- Distribution of lecturers' types of work – information on the lecturers' types of work is analysed in order to plan the development of the personnel of academic structural units, to balance the pedagogical, research and methodical work of lecturers.
- Completion of e-learning – the content of the e-learning environment is analysed (study materials and activities available to students, content usage activity, etc.) in order to identify and eliminate gaps in the availability of digital learning materials and activities and to provide support to lecturers.

Mechanism for getting feedback from students

Student surveys in the higher education institution are organised in a centralised way twice in the academic year. Students complete an anonymous electronic questionnaire for each study course mastered during the semester, in which the content, outcomes, organisation of the study course are evaluated, as well as the work of the lecturers involved in the implementation of the study course are evaluated. The survey results for all lecturers, as well as heads of structural units and programme directors, are available in aggregated form on the RSU academic portal (available only in [Latvian](#)). It is the duty of the head of each study course to become acquainted with the results of the course survey and to provide structured feedback to students regarding the identified strengths and weaknesses of the course, as well as planned improvements in the enhancement of the study course, if such are necessary. Feedback is submitted by the head of course at the RSU Academic Portal and is automatically published on the Student Portal in *MyRSU* and the e-learning course, where it is available to both students who learned the course and students who start the course in the next academic year. Thus, when starting the study course, students have access to the results of the evaluation of the previous course, as well as feedback provided by the head of the course

regarding the planned improvement of the study course.

Once a year, students of the last year of studies complete the evaluation questionnaire of the study programme, in which feedback regarding the content and outcomes of the study programme are provided. This questionnaire is also anonymous and is organised electronically and its results are automatically collected and published on the RSU Academic Portal, where they are available to study programme directors, heads of study fields and faculty deans.

The information obtained in the surveys is analysed at all relevant levels (at the level of the University, study field and study programmes, departments and study courses), evaluated and discussed in collegial institutions (faculty councils, department meetings, study quality councils and Council of Deans), in which the experience obtained is summarised and decisions regarding necessary changes in the implementation of the study course or programme are taken.

Mechanism of obtaining and providing feedback from/to employers

Since April 2020, the “Employers” section has been created on the RSU website (in [Latvian](#), in [English](#)). It contains a survey questionnaire (in [Latvian](#), in [English](#)), which is freely available to any visitor to the website, including RSU employers and cooperation partners.

Since 2020, the “Employer” field has been included in the Certification of Fulfilment of Obligations to develop the up-to-date database of employers of graduates, which all graduates must fill in before exmatriculation.

Twice a year, when the exmatriculation of graduates has taken place, a report is prepared, from which current employers are obtained. An individual e-mail is sent to all employers twice a year – at the beginning of February and in July, with an invitation to fill out a survey questionnaire. Once the data is collected, the staff of RSU Career Centre summarises and compiles statistical data, as well as highlights recommendations. The results of the survey are presented and sent to the Council of Deans and study programme directors.



Figure 9. Centralised Employer Survey

Based on the survey results, RSU improved the study process in the study field “Sports”, emphasising practical experience, integration of pedagogy and psychology, as well as the development of digital and administrative skills. Such adaptations provide highly qualified specialists in the fields of sports pedagogy and health care.

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).

Table 5. The websites on which the information on the study field and the relevant study programmes is published

Study programme / study field	Sections ^[1] of RSU website, where the information on the study field and the relevant study programmes is published:
Compliance of the short-cycle professional higher education study programme "Sports Coach" (until the accreditation – "Health Sport Specialist", the name on the website will be changed when the accreditation decision is taken)	Information in Latvian , information in English
Professional Bachelor's (first-cycle) study programme "Sports Science"	Information in Latvian , information in English
Professional Bachelor's (first cycle) study programme "Health Sports", which continues its work until the end of the accreditation period, when the programme is planned to be closed.	Information in Latvian , information in English
Doctoral (third cycle) study programme "Health Care" – students of the joint doctoral study programme "Sports Science" of the StF "Sports" have been transferred to the StP "Health Care" (study field "Health Care"). As of 14.04.2025, a change procedure is underway to add a fourth sub-programme "Sports Science". The information on the website will be supplemented with the decision of the Study Quality Commission.	Information in Latvian , information in English

RSU employs a wide range of modern marketing communication tools that provide information about the higher education institution, which is a modern, open university and offers high-quality education. Until the reorganisation of the LASE and its incorporation into RSU, the LASE had its own marketing communication policy. Information on marketing activities during the reporting period can be found in Annex 13.1.

RSU ensures presence of the university and high-quality content in traditional and digital media, such as a website that was reconstructed in 2017, strategic work is carried out with the audience on social media, and innovative solutions for communication with young people in social media are implemented. Study programme brochure is complemented by augmented reality application Overlay. Advertising campaigns are dominated by digital media and the effectiveness of the selected advertising channels is monitored. Advertising materials and channels are tailored to the respective audience.

In the long term, relations are established with secondary schools all over Latvia, as well as secondary school students are offered direct contact with RSU, developing the RSU messenger programme, possibility to attend programme lectures they are interested in, organising open days, tours etc.

RSU participates in industry events (education fair "Skola", etc.), works with a database and e-mail marketing, develops various activities and events also for the target groups of Master's and doctoral StPs.

The information published on the [website](#) of the higher education institution regarding the StPs corresponding to the study field corresponds to the information available in official registers, provides basic information to applicants and students, and is published in all languages of the StP.

Enclosed:

13.1. RSU integrated marketing and public relations communication activities.

[1] The RSU website is maintained by the Communication Department (information in [Latvian](#) and [English](#)).

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 main funding costs are wages and other staff costs, which accounted for up to 79% of the study programme revenues until 2023. Income of study programmes of the study field is used for staff remuneration, taxes, maintenance of IT infrastructure, purchase of equipment and devices, and placement expenses. In addition to the direct costs of the implementation of lectures and classes, the study programme must cover the infrastructure maintenance costs (premises, IT solutions) and other RSU common resources used in the study programme (Student Services, Library, organisation of the study process, grant for the Student Union and other support and administrative functions).

The largest costs in the implementation of study programmes are the costs of academic staff remuneration. The remuneration rates of academic staff are determined in accordance with the regulation on types and accounting of work of academic staff developed by RSU. The amount of compensation for academic staff is determined considering the staff's academic position, structural unit and the amount of pedagogical work performed in the academic year. The amount of pedagogical work is determined based on the planned number of pedagogical work units in the study courses implemented by the structural unit in the relevant academic year. Pedagogical work units according to the types of pedagogical work are planned, calculated and listed in accordance with the regulations developed by RSU.

When implementing the study programme in the Liepaja branch, no separate financial planning and accounting is foreseen in order not to increase administrative costs, but it is possible to assess the financial efficiency taking into account the income from students and the cost of pedagogical work units (PWU) in comparison with the implementation of the programme in Riga. RSU condition is that the cost per student in the Liepaja branch should not exceed the realisation in Riga, which would call into question its necessity. The implementation of the study process in Liepaja results in slightly higher costs for travel when the lecturer has to travel from Riga to Liepaja, but the planning of the study process and the use of remote lectures reduce these costs. Support staff and overheads are slightly lower in the Liepāja branch, due to the difference in salaries between Riga and Liepāja for general staff.

Funding for the implementation of the study field is provided by:

- State budget grants for studies and social payments;
- Tuition fees and fees for courses;
- Funding for science (state budget and EU structural funds, international project funding, revenues

from contract work, etc.);

- Income from other services, such as student dormitories, room and equipment rental, etc.

In the annual RSU budget planning process, each structural unit plans its budget, which is necessary for the implementation of study programmes, research, as well as infrastructure expenses. In budget planning, the head of each study programme discusses with the head of the department the provisions necessary for the study programme, while departments submit budget applications, which are further evaluated by deans, persons responsible for procurement, vice-rectors and the Rectorate. The submitted budget is coordinated by the Senate and approved by the Council.

The budget allocated to a structural unit depends on several factors, such as the planned number of students, the planned amount of pedagogical work, the necessary investments in infrastructure, the necessary investments in the development of study programmes, the costs of maintaining the structural units, revenue trends in the specific faculty, scientific activities, etc. Budget planning will take into account the financial results of each study programme in the specific academic year. A detailed budget is approved for each structural unit, that is, specific costs for a specific purpose are approved. Within the framework of the budget year, it is possible for structural units to request additional funding if there have been changes in some factor, for example, a larger number of students apply for a specific programme, as was planned when preparing the budget application (revenues have also increased accordingly).

External funding is provided by participation in various EU and national level programmes and initiatives – in the largest EU research and innovation programme “Horizon 2020” and “Horizon Europe”, funding opportunities such as joint programming initiatives, international cooperation programmes, EU structural funds and other programmes are also used. From local funding initiatives: National Research Programme and Fundamental and Applied Research Programme. External financing is also made up of revenues from cooperation with the private sector (contract research, commercialisation projects).

RSU internal programmes funded from RSU resources are actively used. Volume of financing for internal research projects is granted during the planning of annual RSU budget. There are several internal financing programmes – grants for doctoral students, RSU internal grants, cooperation grants between higher education institutions, aid to certain projects from the RSU Alumni Association, cooperation with the Boris and Inara Teterev Foundation.

Artistic creation activities (dance team and choir) are financed by:

- funds earned by RSU;
- co-financed by the Riga City Council.

To stimulate research and help researchers in the early stages of their career to start working in the profession, RSU has created incentive schemes and practices:

- RSU's internal grant system (about 400 thousand EUR per year);
- joint RSU and Riga Technical University (RTU) grant programme for multidisciplinary research;
- grants for postdoctoral fellows and researchers in the early stages of their career (European Social Fund);
- grants for doctoral students;
- co-financing for the creation of international cooperation networks and mobility (*Erasmus+*).

All RSU expenditure since the inclusion of the LASE is accounted for according to RSU financial accounting principles, which will allow for a more detailed analysis of expenditure. The integration

of the LASE will actually be completed within 2 years and is currently in a “transition” process and it is not yet possible to get a full insight. Cost analysis and estimation in accordance with RSU standards will be possible when at least 12 months of financial data have been collected and study implementation plans/accounts (D-9, D-10 forms) have been created by LASE faculty members for an equivalent period.

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.

RSU has consciously identified the infrastructure resources and material and technical support necessary for the implementation of the study field “Sports” and they are at the disposal of the higher education institution in full. Students and teaching staff get access to resources. A unified system and procedures for the improvement and purchase of material-technical, methodical, informational and other provisions have been established.

IT Service Centre

In order to ensure continuous availability of IT resources in the study process, an IT service centre has been established – IT support for students, administrative staff and teaching staff providing answers to questions related to RSU IT systems. The applicant can ask questions using the IT User support system – help.rsu.lv, e-mail: it@rsu.lv or call to 67061515. Open hours on working days from 7:30 to 20:00 and on Saturdays from 9:00 to 16:00.

Wireless internet

RSU employees and students have the possibility to use the *Eduroam WiFi* network free of charge. *Eduroam* is a free service that makes it possible to connect to the WiFi network in more than 6,000 locations in more than 100 countries worldwide: universities, research centres, educational establishments, schools and other research and education institutions. Students may connect to the *Eduroam* wireless network using their username and password. RSU students may also use public access computers with provided access to the student IT systems and internet resources.

Infrastructure

Multimedia projectors are available in 193 training rooms for use of audiovisual materials for studies; most of these are high-resolution interactive projectors that are connected to a sound system. A centralised management system of the multimedia equipment of auditoriums has also been developed. Also, ten computer rooms with more than 200 work stations that are used both for the implementation of certain study courses, as well as for provision of electronic examinations and other types of knowledge testing are available for the needs of study process:

1. 28 hybrid auditoriums with automatic tracking for conducting hybrid lectures and classes;
2. eight lecture auditoriums designed for more than 100 students and equipped with the possibility of conducting online lectures and classes;
3. other auditoriums are equipped with standardised equipment, including interactive projectors or interactive TV screens, and centralised management of multimedia equipment;
4. a recording room for recording high-quality audio and video content for lectures and live events, as well as for recording podcasts or audio tracks;

5. a specially equipped studio for creating interactive content. Various technological solutions are available in the studio – green screen, interactive display and the first transparent board in the Baltics (learning glass), with the help of which it is possible to prepare even more engaging, even more enjoyable video lectures and classes.

The physical IT infrastructure of RSU consists of the following:

- RSU computer network located in 23 buildings, connections thereof, with a total of 4,418 network connection ports, 323 wireless network access points, including provision of a wireless network at the student hostels;
- RSU uses the infrastructure and resources of the data centre of the Latvian Academic Network, which has been supplemented with the secondary data centre created by RSU, which consists of 48 physical servers, four redundant disk arrays, *VMware* virtual server infrastructure with more than 200 virtual servers, a backup power supply system, cooling, data backup infrastructure;
- IT equipment and systems monitoring system *Nagios*, *HP IMC*, *MS SCCM* with more than 2,000 monitored devices and services;
- communication platforms – *MS Teams* and *Zoom* – available to all employees and students; *Zoom* is used as the main distance learning platform, where more than 74,900 lectures and classes have taken place in 2022;
- *Panopto* – a video lecture recording system, which contains more than 31,000 video recordings and an average of 30 new video study materials are added every day, and there was a total of more than 300,000 hours of viewing per year;
- e-mail systems for employees – *Exchange*, ensuring management of calendar and contacts; cloud service *Office 365* is provided for students;
- *MS Active directory* based maintenance of electronic identity management infrastructure (one username and password for all IT systems maintained in a centralised way);
- maintenance of the file server;
- servicing of computerised workstations and computer classrooms (2,144 computers, 456 printers, scanners, and other equipment);
- maintenance of equipment in classrooms (193 stationary equipped);
- self-service photocopying/printing/scanning system.

RSU lecturers and employees have the opportunity to use the *Booker* room reservation system, which is linked to the *Timetable* lecture and class planning system. In the *Booker* room reservation system, it is possible to find all the rooms intended for the study process at RSU, view the occupancy of the rooms, incl. see also lectures and classes, as well as make room and table reservations.

The *Timetabler* lecture and lesson planning system is a cloud service that provides the opportunity to plan the academic events of students and lecturers in a fast and efficient way.

The system provides the following functionalities:

1. Check for room, instructor and student collisions.
2. Automatic event scheduling solution *Autoscheduler*.
3. Creation of detailed reports.
4. Integration with the *O365* calendar solution.

The infrastructure and material and technical support created by RSU are equally accessible to all RSU StPs. More detailed information on infrastructure and material and technical provision is available in Annex 23.3 “Evaluation of the informative and methodological base on IT infrastructure and resources available”.

The study environment – both premises and material and technical provisions are essential both for the quality of the study process and for the mental well-being of students. This aspect has also been highlighted as important in the satisfaction assessment questionnaires of students of the programme, where, in addition to the opinion on the work of the lecturer and the content of the study course, there is also an opinion on classrooms – environment and technical provisions. It should be noted that over the last decade the study environment and material and technical provisions have improved significantly, but the level of student requirements is also growing.

A student-centred approach and a modern study environment is a setting that permeates the decisions made and working methods used by each lecturer of the programmes included in the field, and in particular the director of the group of study programmes, as well as support staff. Both the content and form of studies are chosen by balancing the priority of the quality of education with the opportunities of students. Each student group is approached individually, if necessary, anonymous questionnaires are conducted, as well as students are encouraged to report immediately if they experience any difficulties both in terms of the content and form of the study process, such as being unhappy with classrooms, too cold/hot, having problems with the IT system or having any other problems. Individual approach and individual solutions have been identified as the most effective tool for reducing student drop-offs and motivating.

Studies are implemented both face-to-face and through remote forms of communication – *Zoom*, *Panopto*, the *MyRSU* student portal, etc. If necessary, not only study courses, but also tutorials and the process of developing Bachelor's/Master's thesis, as well as pre-defence and defence can take place online, for example, when a student is in long-term justified absence (health problems, being out the country). The situation created by Covid-19 has served as a catalyst for significant improvements in the digital literacy of lecturers and students by developing skills to use a variety of digital tools and programmes. The overall ability of RSU to work online (e.g., *MyRSU* student portal, the e-learning platform or the availability of library resources) is also considered excellent.

Infrastructure and material and technical support in the buildings of RSU LASE at Brīvības gatve

At the beginning of 2023, RSU carried out a LASE infrastructure audit (see Annex 23.4) and construction specialists pointed out non-conformities. RSU, becoming the owner of the buildings and territory at Brīvības gatve 333, started to normalise the situation by taking many low-budget measures – for example, installing fire extinguishers, fixing lighting in the corridors, re-switching the overheated power cables, clearing the escape routes of items and illegally constructed obstacles, local improvements in the safe operation of the electrical system, installing data cabling in building A. In addition, storm damage to the roof of building A (major repairs planned) was temporarily repaired, lighting in the territory was restored, and large volumes of old junk and rubbish were removed. Critically needed improvements to Brīvības gatve 333 will be introduced by 30 August 2025.

The building complex at Brīvības gatve also included a student hostel, which was closed due to its inadequate technical condition. RSU Department of Infrastructure has offered and will continue to offer RSU LASE students and interested parties the RSU student hostel at Hipokrāta iela 3, Riga (information in [Latvian](#) and [English](#)).

Specialised lecture theatres are also available in the buildings of Brīvības gatve 333. The LASE sports structures are also available to ensure the study process:

1. in the training building A (sports hall; two gymnastics halls; gym);
2. in the training building “B”: sports hall;
3. two wrestling halls; a physiotherapy room;

4. functional fitness room;
5. athletics arena and stadium.

The above-mentioned sports structures also need various improvements to be considered fully adequate for ensuring the study process. For the winter season of 2024/2025, RSU closed the athletics arena and rented the Riga National Sports Arena, which is modern, recently renovated and meets the operational requirements.

In the medium term, possible infrastructure solutions will be evaluated, such as the construction of the RSU Sports Complex at Cigoriņu iela 3 in Torņakalns together with the lease or development of other infrastructure. The new complex will have a total area of 3,627 m² and will include a sports hall, gyms, training and fitness rooms, as well as up to 210 spectator seats. The building will meet FIBA2 and CEV2 standards and is scheduled to open in the summer of 2026. The aim of developing the complex is to expand the sports infrastructure to meet the demand of RSU students, researchers, staff and the public, to attract professional athletes, to provide sport for study processes and to create opportunities for active lifestyle lovers.

Students and lecturers have access to a well-equipped research structural unit, the Sports Healthcare Research Centre (SHRC). The premises are available for ensuring the study process and for scientific research work within the study process. Scientific research is an integral part of the study process, which is why the premises have a scientific environment – scientific equipment, computers, audio/video tools, material and technical equipment and access to scientific databases.

LASE Library is freely accessible to students and teaching staff. The Sports Branch Library of the Latvian Academy of Sports Education (LASE) is a structural unit of the Academy, which serves for the support of the LASE study process and scientific activities, as well as provides access to the collection, databases and information systems for Latvian healthcare, sport and education specialists and every library user. The LASE Sports Branch Library is an accredited library (decision of the Latvian Library Council of 27 November 2019).

The laboratory of the LASE Sports Healthcare Research Centre has been operating since 4 September 2020. The laboratory was built thanks to funding from the European Union. On 10 November 2017, the Rector of the Latvian Academy of Sciences, Professor Jānis Žīdens, signed an agreement with the Central Finance and Contracting Agency (CFCA) to modernise LASE STEM study programmes (project No. 8.1.1.0/17/I/013). Total funding of 1.2 million euros, of which 500,000 euros were earmarked for the purchase of hardware, equipment. The Laboratory's research directions are diverse, including the body's functional capabilities in people of different ages, human health and fitness levels, physical activity for people with functional impairments, pedagogy, recreation, sports psychology and management, child and youth sport, popular sport and high-performance sport. Using modern testing equipment, fitness equipment, rehabilitation and sports medicine equipment, LASE specialists conduct research aimed at improving physical well-being and improving capabilities of the body. There is also research on the effects of different loads on the human body, the role of changes in oxygen levels for optimal performance, and many other interdisciplinary scientific studies. As part of the Bachelor's study programme, students are introduced to the opportunities of the Sports Healthcare Research Centre, for example in the course "Research Methodology". Students can also carry out research during the development of their Bachelor's thesis, as they have seen the possibilities of the laboratory, they have chosen a research direction for the course paper as a pilot study and in the third year they develop their Bachelor's thesis plans, which include the formulation of the Bachelor's thesis topic and research categories. When selecting a supervisor for the Bachelor's thesis, the student takes into account the individual research focus of each staff member and agrees on the research design, understanding whether it will be necessary to involve the Sports Healthcare Research Centre. As a result of the cooperation,

Bachelor's theses were written on the topics "Analysis of kinematic characteristics of sprint distance push start in track and field sports", "Dynamics of changes in kinematic parameters depending on the foot placement type in long distance runners", "Dynamics of changes in biomechanical and physiological characteristics of running depending on the type of map holding technique in orienteering sprint distance", "Service biomechanics depending on racket sweeping technique in 18-24 years old tennis players" and other.

Material and technical support (inventory) of the Sports Healthcare Research Centre:

1. Technobody Prokin 252 dynamic balance machine.
2. Optojump Next infrared landing measuring machine
3. Witty time recorder
4. Vienna test system
5. Polar Team Pro heart rate measurement for groups
6. Vyntus CPX gas analysis + cardiogram
7. EKF Biosen lactate and glucose analyser
8. Lode Excalibur sport + app on a computer
9. T Lode hand ergometer
10. Lode Rehab bicycle ergometer
11. Physiomed Con-Trex isokinetic exercise machine
12. BTS SMART DX infrared high-speed cameras
13. BTS FREE-EMG electromyograph (16 channels)
14. BTS P-6000 landing platforms
15. BTS G -walk(G-sensor) gait sensors, etc.

The utilisation rate of the LASE premises is 9.8 m² per student, but the utilisation rate of the equipment should be increased, promoting concentration of investments, more intensive utilisation of the premises, reducing fragmentation of the facilities to be modernised. Information about the equipment of the Sports Healthcare Research Centre is available on the website (in [Latvian](#) and in [English](#)).

Enclosed:

23.3. Assessment of the information and methodological base on IT resources.

23.4. Evaluation of the LASE infrastructure used by StF "Sport".

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.

General information

The library is located in the main RSU building (Rīga, Dzirciema iela 16), and it has three other service points:

- two in Rīga – the Red Cross Medical College of Rīga Stradiņš University, Information Centre for Latvian health care specialists (J. Asara iela 5); RSU Latvian Academy of Sport Education (LASE) library (Brīvības gatve 333);
- one in Liepāja – RSU Liepāja Branch Library (Riņķu iela 24/26).

Total area of the library premises – 2,025 m², including service areas of readers – 778.5 m². Library users now have access to 71 reader places, 27 computer workplaces, wireless Internet access. The open access loan (on the 1st floor at Dzirciema iela 16) offers 24/7 access to spacious, well-equipped rooms, making it possible to check out or return library books using self-service facilities and to use group or individual reading rooms at any time of the day or night. In order to provide access to RSU facilities for students and other visitors with reduced mobility, a lift is available in the central building of the university's library, allowing the library users to move from floor to floor. The RSU Library Information Centre (Dzirciema iela 16, 2nd floor) is currently closed for renovation works. During the renovation period, the Information Centre's reading room collection is available for users upon request for use with the open access loan.

Library services: large collection of information resources, consultations in searching information, incl. searching based on thematic requests. Library specialists read information literacy classes, which are included in study programmes and offer support to researchers (information in [Latvian](#), [English](#)).

Students can communicate with the Library remotely on different matters by phone or on **help.rsu.lv**. Information resources, which are not available in the collection of the RSU library, can be ordered from other libraries using the **Interlibrary Loan (ILL) or International Interlibrary Loan (IILL)**.

Every year the library environment is gradually improved and modernised, new technologies and services are introduced (self-service devices with the possibility for users to borrow books by themselves, return, renew them, view own reader account, as well as print, copy, scan, use multifunctional devices). At the entrance to the RSU building at Dzirciema iela 16 and J. Asara iela 5, there are book returning units, where books can be returned to the library also outside its working hours.

Information resources

The collection includes 536,200 physical units, incl. 248,200 books. The subscribed databases provide access to about **~534,000 subscribed electronic resource units** (about 90% of these are e-books).

The funding for resources is growing. It was EUR 34 per library user in 2024. Approximately 84% of the budget spent on assembly of the collection are used for subscription to electronic resources/purchasing of e-books.

Table 6. **Total funding spent and funding spent on subscribed resources**

Year	2019	2020	2021	2022	2023	2024
Funding used (EUR)	394,837	487,920	482,971	559,837	586,072	655,867

incl. for subscribed resources	321,475	416,925	406,705	474,496	488,008	553,922
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The budget for 2025 foresees EUR 3700 for the purchase of books for the LASE Service Point at 333 Brīvības gatve and EUR 6400 for the renewal of the subscription to the *EBSCO SportDiscus with Full Text*, a dedicated database for the sports discipline. In addition, e-books are purchased from the library's general budget, including for the study field Sports - in the first half of 2025, e-books for StF Sports study courses were purchased for approximately EUR 5960.

Databases

Access to more than 30 online e-resources is provided. Students and lecturers can access the subscribed databases remotely using the RSU username and password.

Database usage statistics are evaluated on a semi-annual basis. The statistics are high and on an upward trend.

E-book databases have very high usage rates, for example 45,371 information units of the Ebook Academic Collection (EBSCO) were viewed in 2024. Proquest Ebook Central Academic Complete is the most used e-book database, with 133,496 information items viewed in 2024. Such data show the importance of e-books in the study and research process of programmes of the Sports study field.

Provision of e-resources for study field "Sports"

As for the provision of e-resources, **five e-book databases and twelve full-text multidisciplinary databases of journals** are available for the study field "Sports". Subscribed databases ***ebook Academic Collection (EBSCO)*, *Ebook Central (Proquest)*, *ClinicalKey (Elsevier)*, *AccessMedicine (McGraw-Hill)*, *SAGE Research Methods*** contain e-books on sports science, sports pedagogy, sports medicine, sports physiology, sports psychology, fitness, nutrition of athletes, research methods and other relevant thematic areas. For example, a keyword search for "*Sport Education*" in the *ebook Academic Collection (EBSCO)* database results in 796 e-books, while *Ebook Central (Proquest)* results in 708 e-books. *Ebook Central (ProQuest)* has 2,971 e-books on the topic of "*Sports Science*", while *EBSCO eBook Academic Collection* has 2,032 e-books, when searching for the topic "*Sports Medicine*"; *Ebook Central (ProQuest)* has 3,520 e-books, but *EBSCO eBook Academic Collection* - 404 e-books. Database *ClinicalKey* contains book sections "*Sports*", "*Sports Medicine*", "*Fitness*", "*Exercise training*" etc. Subscribed multidisciplinary databases *Ebook Central (ProQuest)* and *EBSCO eBook Academic Collection* offer e-books in different fields and from different publishers that provide selected information results when searching by various topics/keywords.

Full texts of scientific articles on sports science, sports pedagogy, research methods, sociological and psychological aspects of sports pedagogy, sports medicine, sports physiology, sports psychology, fitness, nutrition of athletes and other relevant thematic areas are available in the following subscription databases: ***Academic Search Complete (EBSCO)*, *SPORTDiscus with Full Text (EBSCO)*, *ProQuest Central (databases of different scientific fields)*, *Wiley Online Journals*, *Science Direct (Elsevier)*, *SAGE Premier 2024*, *MEDLINE Complete (EBSCO)*, *BMJ Journals*, *ClinicalKey journals (Elsevier)*, *Communication Source (EBSCO)*, *Sociology Source Ultimate (EBSCO)*, *PsycARTICLES (APA)*. The Primo unified search engine lists a total of 917 journal titles in the "*Education & Careers*" sector. Primo contains 37 journals with the keywords "*Sport Education*" and 345 journals with the keyword "*Sport*" in their titles, 32 journals with the keyword "*Fitness*" in their titles, and 53 journal titles in the "*Sports Medicine*"**

sector.

Several e-journals in the field of sports education are also subscribed separately outside the databases: ***Journal of the Philosophy of Sport***; ***Journal of Applied Sport Psychology***; ***Strategies: a journal for physical and sport education***.

Relevant resources on sports science, sports pedagogy, research methods and other relevant subject areas can also be searched in the bibliographic citation databases Web of Science and Scopus.

Relevant multimedia material on sports science, sports pedagogy, research methods and other relevant subject areas can be searched in the *Academic Video Online* database.

Procedure for supplementation of the library collection and database subscriptions

RSU has in place a support process, which is implemented by the Library, which defines how to provide RSU's study programmes and scientific research activity with necessary information sources and services. Process description defines: 1) planning of acquisition of information sources, evaluation and supplementing of supplies; 2) determination of the level of satisfaction of users.

Subscription to databases takes place after trial periods, analysis of usage statistics, user feedback and costs.

In order to improve the compliance of the Library collection with the needs of students, work is ongoing with lists of study course readings, there is cooperation with university lecturers to inform about the situation with supplies of study course literature. Lecturers and students can send orders / recommendations for supplementing the collection electronically on help.rsu.lv.

Availability of library data in the digital environment of the higher education institution

The *Primo* unified search engine is used for management of e-resources, which ensures quick and rationalised search in e-resources. Information on databases is available also from the RSU Student portal *MyRSU*.

RSU students can access graduation papers of students and other RSU publications in the **Institutional Repository** *DSpace* platform.

From 2020, publications of RSU's academic and scientific staff are entered in the new **scientific activity information system (ZDIS) Pure** (a unique tool for searching for research in RSU research areas).

You can follow current events of the library on Facebook profile – Rīgas Stradiņa universitātes bibliotēka.

RSU Library is an accredited library of national importance. Another accreditation was received in November 2021. The library's resources and services can be evaluated as very good, and they meet the demand of students and teaching staff to ensure successful completion of the respective study course. Simple procedures were introduced to recommend supplementing the collection or contact the Library regarding its services. Surveys of both students and teaching staff confirm a good and very good assessment of the Library. In recent years, the library has received both the Annual Award of the Student Union (to show satisfaction of students with the quality of the resources and services) and Annual Award of RSU administration as the best RSU structural unit. E-resources are currently a priority of the RSU Library as other universities of the world.

Detailed information on infrastructure and material and technical provision is available in the Annex 23.2 "Assessment of the information and methodological base of the Library resources for the implementation of the study field "Sports" in accordance with the requirements of the guidelines".

Enclosed:

Annex 23.2. Evaluation of the informative and methodological base on library resources for the implementation of the study field

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.

The students and employees of RSU are provided with a developed IT infrastructure and IT services that are continuously developing, taking into account the increasing requirements for IT from students and employees.

E-learning environment

One of the main websites used by RSU students is the e-learning environment. The E-learning environment provides access to absolutely all study courses implemented in all curricula, therefore e-learning can be used by any RSU lecturer, and students have access to e-learning courses that the student is studying or has studied. The e-learning environment is used as a tool for the organisation of study process in each study course – for posting various materials, execution of test works and home assignments, checking originality of the content of works, and publication of assessments. Additionally, e-learning environment provides both the calendar of pending events and latest RSU news and discussion forums, study materials and all latest information on what the lecturer of the student's course wishes to transfer to the students – different assignments, sample tests, useful additional materials, etc.

E-learning environment provides access not only to the courses of the current semester, but also the courses studied in previous semesters, and the content of previous courses as it is for the students of the current semester. RSU e-learning is available 24 hours a day, 7 days a week from any location with internet access, including from mobile devices. The MyRSU student portal is linked to the e-learning environment.

In the e-learning environment, lecturers develop and post interactive study materials using the *H5P* solution integrated into the *Moodle* platform, which allows the study materials to be supplemented with various types of interactions. Popular are interactive video materials in which lecture videos are supplemented with regular knowledge test questions, interactive books in which text and images are supplemented with interactions, as well as branched scenarios in which decision-making competence is developed by solving authentic problems, obtaining and interpreting information, as well as making decisions.

Student portal MyRSU

RSU students have access to the MyRSU student portal, which combines the possibility to view the necessary information about studies and to use the e-services necessary in the study process in one place. *MyRSU* is available as both a browser and a mobile app, which enables to get faster and more convenient access to all the necessary university information, for example, e-learning and final assessments in study courses, the schedule of lectures and classes, invoices, the platform for application for restricted and free elective study courses, skills learned, study course and study programme evaluation questionnaires and feedback, most important contacts, access to *Office 365*

apps, management of self-service printouts (printing, scanning, copying). Using MyRSU, students can extend periods of use of books and access the databases, to which RSU is subscribed. In the Statements and Applications section, the student can request different statements, which will be signed with a secure electronic signature and sent to the student's e-mail.

Remote lectures and final examinations

In the conditions of the global pandemic, the e-learning environment has become a foundation for the interaction of the university with students. E-learning also makes it possible to create online classes where the lecturer and students can meet virtually. The recordings of these online virtual audience meetings can also be watched later in the e-learning course. In some of the courses in the e-learning environment, students can also find electronic tests for successful learning of the study course, which allows the students not only to assess their knowledge quickly and in high quality, but also use the self-test method to learn the course contents. In each e-learning course, the lecturer can electronically record student attendance at lectures and classes, and the attendance data automatically appears in the e-grades section, providing a more convenient overview of student performance in the course. The e-learning environment is also used as a tool, with the help of which it is possible to remotely apply for placement, consultations, examination times, and other events.

Remote lectures and classes are mostly implemented using *Zoom*, video recordings are available using the *Panopto* service (relevant licences have been provided to lecturers by RSU). In these circumstances, RSU lecturers demonstrate convincing IT skills. Not only study courses, but also the process of development, pre-defence and defence of Master's theses takes place fully online.

This experience does not leave any doubts about the possibilities of implementing study programmes as distance learning. The e-learning environment is already used as a tool for the organisation of the study process in each study course and provides proper opportunities for the implementation of study programmes as distance learning. Based on the experience of the global pandemic and in response to the interest and demand of students, in 2022, the implementation of the Bachelor's study programme "Law" was started in the form of distance learning. The experience of this study programme shows that the material and technical base of RSU allows for the provision of high-quality distance learning studies. The experience gained in the implementation of the programme has made it possible to improve RSU processes and study methods for the implementation of distance learning programmes.

RSU provides students with the possibility to submit graduation papers in the video format using the *Panopto* service. The possibility to have electronic tests in a safe environment using the *Safe Exam Browser* in RSU computer rooms has been provided. The *Safe Exam Browser* is integrated with e-learning (*Moodle*) and has been created to increase safety during tests. When the student uses the *Safe Exam Browser*, it is not possible to perform actions like copying, visit other internet links or apps, close the test before it is submitted for evaluation, the test cannot be minimised or window size cannot be changed, key combinations and the right-click menu, operating system menu bars are disabled, messaging and screen sharing links are disabled.

RSU academic staff can make video recordings of lectures and presentations. Links to video recordings can be posted in the RSU e-learning environment, as well as on other websites. The service is provided using the *Panopto* platform. RSU academic staff can make live broadcasts of lectures and presentations. The service also includes the possibility to create a link to a specific live broadcast, which can be posted in the RSU e-learning environment, as well as on other websites.

Panopto enables parallel recording from multiple cameras and screens, search for phrases in slides, add subtitles or tests, as well as user view reports.

Tools that help to verify the originality of contents

RSU academic staff and students can use the *Turnitin* tool. *Turnitin* is the world's leading tool for the correction of written papers and combating plagiarism. *Turnitin* is fully integrated RSU e-learning environment and provides full service of submitting, correcting, verifying the originality and return of the submitted papers.

All student papers are submitted to the lecturer-created *Turnitin* assignment, which not only facilitates the collection of papers, but the system also automatically checks the originality of the paper, providing a full report of content plagiarism. The tool has the option of creating sections and comment templates, as well as peermark assignment. Checking originality is possible when comparing a paper to the work of other students (both at RSU and other higher education institutions in Latvia and in the world that use *Turnitin*), the Internet resources that are freely available to everyone, and journals, other publications, and resources included in the *Turnitin* database.

E-resource repository

The e-resource repository *DSpace.rsu.lv* stores digital research. This website contains articles, documents, conference documents and other documents in a variety of digital formats. In the e-resource repository (*DSpace*), it is possible to access the Bachelor's, Master's and other final papers of RSU students defended since 2020. The repository also regularly publishes various RSU publications in open access.

Repository of study materials

RSU has implemented a repository of study materials, which is a well-structured storage base for digital study materials, where study materials developed for RSU's educational purposes or obtained as a result of cooperation are placed. These include presentations, video lectures, educational videos, infographics, digital interactive scenarios, digital books and other types of information. The materials in the repository are structured by topics and collections, so that the necessary information can be found easily and quickly. Filters make it possible to search by author, year of creation, keywords or the format of the material, for example whether it is a video, book or presentation. Searching with the help of filters will help narrow down the amount of information and quickly find the study material needed.

The repository will give lecturers the opportunity to share materials, saving resources, as well as to familiarise themselves with examples of good practice from their colleagues.

E-services for students

When commencing studies at RSU, each student is assigned a username and, using the RSU self-service services available to students, the student can obtain a password, which can be used for RSU IT systems intended for students.

RSU offers the students an opportunity to use *Office365*, providing an option to use a full *Microsoft Office*, *OneDrive* file storage without additional fee. While studying at RSU, students have access to all the software necessary for successful study process. The student can install *Microsoft Office* software: *Word*, *Excel*, *PowerPoint*, *OneNote*, on five computers (*Windows* or *Mac*) and five mobile devices (for example, a smartphone, laptop, and tablet computer). Students may use *OneDrive* of 1 TB for automatic synchronisation of devices. Using *Microsoft Office 365* synchronisation, RSU students can see their schedules of classes and lectures in their phones and other smart devices. The service is available through calendars built into smartphones or using *Microsoft Outlook*. Students are provided with data exchange through the *OneDrive* cloud service of the RSU student account.

RSU students and employees have access to a modern application system (*JIRA*) on the platform help.rsu.lv to receive necessary IT or other support.

Study programme mapping system

A study programme mapping system has been introduced for more effective study programme management, where the catalogue, descriptions, outcomes and implementation plans of study programmes and directions implemented by RSU are available. The system contains the following sections:

1. Study fields – study fields implemented by RSU and the study programmes included in them.
2. Study programmes – programmes implemented by RSU, their descriptions, outcomes and curricula.
3. Implemented programmes – catalogue of programmes implemented by RSU (includes different types of programme implementation (full-time / part-time), languages (Latvian / English) and locations (Riga / Liepaja).
4. Comparison of curricula – an interface for comparing curricula to review the extent of programme changes and their impact.
5. Requirements documents – documents regulating the content of study programmes (Cabinet regulations, professional standards, etc.) and the requirements included in them, which are used in mapping learning outcomes.

Student Information System

The RSU administrative staff has the possibility to use the Student Information System (SIS), where all the data of RSU students are available, such as student admission data, final assessments, study courses. The academic portal is a user interface of the Student Information System through which RSU academic staff, directors of study programmes, heads of departments and other personnel involved in the education process have access to certain datasets deployed for Student Information Systems.

Academic Portal

An academic portal was developed for RSU needs, which together provides access to information available in different RSU information systems and related to the RSU study process, e.g. study course register, clinical skills register, survey results, feedback on survey results, etc. The modular structure of the Academic Portal is based on the *Microsoft SharePoint* platform.

Improving digital skills

RSU CEG regularly organises continuing education courses on learning both intramurally and remotely, as well as advises lecturers on the use of appropriate pedagogical methods and the selection of optimal e-learning support tools.

In order to improve the qualifications of teaching staff, the Information Technology Department organises regular thematic training on IT tools, as well as provides the possibility of applying for online individual expert consultations for improving digital literacy of lecturers. Consultations are mainly provided through one of the communication platforms (*Zoom, MS Teams*).

Enclosed:

Annex 23.3. Evaluation of the Informative and Methodological Base on IT Infrastructure and Resources Available.

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.

When developing and maintaining the functioning of a new SP at RSU, academic and scientific staff in compliance with provisions of Section 55(1)(3) of the Law on Higher Education Institutions (LHEI) and Law on Scientific Activity are involved in its provision. Academic and pedagogical staff with high qualifications, relevant competences and good reputation are involved in the implementation of the study field and achievement of results.

The process of recruitment and evaluation of lecturers is transparent, effective and one of the preconditions for high quality of the study process.

The duty of the StP director is to ensure compliance of the content of the programme with internal and external laws and regulations, requirements of the labour market, sectoral development trends and needs of students, to analyse the data that might provide information on the factors affecting results and quality of the StP, and to implement necessary improvements to the StP. Quality indicators of StPs that are directly linked to the remuneration of the StP directors are measured at StP level.

At RSU level, the duty of the management is to set strategic and quality aims and quality policy, to make a decision on the quality approach, to manage resources, and determine the internal procedures. Supervision of the system introduced at RSU is performed by both the internal system and quality auditors and independent external experts. At the university level, one of the indicators of study quality is the public attitude and opinion, as well as the popularity of RSU. It is regularly established by participating in a reputation survey and evaluation of brands.

More information about the attraction and/or employment processes of teaching staff is available in the Regulations on Academic Elections specified in Annex 1 and Section 1 (1.10) of Annex 23.1 process description No. 29 “Academic Staff Elections” and “Compliance of the Study Field with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)”.

As a result of the consolidation process, all RSU staff and employment processes apply to the LASE as a structural unit of RSU. The employment-related LASE regulations that remained in force during the transition period can be found in Annex 1.2 “List of internal norms and regulations of the reorganised Latvian Academy of Sport Education during the transitional period”.

When operating, RSU and LASE provide opportunities and encourage lecturers to develop their professionalism, as well as have promoted scientific activity, thus strengthening the link between education and science. Innovative teaching methods and the use of new technologies have played an important role and will continue to be developed.

Enclosed:

Annex 23.1. Compliance of the Study Programme with Part I of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

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.

For the lecturers involved in the RSU study field and programme implementation, the teaching load is planned according to the curriculum of each academic year and study semester. Study courses can be organised in modules and the load is reviewed according to necessity and regulations. RSU promotes a balanced workload for lecturers, and promotes a healthy lifestyle to reduce and eliminate the risk of burnout for teaching staff.

Academic and research activities at RSU are carried out by distinguished and highly regarded permanent employees elected to academic positions. In order to ensure comprehensive knowledge and skills appreciated by the labour market, educational staff performing the duties as the teaching staff only for a certain time are involved in addition to the permanent staff. The staff include experts of the industry and teaching staff elected in other higher education institutions.

Annex No. 6.2 provides biographies of the teaching staff attached electronically (Curriculum Vitae Europass format). Annex 6.1 (in *Excel* format) provides basic information on the teaching staff involved in the implementation of the study field, specifying their scientific degree/qualification, election status at the higher education institution, StPs and study courses, in the implementation of which they participate, and certification of official language and foreign language proficiency (if applicable). Annexes 24.6/24.7 reflect the analysis of the data of lecturers.

RSU employs general and administrative staff to provide training and study process support functions, to carry out record-keeping and quality management, human resource and financial management, and deal with legal matters. At the same time, the operating staff is responsible for the management of the buildings and the territory, for the development of the infrastructure, etc.

The academic staff application and selection procedure at RSU is regulated by internal regulations:

- Regulations on Academic Elections at Rīga Stradiņš University.
- Regulations on the procedure of inviting visiting university lecturers at Rīga Stradiņš University.

Qualification for an academic position takes place according to the requirements set for the job in the Law on Institutions of Higher Education, the tasks of academic positions defined in the RSU Constitution and the RSU's election process taking into account the individual's:

- education,
- experience,
- competences,
- potential,
- achievements,
- scientific contribution,
- pedagogical skills,
- service record,
- recommendations of experts and industry representatives.

The career development of academic staff is one of the main ways, how RSU can affect the renewal

of human resources for research and studies.

An RSU Centre for Educational Growth (CEG) was created in 2014 for the improvement of the quality of studies, the modernisation of the study process and competence of university lecturers. Within the scope of its operations, it provides support in the improvement of the quality of studies by analysing the study process, providing support and advising lecturers on the modernisation of StP, courses, organising pedagogical growth of academic staff in continuing education activities according to current needs.

CEG learning activities are based on the following thematic blocks:

- pedagogy (didactics and educational management of a higher education institution),
- technology-enriched learning and teaching (information and communication technologies, digitalisation),
- transverse competence (e.g. skills to communicate, collaborate, innovate, improvise, work in an interdisciplinary way and in data-based research).

At the beginning of the activity, in the thematic activities, more emphasis was placed on the definition of learning outcomes, assessment, creation of the pedagogical design of the study course, focusing on the basic learning of pedagogical legalities. Over time, these topics have been supplemented with a wide range of courses for improving the pedagogical digital skills of lecturers. The great work we had contributed to strengthening digital skills paid off significantly during the pandemic when remote work began. With the active cooperation of the Centre with the RSU Information Technology Department, a huge number of learning activities were implemented on the use of communication platforms *Zoom*, *Teams*, e-learning *Moodle* environment, organising remote group work in the *Miro* tool, creating interactive digital scenarios in the *Twine* environment, creating self-assessment tasks on the *H5P* platform and the use of many other digital tools in the study process.

In its daily work, CEG mostly performs advisory activities, which, especially during the period of remote and combined studies, has provided significant support for the improvement of the pedagogical digital skills of lecturers and the meaningful implementation of the technology-enriched study process.

The most frequent thematic groups identified in the consultations:

- **assessment in the digital environment** – formulation of learning outcomes, design of activities, adaptation of the type of examinations for full-fledged summative, formative and cumulative assessment;
- **organisation of group work and independent work in the digital environment** – promotion of student involvement, team cooperation, adequate assessment of individual contribution;
- **high-quality combination of synchronous and asynchronous activities** – creation of a study course design for combined, remote and hybrid studies;
- **increasing the interactivity of learning activities** – the student is an active participant in the process, not a passive consumer of content.

The lecturers involved in the StPs included in the study field “Sports” have access to the entire continuing education content offer updated every semester in the Centre for Educational Growth (PIC). The contribution to the quality of the study process is made not only by attendance of thematic training by lecturers, but also by their attendance by the support staff involved in the organisation of the study process, which increases pedagogical understanding of the study process and strengthens effective cooperation with students. Every semester of an academic year, up-to-date content corresponding to the needs of lecturers is offered in different forms.

To date, the centre has developed more than 40 trainings of different content, the form of which is adapted to the goal to be achieved. These can include interactive workshops, seminars, conferences, think tanks, thematic cycles, guest lectures, simulation-based scenarios, etc. Since March 2020, the training has been conducted remotely, maintaining equal participation of participants in regular learning activities, while also providing the opportunity for a wider range of participants to join training activities. Every semester, CEG offers university lecturers more than ten different thematic trainings in the amount of more than 140 academic hours, interest in which is constantly growing.

To motivate lecturers to participate in continuing education and use the training opportunities offered by CEG, participation in them is included in the performance bonus criteria for academic staff, the fulfilment of which enables the lecturer to receive a monthly bonus in addition to his/her salary. Thus, more and more lecturers are motivated to improve their knowledge and skills, providing a higher quality, more interactive and innovative study process for students.

The return of competence development measures is reflected in the improvement of performance of study quality indicators, as well as in the evaluation of RSU's external reputation, in which RSU has been recognised as the university with the best reputation in Latvia several times in a row. RSU is also engaged Kantar to conduct an employee satisfaction study. In 2019, the assessment of the English language learning project was included in the questions of the RSU employee satisfaction and engagement survey, thus receiving confirmation that 85% of the employees who participated in the survey (731 employees in total) consider the English language skills testing and learning project as an opportunity to improve their qualifications. On the other hand, in the question of ensuring the growth of lecturers' competences, the majority of 367 lecturers (86%) answered affirmatively to the statement "I receive sufficient support in growth of my teaching competence".

Lecturers have access to:

1. training provided by the Medical Education Technology Centre, the Career Centre and the Human Resources Department;
2. taking study courses at the Open University;
3. the possibility to use materials and other library services available in the collection of the RSU Library;
4. the opportunity to participate in the Erasmus+ exchange programme and gain academic or administrative experience in one of the universities of the European Union and its cooperation higher education institutions;
5. the opportunity to participate in the IT excellence programme for the improvement of digital skills for half a year at the University at Buffalo in the United States;
6. opportunities for qualification improvement outside the RSU within the framework of the budget of the structural unit.

In general, it can be concluded that systematic and regular activities were carried out during the reporting period to strengthen the capacity of teaching staff, which is also appreciated (for more information, see Annex 23.1, Paragraph 1.5).

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.

63 lecturers are involved in the implementation of the study field. The qualifications of the academic staff involved are appropriate to the specifics and conditions of implementation of the study programmes of the study field, as well as to the requirements of the regulatory enactments. Academic staff are professionals in their field and have proven their competence in research.

The teaching staff involved in the study field “Sports” are highly educated, trained and most of them have professional work experience. Lecturers regularly improve their qualifications and have participated in pedagogical qualification and mastery seminars for university lecturers. The scientific and professional qualifications of teaching staff meet the requirements of the Law on Higher Education Institutions.

RSU has established, implemented and observed procedures for attracting qualified teaching staff. It is monitored so that, as far as possible, the academic and research load of teaching staff is balanced. Professional and didactic improvement needs of teaching staff are determined in a targeted manner, as was described above, appropriate improvement measures are used, and the effectiveness and efficiency of these measures are evaluated. Teaching staff also participates in both outgoing and incoming mobility, which provides added value to the implementation of the study process and the quality of studies.

The lecturers involved in the StF and StP implementation are planning their teaching load according to the teaching programme of each study semester and academic year. Individual study courses are mainly organised in modules and the load is reviewed according to necessity and regulations.

Combining the scientific and practical experience of lecturers with innovative information technology solutions provides an opportunity for students to acquire a wide range of qualitative academic knowledge in current political science and international relations matters, as well as to develop the skills to independently perform scientific analysis in conformity with the outcomes of the study programme.

Full-time university lecturers are required to participate in research activities that are regulated by staff job descriptions. The proportion of duties and responsibilities of the employee in scientific and research activities has been determined depending on the type of academic position.

The division of responsibilities within a structural unit may be changed by the head of the structural unit in agreement with the employee according to the planning of the pedagogical work and the projects to be implemented.

The scientific activity results of the academic staff are summarised once a year and included in the scientific activity report. For some groups of staff, they are related to the principles of remuneration and motivation. Achievements of lecturers are visible not only in personal CVs, they can be read in the RSU scientific activity information management system (*ZDIS Pure*), where information on the scientific performance results of structural units and academic staff is added, collected and maintained.

RSU is constantly planning and implementing activities aimed at motivating the academic staff to engage in high-level scientific and research work, in particular associate professors and professors (aiming to reach 60% of working time spent on research), which encourage new specialists to engage in industry research, and contribute to the overall development of science at national and international level.

When reviewing and modernising study courses of the short cycle and Bachelor’s programme in sports science, the academic staff of the RSU LASE was partially renewed, recruited several new lecturers, as well as involved RSU LASE researchers. Training was provided to existing RSU LASE academic staff, for example, on creating course descriptions, digital skills, etc.

The RRF consolidation project will also include the implementation of the so-called exit grant activity, which aims at a partial renewal of the academic staff.

Enclosed:

Annex 6.1. Basic information on the teaching staff involved in the implementation of the study field (in *Excel* format).

Annex 6.2. Biographies of the teaching staff (in *Curriculum Vitae Europass* format).

Annex 6.4. List of publications of the teaching staff during the reporting period (compiled information on scientific activity of the teaching staff).

Annex 24.4. Certification that the official language skills of the teaching staff involved in the implementation of the StP corresponding to the study field comply with the regulations regarding the amount of the knowledge of the official language and the procedures for examination of the knowledge of the official language for the performance of professional duties and duties of office.

Annex 24.5. Certificate of regarding the respective foreign language proficiency of the teaching staff involved in the implementation of the study programme of at least level B2 according to the European language proficiency levels.

Annex 24.7. Analysis of the Composition of the Teaching Staff.

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

RSU has identified the necessary support for students and based on the needs of students, has created a functioning support system. An RSU student with special needs is a student with functional limitations who requires adjustments to the study environment and process to ensure equal access to higher education. RSU supports students with special needs in various stages related to studies – selecting a suitable StP, when enrolling with the higher education institution, and in the study process (study materials, taking examinations, etc.) and creating appropriate social and physical environment (for example, availability of premises of the Medical Education Technology Centre, information in [Latvian](#), [English](#)). The aim of the support measures is to promote the independence and inclusion in the study process of the students with special needs. Guidelines and support policy have been developed regarding support to RSU students with special needs (information in [Latvian](#), [English](#)).

The Career Guidance and Wellbeing Centre (CGWC) is operating at RSU (information in [Latvian](#), [English](#)). The CGWC is an active member of the Latvian Career Development Support Association (LKAAA). LKAAA is a non-governmental organisation established with the aim of promoting the development of the career development support system (KAAS) intended for strengthening the national economy and well-being of the people of Latvia. LKAAA cooperates with the European Commission career guidance and information network *Euroguidance*. In Latvia, *Euroguidance* is represented by the Information and Career Support Department of the State Education Development Agency. *Euroguidance* aims to promote the policy and practice of the KAAS by providing information to policy makers, support to career guidance counsellors and other actors in

the system.

The services of the CGWC are available to all RSU students, prospective students, as well as employees. Group career counselling is particularly appreciated and sought after. Individual consultations are held regularly for any interested party upon request. Events organised by the CGWC on current issues in the labour market, as well as other career and self-development related topics, are regular (weekly) and in demand among the students. Students can post their CVs and get information about vacancies of employers at the [RSU Career Centre portal](#) (available in Latvian only). RSU CGWC provides literature and information materials on career topics that students can read on the spot or take home for reading. "My Career Book" was published in collaboration with author Arta Citko – a workbook for young people to discover their potential career, business or study choices and other experiences for discovering and fixing experience.

Since 2019, there is excellent cooperation with the National Library of Latvia (NLL) - "Come with the classmates on an excursion to the NLL and participate in a class of the RSU Career Centre!". Prospective students, i.e. secondary school students, are provided with the opportunity to learn about career choices, higher education options during the seminar, as well as to perform an express test developed at the Career Centre in cooperation with the specialists of the RSU Psychosomatics Clinic.

In addition, CGWC provides consultations on a wide range of personal and professional development matters. Students have the possibility to get free coaching sessions, social support and study information advice. Since 2012, there is also a psychological support service – five free sessions every semester. Psychological support service was introduced to help students overcome adaptation problems at the start of their studies, reduce the emotional manifestations of stress, stress-related health disorders, psychosomatic disorders or illnesses, overcome relationship-building difficulties and crisis situations. The availability of the service has been appreciated by both local and international students. The introduction of the service has helped to reduce the number of drop-outs and has contributed to the effectiveness of the study work by reducing students' stress and adaptation disorders.

Cooperation with the employers takes place continuously and on several levels. In order to promote cooperation with employers' organisations, their involvement in the education of future specialists, as well as to increase the RSU students' competitiveness in the labour market, meetings, visiting lectures and trips to cooperation companies and institutions are organised on a regular basis. Employers' organisations give presentations where employer representatives tell about the career opportunities in the respective organisation, offer RSU students and alumni the current vacancies, as well as give practical advice on how to succeed in the job market.

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).

RSU is a European scale modern research university, where excellent research- and practice-

based education and experience are provided. The objectives of RSU research is generating locally and internationally significant scientific results. The main sub-objectives are:

- increase in internationally high-quality scientific results,
- integration of research in the study process,
- organisation of a scientific process based on synergistic cooperation,
- digitisation of scientific processes,
- closer integration of science and study structural units,
- ensuring a balanced development of internationality.

RSU research objectives are implemented based on a strategy; up-to-date Development Strategy 2022 – 2027 (information in [Latvian](#), [English](#)).

RSU researchers not only carry out fundamental and applied research, but also actively cooperate with Latvian and European businesses, as well as with other scientific institutions, providing scientific services and expertise. RSU supports and promotes interdisciplinary and transdisciplinary research, as well as data-intensive research and research involving the re-use of data.

The Rīga Stradiņš University Development Strategy 2021-2027 sets the main branches of science:

- Medicine and health sciences
 - Medical base sciences
 - Clinical medicine
 - **Health and sport sciences** (public health, etc.)
- Natural sciences
 - Biology (physiology, microbiology, virology, molecular biology, bioinformatics, etc.)
- Social sciences
 - Psychology
 - Economics and business
 - Education sciences
 - Sociology and social work
 - Law
 - Political science
 - Mass media and communication
 - Other social sciences

The strategy also provides that RSU supports and promotes interdisciplinary and transdisciplinary research, as well as data-intensive research and research involving the re-use of data.

RSU research is carried out in three scientific platforms - health and natural sciences, social sciences, and RSU Latvian Academy of Sports Education, each of which conducts research in several groups of scientific fields, in the fields of science that are of priority for the Latvian economy and in the areas defined by Latvian and EU health policy (information on RSU science platforms is available in [Latvian](#) and [English](#)). Research areas are updated as policy documents are updated.

RSU was awarded a high rating in the 2019 International Evaluation of Scientific Institutions – a rating of “4” on a scale of 1 to 5. More detailed scores were also given for individual RSU research platforms: medicine – 4, public health – 3, social sciences – 3.

In 2008, when ERDF funding was raised, a **Technology Transfer Office** (hereinafter referred to as TTO) was created at RSU, the purpose of which was to create and maintain external communications with the private sector by providing information on research activities and

experience of RSU. The TTO identifies and popularises the research capacity of RSU, is involved in the protection and management of RSU's intellectual property, as well as organises cooperation with the private sector (contract research, commercialisation offers to companies, contact exchanges, exhibitions, etc.). In 2024, the functions of TTO are divided between RSU Innovation Centre and the project division of RSU Research Department.

Research organisation at the university is determined by the Law on Scientific Activity. The highest collegiate organ in research is the RSU Council of Science – a collegiate institution that operates constantly and, within the scope of its competence, deals with and coordinates issues related to scientific activity (information is available only in [Latvian](#)). The functions and tasks of the Council of Science are determined by the Regulations of the RSU Council of Science (approved at the RSU Senate meeting on 19 May 2020, available only in [Latvian](#)). The role of the Council of Sciences is to oversee the development, implementation and coordination of the scientific strategy of RSU.

The Council of Science elects the RSU Research Ethics Committee (information in [Latvian](#), [English](#)), which helps RSU lecturers and students by consulting and evaluating ethical aspects of medical research. The Research Ethics Committee follows its Regulations, provisions of laws of the Republic of Latvia and international laws and is independent in adopted decisions.

RSU follows the **European Code of Conduct for Research Integrity** (information in [Latvian](#), [English](#)) adopted by All European Academies (ALLEA). This document serves the European research community as a self-regulation instrument. The European Commission has recognised this Code of Conduct as the reference document for research integrity for all EU-funded research projects.

RSU research data management (information in [Latvian](#), [English](#)) is implemented based on *FAIR* principles (findable, accessible, interoperable, reusable), following ethical conditions, enduring safety and quality of data. RSU supports data-intensive research and research involving the re-use of data.

At the level of operative administration, management of scientific activity is conducted by Research Board headed by the Vice-Rector for Science. Annual monitoring in research is ensured by summarising results of scientific activities of the structural units. All the data are retrieved from the RSU Research Portal (available only in [English](#)). The RSU Science Portal collects information on the results of the scientific activities of the academic staff of RSU – publications, projects, awards, research activities, datasets, performances, communications in the press and media and others.

The portal is publicly available and enables RSU's achievements in research and academic work to be demonstrated in one place, scientific results to be visualised and communicated, and research results to be shared. The RSU Science Portal promotes collaboration with university researchers and research teams, communication and knowledge dissemination.

The RSU Science Portal displays information included in the RSU scientific activity information management system (*ZDIS Pure*), where information on the scientific performance results of structural units and academic staff is added, collected and maintained. The data collected by *ZDIS Pure* is used to generate reports, track progress in meeting the objectives of the structural unit, prepare scientific activity reports for external institutions, while reducing the administrative burden on researchers, structural units and staff.

In accordance with financial possibilities of RSU and topicality of the research field, RSU supports participation of academic staff in scientific conferences by assigning a paid period of absence or creative leave, provides financial support for the payment of high citation publications.

In view of the consolidation, in December 2024, the RSU Scientific Council considered and supported the continuation of the following RSU LASE research directions in sports sciences:

1. Sport, sports education and socialisation.
2. Promoting public health – physical activity as a means of preventing non-infectious diseases in people of all ages: popular sport, sport for children and young people, adapted sport.
3. High performance sport.
4. Socio-economic aspects of sport.

In 2024, RSU and LASE, together with the University of Latvia and Riga Technical University, launched the first national research programme “Sports” (hereinafter referred to as NRP “Sports”, information in [Latvian](#) and [English](#)). The programme has the following tasks:

- to develop research methods and the knowledge base for the development and production of innovative solutions for sport;
- to develop research methods and knowledge base on athletes’ health, functional capabilities, training methodologies and approaches to improve performance;
- to develop research methods and methodological approaches to assess the impact of the Latvian sports sector on the economy and strengthen the links between research, public administration and society.

It involves an interdisciplinary research team of more than 80 people with expertise in sports science, computer science, biology, physics, medicine and engineering. In addition, it will involve a wide range of sports stakeholders – not only athletes, coaches, parents of children and young people, but also professionals working in the field of athlete health monitoring (sports physicians, doctors, physiotherapists, etc.), sports managers and policy makers.

The project has attracted state budget funding of almost EUR 4.2 million through the open call for proposals for the national research programme “Sports” announced by the Latvian Council of Science. According to the objectives of the NRP “Sports”, the project activities are planned in three working groups, of which RSU researchers are involved in the second and third working groups:

- in the second working group – the health of those involved in sports which will develop the research methods and knowledge base in health and sport sciences will also be developed, focusing on athletes’ health, functional abilities, training methodologies and approaches to improve performance in three target groups: athletes involved in adapted and grassroots sport, and children and young people involved in sport.
- in the third working group – the monitoring of the sport sector will analyse the main statistical indicators of sport development and develop a tool for the collection and use of sport statistics, as well as a classification of sport infrastructure and criteria for the evaluation of sport infrastructure, preparing recommendations for the planning and management of sport infrastructure in Latvia.

Within the RRF project, several research grants were awarded on a competitive basis, with the aim to create synergies between RSU and RSU LASE research teams and to strengthen capacity in all RSU research areas, including sports sciences – doctoral grants, postdoctoral grants, researcher grants, research and development grants (more information about the projects in [Latvian](#) and [English](#))

In 2008, when ERDF funding was raised, a **Technology Transfer Office** (hereinafter referred to as TTO) was created at RSU, the purpose of which was to create and maintain external communications with the private sector by providing information on research activities and experience of RSU. The TTO identifies and popularises the research capacity of RSU, is involved in the protection and management of RSU’s intellectual property, as well as organises cooperation with the private sector (contract research, commercialisation offers to companies, contact exchanges, exhibitions, etc.). In 2024, the functions of TTO are divided between RSU Innovation

Centre and the project division of RSU Research Department.

Research organisation at the university is determined by the Law on Scientific Activity. The highest collegiate organ in research is the RSU Council of Science – a collegiate institution that operates constantly and, within the scope of its competence, deals with and coordinates issues related to scientific activity (information is available only in [Latvian](#)). The functions and tasks of the Council of Science are determined by the Regulations of the RSU Council of Science (approved at the RSU Senate meeting on 19 May 2020, available only in [Latvian](#)). The role of the Council of Sciences is to oversee the development, implementation and coordination of the scientific strategy of RSU.

The Council of Science elects the RSU Research Ethics Committee (information in [Latvian](#), [English](#)), which helps RSU lecturers and students by consulting and evaluating ethical aspects of medical research. The Research Ethics Committee follows its Regulations, provisions of laws of the Republic of Latvia and international laws and is independent in adopted decisions.

RSU follows the **European Code of Conduct for Research Integrity** (information in [Latvian](#), [English](#)) adopted by All European Academies (ALLEA). This document serves the European research community as a self-regulation instrument. The European Commission has recognised this Code of Conduct as the reference document for research integrity for all EU-funded research projects.

RSU research data management (information in [Latvian](#), [English](#)) is implemented based on *FAIR* principles (findable, accessible, interoperable, reusable), following ethical conditions, enduring safety and quality of data. RSU supports data-intensive research and research involving the re-use of data.

At the level of operative administration, management of scientific activity is conducted by Research Board headed by the Vice-Rector for Science. Annual monitoring in research is ensured by summarising results of scientific activities of the structural units. All the data are retrieved from the RSU Research Portal (available only in [English](#)). The RSU Science Portal collects information on the results of the scientific activities of the academic staff of RSU – publications, projects, awards, research activities, datasets, performances, communications in the press and media and others.

The portal is publicly available and enables RSU's achievements in research and academic work to be demonstrated in one place, scientific results to be visualised and communicated, and research results to be shared. The RSU Science Portal promotes collaboration with university researchers and research teams, communication and knowledge dissemination.

The RSU Science Portal displays information included in the RSU scientific activity information management system (*ZDIS Pure*), where information on the scientific performance results of structural units and academic staff is added, collected and maintained. The data collected by *ZDIS Pure* is used to generate reports, track progress in meeting the objectives of the structural unit, prepare scientific activity reports for external institutions, while reducing the administrative burden on researchers, structural units and staff.

In accordance with financial possibilities of RSU and topicality of the research field, RSU supports participation of academic staff in scientific conferences by assigning a paid period of absence or creative leave, provides financial support for the payment of high citation publications.

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.

At RSU LASE, each lecturer or group of lecturers has a research topic that is being developed. Students are offered ready-made research topics (e.g. aerobic performance development, Vienna tests in sports games, developing strength manifestations, exploring ways to improve the content of pre-school and school sports and health lessons, etc.), which they choose during their course paper in the first year of studies, but they can also explore other topics. The course paper is structured very similarly to the Bachelor's thesis, which is designed to help students learn in an easier way how to organise scientific research, collect and interpret data within the Bachelor's thesis, as well as to potentially be admitted to the Master's programme with their own individual topic, developing their chosen area of research. In the study programme "Sports Science", each qualification is concluded with a research paper – in one qualification it is a Bachelor's thesis, in the other – a diploma paper. While the Bachelor's thesis is more an academic study, the diploma paper demonstrates the students' competence to achieve changes in qualitative and quantitative indicators or to carry out pedagogical work with students and to justify the result obtained of the pedagogical work.

In the short-cycle study programme, students work on a qualification paper. The results of the research are used not only for the development of sports science, but also for practical application in sports training and health promotion. Students are motivated to participate in scientific conferences. For example, seven students of the short-cycle study programme "Health Sport Specialist" submitted abstracts and made presentations at the RSU International Scientific Conference 2025.

Each lecturer is provided with access to the laboratory within the framework of his/her individual topic or student's academic work, as well as with the possibility to purchase additional reagents and raw materials necessary for laboratory examinations, thus facilitating student research.

Every two years, RSU organises a Science Week, during which a conference on medicine, public health, sports science, rehabilitation and other topics is held in several sections. Students are invited to participate in the conference with their research paper topics.

The RSU Regulations on Writing and Defence of Qualification Paper, Student's Research Paper, Bachelor's Thesis and Master's Thesis stipulate that if a student's poster or oral presentation at a conference has been awarded a prize or the results of the student's research have been published in an internationally cited edition, then it may be treated as the student's final thesis, thus encouraging students to engage in scientific activities.

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

International cooperation is ensured and purposefully developed within the study field and corresponding study programmes. The compliance of the scientific research of the academic staff with the study field is monitored, while at the same time, in an interdisciplinary perspective, it is directed towards a close connection with the Scientific Development Plan defined by the RSU (approved by the RSU Senate on 13.02.2024).

In accordance with the Science Development Plan, for planning the achievement of outcomes, each structural unit responsible for science is expected to set specific indicators corresponding to the RSU strategy – the number of publications in the *WoS* and *SCOPUS* databases, their proportion in Q1 scientific journals and in cooperation with foreign partners, the number of doctoral theses defended, the increase in external revenues in million euros in scientific activity programmes, incl. Horizon Europe, in the NRP and FARP programmes, as well as the creation of new scientific groups.

For the allocation of targeted funding, it is planned to review the distribution of research base funding among all structural units involved in scientific work, to continue the internal grant programme of RSU, as well as to direct the programme “Consolidation and Management Change Implementation Grants” to the development of priority topics defined by scientific structural units. Support for open access publishing will be continued with the aim of improving the visibility of RSU research, as well as motivation programme incentives will be revised to encourage publication in high-impact journals.

In order to monitor the achievement of the planned outcomes, it is planned to introduce regular meetings of heads of scientific structural units.

Structural changes

The structural changes foresee the implementation of research coordination in the faculties and the consolidation of scientific structural units. For the coordination of research in the faculties, from February 2024, the dean of the faculty is responsible for planning and achieving scientific outcomes, while at the LASE it is the director of the structural unit, whose position is comparable to that of a dean. The tasks of the faculty in the context of scientific activity are:

- to carry out research in accordance with the priority research areas defined in the RSU Development Strategy and taking into account the needs of society;
- to promote interdisciplinarity;
- to ensure the unity, quality of studies and research and introduction of innovation;
- to ensure the attraction of research resources, including within projects;
- to involve promising academic staff, including researchers, in the work;
- to organise international cooperation;
- to organise other events related to scientific activities and the dissemination of their results, etc.

Launch of new state research programmes

In order to fulfil the state order for science, RSU is starting to participate in 5 new national research programmes financed and supervised by the Ministry of Education and Science, the Ministry of Health and the Ministry of Environmental Protection and Regional Development. A science communication specialist will be engaged for the communication of national research programmes and a developed communication plan will be developed and implemented.

RRF research projects/grants

To build and strengthen excellence in structural units that are reorganised in the process of internal and external consolidation, grants for scientific excellence and capacity strengthening are implemented in the priority research topics and sports science defined by the heads of structural units. RSU’s priority topics were defined based on the following principles:

- compliance with RSU’s strategic specialisation;
- there is an active group of scientists who have been able to attract funding or are actively preparing project applications (including international ones) and regularly publish in high-ranking journals;

- there are doctoral students (and doctoral students who defended their theses);
- the field is recognised as innovative in the international scientific assessment.
- RSU has adequate infrastructure for the development of this field or requires relatively small investments;
- International cooperation – a wide network of cooperation or participation in an international consortium;
- Cooperation with industry – technology transfer, patents, innovations.

Horizon Europe project applications

To increase the volume of Horizon Europe project applications and projects, funding for writing projects, attracting consultants, as well as the creation of a one-stop agency for project preparation is planned. Performance indicators for the preparation of project applications and the volume of funding will be determined for each scientific structural unit, as well as for tenured professors, and measures for the development of new interdisciplinary groups and international cooperation with strategically important partners will be provided.

In order to promote cooperation and attract funding for the development of priority research areas, RSU actively participates in various EU and national programmes and initiatives – the largest EU research and innovation programme *Horizon Europe*, international cooperation programmes such as *COST Actions*; *ERA-NET*, *ERDF*, *FLAG-ERA*, etc. RSU is a member of international research infrastructures (*EATRIS*, *BBMRI*, *EOSC*, *SHARE*), *EIT Health*, participates in international consortia (*CIMBA*, *BCAC*).

Doctoral School

Doctoral School (information in [Latvian](#), [English](#)) – one-stop shop for raising research competence attracts visiting lecturers who read lectures, tutorials, participate in the Breakfast of Scientists (information in [Latvian](#), [English](#)), networking events for academic and scientific staff, in which current research matters are discussed. The Doctoral School organises international webinar cycles with involvement of a visiting lecturer – a leading expert, such as a discussion for representatives of the networking social platform “Systems thinking and its impact on research work” webinars on applying *FAIR* data principles in health and social sciences, etc. To promote closer cooperation in research, RSU concludes cooperation agreements with leading scientific institutions.

RSU organises international scientific conferences, (information in [Latvian](#), [English](#)) supports international symposiums and conferences organised by other scientific institutions.

Assessment of international cooperation in scientific research during the reporting period

The most important international cooperation was implemented within the ERASMUS+ project, where RSU LASE lecturers went not only on experience exchange trips but also to read lectures and lead classes for students from other countries.

The teaching staff also actively participated in NordPlus project activities, such as the Nordplus project “Integrative Care for Elderly”, No.ID NPHE-2021/10232, where students and lecturers from different countries participated in health care study programmes – nurses, physician assistants, occupational therapy, physiotherapy and health care in sports. Students attended theoretical and practical classes.

RSU LASE also participated in the NordPlus project “Sportpreneurship: sustainable and smart sport business” (NPHZ-2020/10068) with 20 participants from 5 universities – Molde University College in Norway, Jyväskylä University of Applied Sciences in Finland, Latvian Academy of Sport Education, Malmö Sports School in Sweden, Lithuanian Sports University, giving the opportunity to university

students to develop a sustainable business idea based on a design thinking model that builds a set of methods for generating creative alternatives.

A training network for future and young coaches in Nordic and Baltic students that was established during the Nord Plus project (*Nordic-Baltic Up-dated Coaching Development (NBUCE) NPHZ-2019/10042*) has been expanded with two main projects “NB Coach Training Network” and “Coaching true generation”. The objective of the project implementation is to develop a Nordic-Baltic coach training processes and a sports coach education programme covering all aspects of athlete development: physical characteristics, age-group specific training, psycho-social environment, motivation, nutrition, management and different coaching philosophies.

The NordPlus activity “Coaching through generation” was implemented from the beginning of 2013 to the end of 2015 and was coordinated by the Swedish Scania Sports Federation. The teaching staff took part in courses on sport theory and methodology, shared experiences on different types of practical implementations, as well as improved cooperation and information exchange between university researchers and teachers and sport organisations in different countries. The Academy’s lecturers presented their research topics and seminar activity leading possibilities to their foreign colleagues during the project phases, where around 30 students from Lithuania, Denmark, Sweden, Finland and Latvia participated.

International cooperation needs to be expanded, aiming at cooperation with the best sports research universities in the region. The first step in this field has been taken – in March 2025, the EU’s European Institute of Innovation and Technology approved the Sport-IE project, where RSU is one of the project implementers, in particular two RSU structural units – RSU LASE and RSU Innovation Centre. The project involves the best sports universities in the region, including those visited by RSU and RSU LASE management during exchange visits – the main partner is the Norwegian School of Sport Sciences; other partners are the German Sport University Cologne, the Swedish School of Sport and Health Sciences, the Lithuanian Sports University, as well as the University of Luxembourg.

The Sport-IE project aims to build a strong and broad Knowledge Triangle network (university, private sector, public and non-governmental organisations) to develop innovation and entrepreneurial capacity in sport science in higher education institutions, which should work synergistically to share experiences, best practices, education programmes and support structures for the mutual benefit of all stakeholders. This includes a stronger Europe and a healthier society – with the aim of increasing physical activity in society.

RSU is the manager of the Sport-IE project Work Package 2 “Strengthening partnerships (Knowledge Triangle integration)”. The aim of the package is to create new collaborations and improve the type, content and nature of cooperation with external partners, including businesses, regional local governments, research organisations, public authorities, non-governmental organisations and other societal partners.

In this way, RSU also plans to develop international cooperation in research and studies, integrating into networks and projects with the best sports research universities in the region.

Enclosed:

Annex 13.2. Projects implemented by RSU.

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.

RSU has developed mechanisms to promote the involvement of teaching staff in scientific research. First, in the direction “Sports”, as in the other study fields, the scientific and applied research goals of the academic staff are clearly defined every year, according to the academic and strategic objectives of each study programme, faculty and study field. The Growth Portal *RSU Grow* is used to perform these activities. It is the place where the manager meets the employee, the RSU strategy meets the employee’s individual goals and development wishes, and a conversation about growth takes place.

The growth portal RSU Grow helps heads and employees effectively implement the work performance management process needed to boost employee motivation, growth, development of competences, and improvement of job quality in conjunction with the RSU’s strategic objectives. Second, together with the definition of goals, the opportunities for professional and career growth offered by involvement in scientific work are emphasised. Third, the necessary support system is offered, such as access to databases, research grants, administrative and methodological support. Fourth, a financial motivation system is applied – a bonus for high citation rate publications.

The scope of research in Sports Science is wide, reflected in journals and proceedings with varying citation rates, thus creating a link to what is learned in studies and research. The number of publications in collaboration with universities in other countries has increased significantly in recent years, with research in biomechanics, kinesiology, sports psychology, pedagogy, etc., which evidences of article quality. Professional support is also provided – trainings and seminars on research methodologies, writing project applications and popularising research results. A mentor programme is also provided – School of Young Lecturers, which helps young teaching staff to navigate research opportunities and promote their involvement in scientific work.

Studies produced during the reporting period include: Latvian and Spanish researchers’ study on the role and effect of kinesiology tape during classes (published in *Journal of Sport Science*); Latvian and Italian researchers’ study on training approaches when working with elderly people (published in *Sport Sciences for Health*); Latvian and Polish researchers’ study on the interrelationship between stress resilience and human self-efficacy (published in *Journal of Educational Sciences and Psychology*).

Every year, the Baltic Sport Science Society, which also includes young researchers (master students, doctoral students) who, when presenting at the conference, take part in a competition for the best presentation. At the same time, researchers share reports on various sports news. In parallel, attention is paid to the integration of research into the study process and content, as well as promoting the attraction and involvement of students as supporting researchers in research projects, making it part of their study process, thus building research skills and motivation to continue an academic career.

Such an integrated approach to motivating teaching staff in scientific and applied research promotes academic excellence and research activity, as well as strengthens the competitiveness of study programmes and the quality of student education.

RSU structural units, the Research Department (information in [Latvian](#), [English](#)), the Development and Project Department (information in [Latvian](#), [English](#)), regularly conducts various activities in

which they address lecturers involved in scientific activities, offer not only specific opportunities for scientific projects, but also provide practical support both in project preparation and implementation, as well as linking with industries.

For aggregated numerical information on the scientific research activities of the teaching staff involved in the implementation of the study field during the reporting period, see Annex 6.5: Summary of academic staff publications, experience in the field and participation in projects, conferences.

Enclosed:

Annex 6.4. List of publications of the teaching staff during the reporting period (compiled information on scientific activity of the teaching staff).

Annex 13.2. Projects implemented by RSU.

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.

RSU has developed mechanisms to promote student involvement in scientific research and/or artistic creation, they function and are effective, students of all programme levels are involved in scientific research and/or artistic creation).

The incorporation of LASE into RSU has provided an opportunity for students to participate in RSU's research activities, however, the participation of LASE students in scientific research and creative activities was an integral part of the study process also before the consolidation of the universities.

Section 3.2.3 already mentioned that the laboratory of the RSU Sports Healthcare Research Centre, already mentioned is available for both lecturers and students to conduct research. Students carry out research under the supervision of both laboratory technicians and research supervisors. As it has already been mentioned, the laboratory's research directions are diverse, including the body's functional capabilities in people of different ages, human health and fitness levels, physical activity for people with functional impairments, pedagogy, recreation, sports psychology and management, child and youth sport, popular sport and high-performance sport.

Students of the study programme "Sports Science" familiarise with scientific research already in the first year of studies when they choose a scientific topic in their course paper. As the rules and structure of the course paper are similar to those of the Bachelor's thesis, this makes it easier for students to choose the topic of their Bachelor's thesis, define the research categories of their Bachelor's thesis and create a research structure. All RSU LASE lecturers have their own research topics that they offer to students, or, if the topic is agreed in advance, the research can be organised in a laboratory setting.

In the short-cycle study programme "Sports Coach" students familiarise with scientific research in the study course "Research Methods in Sports", which supports the development of knowledge, skills and competences necessary for the development of students' qualification paper. In

semesters 3 and 4, students develop qualification papers, the results of which can be presented at the RSU International Student Conference.

In general, RSU students can engage in scientific activities in the following ways:

- vertically integrated projects, which have been created to provide students with the opportunity to acquire the knowledge and skills necessary for research in an in-depth and practical way. More information about the VIP event is available on the RSU website (information in [Latvian](#), [English](#));
- applying for research project funding student research and innovation grants (SRIG), the purpose of which is to support and motivate RSU students to conduct research. More information about the SRIG event is available on the RSU website (information in [Latvian](#), [English](#));
- developing research skills by participating in RSU business incubator B-Space (information in [Latvian](#), [English](#)) in PINK and INK programmes. More information about the programmes is available on the RSU website (information in [Latvian](#), [English](#));
- by participating in scientific interest groups of students in various areas. Currently, 39 scientific interest groups have been formed and work actively (information in [Latvian](#), [English](#));
- by applying for receipt of financial aid from the Student Union for participation in conferences or seminars in the country or abroad, as well as for publishing a scientific article in one of peer-reviewed international journal (each year, more than 10 students receive financial aid for participation in conferences);
- by applying at the student portal with a doctoral student of RSU, as well as to assist in the development of a scientific paper;
- participating in RSU's international scientific conference "Research week" (information is available only in [English](#));
- by participating with their own research in RSU International Student Conference (ISC), information is available only in [English](#)). RSU ISC is an annual project hosted by the Student Union that became international in 2015, and each year it attracts more and more students from various countries. In 2024, the conference reached new peaks, being organised for two days and involving more than 365 students with research works both in healthcare and social sciences. More information about RSU's international student conferences is available on RSU's website (information is only available only in [English](#)).

Since 2019, an annual Research Week (information about the RSU Research Week 2025 in [Latvian](#) and [English](#)) has been held, which includes an international scientific conference of researchers and students. It contributes to the wider development of international cooperation, involvement in scientific networks and associations, allowing to involve international partners into joint projects, research and publications.

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

The LASE has so far used a variety of solutions to strengthen its competitiveness and promote its efficiency. A new E-learning organisation was introduced during the reporting period. Online

lectures have been organised for LASE students according to the timetable. During the lectures, they were also recorded and made available to students throughout the semester. The materials, independent works, course description and other information required for the study course are available on Moodle, which the teaching staff member is required to upload according to a set template. Students submit independent works, take tests using e-learning tools. With the transition of LASE to RSU, there has been a transition to the RSU e-learning environment.

No specific boundaries are defined for pedagogical innovations of RSU, but their task is to change the usual way of learning and teaching in order to promote the quality of studies and enrich the learning experience of students. Learning and teaching innovation is the successful use of new ideas, rethinking traditional learning and teaching approaches and methods, re-improving them for the needs of today's world. Therefore, pedagogical innovations are not the same as excellence. Innovations can be different for each lecturer, at the same time the same innovation can be something big for one person, but something that has been done a long time ago for another person. However, the most important thing is that the innovation changes the way of learning and teaching, creating a better study experience for students. Innovations in learning and teaching are viewed from two perspectives: first, methodological innovations, i.e., promotion of studies based on approaches and methods of research, work environment, search activity, projects, problem situations, etc.; second, technological innovations – *H5P, Miro, Turnitin QuickMark*, 3D printers, augmented and virtual reality and other solutions for the development of a technology-enriched study process. In order to promote a culture of learning and teaching innovation, RSU organises not only learning and best practice experience exchange sessions, but also developed learning and teaching innovation guidelines (available only in [Latvian](#)), which have been approved by lecturers and received feedback that the guidelines help lecturers understand the full innovation cycle and start working on modernising study courses.

Support materials for learning and teaching innovations

RSU lecturers have access to the support material “Teaching and learning methods and techniques” (available only in [Latvian](#)), which includes a wide range of different learning methods and techniques for lecturers to promote students’ active and self-regulated learning. The purpose of the material is to encourage lecturers to evaluate and integrate these methods in their study courses to improve teaching efficiency and the acquisition of learning outcomes. The methods and techniques included in the material promote student involvement, promote their independence and responsibility for their learning, and help achieve higher learning outcomes. It encourages lecturers to critically evaluate and adapt methods according to the specifics of their study courses and teaching approach, thus modernising the study process and making it more efficient and more in line with modern education requirements.

Following the development trends of higher education, the Centre for Educational Growth has developed the guidelines “Artificial Intelligence in Higher Education” (available only in [Latvian](#)), which provide a thorough introduction to the role of artificial intelligence (AI) in higher education, offering lecturers practical recommendations for the use, limitation and learning how to use AI. The guidelines cover the variety of AI solutions, their compliance with pedagogical paradigms, ethical use, as well as the potential of AI in modernising the study process. The material encourages lecturers and students to responsibly experiment with generative AI tools while maintaining academic integrity and data privacy, and evaluating the strengths and weaknesses, opportunities, and threats of integrating AI solutions. In parallel with the developed classes, the Centre for Educational Growth offers RSU lecturers various forms of learning activities (lectures, discussions, workstations) on the integration of various artificial intelligence solutions in the study process.

Mapping

According to the accreditation expert recommendations provided for the study field, the mapping of the field's StP was carried out in 2019-2024, which has now become part of the RSU StP management process and supports the implementation of student-centred learning. During the StP mapping, an analysis of the mutual compliance of the programme content, mainly the programme's outcomes to be achieved, is performed at the StP and study course level. The results of the StP mapping process – the obtained maps and observations – are used for the improvement of the study programme, as well as for the improvement of the course content, outcomes and assessment methods, and for the revision of the overall StP planning.

Initially, mapping is performed by using the *MS Excel* mapping tool developed by Study Programme Administration Unit of the Centre for Educational Growth of RSU, which extracts data from descriptions of study courses of the respective StP in the RSU register of study courses. In 2022, the RSU StP planning IT system was supplemented with mapping functionality, which was developed within the European Social Fund specific support target project "Improving governance processes and modernisation of StP content at Rīga Stradiņš University". Currently, the mapping system is integrated into RSU's IT systems and ensures the mutual mapping of the outcomes and study courses, monitoring of the mutual coherence of the outcomes, mapping of the outcomes against professional standards, external regulatory enactments, as well as any other documents that describe the outcomes relevant to the programmes (e.g. recommendations of international professional associations, UN Sustainable Development Goals, etc.). Improvement of the system is continued by developing the RSU Study Course Catalogue System to implement mapping of learning outcomes of the programme against study course examinations, ensuring the possibility of monitoring and analysing the achievement of the study programme outcomes.

For the mapping results, see Annexes No. 17.1 and 18.1.

Targeted scholarships of the Boris and Inara Teterev Foundation

From 2014/2015, every semester of the academic year RSU lecturers have an opportunity to receive a targeted scholarship from the Boris and Inara Teterev Foundation: for the development of new innovative study courses, for the modernisation of existing study courses, as well as for the integration of international experience at RSU.

Target scholarship activities can be implemented in two ways: for the new or experienced lecturer, working individually, or for the new lecturer, working together with a mentor, where both target scholarship recipients are equally responsible for both the progress of the process and the quality of the work result. Within the framework of the target scholarship, four months are planned for the implementation of the planned activities, during which lecturers both introduce innovative learning and teaching solutions, such as, for example, gamification activities, digital scenarios and other interactive learning materials and resources, student mutual assessment activities, etc., and develop new studies courses. During the target scholarship, lecturers receive pedagogical and technical support, as well as financial gratitude for their work. Within the framework of study programmes, lecturers can also receive a targeted scholarship for attracting visiting lecturers to the study course, for leading individual lectures and classes, for advising students and doctoral students, and even for strengthening the professional continuing education of lecturers.

RSU Research Portal

In 2021, RSU introduced a new scientific activity information system – RSU Science Portal, which lists various scientific results: data on publications, projects, intellectual property, doctoral theses, awards, public speaking and various other scientific activities (incl. participation in collegial units, speaking at events of various types and scales, reviewer and expert activities, etc.).

The system replaces the previously used method of listing data that was created and stored in

Microsoft Excel and *Word* applications. The possibility of multiple versions is replaced, data quality is improved, time is saved (for both academic and administrative staff, as data does not have to be re-submitted to multiple units, but access is provided to both parties), and employees are no longer required to submit data in one narrow window stage, but the system can be accessed and data added at any time convenient for the employee. The system offers a wide range of options, incl. to see one's "fingerprint" (the term used most often in scientific results), to exhibit one's scientific results more publicly, as well as to see one's true cooperation network, at the level of people and organisations (as well as the scale – Latvian or global). The system facilitates the registration and submission of scientific results to various external institutions, incl. submission to the Ministry of Education and Science (in the NZDIS system) when creating the RSU's annual report, which is taken as a basis for science base funding calculations.

In order to increase the quality of studies by using advanced technologies and e-solutions, RSU has set the following tasks:

- 1) to supplement the existing RSU Register of Study Courses in order to ensure vertical integration of the content of study courses that will provide a possibility to link topics of study courses within the framework of the StP in support of succession of study courses. A dictionary of keywords of study courses and visualisation of keywords will be developed that will reflect the related topics of the study courses and courses;
- 2) to establish a link between the thematic planning of the course description and the corresponding E-learning environment course, where the lecturer would be allowed to choose whether to create the respective e-course with the same thematic division as indicated in the study course description;
- 3) to use the RSU library of audiovisual study materials, including descriptions of various study objects, for example, clinical cases, dissection cases, simulation scenarios, interactive training videos, ensuring systematisation and collection of study objects, as well as the possibility to share study objects with other higher education institutions; thus helping the students to easier find the necessary simulation cases, clinical cases, and other study objects easily;
- 4) to develop a new system that would make it much easier for students to register for elective study courses available to them at times they are comfortable with. Establishing a system would facilitate the work of the administrative staff, allowing students to be added to elective courses more easily and quickly;
- 5) to improve the Electronic Admission System by reducing the administrative load, automating manual actions, improving the user interface, supplementing functionality, etc.

In order to ensure an advanced internal information exchange system for solving administrative issues, speeding up the circulation of information and decision-making, as well as to ensure electronic circulation of documents within RSU, the following tasks for increasing administrative efficiency are set by RSU:

- 1) migration to electronic storage of the student file – in accordance with Cabinet Regulation No. 203, applications, requests of the students and orders on the movement of students and study process may be stored only electronically. It will decrease the processing time of documents, help increase the efficiency of administrative work and data quality, as well as decrease the use of natural resources;
- 2) acquisition of additional HOP modules to provide availability of new e-services: enhancement of HOP functionality by implementing new e-services for the staff, for example, record keeping of business trips, e-instructions;
- 3) develop a quality and process management system. RSU Quality Assurance and Internal Audit Department already uses process management tool *QPR Enterprise Architect* with

success. In May 2019, an agreement was signed, under which additional licenses were acquired to use the process modelling tool in a more comprehensive manner and to access the latest version of *QPR*. In 2023, the purchase of a new process modelling tool with wider functionality is planned, which will enable each RSU employee to view the processes created, customise the content of the site to their own needs, keep track of changes made and monitor the activities under their responsibility, as well as ensure the registration and monitoring of quality criteria.

When evaluating innovative solutions implemented in order to support the study process, it can be said that it is a continuous process of growth guided by the RSU management and respective structural units.

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.

Within the framework of the study field "Sports", cooperation with various Latvian institutions (universities, employers, employers' organisations, local governments, ministries, non-governmental organisations) is implemented. The aim of this cooperation is to keep the study field involved in developments of relevance to society, to create a dialogue with professionals in the field, and to respond to changes in the labour market. This contributes to the achievement of the objectives and learning outcomes of the study programme. The main criteria for entering into a cooperation are the partner's reputation, relevance to the aims and objectives of the study field, and benefits for all partners.

Both RSU and LASE have already established cooperation with various Latvian institutions: companies, public and non-governmental organisations, professional associations, universities, colleges, etc. RSU pays close attention to cooperation with the sector.

The need for cooperation is determined also by the joint objectives set for the institutions with a large and versatile range of solutions; the issues related to graduates' employment opportunities are solved as well, and RSU provides institutions with the necessary specialists. The main criteria for entering into a cooperation are: the partner's relevance to the specifics of work of the field, and benefits for all cooperation partners. Employers are involved through participation in sectoral associations (e.g. Latvian Association of Sports Coaches, Latvian Association of Sports Teachers, Latvian Association of Sports Psychology), through participation in working groups organised by ministries, through participation of teaching and administrative staff in professional and scientific conferences and other events.

Cooperation with Employers and Higher Education Institutions

Cooperation with employers and higher education institutions is implemented as an essential instrument in the development of the study field “Sports”, in improving the quality of studies, as well as in ensuring compliance with labour market demands and scientific development trends.

Mechanisms for Establishing Cooperation Directions with Employers

- participation in scientific research and creative activities;
- involvement in the improvement of the study field and study programs;
- provision of internship placements for students;
- organization and implementation of methodological activities;
- provision of guest lectures;
- participation in state final examinations, including reviewing final theses.

Mechanisms for Establishing Cooperation Directions with Higher Education Institutions

- joint participation in scientific research and creative activities;
- planning and implementation of methodological activities;
- participation in state final examinations, including reviewing final theses.

Mechanisms for Partner Engagement

To ensure sustainable and targeted cooperation with partners, the following engagement mechanisms are implemented:

- signing long-term cooperation agreements with industry companies, sports organizations, state and municipal institutions, as well as higher education institutions;
- active participation in professional events of the sector (conferences, seminars, forums), promoting professional networking;
- strengthening communication with graduates of the study program, fostering cooperation in internship provision and professional development (for example, an RSU LASE graduate supervises qualification internships at the Riga Basketball School or other Latvian sports schools);
- signing cooperation memoranda and letters of intent with professional associations and other interested parties;
- implementing joint research, innovation, and community development projects with potential partners (for example, within the framework of the national research program “Sports,” RSU collaborates with the University of Latvia, Riga Technical University, including RTU Liepāja branch; in the project “Olympians in Schools with Rimi,” the retail chain “Rimi” in collaboration with the Latvian Olympic Committee (LOC) initiates activities aimed at encouraging youth to become more physically active, healthier, and more conscious in daily life. RSU LASE students and graduates – Olympians – participate in the project);
- targeted dissemination of information about cooperation opportunities in implementing the study program, using the university's digital and social communication channels. Regular public information is provided about current events in the study process, achievements in science, lifelong learning opportunities, expressing openness to cooperation;
- involvement of partners in the development councils of the study program and in quality management processes, ensuring feedback on the content of studies and its relevance to industry needs.

The strategic development of the study field is based on multifaceted and structured cooperation with industry partners. Such partnerships promote the relevance of study content to labour market requirements, create synergy between theoretical and practical knowledge, and support the professional competence development of personnel. As a result, high study quality, student competitiveness, and the sustainable development of the study field are ensured.

In order to achieve the aim of the study field and to ensure quality and export capable higher education, in the study field the sports federations are involved in the preparation of specialists of senior sports coach qualification in those sports in which RSU LASE does not specialise and/or the students are high performance athletes in the sport. In such cases, the Bachelor level study courses "Sport Specificity" is intended to be implemented in cooperation with the sport federation, in this case providing a higher level of sport specifics. One example is bobsleigh and luge, where students are often active members of the Latvian national team and the federation provides them with training space and resources; the federation's head coach Sandis Prūsis is also open to leading the practical part of scientific research with the team he coaches. Similar cooperation also exists with the Latvian Luge Federation and the Latvian Boxing Federation. Latvian Rugby Federation (where in 7 separate years several players of women's rugby were RSU LASE students) and other federations. In the course "Sport Specificity" and "Special Physical Training, Competitions and Refereeing", one of the topics is refereeing own sport (in various level competitions, often in children and youth competitions and tournaments), where students develop their knowledge and skills in refereeing and organising competitions in cooperation with the federation. Before international competitions, sport federations often organise seminars for coaches on the latest developments in the sport (refereeing, changes to competition rules, training process planning), where coaches and athletes participate, so that students are kept up-to-date with the latest developments in the sport.

In the process of studies, in years of studies 2, 3 and 4, RSU LASE implements placements for the qualification "Senior Sports Coach" and short-cycle qualification "Sports-Specific Coach". Qualification placement is implemented as an integral part of the study process, which ensures the development of students' professional competences by promoting the integration of theoretical knowledge with practical experience in the professional environment of the field. The aim of the placement is to facilitate students' readiness for independent professional activity by developing specific skills in the organisation and management of sports training, physical fitness planning, pedagogical process and cooperation with different target audiences in the context of sport.

The qualification placement is organised in cooperation with various social partners in the sector – sports clubs, education and professional improvement institutions, sports federations, local government and state authorities. This cooperation is strengthened through bilateral cooperation agreements and memoranda regulating the involvement of students in the professional environment, providing quality placements with relevant content.

Employers' involvement in the implementation of placements and in the assessment of results provides important feedback for improving the quality of the study programme, as well as contributes to the relevance of study content to current industry trends and labour market requirements. Collaboration with professionals in the field also serves as a tool to build students' professional identity and strengthen their competitiveness in the job market after graduation.

Nowadays, it is up to each student to find an organisation/society/foundation to do a placement with. In the future, a specific plan for the placement base will be developed, involving the best Latvian sports organisations. The following will be involved:

- Riga Basketball School
- Riga Volleyball School
- Riga Football School
- Riga Cycling School
- Riga Hockey School
- Riga Chess School
- Swimming School Riga
- Riga Sports School Arkādija

- Federations of all sports

The above-mentioned sports schools will offer students placements in selected sports. The plan is to involve Latvian municipalities so that part-time students can do their placements closer to where they live.

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.

Both RSU and LASE have cooperated with a number of foreign institutions before the reorganisation: universities, public and non-governmental organisations, professional associations, universities, colleges, etc. The main criteria for entering into a cooperation have been the partner's reputation, relevance to the aims and objectives of the study field, and benefits for all partners. The main areas of cooperation are participation in scientific research and creative activities and the organisation of visiting lecturers and visiting lectures. The assessment of international cooperation in scientific research during the reporting period is reflected in Section 2.4.3.

The directors of the study programmes "Health Sport Specialist" and "Health Sport" have cooperated with the Latvian Health and Fitness Association (LVFA) during the reporting period. The director of the "Health Sport Specialist" programme took part in establishing this association and was a board member for several years. The Latvian Health and Fitness Association is a member of the International Health, Racquet & Sportsclub Association (IHRSA). The LVFA has actively collaborated with the International Health, Racquet & Sportsclub Association in various projects and studies.

One of the forms of international foreign cooperation at RSU LASE is the International Summer School (Outdoor Sports and Recreation Education Summer, OSRESS). Its aim is to promote the exchange of experience and professional growth of European sports specialists and students in outdoor sports activities, recreation and sports education issues, as well as to foster non-formal education by involving both students and lecturers equally in the learning process. The authors of the International Summer School concept are Prof. Juris Grants (RSU LASE) and Assoc. Prof. Krzysztof Piech (Józef Piłsudski University of Physical Education in Warsaw), who, together with the creative RSU LASE teaching staff team (Assoc. Prof. Inta Bula-Biteniece, Assoc. Prof. Kalvis Ciekurs, Assoc. Prof. Ivars Kravalis and Assoc. Prof. Ingrida Smukā), organised the first International Summer School in 2010 in Latvia. And, continuing the begun tradition, together with lecturers from other European universities they have successfully implemented several Summer Schools in Latvia, Poland, Lithuania, Spain and Italy. In parallel with various practical physical recreation sessions, each Summer School includes an international scientific conference at which lecturers together with their students present the latest research in the field of recreation and sport. RSU LASE teaching staff have developed cooperation with researchers from sports universities in Sweden, Spain, Italy, Poland and Lithuania, producing joint publications in various articles both popular-science and highly indexed collections included in the SCOPUS database.

The cooperation fostered by the non-formal education implemented in the Summer Schools has given students the opportunity to start studies at partner universities within various mobility projects such as ERASMUS+ or Nordplus. Cooperation has also enabled students and lecturers to organise practical seminars, lectures and training processes in sports schools, sports clubs and sports universities. The most active teaching staff, Prof. Juris Grants, Assoc. Prof. Kalvis Ciekurs, Lecturer Intars Nikonovs and Visiting Lecturer Jurgis Grants, have worked in summers as coaches and teachers in Swedish sports clubs (in skiing sports in Strängnäs, Dalarna, and in orienteering sports in Molbay OL). Practical seminars in Spanish sports clubs have been led by Assoc. Prof. Kalvis Ciekurs and Assoc. Prof. Ingrida Smukā (in triathlon). Thanks to the Summer School, lecturers have also gained skills in the field of survival (military), integrating into the study process both as teachers and as participants.

On experience-exchange and seminar-organisation trips, lecturers have gone to many European countries (Spain, Portugal, Italy, France, Norway, Sweden, Iceland, Finland, the Czech Republic, Poland, etc.), as well as outside Europe to the USA, Canada, Japan, China, etc. Thanks to cooperation with European and world sports universities promoted by the Summer School, an international collection of papers, the LASE Journal of Sport Science, indexed in the ERIH Plus databases, was created.

Currently, following the integration of LASE into RSU, emphasis is being placed on establishing cooperation with the region's leading sports universities. Following the exchange visits described in section 2.2.2, contacts have been established and the first joint initiative has been launched — the international project “Sport-IE,” in which the leading partner is the Norwegian School of Sport Sciences. Other project partners include the German Sport University Cologne, the University of Luxembourg, Lunex University (a private sports university from Luxembourg), the Lithuanian Sports University, the University of Craiova (Romania), the University of Tartu, and RSU.

Associated partners include:

- the University of Exeter from the United Kingdom,
- the University of Southern Denmark,
- and Frederick University from Cyprus.

Industry partners involved in the project include:

- **“G Fitness SIA”**, which provides fitness equipment and services, contributing to the development of the sports sector by offering modern solutions for fitness enthusiasts.
- **Start NIH (NO)** – a Norwegian company specializing in health and innovation technologies, offering solutions that promote a healthy lifestyle and well-being.
- **Bergans (NO)** – a Norwegian company that manufactures and markets high-quality outdoor clothing and equipment such as tents, backpacks, and shoes suited for extreme conditions and nature adventures.
- **GrewAI (LU)** – a Luxembourg-based company that leverages artificial intelligence and data analytics to create innovative solutions for businesses, helping them improve operational processes and make more informed decisions.

The project is supported by the European Institute of Innovation and Technology (EIT), under the EIT Health and EIT Digital programs. The aim of the project is to promote the development of new ideas and businesses in the field of sports, to increase physical activity levels in society, and thereby reduce healthcare costs.

To achieve these goals, a strong and extensive Knowledge Triangle network (comprising universities, the private sector, government, and non-governmental organizations) will be established within the project. This network will aim to develop innovation and entrepreneurship

capacity in sports science within higher education institutions, and to facilitate the sharing of experiences, best practices, educational programs, and support structures.

The Sport-IE project begins with the signing of the cooperation agreement in July 2025 and will continue until April 2027. RSU will use this project as an opportunity to collaborate with the region's top sports universities, to build its reputation for future joint project involvement, and to foster new collaborations. It also offers an opportunity to develop and refine the modes, content, and nature of cooperation with external partners, including businesses, regional municipalities, research organizations, government institutions, non-governmental organizations, and other societal stakeholders.

Enclosed:

Annex 7. Information on cooperation agreements signed with other institutions.

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.

RSU procedures for attracting foreign teaching staff and students

RSU International Department (ID) has established an extensive network of partnering higher education institutions in Europe. Partnering higher education institutions are informed on *Erasmus* exchange possibilities at RSU, including the field of exchange of visiting teaching staff, on a regular basis. In addition to electronic communication, RSU ID every year organises *Erasmus+* International Week, the programme of which includes several professional networking events. Within the framework of this even, contacts are established with new *Erasmus+* cooperation partners.

In addition to them, representatives of RSU ID regularly attend annual events of professional international associations with a purpose to ensure exchanges, including visiting teaching. For example, RSU participates in networking exhibitions organised by the European Association of *Erasmus* Coordinators and European Association for International Education.

RSU ID supports *Erasmus* visiting teaching visits both before the visiting teaching staff arrives in Riga and during the period of their visiting teaching (for example, administers documentation of the visiting teaching, develops the plan of activities, assists in the process of the visit). Current development of cooperation and internationalisation is in line with the objectives of the fields and the development plan and is generally considered sufficient.

RSU and RSU LASE students have the opportunity to go on exchange studies or international placement for one semester or the entire academic year abroad with an *Erasmus+* scholarship. The programme applies to all StPs, as well as to all levels of higher education, including doctoral studies (information in [Latvian](#), [English](#)).

RSU implements *Erasmus+* programme mobility activity among the countries participating in the programme. In total, more than 200 bilateral cooperation agreements have been signed, providing mobility of the students and staff in all cycles of studies: during Bachelor's, Master's, and doctoral studies. Partnering universities are selected on the basis of available information on equal StPs and conditions of the language of studies. One of the main conditions is alignment of the study courses

during the student exchange programme in order to be able to recognise study sources and add them to the diploma supplement of the respective RSU StP. Thus, a complete study process is ensured, supplemented by experience gained abroad. RSU implements Erasmus+ programme mobility activity among the countries participating in the programme.

In promoting mobility of lecturers for exchanges and study courses or classes, the partners are mostly from the region: countries such as Lithuania, Estonia, Sweden, Norway, Poland. Other European countries are also involved in mobility, yet less frequently. Popular destinations are Spain and Italy. Successful cooperation has also been established with North American countries (USA and Canada) and other countries around the world.

The broad Erasmus network of partnering higher education institutions is a proof of international recognition of RSU. In 2017, RSU also received recognition from the State Education Development Agency on successful implementation of Erasmus programme of the European Commission.

Visiting professors joined the university's academic staff and to the university's education programme, bringing their unique perspectives to the course they were teaching, sharing their experience and knowledge of the subject, as well as introducing new teaching methods and the latest development trends and innovations in the field.

Foreign students are attracted to RSU on two levels:

- short-term mobility within the framework of the Erasmus+ programme in both Bachelor's and Master's level studies;
- long-term mobility.

Several mechanisms and strategies are used to attract students and teaching staff to RSU, such as:

1. Developing international partnerships and networks (see Annex 7)
 - Erasmus+ programme: offers opportunities for students and teaching staff to take part in exchange programmes that promote international mobility.
 - Bilateral cooperation agreements with foreign universities and research institutions: facilitating student and teaching staff exchanges.
2. International study programmes and study courses
 - Programmes are offered in English, thus, attracting students from different countries who want to pursue their education in an international environment.
3. Actively attracting international students
 - Participating in international education exhibitions: representatives of the university regularly take part in exhibitions and fairs to promote study programmes to foreign
 - Online and social media campaigns: digital marketing campaigns and the use of social networks help to reach a wide audience worldwide.
4. Support systems for foreign students and teaching staff
 - Mentor and support programmes: help foreign students and teaching staff to integrate easily into the new environment.
 - Culture and language courses: help foreign students to adapt to local life.
5. Organisation of international scientific events
 - Organisation of international scientific conferences and seminars: attract international researchers and students who want to share their research and experience.

6. Funding opportunities

- Scholarships and grants: tools to attract foreign teaching staff.

The combination of these strategies helps to attract and retain foreign students and teaching staff, creating a diverse and internationally recognised academic environment. The implementation of these principles also applies to the programmes submitted for accreditation.

Assessment of the attraction of foreign teaching staff and students during the reporting period

At the end of March, visiting professor Michelle Anne Grenier from the United States of America completed her collaboration with RSU LASE. She is a Doctor of Philosophy in Education and has been at the University of New Hampshire since 2000. She is one of the world's leading experts on the use and development of adapted physical activity for people with disabilities. She is involved in professional associations in the United States and Europe, and is active in creating the scientific research base for adapted physical activity being an author or co-author of dozens of scientific publications.

As part of the project, Grenier taught several study courses on adapted physical activity to university students. She has also prepared the methodological material "Collaborative practices for students with disabilities in education" and "Collaboration Between Physio/Speech/Occupational Therapists and Physical Education", contributed to the preparation of scientific publications.

During the project, Grenier has been active internationally, giving visiting lectures in Lithuania, Poland and Spain. She met with Latvian and Baltic experts at international seminars on health care in inclusive education organised by LASE.

Attracting foreign academic staff creates a deeper interest in the field of study for the students of the university, giving them the opportunity to broaden their horizons in the field of study, and in the future will provide an additional incentive to develop research cooperation with European and US universities and research centres.

The rapidly changing world and thus higher education landscape reinforces the need for lecturers to be flexible, adaptable and to learn continuously. The interesting and challenging aspect of teaching work is the ability to revise and diversify their teaching approach and methods, and to foster student learning that reflects developments in the field and unlaces students' wish to actively delve into it and participate in practice. Currently, RSU LASE lecturers are offered training at the RSU Centre for Educational Growth. The study content of the lecturers integrates the regular higher education and sectoral developments in Europe and the world identified by the Centre for Educational Growth, which helps the university and each lecturer to develop a modern approach to learning and teaching. The participants are offered content, form and tools that are in line with the development trends of the international higher education space, thus contributing to the modernisation and innovation of the RSU study process.

As part of the consolidation process, the availability of mobility of RSU LASE lecturers is being systematised. In the academic year 2024/2025, lecturers improved their skills in English, according to their initial knowledge. If lecturers know English, there are more opportunities to participate in mobility programmes.

The best sports universities in Northern Europe were surveyed between January 2025 and March 2025. The aim of the survey was not only to get to know the study process of the universities, but also to find opportunities to attract foreign lecturers to the study courses. So far, the involvement of foreign lecturers in the study process at the LASE has been insufficient.

Students wish to go on mobility programmes to countries where studies are available in English. The challenge for the student is to learn in the study process that takes place in other European languages (French, Spanish, Italian).

Enclosed:

Annex 6.3. Statistical data on inbound and outbound mobility of teaching staff.

Annex 7. Information on cooperation agreements signed with other institutions.

Annex 8.1. Statistics on international students and lecturers

Annex 8.2. Statistics on student mobility

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.

In 2011, both RSU and LASE received recommendations from accreditation experts for the study field “Education, Pedagogy and Sport”. Changes have taken place in the study process during the reporting period. They were introduced, for example, by the COVID-19 pandemic, which has led to a more flexible study process and greater use of digital skills. Practical events take place on site, while lectures and classes can be delivered by lecturers using online and e-learning possibilities. The study process and its implementation options are evolving rapidly. Innovative research methods are becoming increasingly important in the field of sport. Sport and science are united and no longer imagined as separate entities. Students are increasingly using their knowledge of English to learn about specialised literature in the field.

Following the recommendations of accreditation experts made in 2011, LASE reoriented its study process towards a learning outcomes-based approach: all courses were remapped to ensure that learning outcomes were linked to assessment criteria, which also helped to eliminate fragmentation of study courses. Theory was more closely linked to early and sequential placement in a sporting environment, the study process was made more interactive and there were clear assessment criteria in the study process. In parallel, an ESG-compliant internal quality system was introduced, actively involving employers, graduates and external experts in the assessment of student achievement and programme development.

The recommendations received by LASE also led to the modernisation of infrastructure with ESF/ERDF funds, the development of the e-learning environment and the expansion of Erasmus mobility, while lecturers improved their foreign language skills. Lecturers started to include interdisciplinarity in their study course descriptions. This helps students to develop an understanding of the body of knowledge, skills and competences to be acquired. Until the consolidation with RSU, these changes helped to create a student-centred and labour market-

oriented study process. All the recommendations made by the accreditation experts of the study field “Education, Pedagogy and Sport” of LASE have been implemented by the accreditation of the study field.

RSU has systematically implemented the recommendations of accreditation experts, focusing on the quality of studies. Learning outcomes are aligned with course content, which will continue to be ensured by mapping courses against learning outcomes. To ensure a student-centred approach, RSU has established a procedure for the recognition of prior education and professional experience. At the same time, the e-learning environment has been improved and the assessment criteria have been made transparent, while improvements have been made to the study course description system, making the information more visible.

The resource and personnel issues identified by the experts have been addressed by expanding the library’s collection in pedagogy and sport, providing modern equipment at the Medical Education Technology Centre (METC) (information in [Latvian](#) only) and, after consolidation, at the LASE sports bases, and concluding contracts with sports institutions to provide practical classes. To promote the English language skills of lecturers, a bonus system has been developed for lecturers whose English language skills reach at least level B2, as this is a prerequisite for lecturing in English. For the development of English language skills of lecturers, a special system has been in place since 2015, which offers free training and language proficiency exams for lecturers.

To ensure sustainability, RSU regularly updates its programmes in line with the needs of the labour market, as evidenced by the revision of study programmes in the study field “Sports” during the accreditation period (see Section 1.1). All the recommendations made by the accreditation experts of the study field “Education, Pedagogy and Sport” of RSU have been implemented by the accreditation of the study field.

Enclosed:

Annex 4.1. Development plan of the study field.

Annex 11. Plan for the implementation of recommendations.

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

During the reporting period, the RSU professional Bachelor’s (first cycle) study programme “Health Sports” was licensed (information on the RSU website in [Latvian](#), in [English](#)) (Decision No. 2023/13-L of 19 April 2023), closing the previously implemented academic Bachelor’s study programme “Health Sports” on 15.11.2023 (information on the QAHE e-platform in [Latvian](#), in [English](#)).

The development of the programme “Health Sports” was based on the national and societal need to train highly qualified health sports specialists who, using science-based training principles, would be able to promote physical activity, improve health and reduce the risk of disease. The licensing process also included recommendations from licensing experts, which have been fully implemented by the time of the accreditation (see Annex 11). Based on the recommendations provided by

experts, the link with the labour market was promoted by broadening the career trajectories of graduates, providing a more clearly defined organisation of placements, improving the material and technical environment and other changes affecting the quality of the study process.

As part of the consolidation, a decision was taken to transfer the first cycle (professional Bachelor's) study programme "Health Sports" to the first cycle (professional Bachelor's) study programme "Sports Science", including some study courses in the curriculum of the study programme "Sports Science" and not to submit this programme for accreditation. The first cycle (professional Bachelor's) study programme "Health Sports" is planned to be closed by the end of the current accreditation period of the study field "Sports" on 31.03.2026, providing opportunities for the current students to complete their studies.

It should be mentioned that the implementation of the recommendations provided by the licensing experts has helped to ensure the quality of the study process in other programmes of the study field "Sports" as well, as the cooperation with sports qualification specialists and sports federations has been expanded, the material and technical base has been expanded, etc.

Enclosed:

Annex 11. Plan for the implementation of recommendations.

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)	02_Anx_Information_Implementation_Study_Field_in_Liepaja_Branch.pdf	02_pielik_Liepajas_Filiales-apraksts_StV_Sports.pdf
List of the governing regulatory enactments and regulations of the higher education institution/ college	1_Anx_Internal_Laws_and_Regulations.pdf	1_piel_leksejie_normative_akti.pdf
The management structure of the higher education institution/ college	3_Anx_RSU_Org_chart.pdf	3_pielik_RSU_Strukturshema.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	4.1_Anx_Development_Plan.pdf	4.1_pielik_Attistibas_plans.pdf
The management structure of the study field	4.2_anx_RSU_management_structure_of_study_direction.pdf	4.2_pielik_StV_parvaldibas_strukturshema.pdf
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.	24.2_Anx_Agreement_on_Cont_Ed.pdf	24.2_piel_Vienosanas_par_izgl_turp.pdf
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.	24.3_Anx_Certification_of_Compensation_of_Losses_to_Students.pdf	24.3_piel_Apniecījums_par_studējošo_zaudējumu_kompensāciju_studiju_virziens_Sports.edoc
Standard sample of study agreement	24.6_Anx_Stud_Contract.pdf	24.6_pielikums_Stud_līguma_paraugs.pdf
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	12_21.1_21.2_Anx_Student_Graduate_Employer_Survey.pdf	12_21.1_21.2_piel_Stud_absolventu_darba_dev_ank.pdf
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	6.1_Anx_acad_staff_overview_ENG.xlsx	6.1_pielik_StV_parskats_docetaji_Sports.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	6.2_Anx_Teaching_Staff_CVs.pdf	6.2_piel_Macibspeku_CV.pdf
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.	24.4_Anx_Certification_Regarding_the_Knowledge_of_Latvian.pdf	24.4_piel_Apniecījums_par_studiju_virziena "Sports" studiju programmām.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)		
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.	6.5_Anx_Summary_Teaching_Staff_Publications.pdf	6.5_piel_Kopsav_macibsp_publ_Sports.pdf
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	6.4_Anx_Teaching_Staff_Publications.pdf	6.4_piel_Macibsp_publ_sar_Sports.pdf
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	7_Anx_Cooperation_Agreements.pdf	7_pielik_Sadarbibas_ligumi.pdf
Statistical data on the teaching staff and the students from abroad	8.1_Anx_International_Study_and_Lect.pdf	08.1_pielik_Statistika_par_arvalstu_macibspekiem.pdf
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	8.2_Anx_Statistics_Student_Mobility.pdf	08.2_Statistikas_dati_par_studejoso_mobilitati.pdf
Statistical data on the incoming and outgoing mobility of the teaching staff	6.3_Anx_Stat_apk_par_StV_macibsp_jen_iz_mob_ENG.pdf	6.3_Stat_apk_par_StV_macibsp_jen_iz_mob.pdf
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.	11_Anx_Implementation_Plan_Recommendations.pdf	11_piel_Rekomendaciju_ieviesanas_plani.pdf
An application for the evaluation of the study field signed with a secure electronic signature	Application_StF_Sports.pdf	Iesniegums_studiju_virziena "Sports" novērtēšanai.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
01_StV_Pielikumu_uzskaitijums.pdf	01_StV_Pielikumu_uzskaitijums.pdf
01_StF_List_of_Annexes.pdf	01_StF_List_of_Annexes.pdf
4.3_pielikums_Kvalitātes_padomes_sastāvs.pdf	4.3_pielikums_Kvalitātes_padomes_sastāvs.pdf
4.3_AnX_Study_Quality_Council_StF_Sports.pdf	4.3_AnX_Study_Quality_Council_StF_Sports.pdf
05_pielik_Studejoso_pasparvaldes_darbiba_lv.pdf	05_pielik_Studejoso_pasparvaldes_darbiba_lv.pdf
05_AnX_Activities_of_Student_Union.pdf	05_AnX_Activities_of_Student_Union.pdf
13.1_marketinga_aktivitates_RSU.pdf	13.1_marketinga_aktivitates_RSU.pdf
13.1_AnX_Marketing_RSU_LSPA.pdf	13.1_AnX_Marketing_RSU_LSPA.pdf
13.2_istenotie_projekti_Sports.pdf	13.2_istenotie_projekti_Sports.pdf
13.2_AnX_Implemented_projects_Sports.pdf	13.2_AnX_Implemented_projects_Sports.pdf
16_pielik_stat_dati_stud_Sports.pdf	16_pielik_stat_dati_stud_Sports.pdf
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nodarbību grafiki_ iesūtīti 23.09.2025	attachments-22028.zip

Sports Science (42813)

Study field	<i>Sport</i>
ProcedureStudyProgram.Name	<i>Sports Science</i>
Education classification code	<i>42813</i>
Type of the study programme	<i>First cycle (professional bachelor's) study programme</i>
Name of the study programme director	<i>Uģis</i>
Surname of the study programme director	<i>Ciematnieks</i>
E-mail of the study programme director	<i>Uģis.Ciematnieks@rsu.lv</i>
Title of the study programme director	<i>Dr.paed.</i>
Phone of the study programme director	<i>29791394</i>
Goal of the study programme	<i>Overall aim of the study programme: To prepare highly qualified sports specialists with several qualifications in the field of sports and advanced competences in the implementation of physical activity for health promotion, specific types of preparation for sports training and sports training planning, as well as knowledge, skills and competences in the planning and implementation of recreational activities, in the activities of a sports and health teacher, as well as in the professional activities of a sports manager.</i> <i>1. Aim of the subprogramme "Senior Coach and Sports Manager":</i> <i>To train senior sports coaches in various types of sports with an additional qualification of a Sports Manager, providing the opportunity to acquire knowledge, skills and competences in the organisation and planning of the training process, the implementation and management of the ways of preparing the training process for different groups of the population, as well as competences in managing sports organisations, institutions and sports associations, which will ensure increased competitiveness, greater opportunities and sustainability in the Latvian labour market in the field of sports education.</i> <i>2. Aim of the subprogramme "Senior Coach and Recreation Specialist":</i> <i>To train senior sports coaches in various sports with the additional qualification of a Recreation Specialist, enabling them to acquire knowledge, skills and competences in planning the organisation and planning of the training process, the implementation and management of the ways of preparing the training process for different groups of the population, as well as the ability to develop the content of recreational activities based on the specific needs and objectives of different groups of society, identifying and using the available recreational means for this purpose.</i> <i>3. Aim of the subprogramme "Senior Coach and Sports and Health Teacher":</i> <i>To train senior sports coaches in various sports with the additional qualification of a Sports Teacher, enabling them to acquire knowledge, skills and competences in planning the organisation and planning of the training process, the implementation and management of the ways of preparing the training process for different groups of the population, as well as appropriate competences in the development, implementation and improvement of the content of preschool physical activities, school sports and health lessons, according to the age, physical fitness and specifics of the learners.</i> <i>4. Aim of the subprogramme "Sports and Health Teacher and Sports Manager":</i> <i>To train specialists with competences in the development, implementation and improvement of the content of preschool physical activities, school sports and health lessons, according to the age, physical fitness and specifics of the learners, as well as competences in managing sports organisations, institutions and sports associations, which will ensure increased competitiveness, greater opportunities and sustainability in the Latvian labour market in the field of sports education.</i> <i>5. The aim of the subprogramme "Sports and Health Teacher and Recreation Specialist":</i> <i>To train specialists with competences in the development, implementation and improvement of the content of preschool physical activities, school sports and health lessons, according to the age, physical fitness and specifics of the learners, as well as the ability to develop the content of recreational activities based on the specific needs and objectives of different groups of society, identifying and using the available recreational means for this purpose.</i>

Tasks of the study programme	Overall objectives: 1. To provide study courses for the acquisition of basic sports-specific knowledge on the fundamentals of human functioning, pedagogy, psychology, and the promotion of movement skills in sports; 2. To promote professional competences in entrepreneurship and sports management, economics and business; 3. To provide for the development of theoretical and practical competences in sports training and recreational activities in a variety of settings, guided by the needs and goals of different groups in society; 4. To develop skills in designing and implementing pre-school and school sports content focused on health-enhancing physical activity and sports; 5. To be familiar with sports-specific forms of preparation in the planning and implementation of sports-specific training and health-promoting physical activities and evaluation of the results thereof; 6. To improve scientific research, data analysis, and evidence-based discussion skills; 7. To improve students' theoretical knowledge and practical skills in conditions close to the profession in order to develop and strengthen the competences required for the qualification. 1. Subprogramme "Senior Coach and Sports Manager" 1. To provide a basic volume of theoretical knowledge on the structure of the human body, its functioning, health-promoting activities at different ages, movement analysis and assessment, injury prevention and the body's adaptive responses to physical load at different ages. 2. To promote the competences necessary for entrepreneurship, as well as knowledge in economics, business, personnel and sports organisation management and business, and the organisation of sports camps. 3. To ensure the application of theoretical, practical, planning and organisational skills for types of sports, as well as physical development skills in the work of a coach and sports manager, focusing on specific forms of preparation for sports and physical activity. 4. To develop an understanding of the development of psychological, pedagogical and communication skills in the work of a sports-specific coach and sports manager. 5. To provide an opportunity to learn how to teach and improve the basic movements of various types of sports and physical activities, their assessment, and the ability to apply these basic movements in professional activities to achieve specific goals. 6. To provide knowledge about conducting scientific research, data processing, and the use of digital technologies in the implementation of an evidence-based training process, while respecting ethics, human rights, and confidentiality in professional activities. 7. To provide the opportunity to consolidate the acquired knowledge and skills of a sports coach and sports manager at the level of competences by carrying out tasks close to the profession with different groups of society according to their specific needs and goals. 2. Subprogramme "Senior Coach and Recreation Specialist" 1. To provide a basic volume of theoretical knowledge on the structure of the human body, its functioning, health-promoting activities at different ages, movement analysis and assessment, injury prevention and the body's adaptive responses to physical load at different ages. 2. To develop professional competences in entrepreneurship, management and marketing in the modelling of recreational events and camps and the organisation of outdoor activities in the work of a sports coach and recreation specialist. 3. To ensure the application of theoretical, practical, planning and organisational skills for types of sports, as well as physical development skills in the professional activity of a coach and recreation specialist, focusing on specific forms of preparation for sports and physical activity. 4. To provide an opportunity to learn how to teach and improve the basic movements of various types of sports and physical activities, their assessment, and the ability to apply these basic movements in professional activities to achieve specific goals. 5. To develop an understanding of the development of psychological, pedagogical and communication skills in the work of a sports-specific coach, as well as by organising recreational activities, using available resources and forms of implementation. 6. To provide knowledge about conducting scientific research, data processing, and the use of digital technologies in the implementation of an evidence-based training process, while respecting ethics, human rights, and confidentiality in professional activities. 7. To provide the opportunity to consolidate the acquired knowledge and skills of a sports coach and recreation specialist at the level of competences by carrying out tasks close to the profession with different groups of society according to their specific needs and goals. 3. Subprogramme "Senior Coach and Sports and Health Teacher" 1. To provide a basic volume of theoretical knowledge on the structure of the human body, its functioning, health-promoting activities at different ages, movement analysis and assessment, injury prevention and the body's adaptive responses to physical load at different ages. 2. To develop professional business competences and the ability to organise sports camps and events for children and young people of all ages. 3. To ensure the application of theoretical, practical, planning and organisational skills for types of sports, as well as physical development skills in the professional activity of a coach, sports and health teacher, focusing on specific forms of preparation for sports and physical activity and the acquisition of basic movement skills in sports and health class. 4. To provide an opportunity to learn how to teach and improve the basic movements of various types of sports and physical activities, their assessment, and the ability to apply these basic movements in professional activities to achieve specific goals, and to develop an understanding of the development of psychological, pedagogical and communication skills in the work of a sports-specific coach and teacher. 5. To learn classroom management skills for school sports and health classes, implementing various sports and health-promoting activities as projects at school, creating cross-curricular connections. 6. To develop the pedagogical competences of a pre-school and school sports and health teacher, based on didactic principles, teacher's organisational activities, determining and evaluating learners' achievements, developing pedagogical content based on transferrable skills in conditions close to the profession. 7. To provide knowledge about conducting scientific research, data processing, and the use of digital technologies in the implementation of an evidence-based training, teaching and learning process, while respecting ethics, human rights, and confidentiality in professional activities. 4. Subprogramme "Sports and Health Teacher and Sports Manager" 1. To provide a basic volume of theoretical knowledge on the structure of the human body, its functioning, health-promoting activities at different ages, movement analysis and assessment, injury prevention and the body's adaptive responses to physical load at different ages. 2. To promote the competences necessary for entrepreneurship, as well as knowledge in economics, business, personnel and sports organisation management and business. 3. To ensure the application of theoretical, practical, planning and organisational skills for types of sports, as well as knowledge about physical development in the work of a sports teacher and sports manager, focusing on specific preparation methods and tasks for sports and physical activities in preschool and school. 4. To learn classroom management skills for school sports and health classes, implementing various sports and health-promoting activities as projects at school, creating cross-curricular connections. 5. To develop the pedagogical competences of a pre-school and school sports and health teacher, based on didactic principles, teacher's organisational activities, determining and evaluating learners' achievements, developing pedagogical content based on transferrable skills in conditions close to the profession. 6. To provide knowledge about conducting scientific research, data processing, and the use of digital technologies in the implementation of an evidence-based teaching and learning process, while respecting ethics, human rights, and confidentiality in professional activities. 5. Subprogramme "Sports and Health Teacher and Recreation Specialist" 1. To provide a basic volume of theoretical knowledge on the structure of the human body, its functioning, health-promoting activities at different ages, movement analysis and assessment, injury prevention and the body's adaptive responses to physical load at different ages. 2. To develop professional competences in entrepreneurship, management and marketing in the modelling of recreational events and camps and the organisation of outdoor activities in the work of a sports and health teacher. 3. To ensure the application of theoretical, practical, planning and organisational skills for types of sports, as well as physical development skills in the professional activity of a sports and health teacher, recreation specialist, focusing on specific forms of preparation for sports and physical activity. 4. To develop an understanding of the development of psychological, pedagogical and communication skills in the work of a recreation specialist and sports and health teacher, to provide an opportunity to learn how to teach and improve the basic movements of various types of sports and physical activities, their assessment, and the ability to apply these basic movements in professional activities to achieve specific goals. 5. To learn classroom management skills for school sports and health classes, implementing various sports and health-promoting activities as projects at school, creating cross-curricular connections. 6. To develop the pedagogical competences of a pre-school and school sports and health teacher, based on didactic principles, teacher's organisational activities, determining and evaluating learners' achievements, developing pedagogical content based on transferrable skills in conditions close to the profession. 7. To provide knowledge about conducting scientific research, data processing, and the use of digital technologies in the implementation of an evidence-based teaching and learning process, while respecting ethics, human rights, and confidentiality in professional activities.
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Results of the study programme	Overall learning outcomes: 1. The student knows and is able to use the sports-specific basis of anatomy, physiology, biochemistry in their professional activity, is familiar with the tools and methods of pedagogy and psychology for teaching and improving movement skills. 2. The student is familiar with the professional business competences within the framework of the relevant professional qualification, and understands aspects of sports management, economics and business. 3. The student is able to develop theoretically based practical sport training content in the long term and to manage the training process for the type of sports, as well as to design different forms of recreational activities for different social groups and to choose appropriate recreational methods and means to achieve the goal. 4. The student is competent to organise health-promoting physical activities, develop and implement in practice the content of sports classes in school and pre-school based on pre-school and school sports activities, the curriculum, learners' needs and age specifics, class teacher documentation and work planning. 5. The student selects and applies sports-specific preparation methods in the training process and physical activities, assesses the dynamics of the result achieved in training or health-promoting physical activity, and is able to plan the necessary resources and support staff. 6. The student is able to collect, evaluate, process and use quantitative or qualitative data in professional activities, based on evidence-based scientific research and information from databases. 7. The student uses in practice, explains, advises and discusses the knowledge, skills and competences required for professional activity and are able to independently assess and improve their professional skills in team work and individually, based on theoretical and practical knowledge of the profession in Latvian and in a foreign language of the European Union. 1. Subprogramme "Senior Coach and Sports Manager" 1. The student understands human functioning as anatomy, physiology, biomechanics of movement, the theoretical and practical impact of sports training on the development of physical qualities, techniques and tactics and demonstrates basic and specialised skills in pedagogy, psychology and sports medicine, as well as competences in injury prevention. 2. The student is familiar with professional business competences and sports management theory and is competent to apply them in the field of activity of a sports-specific coach and sports manager. 3. The student is able to demonstrate a scientific approach to problem solving and perform work duties responsibly, assume responsibility and initiative competently, working in a team and demonstrating cooperation skills, managing the work of other people in their professional field. 4. The student is competent in applying the necessary skills and knowledge in the planning of the training process in various types of sports, implementation and control of the types of preparation, as well as in the organisation and supervision of competitions, able to substantiate their actions on the basis of the basic knowledge of pedagogical and psychological theories, proficient in a professional foreign language at a conversational level. 5. The student justifies and substantiates the use of physical activities and sports classes to strengthen and improve health, increase physical work capacity in people of different genders and physical fitness levels, taking into account the specifics of age groups. 6. The student is familiar with and can use the regulatory documents of the profession, systems of sports-related organisations, information technology, basic organisational management and economic principles. 7. The student is able to implement professional ethics in practice, respect confidentiality and strategically plan and manage an effective and inclusive training process for an individual and a team over a multi-year training cycle, according to the individual's abilities, performance, age and individual development opportunities, in collaboration with colleagues, planning the involvement of necessary support staff and material resources. 8. The student is able to scientifically evaluate the impact, quality and dynamics of achieved goals of physical activity and sports activities and competent to promote the development and suitability of physical activity for different groups of people, to develop and supervise innovative person-centred approaches and health-promoting activities. 9. The student acquires the necessary knowledge to define the goals, directions of activity and strategy of a sports organisation and is competent to manage the work of a sports organisation, ensuring the development of the organisation and making full use of the resources of the sports organisation, understands the nature and role of a sports organisation manager, knows different management methods and styles, and is able to apply them in practice. 2. Subprogramme "Senior Coach and Recreation Specialist" 1. The student understands human functioning as anatomy, physiology, biomechanics of movement, the theoretical and practical impact of sports training on the development of physical qualities, techniques and tactics and demonstrates basic and specialised skills in pedagogy, psychology and sports medicine, as well as competences in injury prevention. 2. The student knows and applies professional business competences in the organisation of different types of recreational activities, and is able to use recreational activities to improve physical fitness and promote social skills for different target groups. 3. The student is able to demonstrate a scientific approach to problem solving and perform work duties responsibly, assume responsibility and initiative competently, working in a team and demonstrating cooperation skills, managing the work of a team or collective. 4. The student is competent in applying the necessary skills and knowledge in the planning and control of the training process in various types of sports, as well as in the organisation and supervision of competitions, able to substantiate their actions on the basis of the basic knowledge of pedagogical and psychological theories, proficient in a professional foreign language at a conversational level. 5. The student knows how to use various recreation and outdoor activity resources, modelling and drawing up plans for recreational activities for various groups of society in outdoor activities with available resources. 6. The student knows how and is able to use regulatory documents of the profession to research the needs of the recreation market and to apply knowledge competently in guiding tours or supervising recreational activities. 7. The student is able to implement professional ethics in practice, respect confidentiality and strategically plan and manage an effective and inclusive training process for an individual and a team over a multi-year training cycle, according to the individual's abilities, performance, age and individual development opportunities, in collaboration with colleagues, planning the involvement of necessary support staff and material and technical resources. 8. The student is able to scientifically evaluate the impact, quality and dynamics of achieved goals of physical activity and sports activities and competent to promote the development and suitability of physical activity for different groups of people, to develop and supervise innovative person-centred approaches and health-promoting activities. 3. Subprogramme "Senior Coach and Sports and Health Teacher" 1. The student understands human functioning as anatomy, physiology, biomechanics of movement, the theoretical and practical impact of sports training on the development of physical qualities, techniques and tactics and demonstrates basic and specialised skills in pedagogy, psychology and sports medicine, as well as competences in injury prevention. 2. The student is familiar with professional business competences and sports management theory and is competent to apply them in the field of activity of a sports-specific coach and sports and health teacher. 3. The student is able to demonstrate a scientific approach to problem solving and perform work duties responsibly, assume responsibility and initiative competently, working in a team and demonstrating cooperation skills, managing the work of other people in their professional field. 4. The student is competent in applying the necessary skills and knowledge in the planning of the training process in various types of sports, implementation and control of the types of preparation, as well as in the organisation and supervision of competitions, able to substantiate their actions on the basis of the basic knowledge of pedagogical and psychological theories, proficient in a professional foreign language at a conversational level. 5. The student justifies and substantiates the use of physical activities in the subject of sports and health and in the training process in strengthening and improving health, increasing physical work capacity and acquiring movement skills and abilities for learners of various physical fitness levels, taking into account the characteristics of age groups. 6. The student is competent to create and implement preschool and school sports content based on transversal skills and basic movement skills and abilities and organising the classroom teacher's work, curriculum and projects at school. 7. The student uses and knows how to teach basic movements of various types of sports, assess the results of movement learning, and adapt basic movements of various types of sports to learners with different needs, both in the daily learning process and in school projects and camps. 4. Subprogramme "Sports and Health Teacher and Sports Manager" 1. The student understands human functioning as anatomy, physiology, biomechanics of movement, the theoretical and practical impact of sports training on the development of physical qualities, techniques and tactics and demonstrates basic and specialised skills in pedagogy, psychology and sports medicine, as well as competences in injury prevention. 2. The student is familiar with professional business competences and sports management theory and is competent to apply them in the field of activity of a sports and health teacher and sports manager. 3. The student is able to demonstrate a scientific approach to problem solving and perform work duties responsibly, assume responsibility and initiative competently, working in a team and demonstrating cooperation skills, managing the work of other people in their professional field. 4. The student justifies and substantiates the use of physical activities in the subject of sports and health in strengthening and improving health, and acquiring movement skills and abilities for learners of various physical fitness levels, taking into account the characteristics of age groups. 5. The student is competent to create and implement preschool and school sports content based on transversal skills and basic movement skills and abilities and organising the classroom teacher's work, curriculum and projects at school. 6. The student uses and knows how to teach basic movements of various types of sports, assess the results of movement learning, and adapt basic movements of various types of sports to learners with different needs, both in the daily learning process and in school projects and camps. 7. The student is familiar with and can use the regulatory documents of the profession, systems of sports-related organisations, information technology, basic organisational management and economic principles. 8. The student acquires the necessary knowledge to define the goals, directions of activity and strategy of a sports organisation and is competent to manage the work of a sports organisation, ensuring the development of the organisation and making full use of the resources of the sports organisation, understands the nature and role of a sports organisation manager, knows different management methods and styles, and is able to apply them in practice. 5. Subprogramme "Sports and Health Teacher and Recreation Specialist" 1. The student understands human functioning as anatomy, physiology, biomechanics of movement, the theoretical and practical impact of sports training on the development of physical qualities, techniques and tactics and demonstrates basic and specialised skills in pedagogy, psychology and sports medicine, as well as competences in injury prevention. 2. The student knows and applies professional business competences in the organisation of different types of recreational activities, and is able to use recreational activities to improve physical fitness and create and implement the content of sports and health classes, as well as to promote social skills for different target groups. 3. The student is able to demonstrate a scientific approach to problem solving and perform work duties responsibly, assume responsibility and initiative competently, working in a team and demonstrating cooperation skills, managing the work of other people in their professional field. 4. The student justifies and substantiates the use of physical activities in the subject of sports and health and in different recreational activities in strengthening and improving health, increasing physical work capacity and acquiring movement skills and abilities for learners of various physical fitness levels, taking into account the characteristics of age groups. 5. The student is competent to create and implement preschool and school sports content based on transversal skills and basic movement skills and abilities and organising the classroom teacher's work, curriculum and projects at school. 6. The student uses and knows how to teach basic movements of various types of sports, assess the results of movement learning, and adapt basic movements of various types of sports to learners with different needs, both in the daily learning process and in school projects and camps. 7. The student knows how to use various recreation and outdoor activity resources, modelling and drawing up plans for recreational activities for various groups of society in outdoor activities with available resources.
Final examination upon the completion of the study programme	National examination

Study programme forms

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	4
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	240
Admission requirements (in English)	<i>Secondary education Admission examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Sport Science</i>
Qualification to be obtained (in english)	<i>Senior Sports Coach and Sports Manager</i>

Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

Part time extramural studies - 4 years, 6 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	4
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	240
Admission requirements (in English)	<i>Secondary education Admission examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Sport Science</i>
Qualification to be obtained (in english)	<i>Senior Sports Coach and Sports Manager</i>

Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

Part time extramural studies - 4 years, 6 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	4
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	240
Admission requirements (in English)	<i>Secondary education Admission examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Sport Science</i>
Qualification to be obtained (in english)	<i>Senior Sports Coach and Recreation Specialist</i>

Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

Part time extramural studies - 4 years, 6 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	4
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	240
Admission requirements (in English)	<i>Secondary education Admission examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Sport Science</i>
Qualification to be obtained (in english)	<i>Senior Sports Coach and Teacher</i>

Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

Part time extramural studies - 4 years, 6 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	4
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	240
Admission requirements (in English)	<i>Secondary education Admission examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Sport Science</i>
Qualification to be obtained (in english)	<i>Teacher and Sports Manager</i>

Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

Part time extramural studies - 4 years, 6 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	4
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	240
Admission requirements (in English)	<i>Secondary education Admission examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Sport Science</i>
Qualification to be obtained (in english)	<i>Teacher and Recreation Specialist</i>

Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>240</i>
Admission requirements (in English)	<i>Secondary education Admission examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Sport Science</i>
Qualification to be obtained (in english)	<i>Senior Sports Coach and Recreation Specialist</i>

Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>240</i>
Admission requirements (in English)	<i>Secondary education Admission examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Sport Science</i>
Qualification to be obtained (in english)	<i>Senior Sports Coach and Teacher</i>

Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>240</i>
Admission requirements (in English)	<i>Secondary education Admission examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Sport Science</i>
Qualification to be obtained (in english)	<i>Teacher and Sports Manager</i>

Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

Full time studies - 4 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>240</i>
Admission requirements (in English)	<i>Secondary education Admission examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in Sport Science</i>
Qualification to be obtained (in english)	<i>Teacher and Recreation Specialist</i>

Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007

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.

Table 1. Changes in the StP Parameters

No.	Parameter	Description and analysis of changes in the StP parameters during the accreditation period	Planned changes within the assessment procedure
1.	Study field	Changed from the study field "Education, Pedagogy and Sports" to the study field "Sports"	—
2.	Title of the StP		—
3.	Code according to the Classification of the Education of the Republic of Latvia	—	Two codes according to the classification of education: 42813, 42141
4.	Head of the StP	Uģis Ciematnieks	—
5.	Academic degree of the head of the StP	<i>Dr. paed.</i>	—
6.	Aim of the StP	—	Clarified to also indicate the aims of the subprogrammes
7.	Tasks of the StP	—	Clarified to also indicate the tasks of the subprogrammes
8.	Learning outcomes to be achieved	—	Clarified to also indicate the learning outcomes of the subprogrammes to be achieved
9.	Final examination at the end of the StP	—	—

No.	Parameter	Description and analysis of changes in the StP parameters during the accreditation period	Planned changes within the assessment procedure
10.	Type and form of studies	—	—
11.	Duration of implementation	—	—
12.	Language of implementation		—
13.	Volume of the StP (CP)		The volume has not changed, but in accordance with amendments to Section 1(8) of the Law on Higher Education Institutions, which entered into force on 11 October 2022 and are to be implemented by 31 December 2024, a transition to the European Credit Transfer and Accumulation System has been made, specifying the volume of ECTS in study courses.
14.	Admission requirements	—	—
15.	Degree to be awarded	—	—

No.	Parameter	Description and analysis of changes in the StP parameters during the accreditation period	Planned changes within the assessment procedure
16.	Qualification to be awarded		In the future, it is planned not to admit students to the Recreation Specialist qualification, maintaining two subprogrammes, in which two qualifications are awarded: "Senior Coach and Sports and Health Teacher" (qualifications to be awarded: Senior Sports-Specific Coach and Teacher); "Senior Coach and Sports Manager" (qualifications to be awarded: Senior Sports-Specific Coach and Sports Manager)
17.	Place of implementation	—	Riga, Dzirciema iela 16; Riga, Brīvības gatve 333

Due to amendments to Annex No. 1 to Cabinet Regulation No. 793 of 11 December 2018 "Regulations Regarding Opening and Accreditation of Study Fields": Study Fields in Higher Education, study field "Education, Pedagogy and Sports" has been divided into two fields: "Education and Pedagogy" and "Sports". The study programme "Sports Science" is implemented as part of the study field "Sports".

According to the Cabinet of Ministers Regulation No 322 "Regulations on the Classification of Latvian Education" (available only in [Latvian](#)), the study programme has two codes: 42813 and 42141. The first part of the code, 42, indicates the type of educational programme: a first cycle higher education programme leading to a bachelor's degree and a sixth level professional qualification, to be implemented after at least upper secondary education. Part of the code 813 corresponds to the qualification Senior Sports Coach and 141 to the qualification Teacher. In the sub-programme content and organisation of the study process, the qualifications of Senior Sports Coach and Teacher are placed as the primary qualifications in the sub-programme (the first qualifications to undergo an placement, as well as the first qualifications in the study course "National examination in qualification I"), the amount of ECTS in the qualifications is the same.

From the moment of accreditation of the programme in 2013, the director of the study programme was Prof. Rasma Jansone, under whose guidance the documentation of the teacher qualification was developed (regulation on the diploma paper and the national practical examination), which was later taken over by other qualifications; since 2020, the duties of the director of the study programme are performed by Assoc. Prof. Uģis Ciematnieks.

As part of the assessment procedure, the aim of the study programme, tasks and outcomes to be achieved have been clarified to reflect the aim, tasks and outcomes to be achieved of each

subprogramme.

Due to the centralised transition from the national to European (ECTS) credit point system, all study courses for which the total number of ECTS could not be expressed in whole numbers were subject to a credit point volume adjustment, with the number of contact hours being adjusted accordingly. The RSU Study Process Development Plan for Social Sciences and Health Care Studies, approved at the Senate meeting on 13 February and 12 March 2024, stipulates that, starting with the 2024 admission, study plans must reflect ECTS credit points. The transition to the ECTS credit point system in each study programme is the responsibility of the study programme directors. According to Article 1(8) of the Law on Higher Education Institutions, one credit point corresponds to 25-30 hours of study work. Each lecturer assesses the scope of work within the study course within the limits of the Law on Higher Education Institutions. Each lecturer has reviewed and adapted the content of their courses in terms of implementation format and content to the new amount of credit points and the corresponding number of hours ("Transition to the New Credit Point System. Recommendations for Directors of Study Programmes and Heads of Study Courses" – 2024, RSU Centre for Educational Growth, the document is available in Annex No. 28). With the introduction of the new credit point system, the volume of the study programme has changed from 160 Latvian credit points to 240 ECTS credit points.

The programme has historically offered four qualifications, two of which were offered to be obtained at the same time – the programme was considered completed if both qualifications were obtained. The qualifications offered were senior coach, teacher, sports manager and recreation specialist. It was possible to combine these qualifications into five possible pairs of qualifications that were implemented as five subprogrammes: "Senior Coach and Sports Manager", "Senior Coach and Recreation Specialist", "Senior Coach and Sports and Health Teacher", "Sports and Health Teacher and Sports Manager" and "Sports and Health Teacher and Recreation Specialist". In the future, due to the quality of the study programme, cost-effectiveness, student and labour market demand, only three qualifications will be offered in two qualification pairs (subprogrammes): "Senior Coach and Sports and Health Teacher" (qualifications to be awarded: senior sports-specific coach and teacher), and "Senior Coach and Sports Manager" (qualifications to be awarded: senior sports-specific coach and sports manager). The compulsory, A category, of courses is the same for all subprogrammes, while qualifications are implemented as restricted elective, category B, courses. This approach allows two qualifications to be obtained in four years of studies, and the sports foundation allows the courses of the programme to meet each professional standard.

The study programme will be implemented in Riga, Dzirciema iela 16 (RSU main building – legal address in accordance with the State Education Information System) and Riga, Brīvības gatve 333.

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

The title of the study programme, the degree to be obtained, professional qualification or degree and professional qualification, aims, tasks, learning outcomes and admission requirements are

mutually consistent. The study programme “Sport Science” corresponds to the study field “Sports”, as it provides students with the development of knowledge, skills and competences in sport science and practical sport activities. The study programme and its subprogrammes have study outcomes, content and academic staff qualifications that meet the requirements of the field, thus integrating into the relevant study field.

The study programme “Sports Science” is based on such regulatory enactments as Cabinet Regulation No. 305 “Regulations on the State Standard of Vocational Education”, which define the aims and content of a first-cycle study programme; Cabinet Regulation No. 322 “Regulations on the State Classification of Education”, professional standard of a teacher (approved at the meeting of the Tripartite Sub-Council for Professional Education and Employment on 12 June 2020; available only in [Latvian](#)), professional standard of a senior sports coach (approved at the meeting of the Tripartite Sub-Council for Professional Education and Employment on 7 June 2023; available only in [Latvian](#)), standard of a company manager (approved at the meeting of the Tripartite Sub-Council for Professional Education and Employment on 18 September 2019, updated (technical corrections) at the 9 October 2024 meeting; available only in [Latvian](#)), as well as Cabinet Regulation No. 416 “Regulations Regarding the State General Secondary Education Standard and Model General Secondary Education Programmes”, Annex No. 8 “The Intended Results to Be Achieved by a Pupil in the Field of Study of Health, Security, and Physical Activity”.

According to the Cabinet of Ministers Regulation No 322 “Regulations on the Classification of Latvian Education” (available only in [Latvian](#)), the study programme has two codes: 42813 and 42141. The first part of the code, 42, indicates the type of education programme - a first cycle higher education programme for a bachelor's degree and a sixth level professional qualification, to be implemented after at least secondary education, while the second part of the code, 813, indicates the education programme group Sports, but 141 indicates the education programme group Teacher education. A further explanation of the study programme codes is given in Section 3.1.1.

The duration of the study programme “Sport Science” is 4 years for full-time studies and 4 years and 6 months for part-time correspondence studies. Full-time regular studies are organised over eight semesters during the academic year, during which students study all courses in person. For the second, third and fourth years of study, there is a break in the study timetable during which only the placement is carried out and no other courses of study take place. In the eighth semester, only the placement and the national examinations are carried out. Part-time correspondence studies are organised in three periods during the academic year, each period lasting three weeks, during which students have mostly face-to-face lectures and classes. Independent work is provided between the periods of study. This format is useful for part-time students, as many of them are employed and can organise leave at their place of work to be in-person for the study period. Full-time students are mostly recent graduates from general education institutions and are not employed, while part-time students are mostly employed and many have prior higher education, so the part-time correspondence format is more suitable for them than full-time regular studies. The different target audiences confirm the usefulness of both implementation forms of the study programme.

Upon successful completion of the programme, graduates receive a Bachelor's degree in Sports Science and two qualifications. The content of the study programme corresponds to level 6 of the Latvian Qualifications Framework, the compulsory courses include both a course for the basic development of a bachelor thesis and national examinations (bachelor and diploma thesis), which allow the award of a professional bachelor degree in sports science. The professional knowledge, skills and competences required for the qualifications to be obtained in the sub-programmes are covered in the restricted elective courses, so that the programme can lead to the award of a

professional qualification. In order to cover the different aspects of the implementation of the study field “Sports”, two out of four possible qualifications can be obtained. To ensure this, separate subprogrammes are developed in the programme where students can study the following qualification pairs:

1. “Senior Coach and Sports and Health Teacher” (qualifications to be awarded: Senior Sports Coach and Teacher),
2. “Senior Coach and Sports Manager” (qualifications to be awarded: Senior Sports Coach and Sports Manager),
3. “Senior Coach and Recreation Specialist” (qualifications to be awarded: Senior Sports Coach and Recreation Specialist),
4. “Sports and Health Teacher and Sports Manager” (qualifications to be awarded: Teacher and Sports Manager) and
5. “Sports and Health Teacher and Recreation Specialist” (qualifications to be awarded: Teacher and Recreation Specialist).

The aim of each professional qualification of the subprogramme stems from the main aim of the programme, which is to train highly qualified specialists in the study field “Sports”, whose main task is to implement and manage physical activities to improve health and physical fitness, while at the same time possessing the competences of a business manager, which enables the graduate to be not only an employee on the labour market, but also an employer or a self-employed person, as well as to develop their own sports-related business. The objective of the study programme, to train sports specialists with competences in the implementation of physical activity for health promotion as sports and health teacher is fulfilled by the objective of each sub-programme, which includes competences in the organisation of physical activity in pre-school and school sport and in the development of the content of sport and health lessons, according to the age, readiness and specificity of the pupils. The competence of students is formed with the pervasive skills to develop the basic range of movement skills and abilities of pupils and learners, to adapt physical activities to different needs, levels of preparation, demonstrating this with a scientific approach in conditions close to the profession (placement), which allows to achieve the final result of studies - a graduate ready to perform professional work duties without the need for additional training.

Based on student preferences, labour market demand and optimised programme management and costs, it is planned not to admit students in the qualification “Recreation Specialist” and its pairs, as well as in the subprogramme “Sports and Health Teacher and Sports Manager” due to the low number of students. The recreation qualification is included in the accreditation of the programme to allow the historically admitted students to graduate in their chosen pair of qualifications. Consequently, it is planned that in future there will be only two subprogrammes “Senior Sports-Specific Coach and Sports and Health Teacher” and “Senior Sports-Specific Coach and Sports Manager”, thus streamlining the programme management, costs and making the programme easier to understand, as a sports-specific coach will always be the first and compulsory qualification.

In order to achieve the learning outcomes and to ensure the highest possible selection of applicants, as well as taking into account the fact that the study courses have a practical part which requires physical training in the didactic principles of the application of teaching aids, the study programme “Sports Science” applies uniform admission requirements to all subprogrammes (see Annex 1.2.1.). The same admission requirements and admission test evaluation criteria are applied to all subprogrammes, which include compulsory secondary education, as well as an admission test for full-time, during which physical tests must be passed. A certain level of physical training is required for graduates to be able to perform and test in practice the application of pedagogical tools and methods for teaching various movements during the study process, as the content of the

courses requires students to demonstrate, explain, simulate and apply in practice the didactic tools of each course, which include physical exercises and exercises to achieve specific objectives for different age groups and social groups. The admission requirements have been agreed with the Higher Education Council (see Annex 25).

Annexed:

Annex No. 24.1. Model Diploma and Supplement Thereto.

Annex No. 24.8. Study Contract Sample.

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

To increase the employability of the alumni in the local market, as mentioned above, the programme offers two qualifications in several combinations, which are implemented as subprogrammes, thus giving the alumni a wider range of opportunities to engage in professional activities. When analysing the employment of alumni, the following data can be mentioned:

- “Senior Sports Coach”, which, according to the data of the Ministry of Education and Science for 2024/2025[1], allows to carry out professional activity in 91 vocational education institutions with educational programmes in 40 types of sports and 3,572 groups attended by 49,506 students.
- To be able to continue one’s professional activity as an individual merchant or in other forms of commercial activity, qualification “Sports Manager” is available. A sports-specific coach also carries out professional activities in private sports clubs and other sports-oriented establishments, including as individual commercial activity.
- “Sports and Health Teacher”, which offers the opportunity to work in 1,249 pre-school, general, special and vocational education institutions[2].
- “Recreation Specialist”, which prepares qualified recreation specialists for professional activity in active recreation and tourism companies, state institutions, municipalities, as well as educational institutions involved in active recreation management and the development of the tourism industry in general, and to facilitate the development of competences necessary for a recreation specialist, which would ensure further creative growth and competitiveness of students in socio-economic conditions and in the international labour market.

According to the data of professional education institutions published by the Ministry of Education and Science for the school year 2024/2025 (available only in [Latvian](#)), there are 3572 groups with 49506 pupils in sports schools in Latvia alone, led by 2011 coaches of various sports, thus the programme ensures the next generation of the profession of sports school coaches.

According to the statistics, in the field of health and physical activity, the subject “Sports and Health” was provided to 224 059 pupils in 2024, which needs to be done by sports teachers, implementing the competency-based content with pervasive skills. The study programme is designed to train sports teachers, covering not only general education schools but also pre-primary schools, and enabling the graduate to take on work responsibilities in pre-primary physical activity classes and in the implementation of the school sport and health curriculum.

According to the 2023 statistics (available only in [Latvian](#)), 14 395 deaths were caused by

cardiovascular diseases, which are often the result of unhealthy diets, sedentary lifestyles and insufficient and varied physical activity. The study programme includes a course on nutrition, as well as courses on the control and development of functional capacity and physical fitness, and health pedagogy - the outcome is a graduate centred on health promotion through physical activity rather than high performance in sports training.

The results of the employer survey reveal that graduates of the Bachelor's degree programme "Sports Science" are expected to have mainly practical and interdisciplinary competences. Particular emphasis is placed on the ability to work with different age groups, pedagogical competence, the ability to make decisions independently and to adapt to the specifics of the work environment. The need for knowledge in movement therapy, rehabilitation, psychology, anatomy, biomechanics and the ability to use digital technologies is also emphasised. Employers point out that resources often need to be invested in developing the practical skills, communication, language and digital competences of young professionals, such as customer management, conflict resolution or data management. The shortage of specialists in areas such as physiotherapy, movement therapy, sports psychology and pedagogy is highlighted.

In order to meet the labour market demand for sports specialists, upon graduation from the programme, it is possible to obtain a sports specialist certificate of category B, which gives the right to work as a senior sports-specific coach in the chosen type of sports, in accordance with the Cabinet Regulation No. 77 "Regulations Regarding the Procedures for the Certification of Sports Specialists and the Requirements Specified for a Sports Specialist" (available in [Latvian](#), partial translation into [English](#)).

Following the employer recommendations of the Manager of the Liepāja Olympic Centre's Manege, the Director of the Riga Volleyball School and the Director of the Riga Children and Youth Sports School "Rīdzene" about the insufficient knowledge of students in developing and controlling physical fitness, study course "Developing Endurance and Strength" was introduced in the study programme, which covers the main ways of developing these physical characteristics and identifying the manifestations of these physical characteristics. Study course "Functional Ability Assessment in Sports" has also been introduced, where, using physiotherapy methods, the coach can gain insight into assessing the functional abilities of children and young people in simplified conditions. Also, to promote physical fitness, there are study courses "Comprehensive Physical Training in Sports", "Special Physical Training", which will form the foundations of developing physical capacities for sports-specific coaches.

When developing the study programme for the following accreditation period, it was necessary to find out the labour market demanded. This was achieved through employer interviews in autumn 2024 with some of the largest employers in the sports sector in Riga and the regions: Zane Drozda, Director of Riga Sports School "Rīdzene", Kristaps Čerņavskis, Director of Riga Volleyball School, Artis Lagzdīņš, Manager of Liepāja Olympic Centre's Manege, and Evita Daugule, Director of Limbaži Olympic Centre. In addition, the RSU LASE management interviewed Inguna Minusa, Manager of the Minusa Volleyball School. The interviews were documented in writing. The Director of the Limbaži Olympic Centre sent in writing her opinion of the necessary competences that students should develop or obtain during their studies – advanced knowledge of anatomy and dynamic anatomy for the application of exercises.

Annexed:

Annex No. 21.1. Results of the Assessment Survey of the Study Programme and Study Courses

[1] <https://www.izm.gov.lv/lv/profesionalas-ievirzes-sporta-izglitiba-iestazu-dati> (only in Latvian)

[2] <https://www.viis.gov.lv/registri/iestades> (only in Latvian)

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

The number of students admitted to full-time regular studies has a tendency to decrease in all years of studies, which can be explained by the decrease in the total number of students in the country, increasing competition in all levels of coach training programmes in several educational institutions, as well as the negative impact of COVID-19 restrictions on the dynamics of the number of admitted students and alumni. This programme provides state-funded study places, therefore a small number of students choose to study with funding from legal entities or individuals.

The number of part-time correspondence students was increasing until 2021/2022 due to the impact of COVID-19 – during the pandemic period, students chose part-time studies because regular studies were also carried out remotely for a large part of the time and it was unpredictable when the pandemic would end. However, in 2022/2023 and 2023/2024, the number of students in part-time correspondence studies declined sharply, reaching the lowest level in the reporting period. No state budget funding is provided for students in part-time correspondence studies.

From the academic year 2019/2020, additional measures were taken to support students who dropped out, which resulted in a slight increase in the number of alumni. Data from the LASE system on students with course debts who were matriculated in the last academic year were collected and students were informed about the process of renewal, alignment and settlement of course debts, the inclusion of course requirements in the LASE course management system was promoted.

In 2024/2025, 185 students are studying in full-time regular studies, 105 part-time correspondence studies in the qualification “Senior Sports Coach”; 141 students full-time regular studies, 132 part-time correspondence studies in the qualification “Teacher”; 99 students full-time regular studies, 51 part-time correspondence studies in the qualification “Sports Manager”; 11 students full-time regular studies, 50 part-time correspondence studies in the qualification “Recreation Specialist”.

Over the last four years, 61 students have used outgoing mobility opportunities, mostly ERASMUS mobility; some students have used the opportunity several times. Before outgoing mobility, students agree upon the study courses they have chosen at the foreign university with the study programme director in order to ensure the most objective and complete possible comparison of the results of the study courses taken at the foreign university with the programme. It is possible that the pre-agreed plan changes for various reasons at the host university, but students are always informed of the study schedules and the study courses to be taken in order to select the most appropriate study courses together with the ERASMUS coordinator of the host university.

RSU LASE also hosts incoming ERASMUS mobility students, mostly from the University of Coimbra, University of Malaga and University of Valencia. Students most often choose to take practical study courses, participate in a winter camp in “Smeceres sils”, Madona, as part of the course “Foundations and Didactics of Skiing”, only noting that it is difficult with so little sun.

Annexed:

Annex No. 16. Statistical Data on Students.

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

3.2. The Content of Studies and Implementation Thereof

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

The study programme “Sports Science” and its qualifications “Senior Sports Coach”, “Teacher”, “Recreation Specialist” and “Sports Manager” are designed to ensure a high quality of studies that meet the requirements of the regulatory enactments, as well as the needs of the field and the trends of scientific development. The content of the programme must be fully aligned with Latvian and international education and professional qualification standards and is ensured by high-quality study courses, placements and final papers.

Quality of Study Courses and Compliance with Laws and Regulations

RSU LSPA study courses have been developed taking into account the current educational legislation and academic requirements related to sports science education: the Law on Higher Education (available in [Latvian](#) and [English](#)), Cabinet of Ministers Regulation No 305 “Regulations on the State Standard of Professional Higher Education” (available only in [Latvian](#); see Annex 17.1 for compliance), professional standard of a teacher (approved at the meeting of the Tripartite Sub-Council for Professional Education and Employment on 12 June 2020; available only in [Latvian](#)), professional standard of a senior sports coach (approved at the meeting of the Tripartite Sub-Council for Professional Education and Employment on 7 June 2023; available only in [Latvian](#)), standard of a company manager (approved at the meeting of the Tripartite Sub-Council for Professional Education and Employment on 18 September 2019, updated (technical corrections) at the 9 October 2024 meeting; available only in [Latvian](#)).

The content of the courses complies with the requirements of the Latvian laws and regulations on the acquisition of qualifications and the quality of training. The study courses for obtaining qualifications are implemented as compulsory elective courses, starting with the course “Professional Development in the Qualification” in the first and second years of studies, while in the third and fourth years several study courses are implemented simultaneously. In the following accreditation period, the compulsory elective part of the first and second years of studies no longer has a single course with topics for each qualification, but a number of study courses with qualification-specific topics have been created as compulsory elective (Part B) courses, which

together form qualification courses. For this reason, the volume of qualification or compulsory elective courses is small in the first years.

Courses were regularly reviewed and updated during the reporting period to reflect the latest scientific knowledge and practice in the sports sector. In 2024, the content of the study programme was completely revised with the involvement of representatives of the field, existing study courses were modernised, and new study courses were added to the study programme. This ensures that students are trained to meet current trends in the field, such as digital technologies in sports training, health promotion methods and entrepreneurial skills in sports. Management and analytical skills are also integrated, which are essential for the qualification "Sports Manager". The most significant changes were made in the qualification "Sports Manager", where in order to reduce fragmentation of courses, administrative burden and to promote coherence between course topics, the study courses "Microeconomics" and "Macroeconomics" were merged, while shared RSU courses were added, such as "Introduction to Project Management" and "Fundamentals of Finance", implemented by the Faculty of Social Sciences. The qualification "Sports Manager" is based on the professional standard "Company Manager" (approved at the meeting of the Tripartite Sub-Council for Professional Education and Employment on 18 September 2019, updated (technical corrections) at the 9 October 2024 meeting; available only in [Latvian](#)), but a working group led by Assoc. Prof. Signe Luika and Prof. Andra Fernāte has begun work on developing a LQF Level 6 standard for the qualification "Sports Manager".

The content and tasks of study courses are closely related to the aims and learning outcomes of the programme. Each qualification course has clearly defined outcomes, the achievement of which is essential for students to gain an appropriate theoretical and practical foundation. In the first two years of studies, compulsory content courses and field-specific theoretical courses are implemented, which provide the necessary knowledge, skills and competences for solving qualification placement tasks. A centralised survey of LASE alumni carried out in the spring of 2024 shows that 69% of 167 respondents work in the profession after graduation, and Cabinet Regulation No. 77 "Regulations Regarding the Procedures for the Certification of Sports Specialists and the Requirements Specified for a Sports Specialist" allows a student without a certificate to work in the sports sector, which the students also take advantage of. The compulsory elective courses and their volume are therefore designed in a sequential manner to enhance the student's professional preparedness for the labour market and alumni do not need additional training or an introduction to the profession before starting work duties in the profession.

Qualification "Senior Sports Coach"

Courses and placement tasks provide an in-depth understanding of training processes, athlete preparation, supervision and performance assessment, which are essential for the preparation of experts in a particular type of sports. For this and other qualifications, specific courses are provided as compulsory elective courses. In the first two years there are only two study courses "Comprehensive Physical Training in Sports" and "Special Physical Training", in the third year, courses "Training Theory and Planning", "Fundamentals of Sports Massage", "Sports Injuries, Causes and Prevention Thereof", as well as the core study course "Human Functioning" are aimed at full involvement of students in the implementation of the qualification placement and professional activity under the supervision of the placement base methodologist, working with all levels of study-training groups. In the fourth year, study courses "Specifics of the Type of Sports II", "Sports Psychology" and the first-year course "Nutrition in Sports" are the ones that ensure that the student can perform the placement tasks as independently as possible – knowledge of the types of preparation, development of physical qualities and writing summaries that will be needed for the diploma paper and the national practical examination.

Qualification “Teacher”

The courses focus on the application of teaching methods to promote physical activity and health, which is essential for improving students' physical development. In the first two years of studies, this is covered by the courses “Physical Activities in Pre-school and School” and “Basics of Movement in Pre-school and School”, in the third year, the compulsory elective course volume in the qualification is implemented by courses “Pre-School and School Sports Didactics”, “Frisbee, Badminton”, “Movement Games in Sports” and “Classroom Management and Projects at School”, which are related to teaching the subject of sports and health to primary and elementary school grade groups with tasks to get acquainted with and assess the content of sports classes in accordance with the requirements of the sports standard, conducting methodology, specific requirements for sports teachers, the work of a classroom teacher and areas of responsibility in accordance with the requirements of the professional standard of a teacher (approved at the meeting of the Tripartite Sub-Council for Professional Education and Employment on 12 June 2020; available only in [Latvian](#)), conduct sports lessons in grades 1–12 according to a previously prepared sports lesson plan. In the fourth year of studies, the qualification courses of a sports and health teacher includes “Types of Exercise in a Sports and Health Lesson”, “Types of Athletics in a Sports and Health Lesson”, “Different Types of Sports in a Sport and Health Lesson” and “Special Pedagogy in a Sports and Health Lesson”, which provide knowledge on the application of different activities in a sports and health lesson, working with children with special needs, and also provide the student with the competence to critically evaluate and observe the safety rules of sports lessons, the rules of safe environment, gender equality and internal regulations of the school, to carry out complex pedagogical evaluation of a sports lesson and to carry out educational achievement assessment in the subject of Sports and Health.

Qualification “Sports Manager”

Course tasks include practical elements such as business and financial planning, which are necessary to prepare professionals to run sports organisations. As in other qualifications, in the first two years the content of the qualification is implemented by courses “Business Communication and Ethics” and “Organisation of Sports Competitions and Events”, in the third year, courses “Introduction to Project Management”, “Human Resource Management in Business” and “Fundamentals of Finance” that provide students with knowledge of the management process of a sports organisation – planning, organisation, motivation and control, planning, provision and utilisation of resources – personnel, financial, material, information, sports marketing. Courses of the fourth year of studies “Management of a Sports Organisation”, “Business and Management Psychology”, “International Sports Law” are focused on the development of the diploma paper, the tasks of which are the creation of a development plan for a sports organisation for a period of four years and a project for the organisation and running of a major sports event.

Qualification “Recreation Specialist”

In the first two years of the qualification, the qualification courses are “Professional Development in the Qualification I” and “Professional Development in the Qualification II”, followed in the third year by courses “Recreation Resources and Pedagogical Development in Recreation”, “Modelling and Evaluation of Recreational Activities” and “Outdoor Activities in Recreation”, which focus on planning and running a recreational activity to restore physical, health and emotional capacity, including the application of staff, material, financial and information resources and the evaluation and analysis of the impact of recreation. The specific qualification courses of the fourth year of studies “Tour Management, Guide Activity”, “Outdoor Activities and Non-Traditional Types of Sports” “Research, Management and Marketing in Recreation” contribute to the development of a diploma paper within the framework of the placement, which requires the organisation of a sports

and/or tourism competition, sports and/or active tourism event (a sports festival, tourism hike, etc.), active leisure activity (annual celebrations, reunions, traditional celebrations of various organisations), tours, and children's camps. The placement and final papers are related to the specific courses and are designed to provide students with the opportunity to apply the acquired knowledge in real work situations. The final papers are structured to demonstrate students' ability to analyse and solve problems in the field, an essential skill for any sports science professional.

Conclusions

The content of the programme is regularly updated, taking into account current trends in sports science and sports sector. For example, courses related to the use of sports technology and data analysis help students prepare for future sports professions related to data analysis, sports performance improvement and sports health. Leadership, team management and innovations in sports organisations are also highlighted as important aspects of business management.

The content of the study courses is designed in such a way that each group of courses complements the previous courses, forming a complete and interconnected study plan that ensures students' ability to apply theoretical knowledge in practice. For example, the sports coach course group contributes to the education of sports educators, which complements the competences of sports coaches, thus training well-rounded professionals.

The study programme "Sports Science" is closely related to current trends in sports science, such as sports psychology, biomechanics, sports medicine and health promotion research. It also complies with the requirements of the field's labour market, as well as to general global trends in the sports sector.

For example, study courses on the maintenance of sports health and prevention are essential in today's society, given the increasing lack of physical activity and the associated health problems. Courses on business management in sports meet the growing need for professionals capable of managing sport organisations that ensure sustainable development and competitiveness.

The study programme "Sports Science" is developed in accordance with the needs of the field, scientific development trends and regulatory enactments. The content of the programme courses is relevant, complementary, in line with the study aims and ensures the achievement of very good learning outcomes. It provides students with a complete preparation for professional activity in sports science and sports sector, and meets the standards of professional education and the demand in the labour market.

Annexed:

Annex No. 17.1. Compliance of the Study Programme with the National Educational Standard.

Annex No. 17.2. Compliance of the Study Programme with the Field-Specific Regulations.

Annex No. 18.1. Mapping of the Study Courses for the Achievement of Learning Outcomes of the Study Programme.

Annex No. 18.2. Compliance of the Qualification to Be Acquired Upon Completion of the Study Programme with the Professional Standard

Annex No. 19. Planning of the Study Programme (For Each Type and Form of the Implementation of the Study Programme).

Annex No. 20.1. Descriptions of the Study Courses.

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.

The study programme "Sports Science" is implemented with the aim to train professionals in the field of sports science, providing theoretical and practical knowledge that meets the requirements of the field and current trends. The programme promotes the achievement of the study courses and aims, applying modern teaching and assessment methods, as well as a student-centred teaching approach, which is essential for ensuring the quality of education.

Based on the internal methodology "TRANSITION TO THE NEW CREDIT POINT SYSTEM; Recommendations for Study Programme Directors and Study Course Leaders" developed by the RSU Centre for Educational Growth in 2024, it is determined that 1 CP within the study programme "Sports Science" corresponds to 25 hours of study work. The Director of the study programme ensures that the percentage of the total contact hours of the study programme complies with the regulatory requirements. The number of contact hours in the study programme "Sports Science", except for the number of contact hours for the placement and the diploma and bachelor thesis, accounts for 40.57% of the total volume of the bachelor programme.

There are no substantive differences between full-time and part-time studies, but the amount of independent work is increased in the part-time extramural form and the study period is 8 semesters for full-time and 9 semesters for part-time.

The content of the sub-programmes is organised as restricted elective courses (see Table 2).

Table 2. Content of the sub-programmes.

“Senior Coach and Sports and Health Teacher”

Comprehensive Physical Preparation in Sports
Physical Activity in Pre-School and School
Special Physical Training
Fundamentals of Movement in Pre-school and School
Pre-school and School Sport Didactics
Frisbee, Badminton
Classroom Management and Projects at School
Basics of Sports Massage
Physical Fitness Control Methodology
Specifics of Athletic Discipline I
Types of Gymnastics in Sports and Health Class
Different Sports in Sports and Health Class
Types of Track and Field Sports in Sports and Health Class
Social Pedagogy in Sports and Health Class
Communication Psychology and Communication
Current Trends in Fitness
Current Trends in Yoga and Meditation
Physical Activities at Different Ages
Pilates with Pilates Training Devices and Small Equipment
Specifics of Athletic Discipline II

“Senior Coach and Sports Manager”

Comprehensive Physical Preparation in Sports
Business Communication and Ethics
Organisation of Sports Competitions and Events
Special Physical Training
Introduction to Project Management
Human Resource Management in Business
Basics of Finances
Basics of Sports Massage
Physical Fitness Control Methodology
Specifics of Athletic Discipline I
Business and Management Psychology
Strategic Management
Management of the Sports Organization
Communication Psychology and Communication
International Sports Law
Current Trends in Fitness
Current Trends in Yoga and Meditation
Physical Activities at Different Ages
Pilates with Pilates Training Devices and Small Equipment
Specifics of Athletic Discipline II

“Senior Coach and Recreation Specialist”

Comprehensive Physical Preparation in Sports
Professional Development in Qualification Recreation Specialist I
Special Physical Training
Professional Development in Qualification Recreation II
Recreational Resources and Pedagogical Development in Recreation
Modelling, Evaluation of Recreational Events
Outdoor Activities in Recreation
Basics of Sports Massage
Physical Fitness Control Methodology
Specifics of Athletic Discipline I
Tour Management, Guide Activity
Outdoor Activities and Non-Traditional Sports
Research, Management and Marketing in Recreation
Communication Psychology and Communication
Current Trends in Fitness
Current Trends in Yoga and Meditation
Physical Activities at Different Ages
Pilates with Pilates Training Devices and Small Equipment
Specifics of Athletic Discipline II

“Sports and Health Teacher and Sports Manager”

Business Communication and Ethics
Physical Activity in Pre-School and School
Organisation of Sports Competitions and Events
Fundamentals of Movement in Pre-school and School
Pre-school and School Sport Didactics
Frisbee, Badminton
Classroom Management and Projects at School
Introduction to Project Management
Human Resource Management in Business
Basics of Finances
Types of Gymnastics in Sports and Health Class
Different Sports in Sports and Health Class
Types of Track and Field Sports in Sports and Health Class
Social Pedagogy in Sports and Health Class
Communication Psychology and Communication
Business and Management Psychology
Strategic Management
Management of the Sports Organization
International Sports Law

“Sports and Health Teacher and Recreation Specialist”

Professional Development in Qualification Recreation Specialist I
Physical Activity in Pre-School and School
Professional Development in Qualification Recreation II
Fundamentals of Movement in Pre-school and School
Pre-school and School Sport Didactics
Frisbee, Badminton
Classroom Management and Projects at School
Recreational Resources and Pedagogical Development in Recreation
Modelling, Evaluation of Recreational Events
Outdoor Activities in Recreation
Types of Gymnastics in Sports and Health Class
Different Sports in Sports and Health Class
Types of Track and Field Sports in Sports and Health Class
Social Pedagogy in Sports and Health Class
Communication Psychology and Communication
Tour Management, Guide Activity
Outdoor Activities and Non-Traditional Sports
Research, Management and Marketing in RecreationS

Methods of implementation of studies and assessment

The study programme “Sports Science” is implemented using a variety of teaching methods that encourage students’ active involvement and the development of practical skills. These methods have been chosen to suit each course and qualification and to ensure that the aims and outcomes are achieved.

Active learning methods

To promote active participation of students, various interactive learning methods are used, such as:

- **Discussion and debate:** students are encouraged to participate in discussions on current topics in sports science, thus developing critical thinking and the ability to substantiate their opinion. This is used in the study courses “Sports Theory” and “Basics of Training Theory”, as well as in the “Sports Medicine” colloquia and EIROFIT tests in the study course “Sports Medicine II”, where students learn how to determine working ability.
- **Group work and project-based learning:** groups work on practical projects related to areas of sports science such as training planning, health programme development or the management of sports organisations. This approach helps students to develop cooperation skills and learn from their colleagues, and is used in the courses “Basics of Training Theory”, where they have to develop a training plan, and in courses “Project Development” and “Classroom Management and Projects at School”, where groups of students have to develop a project and present it.

Simulations and case studies: real situations and problems are analysed, allowing students to find solutions, which is very important in sports science, where practical problem-solving skills are required, and is implemented in many courses, but particularly in “Basics and Didactics of Tourism” and “Basics and Didactics of Orienteering”, which are implemented during a summer camp, in close-to-nature conditions, by preparing tasks and obstacle courses in groups and having another group of students go through them, then drawing conclusions about the complexity of the task.

A combination of theoretical knowledge and practical skills

The study programme combines theoretical knowledge with practical skills to ensure the development of students’ competences. Placement and final papers allow students to apply their knowledge in real work situations. For example:

- **Placement:** an essential part of studies, where students gain experience in the labour market and apply theoretical knowledge in training sessions, sports schools, health education and sports entrepreneurship. Three separate placements are carried out within the framework of each qualification, with the requirement to prepare a placement logbook for the coach and teacher placement, and a document portfolio for the sports manager placement. In each subsequent placement, the previous materials are updated on the basis of the study courses and placement tasks. During the third placement, in the fourth year of studies, students may develop a diploma paper research or project.
- **Final papers:** students develop a research paper related to a specific sports science problem, thus developing research skills and the ability to analyse and address challenges in the field. The final work of the study programme is a national examination for each qualification, consisting of a practical and a theoretical part. The final papers are a diploma paper in one qualification and a Bachelor’s thesis in a second qualification of the student’s choice.

Assessment methods:

The assessment process in the study programme is based on a variety of methods that help to

evaluate students' achievements objectively and comprehensively:

- **Course papers:** students are assigned course papers that aim to explore a specific topic in depth, demonstrating both the level of theoretical knowledge and the ability to apply it in practice. The course paper is positioned as a pilot study for the Bachelor's thesis to facilitate the selection of the topic of the Bachelor's thesis and the research design.
- **Tests and exams:** regular tests and exams are used to check students' knowledge and understanding of the material covered. This ensures that students acquire the necessary theoretical knowledge and are ready to apply it in practice. Formative assessment is generally used for two-part study courses, and summative assessment for one-part study courses.
- **Assessment of activities:** practical tasks, such as planning training sessions or organising sports events, are assessed using specific criteria that reflect students' ability to deal with real work situations. The study course "Research Within the Framework of the Bachelor's Thesis" includes a diagnostic assessment, which is carried out by the supervisor of the Bachelor's thesis, thus guiding the student in the development of the Bachelor's thesis and correct conduct of the research.

Principles of student-centred teaching and learning

The study programme "Sports Science" follows the principles of student-centred teaching and learning, which means that students are active participants in the learning process. This approach encourages students' self-regulation, critical thinking and creativity. Almost all study courses have an independent work component to promote learning, discipline, planning.

Individual approach to students

Students are offered individual tutorials and tasks that allow them to develop their strengths and work on their weaknesses. Individual interests and needs are supported, for example by specialising in a particular type of sports, sports entrepreneurship or school sports, including health science.

Self-management and responsibility for learning

Students are given the opportunity to organise their learning process, for example by choosing elective courses that allow them to gain in-depth knowledge in a specific area. It encourages students to take responsibility for their learning process and motivation to learn. The RSU C course offer is used, where each department or faculty develops its own C courses that can be taken by any student from any programme as a versatile addition to their competences.

Feedback and reflection

Regular feedback is an important part of the learning process. Students receive assessments of their performance from both lecturers and colleagues, which helps them reflect on their progress and development. Feedback contributes to students' understanding of the learning process and helps to identify areas for improvement.

Cooperation and teamwork

Students are encouraged to cooperate with colleagues through group work and projects. This not only develops cooperation skills, but also helps to build networks that will be useful in future professional activities in sports science.

The study programme "Sports Science" provides a modern teaching and learning approach of high quality that contributes to the achievement of the study course aims and outcomes. Students are actively involved in the learning process through student-centred teaching methods that develop

their critical thinking, practical skills and research skills. The programme thus provides education of high quality that meets the needs of the field and prepares students for a successful professional career in sports science.

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 study programme “Sports Science” offers a wide range of placement opportunities that meet the objectives and content of each qualification. The qualifications Senior Sports Coach, Teacher, Recreation Specialist and Sports Manager provide for placements that enable students to gain practical experience in the relevant fields over three years of study. The placements are organised after the completion of the restricted elective qualification courses in the relevant academic year, which provide the necessary knowledge, skills and competences for each qualification placement. The placements are organised in the second (6KP), third (10KP) and fourth (14KP) years of study, which meet the requirements of Article 22 of the Cabinet of Ministers Regulation No 305 of 13 June 2023 “Regulations on the State Standard for Professional Higher Education” (available only in [Latvian](#)). Each year, the placement tasks increase in difficulty and the student continues to develop and improve the documentation of the previous placement, which constitutes the internship portfolio and contributes to the achievement of the study outcomes planned in the study programme (see Table 3). RSU provides placements for each qualification on the basis of previously signed cooperation agreements (see Annex 9.2). Full-time students are provided with a placement in Riga and its surroundings, while part-time students can also do their placements throughout Latvia, as part-time students do their placements outside the sessions.

Table 3. Relevance of the tasks and content of the placement to the programme outcomes

Study programme results	Placement assignments and content in qualifications
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The student knows and is able to use the sports-specific basis of anatomy, physiology, biochemistry in their professional activity, is familiar with the tools and methods of pedagogy and psychology for teaching and improving movement skills.	Develop training plans for the development of physical characteristics for target groups of different ages, create the content of age-appropriate Sports and Health lessons with exercises, teach elements of exercise and sports techniques, build the basic amount of movement skills and skills, recognise and analyse the work styles and methods of the sports work supervisor; acquire the determination of the students' physical fitness, physical capacity, level of technical mastery; develops performance scoring in detail for the selected lesson in Sports and Health, the chosen topic.
The student is familiar with the professional business competences within the framework of the relevant professional qualification, and understands aspects of sports management, economics and business.	Planning, organising, motivating and controlling the management process of a sports organisation; sports organization resource: personnel, financial, material, information planning, calculation of collateral and use; introduction to the laws and regulations governing the organisation and management of recreational events, to comply with them according to the place and the target audience.
The student is able to develop theoretically based practical sport training content in the long term and to manage the training process for the type of sports, as well as to design different forms of recreational activities for different social groups and to choose appropriate recreational methods and means to achieve the goal.	Involve students in purposeful learning of practical experience, collecting, systematising and explaining information to acquire new knowledge and promote its use in the study process; students acquire competences to participate in the provision of recreational activities during the preparatory (scenario, content, etc.), development (organisation and management) and after-progress (analysis, evaluation and development of proposals) stages.

The student is competent to organise health-promoting physical activities, develop and implement in practice the content of sports classes in school and pre-school based on pre-school and school sports activities, the curriculum, learners' needs and age specifics, class teacher documentation and work planning.	To understand and comply with the safety regulations of the sports base and the safety regulations of the sport, understanding the responsibility for the health and life of children, to establish a pedagogical observation plan for the sports lesson and to perform an observation of the sports lesson. To familiarise oneself with the content of the sports lessons, the management methodology, the work and responsibilities of the professional and classroom educator of sports teachers; to manage sports lessons in classes 1 to 12; develop the content of an hour of sport in classes 1 to 12, optionally for one class (vision); perform an hourly pedagogical evaluation; to draw up documentation of educational education work; creation of placement portfolios.
The student selects and applies sports-specific preparation methods in the training process and physical activities, assesses the dynamics of the result achieved in training or health-promoting physical activity, and is able to plan the necessary resources and support staff.	Improve understanding of sports pedagogical control, injury prevention, first aid provision, necessity of hygiene, behaviour, safety regulations in sports training classes, create exercises or presentation of movement play or obstacle courses or lap training or theoretical issues.
The student is able to collect, evaluate, process and use quantitative or qualitative data in professional activities, based on evidence-based scientific research and information from databases.	Planning and organisation of sports competitions and events, application of sports marketing in practice. Develop interest in scientific methodological and research activities by searching for the most effective recreational forms and methods for an appropriate environment and specific target audience.
The student uses in practice, explains, advises and discusses the knowledge, skills and competences required for professional activity and are able to independently assess and improve their professional skills in team work and individually, based on theoretical and practical knowledge of the profession in Latvian and in a foreign language of the European Union.	Participation in the practical work of a sports organisation, to develop the student's self-assessment skills, to evaluate the growth of students' personalities; to create, manage and motivate development concepts and educational programmes appropriate to their sport.

Qualification "Senior Sports Coach"

The placement provides students with the opportunity to gain experience in coaching sports teams

or individual sports, conducting training sessions, preparing athletes and organising competitions. The organisation of the placement includes both the training process and the supervision of athletes, as well as the planning and analysis of subsequent training sessions. Placement takes place both in vocational education institutions (sports schools) and in private sports clubs. In each placement, the student must document their activities, which include the development of physical qualities as well as technical and tactical fitness, which is documented in the placement summaries. RSU LASE provides placement opportunities, placement is also possible for international students by individual agreement.

Practical tasks focus on planning, monitoring and assessment of athletes' training process, which is in line with the aim of the study programme – to train coaches with a deep theoretical and practical knowledge base. The tasks contribute to the students' ability to develop individual training plans, adapt them to the needs of the athletes and analyse them.

Qualification “Teacher”

Students take part in a placement that involves teaching sports and health lessons in schools, organising various physical activities and health promotion activities. It also highlights students' ability to develop curricula and adapt teaching methods to the different ages and needs of pupils. Students complete placement at all levels of education, after which they take a national practical examination at a randomly selected general education establishment. Placement is available for international students, if they are proficient in Latvian at B2 level, since in Latvia the study process in accredited general education institutions is conducted in Latvian and is based on the outcomes to be achieved specified in the school subject standards.

The placement tasks include organising sports lessons, health education activities, applying different teaching methods and assessing pupils' physical fitness, which contributes to students' ability to promote healthy lifestyles in educational institutions.

Qualification “Sports Manager”

Placement in this qualification offers students experience in the management of sports businesses or organisations, engaging in marketing, financial planning, strategic planning and team management. Students work with real business tasks and challenges, gaining practical skills in a business environment.

Placement tasks include developing business plans, financial management tasks, developing marketing and communication strategies, which are in line with the aims of the study programme – to train professionals with practical skills in business management in the sports sector.

Qualification “Recreation Specialist”

During their placement, students perform a variety of tasks related to planning, organising and managing recreational activities. This includes developing and implementing programmes for restoring clients' physical and mental capacities, as well as cooperating with other institutions and specialists. Students can choose placement institutions that match their professional interests and specialisation. This could be sports clubs, health centres, rehabilitation institutions, tourism companies or other organisations providing recreational services. The placement process is supervised by both a placement supervisor appointed by the university and the specialist in charge at the placement institution. After completing the placement, students submit a report reflecting the activities carried out and the experience gained.

During the placement, students apply their theoretical and practical knowledge by organising and managing recreational activities for different target groups. They develop communication skills, client management skills and the ability to adapt recreation programmes to individual needs. These

competences are essential for the professional activity of a recreation specialist and contribute to their readiness to work independently. During the placement, students collect and analyse data on the effectiveness of recreational activities, client engagement and health improvement methods. This process facilitates critical thinking and develops the ability to apply the obtained information in planning and improving recreation programmes.

Assessment and analysis

In all four qualifications, the placement is closely related to the learning outcomes, which relate to the application of theoretical knowledge in a real work environment. Students acquire practical skills that make them highly competitive in the labour market and able to adapt to the dynamic requirements of the sports sector. The placement tasks contribute to students' ability not only to apply theoretical knowledge, but also to develop personal and professional skills such as communication, leadership and problem-solving. The placement results in consolidated competences that allow to take the national practical examination in the fourth year of studies.

Such placements are an important stage in the study process, as they allow students to fully prepare for professional activities, understanding the specifics of the sport sector and the educational environment, as well as gaining valuable experience to help them in their careers after the studies. Placement in the qualification ensures that the student is ready for the labour market immediately after completing the programme, without the need for further training.

Annexed:

Annex No. 9. Description of the Organisation of Student Placement.

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.

Topics for students' final projects are offered within the programme in two ways: either as an entry point into each lecturer's scientific field (for example, research on aerobic work capacity, analysis of competition protocols, opportunities for recreational activities in various regions), or as components of subjects explored in qualification courses (development of physical qualities in sports, the ratio of general and specific physical preparedness in a sport, the content of a sports lesson, its design and application, and others). During the programme, each student produces two final projects, both approved through a formal application. Bachelor-level projects focus more on the data obtained in the study, its processing, interpretation and discussion of the results, whereas the diploma thesis serves as proof of qualification by carrying out a practical investigation, often during placement (development of functional abilities; improvement of physical and technical preparation in a sport; designing the teaching, improvement and developmental parts of sports lessons, working with learners, physical activity in sports lessons; analysis of sports-organisation operations, their resources and development forecasts, study and analysis of an organisation's development plan).

The research in final projects is usually quasi-experimental quantitative work using data sets available to the student (students, school pupils, athletes, fitness-club clients, physically active individuals). Projects in the “Sports Manager” qualification typically examine sports organisations, applying document-content analysis as the method.

The content of a final project must address a problem in the chosen qualification. Thus, in the “Senior Sports Coach” qualification the main topic areas involve improving training content and methods (e.g. modifying interval-method duration, volume and intensity; changing volume and intensity dynamics in repetition methods), or introducing exercises from other sports (using fitness tools in team sports, employing small fitness equipment to develop shoulder-girdle muscles in volleyball). Coaching theses are linked to optimising the training process, using sports schools and their trainees as subjects, thanks to contacts gained in university specialisation courses and during practice.

In the “Teacher” qualification, dominant topics include implementing the Skola2030 sample curriculum in class groups, researching and applying transversal competences when designing sports-lesson content, implementing health-promoting activities in sports and health-education lessons, and integrating digital innovations into sports-lesson content and homework. The experimental part of these projects is developed during the third- or fourth-year school placements at partner institutions under contract as practice bases.

In “Sports Manager”, topics usually concern organisational development strategies, refining strategic objectives, development plans for sports organisations, and projects for staging sporting events.

In “Recreation Specialist” theses, the emphasis is typically on evaluating recreational activities for a particular social group, usually through a practical study, such as organising and carrying out a hike or a tourism route (cycling, walking, water tourism), using Natura 2000 protected areas for recreational activities, or addressing various social problems through recreational pursuits.

The final theses (diploma and bachelor theses) of the study programme “Sports Science” have received different evaluations during the reporting period. On average, two to three theses receive an unsatisfactory mark during a study year. The most frequent grades awarded are 7 (good) and 8 (very good), which together account for the majority of all grades. High grades of 9 (excellent) and in some cases 10 (outstanding) are also recorded, reflecting strong academic and professional performance (thesis assignments are more indicative of professional competences, while bachelor assignments are more indicative of scientific competences). However, scores of 6 (almost good) and 5 (average) are also regularly found, indicating different levels of knowledge and skills. The lowest score found in the document is 3 (poor) and the highest is 10 (excellent).

The average score across all types and years of work, as indicated by the quality indicators, ranges from 7.3 to 7.6, which corresponds to a ‘good’ rating.

The topics of the final papers are generally modern and practically oriented, with strong links to health promotion (the amount of physical activity for different groups in society, the impact of sport and health lessons on health-promoting behaviours, sports training as a health-promoting factor), recreation (restoring mental and physical fitness through recreational activities – tourism, water activities, excursions, nature trails (Natura 2000 resource), physical activity (development of the sport training process with other sports and adaptation of methods to meet the objectives of age-group training) and the educational process (teaching and learning methods, their application to the development of transferable skills through physical activity at all stages of education). Topics often cover current societal needs, such as psychological well-being, improving health for students, recreational activities during a pandemic, the integration of digital technologies in sport, the

importance of pervasive skills – problem-solving, cooperation, critical thinking – which are in line with the objectives of competency-based education. There are final thesis topics on inclusive education, physical activity for seniors, and the development of alternative forms of recreation in Latvia. This thematic spectrum demonstrates the programme's ability to adapt to current societal and educational needs while developing students' research and practical skills.

Annexed:

Annex No. 22. Topics of Students' Final Papers.

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.

RSU study programme "Sports Science" offers modern and well-equipped classrooms located at Dzirciema iela 16 and Brīvības gatvē 333. The majority of study courses for all sub-programmes are implemented at Brīvības gatvē 333. Some courses, such as "Research Methods in Sport", are held in adapted premises – the RSU Statistics Laboratory at Baložu iela 14, as well as compulsory courses such as "Didactics of Swimming" at the swimming pool at Ezermalas iela 30, "Didactics of Athletics" at the Daugava Stadium at Augšiemla 1. Each lecture room is equipped with a computer with a fast internet connection, a projector and an interactive whiteboard to facilitate an active and dynamic learning process. The rooms are provided with high-quality lighting and optimal temperature. Students have access to free MS Office software and SPSS (Statistical Package for the Social Sciences) – the tools needed to conduct research and analyse data relevant to sports science, physiology, biomechanics and pedagogy.

In addition, all students have access to computers and internet access in the study rooms and reading room, where they can study the required literature and complete assignments, as well as use e-resources, which are essential in modern sports science. The common room has a comfortable leisure area equipped with a microwave and vending machines, allowing students to relax between lectures and classes.

RSU LASE sports halls are equipped with multi-sport court markings, which allows them to be used multi-functionally, allowing the hall to be used in the didactics of several types of sports during the study process. The study course "Pre-school and School Sports Didactics" also uses the equipment and exercises of the sports games study courses to facilitate the acquisition of children's motor skills and the use of basic movements in the synthesis of new movements.

The sports laboratory is used for students' research in cooperation with the supervisor of the Bachelor's thesis and the main research topic. The laboratory is mainly used for work on determining aerobic capacity (bicycle ergometer, treadmill), explosive force (force plate) and motion analysis (motion sensors), as well as angular acceleration, angular velocity, power and force in isometric mode with an isokinetic dynamometer.

Specific material and technical base is used for the study process, which fully meets the requirements of sport science and sport pedagogy studies. For the compulsory part of the course “Outdoor Activities II”, students are provided with a hockey field with skate rental, the Madona sports and recreation base “Smecere sils”. For the course “Outdoor Activities I”, students are provided with equipment and equipment (boats, accompanying staff, safety vests and life-saving equipment) for the organisation of physical activities on water.

Students and teaching staff use the e-learning platform, where all study materials, course descriptions, tasks and tests are available. E-resources allow students to work independently using modern technologies, which is particularly important in sports science where large amounts of data need to be processed in quantitative research. Students can access required reading, mainly in the form of e-books and e-journals, and conduct research using online resources. This facilitates students’ independence and self-directed learning skills. The RSU library provides 24/7 access for students and its free-access subscription offers a wide range of books relevant to the studies of sports science and pedagogy. Books can be picked up using self-service machines and access is provided to group and individual reading rooms.

RSU offers access to more than 30 online databases relevant to the fields of sports science and sports medicine, including *AMBOSS*, *ClinicalKey*, *AccessMedicine* and *Ebook Central (ProQuest)*. These databases provide students with access to high-quality study materials and research related to physiology, biomedicine, psychology and sports pedagogy. Subscription databases such as *ClinicalKey* and *AccessMedicine* offer access to handbooks and textbooks on medical sciences and sports medicine. The *EBSCO* and *ProQuest* databases also provide access to scientific studies that are important for sports science research. Information on the library resources for the implementation of the study field “Sports” is provided in Annex 23.2 and in Section 2.3.3 of the self-evaluation report of the study field.

With the merger of LASE with RSU, the computer room was renovated with SFF (small form factor) computers, which are not only powerful, but also space-saving.

To improve the study process, active cooperation with teaching staff is carried out, which allows to adapt and improve teaching materials, as well as to revise reading lists. Teaching staff have the opportunity to recommend new books or literature needed to support the study process and improve students’ knowledge. RSU regularly cooperates with the library to ensure that study materials meet the needs of students and provide access to the most up-to-date scientific literature. This approach is particularly important for the studies of sport science, where scientific research and new findings are rapidly evolving.

All study activities are available in the e-environment, which facilitates students’ independence and self-directed learning. Students can access all study materials from their smart devices, allowing full mobility and access to the study process at any time.

Annexed:

Annex No. 23.2. Assessment of the Informative and Methodological Provision Regarding Library Resources for the Implementation of the Study Field “Sports” in Accordance with the Requirements of the Guidelines

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).

For all study programmes, funding is used for staff remuneration, guest lecturers, licences and research activities. In addition to the direct costs of lectures and classes, the study programme has to cover the costs of infrastructure maintenance (premises, IT solutions) and other common RSU resources used in the study programme (Student Services, Library, organisation of the study process, subsidy to the student council and other support and administrative functions). A wide range of RSU facilities is available for the implementation of study courses, allowing for the reservation of study rooms and computer rooms in a common system.

The available funding for full-time studies over 4 academic years with an average of 324 students (including 246 students in budget places) is projected at EUR 1201.3 thousand, while for part-time studies over 4.5 academic years with an average of 245 students without budget places at EUR 514.5 thousand. In order to achieve cost-effectiveness, the minimum number of students to be enrolled in full-time studies is 90 budget students and in part-time studies 78 students (no budget places are foreseen).

The tuition fee per student per academic year is planned at EUR 2300 for the full-time study programme and EUR 2100 for the part-time study programme. According to the RSU discount regulations, an excellence discount may be granted. The planned number of students in the full-time study programme is 120 students in the enrolment and 90 students in the part-time study programme. For the programme to be cost-effective, a minimum of 90 students must be enrolled in the full-time programme and 78 students in the part-time programme. It is planned that 90 budget places will be provided for students enrolled full-time.

Table 4. Costs of the Study Programme in the Form of Full-Time Regular Studies

Title	Result
Average income per student, EUR	3708
Average cost per student, EUR	3554
Academic staff, %	40
Department resources, %	16
Other direct expenses, %	9
Fixed costs, %	5
Eligible, incl. development costs, %	30
Capital investment and development per 1 student, EUR	154

Table 5. Costs of the Study Programme in the Form of Part-Time Correspondence Studies

Title	Result
Average income per student, EUR	2100
Average cost per student, EUR	2038
Academic staff, %	33
Department resources, %	26
Other direct expenses, %	11
Fixed costs, %	30
Eligible, incl. development costs, %	62
Capital investment and development per 1 student, EUR	2100

For the development and capital investment of the study programme, an average of EUR 154 per student in the full-time programme and EUR 62 per student in the part-time programme is potentially available at the planned enrolment.

The implementation of the study programme foresees the use of the existing RSU (including LSPA) infrastructure, including, where possible, the planned sharing of study courses, laboratories and premises. The existing RSU infrastructure provides all the necessary material and technical basis for the implementation of this study programme. No additional investment in fixed assets is required. RSU has started the construction of a new sports complex in Cigoriņu Street, which will also be available for students of these study programmes.

Continuous updating of existing systems and business processes is necessary to ensure process efficiency. To achieve these objectives, a budget is allocated annually to the IT departments in line with the IT Long Term Development Plan. Each year, the IT budget is allocated to development, which is a long-term investment in network and server infrastructure, equipment and software.

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 study programme “Sports Science” is developed and implemented on the basis of the compliance of the teaching staff with the highest academic standards and the requirements of the regulatory enactments. Teaching staff competence is key to ensuring the achievement of the study programme aims and the quality of the learning outcomes, so lecturers must meet strict qualification criteria.

Qualifications of teaching staff and their compliance with the requirements of the regulatory enactments.

The teaching staff involved in the implementation of the study programme “Sports Science” must

meet not only the academic requirements, but also the professional requirements set out in the relevant national and international educational standards. According to the Law on Higher Education Institutions, teaching staff must not only be highly qualified in their scientific area, but also have practical experience and the ability to apply this experience in the teaching process.

- **Teaching staff education.** Teaching staff involved in the implementation of the study programme must hold at least a Master's degree. The implementation of the study programme is ensured by 57 lecturers, 40 of whom are elected to academic positions at RSU. Of the 40 elected academic staff members, five are professors and twelve are associate professors. Of the 57 lecturers involved in the implementation of the StP, 35 hold doctoral degrees.
- **Practical experience.** Most of the teaching staff involved in the implementation of the study programme, who offer sports coach and business courses, are professional athletes or experienced sports managers with practical experience in the sports sector, which ensures their ability to apply academic knowledge and provide students with real practical experience. "Basics and Didactics of Swimming" is taught by renowned swimming coach, Professor Jeļena Solovjova, "Basics and Didactics of Hockey" by Rodrigo Laviņš, a long-time member of the Latvian national hockey team, "Basics and Didactics of Handball" by Renārs Līcis, referee of the Olympic Handball Tournament in Beijing and captain of the Latvian national team, and Rihards Leja, player of the Latvian national handball team, "Basics and Didactics of Gymnastics and Aerobics" by Leonīds Žilīnskis, gymnast, 13-time Latvian veterans' champion, "Basics and Didactics of Self-Defence" by Sergejs Saulīte, holder of a fourth dan in ITF Taekwondo, and others.
- **Pedagogical training.** In addition to academic qualification and practical experience, teaching staff must also have a high level of pedagogical training that ensures an effective teaching and assessment process. Teaching staff are regularly trained in modern pedagogical approaches and technologies, in line with the principles of student-centred teaching.

Table 6. Analysis of Compliance of the Qualification of Teaching Staff for the Achievement of Outcomes of the Study Programme “Sports Science”

1.	The student knows and is able to use the grounds of anatomy, physiology, and biochemistry specific to sports in their professional activities, and has good knowledge of the tools and methods of pedagogy and psychology for teaching and improving motor skills.	Inese Pontaga, Associate Professor, Doctor of Medicine, carries out pedagogical, scientific and organisational activities in the field of sports physiology and biomechanics. Developer and lecturer of the study course "Human Functioning" (LSPA_501), "Age Group and Sports Physiology" (LSPA_474). Viesturs Lāriņš, Professor, Doctor of Medicine (Dr. med.), medical doctor of sports medicine, experienced in working with professional athletes. Developer and lecturer of the study courses "Sports Medicine" (LSPA_470) and "Sports Injuries, their Cause and Prevention" (LSPA_460). Maija Dzintare, Associate Professor, Doctor of Biology, developer and lecturer of the study course "Biochemistry" (LSPA_478). Svens Vilks, medical doctor's degree, Master of Health and Sports Science, developer and lecturer of the study course "Human Functioning" (LSPA_501). Zane Stiliņa, sports doctor, holds a medical doctor degree from Riga Stradiņš University, developer and lecturer of the study courses "Sports Medicine" (LSPA_470), "Sports Injuries, their Cause and Prevention" (LSPA_460). Beate Evelīna Dišlere, acting researcher, lecturer, doctoral student in health care sciences at RSU, has a private practice as a clinical and health psychologist. Developer and lecturer of the study course "Sports Psychology" (LSPA_458). Agita Ābele, Professor, Doctor of Pedagogy, Master of Social Sciences in Psychology. Developer and lecturer of the study course "Communication Psychology and Communication" (LSPA_496). Gundega Ulme, Assistant Professor, developer and lecturer of the study course "Communication Psychology and Communication" (LSPA_496). Oļegs Sabeļņikovs, Associate Professor, Doctor of Medicine. Developer and lecturer of the study course "First Aid and Civil Protection" (AURK_061).
2.	The student is familiar with the professional business competences within the framework of the relevant professional qualification, and understands the aspects of sports management, economics and business.	Anīta Kokareviča, Assistant Professor, Doctor of Economics and Business. Developer and lecturer of the study course "Economics and Basics of Business" (SVUEK_046). Juta Kaziņa, lecturer, Master of Law and Business Management. Developer and lecturer of the study course "Human Resource Management in Business" (SBUEK_235). Jekaterina Pankova, lecturer, Master of Business Management. Developer and lecturer of the study course "Introduction to Project Management" (SZF_138). Anželika Berķe-Berga, Associate Professor, Doctor of Economics, financial project valuation analyst, has participated in several scientific research projects. Developer and lecturer of the study course "Fundamentals of Finance" SZF_084. Agita Ābele, Professor, Doctor of Pedagogy, Master of Social Sciences in Psychology, Head of the Certification Commission of Sports Specialists at the Latvian Sports Federations Council, Chairperson of the Board of the Sports Union of Latvian Universities, speaker at several international scientific conferences. Developer and lecturer of the study course "Psychology of Business and Management" (LSPA_447). Monta Jakovļeva, senior researcher, Doctor of Pedagogy, developer and lecturer of the study courses "Organisation of Sports Competitions and Events" (LSPA_499), "Strategic Management" (LSPA_498), "Management of a Sports Organisation" (LSPA_115), "Basics of Law" (LSPA_471), "Sports Philosophy, Sports History, Culture and Olympism" (LSPA_456). Renāte Cāne, Associate Professor, Doctor of Social Sciences in Communication and Master of Business Management, author of several scientific articles, speaker at several scientific conferences. Developer and lecturer of the study course "Business Communication and Ethics" (SZF_097). Elīta Nīmande, Assistant Professor, Doctor of Law, Lawyer. Developer and lecturer of the study course "Basics of Law" (LSPA_471). Marīna Kameņeckā-Usova, Associate Professor, senior researcher, Doctor of Law. Developer and lecturer of the study course "International Sports Law" (JF_396). Sabīna Grīnberga, lecturer, Master of Environmental Science. Developer and lecturer of the study course "Environmental Health, Labour Protection and Ergonomics" (AUVMK_054).

3. The student is able to develop practical sports training content based on theoretical knowledge in the long term and to manage the training process for the type of sports, as well as to develop different recreational activities for different social groups and select appropriate recreational methods and means to achieve the goal.	Uģis Ciematnieks, Associate Professor, Doctor of Pedagogy in Sports Science, Head of the RSU LASE study programme “Sports Science”, developer and lecturer of the study courses “Sports Theory” (LSPA_435, “Training Theory and Planning” (LSPA_434). Kalvis Ciekurs, Associate Professor, Doctor of Pedagogy, senior ski coach. Study courses “Tour Management, Guide Activity” (LSPA_495), “Research, Management and Marketing in Recreation” (LSPA_497), “Outdoor Activities II” (LSPA_493), “Recreation Resources and Pedagogical Development in Recreation” (LSPA_449), developer and lecturer of “Modelling and Evaluation of Recreational Activities ” (LSPA_450), “Outdoor Activities in Recreation” (LSPA_451), “Outdoor Activities and Non-traditional Sports” (LSPA_468), “Outdoor Activities I” (LSPA_457). Inga Liepiņa, Associate Professor, Doctor of Pedagogy, senior researcher in the field of health and sports science in the subdiscipline of sports pedagogy. Developer and lecturer of the study course “Outdoor Activities I” (LSPA_457). Rodrigo Laviņš, lecturer, acting research assistant, doctoral student of health care at RSU, Master of Sports Science, founder and head coach of a hockey school. Developer and lecturer of the study course “Outdoor Activities II” (LSPA_493). Renārs Līcis, Assistant Professor, Doctor of Pedagogy in Sports Science, experience as a handball player and handball referee. Developer and lecturer of the study course “Didactics of Sports Games” (LSPA_480). Aleksandrs Astafičevs, Assistant Professor, Doctor of Pedagogy in Sports Science, basketball coach, senior coach of psychological preparation. Developer and lecturer of the study course “Didactics of Sports Games” (LSPA_480). Kristaps Slaidiņš, lecturer, Master of Sports Science, founder of a football school, member of the Development and Youth Committee of the Latvian Football Federation. Developer and lecturer of the study course “Didactics of Sports Games” (LSPA_480). Linda Līce, teacher, floorball coach at the Latvian Floorball Union and a sports school. Developer and lecturer of the study course “Didactics of Sports Games” (LSPA_480). Rihards Leja, lecturer, handball coach, sports teacher, doctoral student of health care at RSU, Master of Sports Science. Developer and lecturer of the study course “Didactics of Sports Games” (LSPA_480). Dāvis Dāvids Gailītis, lecturer, volleyball coach, sports teacher, Master of Sports Science. Developer and lecturer of the study course “Didactics of Sports Games” (LSPA_480). Jelena Solovjova, professor, coach of the Latvian national swimming team, Doctor of Pedagogy in Sports Science, category A sports specialist. Developer and lecturer of the study course “Swimming Didactics” (LSPA_487). Sandra Škutāne, Assistant Professor, track and field athletics coach, physical fitness coach, Master of Sports Pedagogy. Developer and lecturer of the study course “Athletics Didactics” (LSPA_461). Krišjānis Kuplis, lecturer, Master of Pedagogy. Developer and lecturer of the study course “Athletics Didactics” (LSPA_461). Inese Ļubinska, Assistant Professor, Head of the RSU LASE qualification “Senior Sports-Specific Coach”, Master of Sports Pedagogy, category A sports specialist. Developer and lecturer of the study courses “Basics and Terminology of Gymnastics” (LSPA_465), “Comprehensive Physical Training in Sports” (LSPA_466), “Special Physical Training, Competition and Refereeing” (LSPA_476), “Types of Gymnastics in a Sports and Health Class” (LSPA_483), “Specifics of the Type of Sports I” (LSPA_481), “Specifics of the Type of Sports II” (LSPA_482). Alīna Kurmeļeva, Assistant Professor, physiotherapist, senior swimming coach, Doctor of Health and Sports Science in Sports Pedagogy. Developer and lecturer of the study course “Basics of Sports Massage” (LSPA_477). Maruta Hoferte, lecturer, sports coach at RSU, Master of Pedagogy. Developer and lecturer of the study course “Physical Activities at Different Ages” (LSPA_506). Kristiana Jansone, teacher, fitness coach. Developer and lecturer of the study course “Pilates with Pilates Training Devices and Small Equipment” (SUUK_273). Gints Peleckis, lecturer, physiotherapist, professional Master’s degree in health care, certified teacher of Iyengar yoga. Developer and lecturer of the study course “Current Developments in Yoga and Meditation” (LSPA_504). Other lecturers of the RSU Latvian Academy of Sport Education may also be involved.
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4.	The student is competent to organise health-promoting physical activities, develop and implement in practice the content of sports classes in school and pre-school based on pre-school and school sports activities, the curriculum, learners' needs and age specifics, class teacher documentation and work planning.	Inta Bula-Biteniece, Associate Professor, Head of the RSU LASE qualification "Sports Teacher", senior researcher, Doctor of Pedagogy in Sports Science, experience in conducting several seminars. Developer and lecturer of the study courses "Physical Activity in Pre-School and School" (LSPA_469), "Fundamentals of Movement in Pre-School and School" (LSPA_475), "Pre-School and School Sports Didactics" (LSPA_500). Antra Gulbe, Associate Professor, Doctor of Pedagogy in Sports Science. Developer and lecturer of the study courses "Organisation of Sports Competitions and Events" (LSPA_499), "Sports Philosophy, Sports History, Culture and Olympism" (LSPA_456), "Classroom Management and Projects in School" (LSPA_455). Aleksandrs Astafičevs, Assistant Professor, Doctor of Pedagogy in Sports Science, basketball coach, senior coach of psychological preparation. Developer and lecturer of the study course "Teaching and Learning in Sports" (LSPA_502). Nadija Strazdiņa, lecturer, researcher, physiotherapist, sports teacher at all levels of education, special education teacher, Master of Education in Pedagogy. Developer and lecturer of the study courses "Adapted Physical Activities" (LSPA_452), "Special Pedagogy in a Sports and Health Class" (LSPA_453). Rihards Leja, lecturer, handball coach, sports teacher, doctoral student of health care at RSU, Master of Sports Science, developer and lecturer of the study courses "Movement Games and Games in Sports" (LSPA_485), "Frisbee, Badminton" (LSPA_472). Sandra Škutāne, Assistant Professor, track and field athletics coach, physical fitness coach, Master of Sports Pedagogy. Developer and lecturer of the study courses "Types of Track and Field Athletics in a Sports and Health Class" (LSPA_462), "Different Types of Sports in a Sports and Health Class" (LSPA_463). Kalvis Ciekurs, Associate Professor, Doctor of Pedagogy, senior ski coach. Developer and lecturer of the study course "Different Types of Sports in a Sports and Health Class" (LSPA_463). Baiba Smila, Associate Professor, coach of the Latvian youth and junior national orienteering team in the Latvian Orienteering Federation, Doctor of Pedagogy in Sports Science. Developer and lecturer of the study course "Different Types of Sports in a Sports and Health Class" (LSPA_463). Nora Jansone-Ratinika, Associate Professor, senior researcher, Head of the Quality Council of the RSU study field "Education and Pedagogy", Doctor of Pedagogy in Social Pedagogy. Developer and lecturer of the study course "Health Pedagogy" (PIC_008).
5.	The student selects and applies sports-specific preparation methods in the training process and physical activities, assesses the dynamics of the result achieved in training or health-promoting physical activity, and is able to plan the necessary resources and support staff.	Una Veseta, lecturer, physiotherapist, Doctor of Sports Theory and History, Master of Pedagogy in Sports Science. Developer and lecturer of the study courses "Assessment of Functional Abilities in Sports" (LSPA_467), "Current Developments in Fitness" (LSPA_503). Jānis Leitis, acting lecturer, nutritionist, Master of Nutrition and Sports Physiology. Developer and lecturer of the study course "Nutrition in Sports" (LSPA_479).
6.	The student is able to collect, evaluate, process and use quantitative or qualitative data in professional activities, based on evidence-based scientific research and information from databases.	Anna Zuša, senior researcher, Doctor of Pedagogy in Sports Science, manages and coordinates the operations of the research laboratory and research centre. Developer and lecturer of the study course "Physical Fitness Control Methodology" (LSPA_507). Lāsma Spundiņa, acting lecturer, doctoral student of health care at RSU. Developer and lecturer of the study courses "General and Developmental Psychology" (LSPA_459), "Research Methods in Sports" (LSPA_454).

7. The student uses in practice, explains, advises and discusses the knowledge, skills and competences required for professional activity and is able to independently assess and improve their professional skills in teamwork and individually, based on theoretical and practical knowledge of the profession in Latvian and in a foreign language of the European Union.	Didzis Lauva, acting lecturer, lecturer and researcher. Developer and lecturer of the study course "Digital Literacy" (VVDG_042). Inta Bula-Biteniece, Associate Professor, Head of the RSU LASE qualification "Sports Teacher", senior researcher, Doctor of Pedagogy in Sports Science, experience in conducting several seminars. Developer and lecturer of the study courses "Placement I" (LSPA_429), "Placement II" (LSPA_430), "Placement III" (LSPA_431). Inese Ļubinska, Assistant Professor, Head of the RSU LASE qualification "Senior Sports-Specific Coach", Master of Sports Pedagogy, category A sports specialist. Developer and lecturer of the study courses "Placement I" (LSPA_429), "Placement II" (LSPA_430), "Placement III" (LSPA_431). Signe Luika, Associate Professor, Doctor of Pedagogy in Sports Theory and History in the field of sports science, Master of Business Management. Head of the RSU LASE qualification "Sports Manager". Developer and lecturer of the study courses "Placement I" (LSPA_429), "Placement II" (LSPA_430), "Placement III" (LSPA_431). Ingrīda Smukā, Associate Professor, Head of the RSU LASE qualification "Recreation Specialist". Developer and lecturer of the study courses "Placement I" (LSPA_429), "Placement II" (LSPA_430), "Placement III" (LSPA_431).
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Qualification of the teaching staff and achievement of the study programme aims and outcomes

Qualification of the teaching staff is closely related to the achievement of the aims and outcomes of the study programme "Sports Science". Teaching staff play an important role in ensuring that students acquire not only the theoretical knowledge but also the practical skills needed for a successful career in the sports sector.

The teaching staff involved in teaching restricted elective courses are professionals in their field, as the restricted elective courses are used to deliver the sub-programmes and the qualifications they contain:

The qualification "Senior Coach" is provided by the A-category coach, assistant professor Inese Ļubinska, who teaches the study courses "Comprehensive Physical Training", "Special Physical Training", "Sport Specifics I" and "Sport Specifics II", which are the basis for physical, technical, tactical, integrative and theoretical training in sport. Physiotherapist, Doctor of Sports Sciences, Alina Kurmeļeva teaches the course "Fundamentals of Sports Massage", covering all types of massage. The course "Methodology of Physical Fitness Control", which includes the use of equipment, is taught by Anna Zuša, Doctor of Sports Science.

The qualification "Teacher" is provided by Inta Bula Biteniece, Doctor of Sports Science, Associate Prof. Antra Gulbe - courses "Preschool and School Sport Didactics", "Classroom Management and Projects at School", "Physical Activities at Preschool and School", "Fundamentals of Movement at Preschool and School". The course "Special Pedagogy in Sport and Health Lessons" is provided by the head of the Special Sports Centre, Nadija Strazdiņa.

The qualification "Sport Manager" is provided by Doctor of Communication Renāte Cāne ("Business Communication and Ethics"), Doctor of Sports Sciences Monta Jakovļeva ("Organisation of Sports Competitions and Events"), Assoc. prof. Prof. Anželika Berķe-Berga (course "Fundamentals of Finance"), as well as Marina Kamenecka-Usova, Doctor of Philosophy (course "International Sports Law").

The qualification "Recreation Specialist" is mainly provided by the developers of the content and practices of this qualification, Asst.Prof. Ingrīda Smukā and Asst.Prof. Inga Liepiņa, as well as Asst.Prof. Kalvis Ciekurs.

• Development and delivery of the content of study courses

Teaching staff draw on their scientific and professional experience to develop study courses that include the acquisition of current knowledge and skills, as well as research activities. For example, courses in sports physiology, sports psychology and biomechanics are taught taking into account the latest research and practical implications to help prepare students for the requirements of modern sports practice. Consequently, qualification of the teaching staff ensures that the courses are in line with scientific development trends.

- **Providing practical courses and placements**

The lecturers involved in the implementation of the study programme “Sports Manager” must ensure that students are fully prepared for real work situations through practical courses and placement. Members of the teaching staff who are professional coaches or sport managers with experience in the field can provide students with practical guidance and specific assignments that help them acquire the necessary skills to work effectively in sports and sports organisations. In addition, the study courses, which include placement and final papers, are adapted to give students a deeper understanding of specific areas of sports science and to develop their research approach.

- **Student assessment and feedback**

The qualification and experience of teaching staff have a direct impact on the assessment of student achievements and related feedback. Assessment methods are adapted to objectively assess students’ theoretical knowledge, practical skills and ability to analyse and solve industry problems. Teaching staff encourage critical thinking through regular feedback and reflection, which is essential for improving the quality of studies and students’ professional development.

The study programme “Sports Science” is developed and implemented taking into account the high qualification and experience of the teaching staff, which ensures the achievement of the aims of the programme and its courses. The academic qualification, practical experience in sports, pedagogical training and regular professional development of the teaching staff ensure that students receive up-to-date, scientifically based and practical knowledge. These qualities of the teaching staff meet the requirements of the regulatory enactments and contribute to the quality of the programme and the achievement of the learning outcomes, which are essential for the provision of high-quality sports science education

Annexed:

Annex No. 18.1. Mapping of the Study Courses for the Achievement of Learning Outcomes of the Study Programme.

Annex No. 24.7. Analysis of the Composition of the Teaching Staff.

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

The study programme “Sports Science” is designed to provide high-quality education relevant to the field. The composition of the teaching staff plays an important role in achieving this goal, as they are directly responsible for the teaching of study courses, the assessment of students, and the quality and relevance of study materials to the requirements of the field. Changes in the composition of the teaching staff may therefore affect the quality of the study programme, and RSU

LASE must take targeted measures to ensure that these changes do not lead to a deterioration in quality.

By consolidating the Latvian Academy of Sport Education with Rīga Stradiņš University, it has been possible to attract new lecturers to improve the quality of the study programme. Lecturers are also recruited for theoretical courses of the field (anatomy, sports biomechanics) as well as for specialisations of types of sports. Mārtiņš Mellakauls is involved in strength athletics, Jānis Leitis in the study course “Nutrition in Sports”, Darja Nesteroviča in the study course “Research Methodology”. To improve the study programme, the number of contact hours has been increased for each qualification in the first and second year of studies and the former study course “Professional Development in the Qualification” has been split into separate courses for each qualification – “Comprehensive Physical Training in Sports”, “Physical Activity in Pre-School and School”, “Business Communication and Ethics” and “Professional Development in the Qualification of a Recreation Specialist I” in the first year of studies, and “Organisation of Sports Competitions and Events”, “Fundamentals of Movement in Pre-School and School”, “Specific Physical Training” and “Professional Development in the Qualification of a Recreation Specialist II” in the second year of studies. A distinctive feature of the study programme is not only the possibility of obtaining two out of four possible qualifications, but also the fact that students of the coach qualification specialise in a chosen type of sports, called sports-specific specialisation. This is implemented by the head of the sports specialisation in the study courses “Comprehensive Physical Training in Sports” and “Specific Physical Training”, “Specifics of the Type of Sports I” and “Specifics of the Type of Sports II”; the head is a professional in their respective field with sports and coaching experience. Within the framework of the programme, it is planned to attract more specialists, ensuring an improved material and technical provision.

Analysis of changes in the composition of teaching staff

The composition of the teaching staff at RSU LASE is a dynamic structure, and changes may be necessary over time, such as replacing and renewing teaching staff, to ensure the quality of the study courses and programme. These changes can be related to a variety of factors:

- **Retirement of the teaching staff or leaving the labour market.** Some members of the teaching staff may have to terminate their professional activities at the university, which may necessitate replacing them with new lecturers. During the accreditation period, professionals of the field and textbook authors such as Professor Rasma Jansone, who headed the study programme “Sports Science” and the qualification “Sports Teacher”, Uldis Švinks, who developed the only sports terminology explanatory dictionary in Latvia, retired from active employment. Jānis Rimbenieks, Daina Krepše, Vladimirs Lapiņš, Andris Pimenovs and others have also left the management of the sports specialisation.
- **Professional development and specialisation of the teaching staff.** Sometimes faculty members choose to change their areas of specialisation or make career changes, for example by moving to other, better-paid areas in the private sector, which may necessitate changes in the composition of the teaching staff. During the accreditation period, Katrīna Volgemute (psychology, pedagogy), Gundega Ulme (psychology), Einārs Pimenovs (judo), Renārs Līcis (handball), Aleksandrs Astafičevs (basketball, psychology), Anna Zuša (senior researcher, tennis), Edgars Bernāns (endurance development, biomechanics) defended their doctoral dissertations and joined the ranks of lecturers. These lecturers are employed at RSU LASE and also carry out scientific activities, as well as are involved in scientific projects within the framework of the consolidation.
- **New professional challenges and labour market demands.** Taking into account the development of the sports sector and increasing demands, the RSU LASE may decide to supplement the teaching staff with new professionals specialising in current areas of sports

science (e.g. sports technology, sports psychology, biomechanics, etc.). It is planned to involve colleagues from Rīga Stradiņš University in the implementation of the study programme, who have so far pursued their professional activities in other programmes, as there is a shortage of staff in biomechanics, specific courses for sports managers, anatomy, specialisation courses in certain types of sports.

Targeted measures to ensure quality

RSU LASE has developed several strategies to ensure that changes in the composition of the teaching staff do not affect the quality of the study programme and compliance with regulatory enactments.

- **Teaching staff selection and appointment process**

The University follows strict selection criteria to ensure that new teaching staff members meet all the necessary RSU criteria and qualification and are able to provide high quality of studies. New teaching staff members are held to high standards of professional qualification and pedagogical training. Sports Manager

- **Professional development and regular monitoring of the quality of studies**

The University runs regular professional development programmes for teaching staff to keep them up-to-date with the latest trends in sports science, research and teaching methods. Such measures help to maintain the high professional level of the teaching staff and ensure that they are able to keep abreast of developments in the field and apply the latest scientific research and technology to the study process. This is implemented through the RSU Grow system and the activities and continuing education opportunities of the RSU Centre for Educational Growth. During the reporting period, the development of lecturers was ensured within the framework of the project 2.2 “To Strengthen Academic Staff of Higher Education Institutions in the Areas of Strategic Specialisation”, and LASE carried out professional development of lecturers with the training series “Current Developments in University Didactics”, which is implemented in the form of modules with training on the topics “Innovations in Didactic Transformation in the Study Process”, “Basic Issues in Preventing Conflicts of Interest” and other training series.

- **Monitoring the study programme monitoring and ensuring compliance**

RSU has developed an internal quality assurance system, which regularly assesses the compliance of the study programme with the regulatory enactments, and student surveys are also conducted. This system allows to identify potential problems and make the necessary adjustments to maintain the quality of the study programme.

- **Cooperation with experts and partners from the field**

RSU LASE maintains close cooperation with sports organisations, sports schools, companies and other experts from the field to ensure that the study programme and the composition of its teaching staff meet current requirements of the field. This cooperation ensures that new members of the teaching staff are given the opportunity to gain practical experience and knowledge from experienced professionals. Most of the cooperation agreements are concluded for the implementation of placement, as well as for the training of athletes in the sports facilities of the cooperation partner, e.g. Latvian Olympic Academy, Latvian Olympic Movement, Liepāja University, Riga Volleyball School, Latvian Checkers Federation, Latvian Olympic Team, Association “Futbola federācija”, Youth Guard Centre, Mārupe Municipality Council – Tourism Department, Aizpute Municipality Council structural unit “Aizputes novada mūžizglītības un tūrisma informācijas centrs” (Aizpute Municipality Lifelong Learning and Tourism Information Centre), Jūrmala City Museum branch “Aspazijas māja”, Vidzeme Olympic Centre, Sports School “Arkādija”, Riga Secondary School

No. 71 leisure time centre “Kolumbs”, Active Tourism Centre “EŽI”, Association “Sporta klubs Virsotne”, Foundation “Atbalsta centrs ģimenēm un bērniem ar īpašām vajadzībām “Cimdiņš”” (Support Centre for Families and Children with Special Needs), Valka Municipality Children and Youth Sports School, BDR Sports Club “Fitnesa Studija”, Limbaži and Salacgrīva Sports School, Liepāja Football School, Association Floorball Club “Rīgas Lauvas”, Children and Youth Centre “Daugmale”, Children and Youth Basketball School “Rīga”, Association “L&L sport”, Latvian Taekwondo Federation, Ventspils Sports School, Liepāja Sports Games School, Salaspils Sports School, Hockey School “Kurbads”, Hockey Club “Prizma”, SIA “Beach Box”, Association “Rīgas Jahtklubs”, Association “Spēka Pasaule” and others.

RSU LASE successfully implements measures to ensure that changes in the composition of the teaching staff do not negatively affect the quality of the study programme implementation and its compliance with the regulatory enactments. Targeted selection of teaching staff, high level of professional training, mentoring and regular professional development ensure that the study programme “Sports Science” and its qualifications maintain their high quality and meet the requirements of the field. RSU LASE is constantly working to adapt to the development of the field and the content of the study programme and to provide students with education of the highest level.

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).

Teaching staff cooperation is essential for the implementation of the study programme “Sports Science”, as the field of sport science requires an interdisciplinary approach.

Effective cooperation between teaching staff members requires good communication and coordination between educator teams. This includes departmental meetings, general meetings and other types of meetings and discussions to discuss changes in the content and methodology of study courses to ensure a consistent approach at all levels of studies. The communication of teaching staff is ensured both vertically through the heads of departments, methodologists, and horizontally between different departments, linking the content of study courses. Until the reorganisation, the coordinating work was carried out by the Vice-Rector for Studies, with topical issues being discussed in the Study Council, where the meetings were open and where heads of departments and teaching staff could express their views. Teaching staff regularly participated in research projects corresponding to their individual scientific topics, as well as in the project 8.2.2.0/18/I/006 “Strengthening of Academic Staff in the Strategic Specialisation Areas at the Latvian Academy of Sport Education”. Both before the consolidation and as part of RSU, the teaching staff cooperate in the development of study courses. The developed courses are discussed in the department, approved by the Council and only then forwarded to the Senate.

It is important to ensure that different study courses are interconnected and complement each other. This can involve different teaching staff members working together, for example in organising integrated projects or practical tasks involving knowledge from several courses. Several lecturers with their topics are often involved in the development of a study course. There are groups of courses where learning the topics is linked in several courses: “Human Functioning”, “Biochemistry”, “Age Group and Sports Physiology”. These are usually courses within the same department, where the department’s lecturers coordinate the topics of the courses so that they complement each other. Other courses that are linked are “Age Group and Sports Physiology” and “Sports Theory”, “Age Group and Sports Physiology” and “Theory and Planning of Training”; the knowledge of age group specifics and competence in planning training obtained in these courses are developed in the courses “Specifics of the Type of Sports I” and “Specifics of the Type of Sports II”. Other examples are courses “Pre-school and School Sports Didactics” and “Classroom Management and Projects in School” of the qualification “Teacher”, which are compulsory courses to be completed before the qualification placement. The linking of the topics of study courses is supervised and coordinated by the programme director and heads of qualifications.

Teaching staff can cooperate with professionals of the sports sector to provide students with relevant knowledge that can be applied in practice. Experts are invited both to develop the course content and to present individual course topics to students under the guidance of the lecturer. This kind of cooperation is very useful to ensure that courses meet the labour market requirements. Industry experts are usually recruited by heads of qualifications as both placement base methodologists and as members of national practical examination, diploma paper and Bachelor’s thesis committees, providing a two-way exchange of experience on industry-leading practical approach to implementing the profession and on scientific developments. On the advice of experts, heads of qualifications may change the content of qualification-specific study courses if necessary.

Mechanisms to promote cooperation and ensure course linkages include:

- **Regular working groups.** Regular working groups have been set up for teaching staff to work on course content, methodology and learning resources, allowing them to share ideas and experiences. This approach is often implemented within the same department or qualification between lecturers who may also share a common research topic. Working

groups are called units, which bring together lecturers from several departments, but with a common orientation of the study courses they teach towards a qualification. Such a unit was set up for each qualification and decided on the content of the specific courses. In the process of consolidation, these units were abolished and the supervisory work is carried out by the head of the qualification.

- **Cooperation platforms and technologies.** Using modern technologies and platforms, such as online platforms and resource storage systems, teaching staff can cooperate effectively and ensure that all courses are delivered objectively to the highest quality and are continuously improved. The consolidation process includes the possibility to use e-learning and the student paper repository, electronic reading and signing of all types of documents. Teaching staff also use MS Teams to be always reachable during working hours, which has been useful during official travel that requires attendance at committee meetings, departmental meetings or other meetings. The information flow in the e-learning environment, planning software *Timetabler*, *Booker*, etc. improves not only the cooperation of the teaching staff but also the support for the students.

By implementing the above measures, LASE can ensure effective teaching staff cooperation, which will improve the quality of studies and enhance students' understanding of sports science as an integrated and multidimensional field.

At the time of submission of the self-assessment report, the teaching staff-student ratio is 1:10.

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	24.1_Anx_Diploma_Sports_Science.pdf	24.1_piel_Diploms_Sporta_zinatne.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	16_Anx_Stat_Data_Stud_Sports_Science.pdf	16_pielik_Stat_dati_stud_Sporta_zinatne.pdf
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	17.1_Anx_Compliance_Stand_14-07-2025.pdf	17.1_pielik_atbilstiba_valsts_izglitiba_standartam_14-07-2025_fin.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	18.2_Anx_Compliance_Prof_Stand.pdf	18.2_piel_Attilst_prof_stand.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	17.2_Anx_Field-specific_Reg_Framework.pdf	17.2_atbilst_spec_normat_regulejumam.pdf
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	18.1_Anx_Mapping.pdf	18.1_pielik_Kartejums_rez_sasn.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	19_Anx_Study_plan_Full-time_Part-time.pdf	19_pielik_Planojums_PLK_NLK.pdf
Descriptions of the study courses/ modules	20.1_Anx_Stud_Course_Descriptions_Sports_Science.pdf	20.1_piel_Stud_kursu_apraksti_Sporta_zinatne.pdf
Description of the organisation of the internship of the students (if applicable)	9.1_Anx_Placement_Org_Sports_Science.pdf	9.1_piel_Praksu_dokumenti_Sporta_zinatne.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Sports Coach (41813)

Study field	<i>Sport</i>
ProcedureStudyProgram.Name	<i>Sports Coach</i>
Education classification code	<i>41813</i>
Type of the study programme	<i>Short-cycle professional higher education study programme</i>
Name of the study programme director	<i>Inese</i>
Surname of the study programme director	<i>Ļubinska</i>
E-mail of the study programme director	<i>Inese.Lubinska@rsu.lv</i>
Title of the study programme director	<i>Mg.paed.</i>
Phone of the study programme director	<i>29130698</i>
Goal of the study programme	<i>Aim of the study programme</i> <i>To prepare sports coaches for professional activity, using a student-centred approach in the study process, facilitating mental and physical development. The teaching strategy is to develop a free, responsible and creative personality, providing the opportunity to get acquainted with the latest scientific achievements in theory and practice in the sports sector, facilitating the acquisition and understanding of interdisciplinary knowledge and skills of sports coaches, which ensures the acquisition of a fifth-level professional qualification and facilitates competitiveness in changing socio-economic and geopolitical conditions. To create a flexible and integrated study system to motivate continuing education and provide the opportunity to prepare to obtain a first-cycle professional higher education and sixth-level professional qualification.</i> <i>Aim of the subprogramme "Fitness Coach"</i> <i>To prepare highly qualified and competitive fitness coaches – health sport specialists, facilitating professional growth and personal development of students during their studies, developing competences to ensure the preservation and improvement of health and the enhancement of the quality of life of people of different ages independently, professionally and socially responsibly, using appropriate physical exercises, as well as to contribute to the education of specialists in the field about the latest research and industry trends.</i> <i>Aim of the subprogramme "Sports-Specific Coach"</i> <i>Strengthening one of the important values in society – a healthy and active lifestyle, to prepare a sports specialist – sports-specific coach who purposefully directs, manages and implements the development of the personality, sports achievements and competences of athletes and participants of sports activities, in accordance with the needs of individual development, physical fitness, state of health, training, personality and growth in sports of athletes and participants involved, strengthening important values in society. To fully acquire the knowledge, skills, and competences necessary for the profession in anatomy, physiology, pedagogy, psychology, training theory, and the chosen type of sports during the studies, facilitating interdisciplinary study courses.</i>
Tasks of the study programme	<i>Objectives of the study programme</i> <i>1. To educate students, ensuring the development of professional knowledge, skills and competences necessary for the professional activity of sports coaches at the fifth level, offering different learning paths, to facilitate their competitiveness in the changing socio-economic and geopolitical conditions and in the international labour market.</i> <i>2. In the learning process, to encourage and constantly motivate students to explore, master and improve the content provided in study courses, and to be able to link it in an interdisciplinary manner in the body of knowledge. To be able to create an interactive reflection of the study process using innovative information communication technologies and methods in sports pedagogy.</i> <i>3. To create motivation for continuing education and provide an opportunity to prepare in accordance with the knowledge, skills and competences of the European Qualifications Framework Level 5 as specified in the classification of Latvian education, in order to obtain first-cycle professional higher education and sixth-level professional qualification in the continuing education process.</i> <i>Objectives of the subprogramme "Fitness Coach"</i> <i>1. To ensure the acquisition of the knowledge, skills and competences required for a fitness coach.</i> <i>2. To facilitate the ability to think creatively and critically, to develop an in-depth understanding of the role of health sport specialists in society.</i> <i>3. To raise awareness of sports as part of the society's culture and its role in the health care system.</i> <i>4. To provide knowledge on the role of physical activity in primary disease prevention.</i> <i>5. To teach how to apply the acquired knowledge and skills of professional, innovative or research activities.</i> <i>6. To teach how to assess the impact of one's professional activities on the environment and society and to participate in the development of the field of health sports.</i> <i>7. To develop general skills: independent learning, professional development, motivation for continuing education.</i> <i>8. To develop a scientific approach to solving problems.</i> <i>9. To develop the ability to make decisions and find solutions in changing or unclear circumstances.</i> <i>10. To create motivation for continuing education and acquire the skill of independent lifelong learning.</i> <i>Objectives of the subprogramme "Sports-Specific Coach"</i> <i>1. To develop knowledge and skills in anatomy, physiology, pedagogy, biomechanics, and sports theory, building an understanding of interdisciplinary study courses.</i> <i>2. To include basic knowledge and skills in a foreign language in all study courses, thus promoting student competitiveness.</i> <i>3. To develop professional competences, prepare students for work with learners or participants of different ages and levels of fitness.</i> <i>4. To teach how to create and plan individual and/or team training sessions/classes, taking into account the cyclical nature of the year/period/periodization.</i> <i>5. To provide in-depth knowledge and professional understanding in the chosen type of sports or physical activity group.</i> <i>6. To develop the ability to recognize and prevent sports injuries (ensure prevention), monitoring the physical and psychological preparedness of athletes/learners/participants.</i> <i>7. To encourage and motivate students to be able to analyse and evaluate athlete performance using scientific foundations of the sports industry, applying innovative training/activity methods and technologies.</i> <i>8. To develop communication skills, knowledge of sports ethics and psychology, creating a supportive and safe environment for work with athletes/learners/participants.</i> <i>9. To provide students with the opportunity to apply the knowledge and skills acquired during the qualification placement in actual coaching work in sports organisations.</i> <i>10. To create a foundation during the study process for further professional development and lifelong learning in the field of sports.</i>

Results of the study programme	Learning outcomes of the study programme Knowledge 1. The student is familiar with the structure and function of the human musculoskeletal, muscular, cardiovascular, respiratory, digestive, excretory, endocrine and nervous systems. The student understands the importance of sensory organs and the role of the nervous system in the regulation of movements. The student is able to analyse muscle activity in various movements and understand the impact of regular physical activity on structural changes in the body. The student knows the biomechanical foundations of movement in optimising human physical performance. 2. The student knows the relationships between different types of sports and physical characteristics, training methodology and physical load at different ages and fitness levels. The student understands the importance of physical exercise in strengthening health and preventing diseases, as well as the principles of ergonomics and injury prevention. 3. The student is familiar with the planning of the teaching and learning process, performance assessment and physical ability development methodology. The student understands current pedagogical issues, basic principles of business and economics, as well as legal and accounting aspects in the fitness industry. Skills: 4. The student recognises and describes shock mechanisms, injuries, and provides first aid in various situations. The student understands safety aspects during physical exercise and is able to assess the risk of exercise injuries, offering preventive solutions. 5. The student performs biomechanical analysis of movements and exercise, evaluates the effects of exercise on the muscular system and other bodily functions. The student plans and adapts training programmes for people of different ages, genders, and fitness levels, selecting appropriate methods and assessing posture, balance, and physical development. 6. The student plans and implements the teaching and training process in different age groups, assesses the level of movement acquisition and prepares a development plan. The student can explain and demonstrate the technique of performing exercises, explaining the biomechanical and physiological aspects thereof. Competence: 7. The student analyses and applies knowledge about the functions of the human body and physical load, developing individually tailored programmes to strengthen health and improve fitness. 8. The student adapts physical activities to different ages and fitness levels, providing an effective and motivating training process that promotes long-term healthy lifestyle habits. 9. The student analyses and solves economic and legal problems related to the fitness industry, applying business and management principles, as well as adhering to professional ethics; uses research methods to identify industry trends, assess risk factors, and develop sustainable solutions that promote industry development. Learning outcomes of the subprogramme "Fitness Coach" Knowledge 1. The student knows the structure and functions of the human body, the functioning of organ systems, the structure of skeletal muscles and the regulation of movements; understands bioenergetic processes in the body, the principles of metabolic regulation and the impact of physical load on the functions of the body. 2. The student has good knowledge of the basic concepts of biomechanics, the structures of the musculoskeletal system, and understands their importance in maintaining movement and posture. 3. The student knows the basics of sports and training theory, has good knowledge of the operation of cardio and strength training equipment, related terminology, and is able to use the equipment in practice. 4. The student is familiar with exercises for health promotion and disease prevention, the differences between health sport and competitive sport, and understands the role and application of physical exercise in strengthening health, preventing disease and improving quality of life. Skills 5. The student knows how to provide first aid in various situations, is able to recognise shock mechanisms and injuries, and is able to describe them. 6. The student develops training programmes and activity plans for people of different ages and fitness levels, assesses their physical fitness and provides appropriate recommendations. 7. The student applies knowledge of economics, business, legislation and accounting principles to the organisation and opening of new fitness facilities. Competences 8. The student analyses and applies knowledge of human body functions, physical load and health promotion to design and supervise individually tailored training programmes and different types of fitness classes, adapting training intensity and methodology to the age, fitness and health condition of the client, as well as facilitating long-term motivation and healthy lifestyle. 9. The student assesses and addresses ergonomic, health and safety issues, applying first aid and civil protection principles and adhering to professional ethics and business guidelines. Learning outcomes of the subprogramme "Sports-Specific Coach" Knowledge 1. The student knows the basics of anatomy, dynamic anatomy, physiology, biomechanics and kinesiology; understands their impact on the functioning of the body at different ages and at different levels of physical fitness. 2. The student is familiar with the classification of various types of sports, the organisational environment of sports, and understands the importance of interdisciplinarity in the study and training process. 3. The student demonstrates in-depth and specialised knowledge of the main physical characteristics, their theoretical foundations, regularities of development and importance thereof in various types of sports, as well as understands the need to adapt the methodological approach according to the age and level of physical fitness of the learners. Skills 4. The student applies theoretical knowledge about the interrelationships between human movement and the functioning of the musculoskeletal system to plan and modify exercises according to the chosen type of sports and the purpose of the activity and demonstrate accurate execution of movements and load dosing. 5. The student strategically plans, implements and improves innovative training/activity processes using digital literacy tools, as well as independently evaluates, edits and analyses the developed training programmes/plans, taking into account the specifics of the field of the chosen type of sport. 6. The student ensures a safe and motivating activity/training environment, clearly explains the process, and promotes healthy lifestyle, adhering to technical requirements and safety regulations, and adapting the training content to the abilities and needs of the participants. Competences 7. The student is able to plan and implement training/activity process, defining and using appropriate athlete selection criteria, as well as conducting systematic evaluation of performance and training programmes, based on innovative research data and the requirements of the specific sports federation. 8. The student is able to demonstrate professional independence and responsibility, ensuring effective cooperation with the parties involved and successfully solving practical problems. At the same time, the student reflects on the quality of their professional activities and engage in continuing education processes in the field of sports science.
Final examination upon the completion of the study programme	Qualification examination

Study programme forms

Part time studies - 2 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	2
Duration in month	6
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education Admission examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Sports Coach</i>

Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

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>Secondary education Admission examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Sports Coach</i>

Places of implementation

Place name	City	Address
Rīga Stradiņš University	RĪGA	DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007
Liepāja branch of Rīga Stradiņš University	LIEPĀJA	RIŅĶU IELA 24/26, LIEPĀJA, LV-3405

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.

Table 1. Changes in the StP Parameters

No.	Parameter	Description and analysis of changes in the StP parameters during the accreditation period	Planned changes within the assessment procedure
1.	Study field	Changed from study field "Education, Pedagogy and Sports" to study field "Sports"	—
2.	Title of the StP	—	It is planned to change the title of the study programme from "Health Sport Specialist" to "Sports Coach"
3.	Code according to the Classification of Education of the Republic of Latvia	—	—
4.	Head of the StP	—	Inese Ļubinska
5.	Academic degree of the head of the StP	—	<i>Mg. paed.</i>
6.	Aim of the StP	—	The aim of the study programme is adapted to the training of coaches in various types of sports; the aims of the subprogrammes are also indicated separately.
7.	Tasks of the StP	—	The tasks of the study programme are adapted to the training of coaches in various types of sports; the tasks of the subprogrammes are also indicated separately.
8.	Learning outcomes to be achieved	—	The outcomes of the study programme to be achieved are adapted to the training of coaches in various types of sports; the outcomes of the subprogrammes to be achieved are also indicated separately.
9.	Final examination at the end of the StP	—	—
10.	Type and form of studies	—	It is planned to offer full-time regular and part-time regular studies
11.	Duration of implementation	—	Full-time regular studies – 2 years (4 semesters) Part-time regular studies – 2.5 years (5 semesters)
12.	Language of implementation	—	—
13.	Volume of the StP (CP)	—	The volume has not changed, but in accordance with amendments to Section 1(8) of the Law on Higher Education Institutions, which entered into force on 11 October 2022 and are to be implemented by 31 December 2024, a transition to the European Credit Transfer and Accumulation System has been made, specifying the volume of ECTS in study courses. The total volume of the programme is 120 ECTS.
14.	Admission requirements	—	—

No.	Parameter	Description and analysis of changes in the StP parameters during the accreditation period	Planned changes within the assessment procedure
15.	Degree to be awarded	—	—
16.	Qualification to be awarded	—	The qualification to be awarded has been changed from “Fitness Coach” to “Sports Coach”.
17.	Place of implementation	—	Rīga, Dzirciema street 16; Rīga, Brīvības gatve 333; Rīga, Annīmuīžas bulvāris 26a; Liepāja, Rīnķu street 24/26

Table 1 clearly shows that minor changes have occurred in the study programme during the accreditation period, while other changes are planned to be made as part of the evaluation process.

Due to amendments to Annex No. 1 to Cabinet Regulation No. 793 of 11 December 2018 “Regulations Regarding Opening and Accreditation of Study Fields”: Study Fields in Higher Education, study field “Education, Pedagogy and Sports” has been divided into two fields: “Education and Pedagogy” and “Sports”. The study programme “Sports Coach” is implemented within the framework of the study field “Sports”.

Based on the need to train coaches in various types of sports, the title of the study programme “Health Sport Specialist” is changed to “Sports Coach” as part of the evaluation procedure. The new title of the programme is in line with the new professional standard and the qualification to be awarded, which has been changed from “Fitness Coach” to “Sports Coach”. Two previously implemented study programmes at RSU and LASE are also being combined. A consolidated and modernised programme with two subprogrammes has been submitted for accreditation – with the intention of preserving the work done and uniqueness of each university. RSU previously implemented a programme providing study courses for the development of fitness coach competence, while LASE implemented study courses focused on the development of knowledge, skills and competences of coaches in specific types of sports. The professional standard of a sports-specific coach defines the core task that applies to both subprogrammes: a sports coach carries out pedagogical activities related to sports in state and municipal sports and educational institutions for children, youth or adults (including educational institutions of vocational orientation), associations, foundations, enterprises, commercial companies, as a self-employed person or individual merchant. When creating the study programme for sports coaches, the content is based on students who already perform the duties of a sports coach in various structures of the sports sector (municipalities, associations, foundations) during their studies. Although both subprogrammes are linked to the sport sector, their main tasks are targeted at different groups of people. Fitness coaches work with people, with health maintenance as the main goal; sports-specific coaches guide the training/exercise process and set goals to facilitate the achievement of results in different age groups with different levels of physical fitness by strengthening their health.

During the evaluation period, the study programme “Health Sport Specialist” was headed by Assoc. Prof. *Dr. biol.* Voldemārs Arnis, while the director of the consolidated study programme “Sports Coach” is *Mg. paed.* Inese Ļubinska, Head of the study field “Sports”. Inese Ļubinska was the head of the coach department at LASE and previously was also the head of the subprogramme “Sports-Specific Coach” of the short-cycle professional higher education programme “Sports and Education Specialist”.

Two subprogrammes will be implemented within the framework of the study programme “Sports Coach”: “Sports-Specific Coach” (previously implemented within the framework of the study programme “Sports and Education Specialist” of the study field “Education and Pedagogy”) and “Fitness Coach” – based on the previously implemented study programme. The main differences between the subprogrammes will be the sports-specific study courses and the professional

specialisation study courses worth 12 ECTS. As part of the changes, the aim, tasks, and learning outcomes of the study programme to be achieved have been clarified and expanded. Similarly, the aim, tasks, and achievable learning outcomes have been defined for each subprogramme. Until now, the study programme “Health Sport Specialist” was implemented only in the form of part-time regular studies (duration of studies: 2.5 years), but the study programme “Sports Coach” is planned to be implemented in the form of both full-time regular studies (duration of studies: 2 years) and part-time regular studies (duration of studies: 2 years and 6 months).

The study programme will be implemented in Riga and the Liepāja branch, mainly in 4 locations: Riga, Dzirciema iela 16 (RSU main building - legal address), Riga, Anniņmuižas bulvāris 26a METC (information in [Latvian](#), information in [English](#)), Riga, Brīvības gatve 333 (LASE RSU building) (information in [Latvian](#), information in [English](#)) and Liepāja, Riņķu iela 24/26 (RSU Liepāja branch) (information in [Latvian](#), information in [English](#)).

Due to the centralised transition from the national to European (ECTS) credit point system, all study courses for which the total number of ECTS could not be expressed in whole numbers were subject to a credit point volume adjustment, with the number of contact hours being adjusted accordingly. With the introduction of the new credit point system, the volume of the study programme has changed from 80 Latvian credit points to 120 ECTS credit points. The RSU Study Process Development Plan for Social Sciences and Health Care Studies, approved at the Senate meeting on 13 February and 12 March 2024, stipulates that, starting with the 2024 admission, study plans must reflect ECTS credit points. The transition to the ECTS credit point system in each study programme is the responsibility of the study programme directors. According to Article 1(8) of the Law on Higher Education Institutions, one credit point corresponds to 25-30 hours of study work. Each lecturer assesses the scope of work within the study course within the limits of the Law on Higher Education Institutions. Each lecturer has reviewed and adapted the content of their courses in terms of implementation format and content to the new amount of credit points and the corresponding number of hours (see the document in Annex No. 28 for guidelines: Transition to the New Credit Point System. Recommendations for Directors of Study Programmes and Heads of Study Courses. – 2024, RSU Centre for Educational Growth).

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 name of the study programme, awarded degree, professional qualification or degree and professional qualification, objectives, tasks, learning outcomes, and admission requirements are mutually aligned.

The title of the study programme “Sports Coach” reflects the awarded qualification “Sports Coach” and the relevant field of preparation required to attain it, offering students the opportunity to acquire the knowledge, skills, and competencies of a professional sports coach.

As previously mentioned in Section 3.1.1, the “Sports Coach” study programme includes two sub-programmes: “Sport-Specific Coach” (previously implemented under the study programme “Sport

and Education Specialist” in the study direction “Education and Pedagogy”) and “Fitness Coach” (primarily the previous “Health Sports Specialist” programme). The sub-programmes mainly differ in study courses related to specific sports and professional specialization courses amounting to 12 ECTS. Completion of either sub-programme leads to the qualification “Sports Coach”, which corresponds to Level 5 of professional qualification and grants the right to work as a sports coach. This aligns with the definition in Section 55, Part 1 of the Higher Education Law (available [in Latvian](#) and partially translated [in English](#)), stating that a study programme may include sub-programmes. The programme is closely linked with the Bachelor's study programme “Sports Science”, providing graduates with the opportunity to pursue higher-level education.

The study programme and its sub-programmes align with the study field and clearly prepare professionals for the sports sector. Graduates work in fitness clubs, sports organisations, professional orientation and general education schools, and other sports institutions, as well as operate as entrepreneurs in the private sports sector.

Programme development during the review period was based on the needs of the sports sector, employer requirements, and international experience. The programme’s goal is to provide students with the theoretical knowledge and practical skills needed to work as sports coaches. The expected learning outcomes are defined in accordance with the professional standard for sports coaches (approved at the Tripartite Sub-Council for Vocational Education and Employment Cooperation meeting on 14 December 2022, available only in [Latvian](#)). The link between aims, objectives, and learning outcomes is clear and sufficiently detailed (see the mapping of expected outcomes in the study programme and its sub-programmes in Annex 18.1).

The study programme code, 41813, complies with Cabinet Regulation No. 322 “Regulations on the Classification of Latvian Education” (available only in [Latvian](#)), Appendix 2, which defines the classification of education sectors. The first part of the code, 41, denotes short-cycle professional higher education after secondary education. The second part, 813, refers to the “Sports” education programme group, confirming the “Sports Coach” programme’s alignment with the “Sports” study direction.

The “Sports Coach” study programme is accredited for both full-time and part-time in-person implementation. The duration for full-time studies is 2 years (4 semesters), and for part-time studies, 2 years and 6 months (5 semesters), amounting to 120 credit points, in line with Section 57, Point 3 of the Higher Education Law (available [in Latvian](#) and partially translated [in English](#)): “Full-time study volume is 120–180 credit points and accordingly two to three years.”

During the accreditation period, RSU implemented the programme only in part-time format, while LSPA conducted the “Sport-Specific Coach” sub-programme only in full-time regular study format. Upon accreditation of the study direction, the “Sports Coach” programme and its sub-programmes “Sport-Specific Coach” and “Fitness Coach” will be offered both full-time and part-time regular study format.

RSU has also implemented the programme at its Liepāja branch during the accreditation period, though no admissions took place there in the past 3 years. The branch is planned to be retained and developed with improved quality. Overall, the programme and its sub-programmes are offered in Latvian in Riga and Liepāja, in line with demand and RSU’s development strategy.

Both full-time and part-time formats are useful, as they allow access for both new applicants and working coaches seeking to upgrade their knowledge. Full-time in-person studies ensure an intensive and systematic educational process, while part-time in-person studies allow combining learning with professional work in sports.

Admissions to the programme follow the RSU Senate’s approved Admission Regulations and

Cabinet Regulation No. 846 “Regulations on Requirements, Criteria, and Procedures for Admission to Study Programmes.” (available in [Latvian](#), partially translated in [English](#)). Selection criteria include centralised exam scores in mathematics, Latvian language, and a foreign language, as well as the OSPPP (Objectively Structured Professional Aptitude Test) score.

Admission requirements ensure the programme's compliance with the qualification requirements of the sports coaching profession. Applicants must demonstrate relevant prior knowledge and physical fitness via a cycle ergometer test, which is essential for professionals in the sports field.

Entrance exams ensure the alignment of the programme and candidates with the profession's qualification requirements and aim to reduce student dropout rates. Applicants are evaluated on centralised exam scores, motivation for studies and suitability for the chosen profession (assessed by the OSPPP interview panel), previous sports experience (also evaluated in the interview), physical fitness via the cycle ergometer test, and outstanding sports achievements (confirmed by the relevant sports federation) (see Annex 1.2.1).

In Latvia, one can work as a sports coach with a Level 5 professional qualification, which can be obtained through a short-cycle professional higher education programme.

Such a programme can be completed in 2 years (full-time) or 2.5 years (part-time). This is a short time to acquire necessary professional skills, especially for secondary school graduates who may lack theoretical knowledge or practical skills in coaching. There is also a risk that new students may be insufficiently informed or motivated to work in the field, potentially leading to high dropout rates—undesirable for students, institutions, and the sector overall. Admitting applicants with sports experience and motivation to the short-cycle programme ensures continuity in the field and progression into bachelor studies. Students can engage in the labour market during studies—for example, in sports clubs or youth sports schools. Employers—including sports organisations, clubs, and educational institutions—report high demand for such specialists. Students are offered placements during studies and employment opportunities upon graduation. In addition, motivation and ability to work with various athlete groups are assessed during the interviews.

The “Fitness Coach” sub-programme will admit applicants interested in the role of physical exercise in health promotion, disease prevention, and improving quality of life, with a general interest in healthy living.

The “Sport-Specific Coach” sub-programme will admit students with training experience and interest in a specific sport.

The “Sports Coach” study programme provides students with the knowledge, skills, and competencies necessary for professional activity in the sports sector, enhancing graduate competitiveness and employability in both local and international job markets.

Annexed:

Annex No. 24.1. Model Diploma and Supplement Thereto.

Annex No. 24.8. Study Contract Sample.

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

The need for the short-cycle professional higher education study programme “Sports Coach” is

determined and its conception is justified by the strategic documents of the European Union in education (Bologna Process), the European Commission Communication on the Establishment of the European Education Area by 2025, as well as the development direction and needs of the Latvian state and economy, included in the National Development Plan 2021-2027, the Sports Policy Guidelines 2021-2027 and other regulatory enactments relevant to the sector. The development of the programme is based on the Law on Higher Education Institutions, the Education Law, the Sports Law, and the Vocational Education Law.

The study programme complies with the requirements for professional activity of sports coaches, as laid down in the relevant regulatory enactments, including Cabinet Regulation No. 264 “Regulations on the Classification of Professions, Basic Tasks Corresponding to the Profession, and Basic Qualification Requirements” (available only in [Latvian](#)). The programme has been developed in accordance with the guidelines of the European Coaching Framework to ensure the competitiveness of graduates in both the Latvian and European labour markets. The relevance between the study courses and the programme outcomes to be achieved is regularly assessed and the programme is improved based on feedback from employers, specialists of the field and students. The content of the study courses covers both theoretical and practical training, with an emphasis on sports science, fitness training methodology, physiology, biomechanics, sports psychology and pedagogy. Practical classes and placement form an important part of the studies, giving students the opportunity to work with athletes and teams in a real work environment.

The demand for qualified coaches in the sports sector is growing, as the popularity of physical activity and awareness of a healthy lifestyle increases both in Latvia and across Europe. According to the European Commission and the Organisation for Economic Co-operation and Development (OECD), more and more people are engaging in regular physical activity, creating a demand for professional coaches and health promotion specialists.

The goal of the Europe 2020 Strategy (available in [English](#)) was to increase the number of people obtaining higher education, and a report by the Ministry of Economics predicts that highly qualified specialists will continue to be in demand in the labour market until 2035. In the sports and health sector, this will mean an increased demand for coaches with in-depth knowledge of sports methodology, psychology and physical fitness analysis.

The sports sector is seeing an increase in the number of people visiting training and fitness centres, which creates a need for highly qualified sports coaches. Statistics show that the number of sports coaches and fitness specialists in Latvia, especially those with higher education, is insufficient to provide a full range of services for all age groups and types of sports. At the end of 2022, there were 4904 registered certified sports specialists with the right to work as coaches in Latvia. Of these, 2003 or 41% were A and B category specialists, 1751 or 36% were C category specialists and 23% were students and graduates with the right to work[1].

Around 40,000 children are enrolled in vocational sports education programmes and around 1800 coaches work with them. However, there are very few coaches who work only in one place of employment, because it is impossible to earn a sufficient living from one job[2]. This data indicates a possible shortage of sports coaches and physical fitness specialists in Latvia, which may affect the provision of a full range of services for all age groups and types of sports.

The sports sector is associated with highly developed sports science and new training models, which place additional demands on coaches in terms of professional development and the use of new technologies for work. There is also a growing focus on Paralympic sports and specialised types of sports that require specialised coaches.

The study programme “Sports Coach” provides students not only with the theoretical knowledge,

but also with the practical skills needed to effectively train athletes and active lifestyle enthusiasts. An important role is given to the implementation of the latest sports science findings in the training process, which helps students to develop coaching skills in both individual and team sports.

The quality of the study programme is monitored through student, graduate and employer surveys, which help to improve the study content and methods. Employers praise the skills of the programme graduates, especially those related to training planning, sports psychology and motivation of athletes. In addition, regular discussions with students and experts of the sports sector contribute to the development of the study programme, adapting it to the requirements of the labour market and the latest trends in sports. RSU provides students with the opportunity to use modern sports technologies and research methods that promote introduction of innovations in training processes.

To increase the competitiveness of graduates, cooperation projects with sports organisations are being developed, giving students the opportunity to practice and gain experience during their studies. The rapid development of the sports sector and the growing demand for qualified coaches confirm the relevance and importance of the study programme in the Latvian sports ecosystem.

Annexed:

Annex No. 21.1. Results of the Assessment Survey of the Study Programme and Study Courses

[1] Latvian Sports Federations Council's Overview of the Certification of Sports Specialists, <https://lsfp.lv/jaunumi/zinas/749> (available in Latvian only)

[2] Shortage in salaries of sports school coaches surprises the prime minister, she will ask for an explanation from the ministry, <https://www.lsm.lv/raksts/sports/sporta-politika/08.11.2023-iztrukums-sporta-skolu-treneru-algam-premjeri-parsteidz-prasis-ministrijas-paskaidrojumu.a530821/> (available in Latvian only)

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.

At the beginning of the academic year 2024/2025, there were 153 students in the study programme "Health Sport Specialist": 65 in the 1st year of studies, 48 in the 2nd year of studies and 40 in the 3rd year of studies. The number of students admitted to the study programme in Riga in the last 10 years has been 62–99 students per year, 62–68 students in the last four years. The dynamics of the number of students can be described as stable. The number of students admitted in Liepāja from 2014/2015 to 2020/2021 was 11–23 students per year. Unfortunately, in the last four years, it was not possible to complete a student group, or 15 students. Analysis of the number of graduates also shows stability. 40–60 students graduate from the study programme each year. In the last two years, there have been 34 graduates, only in Riga. Following the consolidation of the RSU and LASE programmes and the possibility to master coaching specialisations in different types of sports within the programme, demand is expected to increase.

The first admission to the subprogramme “Sports Coach”, which until the accreditation was implemented within the study programme “Sports and Education Specialist” of the study field “Education and Pedagogy”, took place in 2023/2024, when 32 students were admitted. In the admission of 2024/2025, 39 more students were admitted. The subprogramme has no graduates yet.

The drop-out rate of students in the study programme “Health Sport Specialist” is relatively high. In the academic year 2023/2024, 18 of all students have taken an academic leave, 6 have withdrawn voluntarily and 16 have been excluded due to poor academic performance. The current head of the study programme has contacted all students who have withdrawn voluntarily, as well as students who have taken academic leave. The main reasons for dropping out are difficulties combining studies with work, family responsibilities for students with young children, financial problems, and some students eventually realising that they want to learn a different profession. The analysis of drop-out rates identified the study courses with the highest number of students with poor academic performance and assessed the requirements of these study courses. The requirements are in line with RSU Academic Regulations I (available in [Latvian](#) and [English](#)) and the specifics of different study courses, but it is necessary to explain these requirements to students more, remind about deadlines for submitting work, etc.

Teaching staff are advised to review the learning outcomes and examination requirements. Students are informed about the exam requirements and assessment criteria in the first lectures. In the last year of studies, study descriptions have been improved, learning outcomes and examinations have been revised in all study courses. To minimise drop-out, student selection criteria have been developed, and the programme aims to admit students with the highest motivation to become good coaches, taking into account centralised exam results, other previous education, applicants’ sporting experience and physical fitness. During the admission, each student is interviewed to find out about their motivation, training experience and physical fitness.

Every year, the study programme management works on promoting the study programme both with employers and during open days and talks about it in the media. The study programme actively participated in all recruitment events organised by RSU (RSU Open Day, exhibition “School”, etc.). Additional recruitment activities included interviews with alumni, a lecture for teachers “Recent Research on the Role of Physical Activity and Different Exercises in Promoting Health”, publications in news portals, participation in the Scientists’ Night, at the METC sports facilities, together with students from the study programme.

During the reporting period, students of the study programme “Health Sport Specialist” did not take advantage of mobility opportunities. One of the reasons is that the study programme is implemented only as a part-time study programme with a small number of contact hours and classes and face-to-face studies only one day a week. Almost all students are employed, and about a third have already obtained higher education. This makes it problematic for students to find time for mobility opportunities where they are busy all week. Exchange students from other countries could also be offered face-to-face studies only one day a week, in Latvian only. It should also be mentioned that some students do not have sufficient English language skills to take part in mobility.

As the study programme “Sports Coach” is also planned to be implemented as a full-time regular study programme, discussions on mobility opportunities have been initiated with several foreign universities, including visits of RSU and RSU LASE management and representatives of the study programme to foreign sports universities.

Annexed:

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 descriptions of study courses, placement, and final theses are well-developed, their content is relevant, complementary, aligned with the goals of the programme, and ensure the achievement of learning outcomes. They also meet industry needs and scientific trends. The information included in the courses, the intended outcomes, and the set objectives are closely linked to the general aims and learning outcomes of the study programme (see Annex 18.1). Each course is designed to build the necessary set of competencies for professional activity in accordance with the occupational standard.

For example, the courses “Theory of Sport” and “Comprehensive Physical Preparation in Sport” provide an understanding of training planning and organization, which is essential for athlete preparation. Meanwhile, courses such as “General and Developmental Psychology” and “Health Pedagogy” develop a communication and motivational skills — all of which are directly related to the programme’s goal of preparing professionally competent sports coaches.

The content of study courses is regularly updated based on the latest research in sports science, labour market needs, and industry development trends. Course content revisions are carried out with the involvement of employers and industry professionals, based on their feedback. The study programme also fully complies with the requirements for sports coach education set by the Latvian Sports Federations Council (LSFP) (available in [Latvian](#)).

The sub-programme “Sport-Specific Coach” includes specialized courses in the methodology and didactics of specific sports disciplines, such as “Didactics of Team Sports,” “Didactics of Athletics,” “Didactics of Combat Sports,” etc. This sub-programme emphasizes the development of technical skills in specific sports, the preparation of methodological materials, and skills for conducting training sessions. Internships are organized in cooperation with relevant sports federation clubs and organizations.

The sub-programme “Fitness Coach” covers various areas of fitness: group training, functional training, strength training, and health-promoting exercise. Courses such as “Foundations of Health Sport,” “Introduction to Different Types of Fitness Classes,” and professional specialization courses provide students with extensive knowledge about client needs and health promotion. Internships mainly take place in fitness centres and health-oriented sports clubs, where students are integrated into the activities of practicing coaches.

The study process for each sub-programme is organized in a differentiated manner, starting with specialization courses in the second semester and continuing to the development of qualification thesis topics that reflect the chosen sports direction. Both sub-programmes provide equal opportunities for the development of research skills, digital literacy, and international mobility.

Structure of the content of the study programme “Sports Coach” by thematic blocks of courses:

1. Study courses:
 - 1.1. Comprehensive study courses, including courses in the humanities and social sciences, as well as study courses that develop social, communication and organisational skills, including study courses that include entrepreneurship to build professional competence.
 - 1.2. Basic theoretical courses in sports science and information technology study courses.
 - 1.3. Field-specific professional specialisation study courses.
 - 1.4. Elective courses.
2. Placement.
3. National examination, which includes the final paper and defence thereof.

The total volume of StP “Sports Coach” is 120 CP, the programme consists of Part A (compulsory), Part B (restricted elective) and Part C (free elective) courses. Part A of the programme consists of 105 CP, Part B – 12 CP, while Part C consists of 3 CP.

The programme includes 24 CP of placement, which provides students with practical training for working with athletes and those interested in active recreation. The total volume of the national examination and the final paper is 12 CP.

The study programme complies with the Cabinet Regulation No. 305 “Regulations on the National Standard for Professional Higher Education” (available only in [Latvian](#)), professional standard for sports coaches (approved at the Tripartite Sub-Council for Vocational Education and Employment Cooperation meeting on 14 December 2022, available only in [Latvian](#)) and the requirements for the training of sports coaches set by the Latvian Sports Federations Council.

In order to achieve the aims of the StP, the thematic plan of the StP implementation provides that the first semesters include basic theoretical study courses that create an understanding of sports science, training methodology and anatomy, physiology, biochemistry, biomechanics, etc. of athletes. In all years of studies, study courses are implemented that develop communication, pedagogical and organisational skills.

In the first year of studies, study courses of Part B are studied in the amount of 6 CP related to the chosen subprogramme “Sports-Specific Coach” or “Fitness Coach”. Sports-specific coaches study the study courses “Basics and Teaching of Swimming” (lifesaving, programme “Swim Safely”) and “Basics and Didactics of Athletics”. Fitness coaches study the study courses “Scientific Basics of Health Sports” and “Insight into Different Types of Fitness Activities”.

From the second year of studies onwards, the proportion of field-specific study courses and electives increases. Students have to choose two study courses from a number of study courses offered (e.g. in the subprogramme “Sports-Specific Coach”: “Didactics of Sports Games”, “Didactics of Combat Sports”, “Activities/Basics and Didactics of Sports for All”, “Leisure Physical Activity

(Roller Skating, Skiing (Cross-Country, Downhill), Hiking, Parkour)". In the subprogramme "Fitness Coach", students have to choose one of the professional specialisations on offer: fitness coach (group classes), fitness coach (strength and conditioning classes), fitness coach (functional classes), fitness coach (health gymnastics classes). Each specialisation has two professional specialisation study courses.

In the final year of studies, study placements are offered in sports clubs, federations and fitness institutions to facilitate students' acquisition of practical skills. In the study plan, placements are coordinated with appropriate study courses and employer requirements. To improve the quality of the programme, student surveys, analysis of employer feedback and content development are regularly carried out.

The study programme is harmonized with the sports coach education programmes of European countries, which facilitates graduate mobility and ensures competitiveness in the labour market. As part of future development, it is planned to strengthen digital skills, research competencies, and the individualization of training processes. For example, the courses "Research Methods in Sport" and "Assessment of Functional Abilities in Sport" are being introduced, along with the development of practical seminars in which students acquire skills in personalized training planning and the use of sports monitoring tools. It is also planned to expand cooperation with high-level coaches from other countries by inviting them as guest lecturers.

Annexed:

Annex No. 17.1. Compliance of the Study Programme with the National Educational Standard.

Annex No. 17.2. Compliance of the Study Programme with the Field-Specific Regulations.

Annex No. 18.1. Mapping of the Study Courses for the Achievement of Learning Outcomes of the Study Programme.

Annex No. 18.2. Compliance of the Qualification to Be Acquired Upon Completion of the Study Programme with the Professional Standard

Annex No. 19. Planning of the Study Programme (For Each Type and Form of the Implementation of the Study Programme).

Annex No. 20.1. Description of Study Courses.

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.

Based on the internal methodology “TRANSITION TO THE NEW CREDIT POINT SYSTEM; Recommendations for Study Programme Directors and Study Course Leaders” developed by the RSU Centre for Educational Growth in 2024, within the study programme “Sports Coach” it is determined that 1 CP corresponds to 25 hours of study work. In the case of part-time full-time study programmes, a lower amount of contact hours is foreseen.

The implementation of the short-cycle study programme “Sports Coach” is based on a variety of teaching and assessment methods that contribute to the achievement of the aims and outcomes of the study courses and programme, as well as the principles of student-centred education.

The following study and assessment methods are used in the study programme:

- Lectures and seminars – theoretical knowledge acquisition and consolidation, situation analysis, discussions on organising sports training.
- Practical classes – in sports centres and other training venues, where students learn and practice the skills of planning, managing and analysing training, as well as working with athletes and healthcare specialists.
- Group work and problem-solving – developing teamwork, critical thinking and decision-making skills.
- E-learning (Moodle) – access to study materials, submission of independent work, possibility for students to plan their study time independently and watch lecture recordings.
- Cumulative assessment – at the end of the study course, mid-term examinations, practical and theoretical assignments, papers and placement reports are taken into account to assess the student’s progress in an integrated manner.
- Placement – applying the knowledge and skills in a work environment, where practical skills are assessed by both the placement supervisor and the placement defence committee.

The aim of these methods is to ensure that students develop both the theoretical knowledge of sports training and health promotion processes, and the practical skills needed for professional work. The various examinations (tests, written or oral exams, demonstration of practical skills) allow to assess whether the student has achieved the outcomes of the study course and programme.

The study programme “Sports Coach” follows the principles of a student-centred study process in the following ways:

- Each course has specific and clearly defined learning outcomes to be achieved that reflect what the student should know and be able to do after completing the course. The results are available in the e-learning environment to ensure that aims are set in an understandable and transparent manner.
- Students can choose between restricted elective (Part B) and free elective (Part C) courses to study in depth the aspects of training, sports technique or health promotion that interest them. Free elective courses can be chosen from all study courses offered at RSU.
- Students have the opportunity to give their opinion on the quality of the study process in questionnaires, as well as to receive lecturer tutorials and feedback on independent work. Based on the recommendations, both the course content and the organisation of studies are being improved.

- Students can get involved in the Quality Council of the study field and other structural units of the university, influencing the development of the study courses and programme. Currently, two students of the study programme “Sports Coach” are involved in the Quality Council of the study field “Sports”.

The teaching staff of the study programme “Sports Coach” purposefully develops students’ professional competences and ensure that students are able to apply and integrate knowledge in the work environment. As a result, both the planned outcomes of the study courses and the overall aims of the programme are achieved, enhancing the competitiveness and quality of future sports coaches in the labour market.

In the implementation of the study programme “Sports Coach”, teaching methods are used that contribute to the achievement of both the outcomes of the study courses and the aims of the study programme and subprogrammes. The learning process is structured in such a way that students link theoretical knowledge to its practical application in different professional contexts in a progressively more complex way. The pedagogical approach is based on a high level of interactivity and targeted development of skills necessary to work with different client groups in the sports sector.

The study process involves a discussion method with a graded level of complexity, which aims to develop students’ ability to apply field-specific knowledge in conversations with professionals and members of the public. This allows to train the ability to adapt to different communication contexts, discourses and prior knowledge levels of conversation partners, as well as their views and beliefs.

Methodologically, the ability to improvise, adjust and adapt content is facilitated, developing students’ readiness to tackle problems of various degrees of complexity. At the same time, presentation skills are developed, such as positioning oneself professionally as a service provider in the field of sports and health. The assignments and study content are designed in a sequential manner, ensuring that knowledge is acquired gradually, linking theoretical content with practical application testing.

The programme supports the development of a professional identity, allowing students to reflect on their values, motivation, doubts and opportunities for growth. This is done through written reflective assignments that foster a deeper connection with the chosen profession and a conscious development of a professional philosophy.

Alongside specific professional knowledge, the study programme integrates pedagogical competence, which includes understanding how people learn at different ages and levels of experience, and developing skills to explain, motivate, support and encourage others. Students learn how to have a meaningful pedagogical conversation and plan a personalised growth path in their clients’ learning process, strengthening their transversal skills.

Simulation-based methods are also used – role-plays that allow students to experience typical situations in the field in a controlled but authentic learning environment. This approach helps to develop an understanding of professional pedagogical situations where contextual sensitivity, reactions and concerted action to achieve the aim are important.

In addition, the debate method is used to develop skills in conceptualising, operationalising, reasoning and structured thinking. It trains students to express and justify a professional opinion, respect time constraints, and practise social and communication skills.

Overall, the methods implemented strengthen students’ ability to work confidently in the professional environment, which requires both the skilful application of theoretical knowledge and a high level of emotional intelligence and communication readiness. This approach contributes

significantly to the achievement of learning outcomes and to the realisation of the study programme’s aims in practice.

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

The placement of the short-cycle professional study programme “Sports Coach” is an integral part of the study process and is organised on the basis of the regulatory enactments in force and the professional standard of a sports coach. The placement process is governed by cooperation agreements between the higher education institution and sports organisations, including sports clubs, fitness facilities, federations, sports schools and health promotion centres.

In the fitness sector, in recent years, more and more fitness trainers who act as mentors for qualification placements (supervising the placement) are contracted by RSU as individuals, as they work in various fitness clubs as self-employed. In these cases, the student experiences the daily life and activities of a fitness trainer in different institutions, as the student has the opportunity to visit several fitness clubs during the internship.

The partners include both major fitness club chains and individual fitness facilities, including many fitness facilities established and opened by graduates of the RSU study programme “Health Sport Specialist” (the name of which is being changed to “Sports Coach” during the accreditation process).

In order to ensure the implementation of sports coaching practices, RSU LASE signs cooperation agreements with Latvian sports schools, associations and foundations. If the student is an active member in a foreign sports club, RSU LASE signs cooperation agreements with the respective foreign organisation for the provision of internships. The aforementioned demonstrates the implementation of dual careers in the study process. For example, a student specialising in ice hockey, having signed a contract for work in a sports club abroad, implements qualification placement at the place of work. In such cases, the study process follows an individual plan.

As part of the consolidation process, significant changes have been made to the qualification placement agreements applicable to both study programmes of the field of study “Sport” (see Table 2).

Table 2. Changes in the qualification placement agreements.

LASE Qualification Placement Agreement	RSU LASE Qualification Placement Agreement
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1. The contract was signed only by hand. This complicated the registration process, as the student had to travel to another city, county (according to the chosen internship location) to get signatures from all parties involved in the contract.	1. The contract form allows electronic signatures. The time taken to register a contract has been reduced, reducing the administrative burden on the parties involved.
2. The placement agreement was legitimate only for the duration of the traineeship. This made it difficult and created additional workload for support staff, as new contracts were created for each qualifying practice.	2. The Agreement shall enter into force on the date of its mutual signature and shall remain in force for 3 (three) years. The Agreement indicates mutual cooperation and development in the long term.
3. The Qualification placement base Methodologist could be a sports professional, not only an A and/or B category coach, but also a C category coach or a Sports Studies graduate. This is incorrect, as a coach without higher professional education (C category) guides, advises and assesses a student with a higher level of education. Also, a graduate in sports studies cannot perform the duties of a trainee in a methodology-based internship in a qualitative manner because he/she has not acquired the necessary work experience.	3. The RSU LASE Qualification Placement Agreement states that a Trainee Trainer-Methodologist with a category A or category B Coach certificate may be assigned. The validity period of the trainer's certificate must be appropriate to the duration of the traineeship.
1. No special provisions.	4. Changes are foreseen to take place within the accreditation process: Special Provision: the accreditation process of the short cycle professional higher education study programme "Sport and Education Specialist" as defined in Clause 1.1 of the Agreement foresees a name change, but no significant changes in the content of the internship. The placement provider shall inform the placement site in writing of the name change and no amendment to the Agreement shall be made.
5. A tripartite agreement was signed: employer – university – student.	5. A bilateral agreement is signed between the employer and RSU LASE.

During the placement, students must develop and strengthen their professional competences to be able to effectively implement the training process using scientifically grounded and practice-tested methods. The aims and tasks of the placement are defined in the Study Placement Regulation of the study programme and the description of the study course "Placement", ensuring the progressive development of students.

Placement opportunities are planned by the study programme director in cooperation with the head of the study course “Placement”, organisers of the study process and placements of the Faculty of Health and Sports Science in cooperation with sports sector institutions (fitness institutions, sports clubs, sports federations) and coaches on the basis of concluded cooperation agreements. The study placement is carried out under these agreements, which give students access to a variety of types of sports and organisations, offering the opportunity to work with both individual clients and groups of clients, conducting group sessions or assisting in conducting group sessions. The higher education institution helps students find placement opportunities. A list of placement institutions and possible placement supervisors is posted in the e-learning environment for the relevant study course.

During the placement, students work under the direct supervision of a placement supervisor – an experienced coach – who provides professional support and regular feedback on the student’s progress. At the end of each placement semester, students and the placement supervisor provide an assessment of the course of the placement, its organisation, the skills and competences of each trainee according to 10 criteria, and make suggestions for improvements needed in future placements. Students can choose a placement institution in any city or municipality of Latvia, close to where they live. Many students start their professional careers during their placement, or start working in the placement institution after graduation from the study programme. At the end of each semester, students are required to submit a placement report. The total volume of placement in the short-cycle study programme is 24 ECTS. Placements are implemented every semester.

The study programme outcomes to be achieved are closely integrated into the placement structure (see Table 3). During the placement, students have the opportunity to apply theoretical knowledge in real work situations, developing professional skills, communication, responsibility and the ability to work independently. Study placement is an essential part of the path to training qualified and competent specialists.

Table 3. Implementation of the study programme outcomes to be achieved during placement

Outcome to be achieved	Relation to the placement
The student is familiar with the structure and functioning of the human musculoskeletal, muscular, cardiovascular, respiratory, digestive, excretory, endocrine and nervous systems. The student understands the importance of sensory organs and the role of the nervous system in the regulation of movements. The student is able to analyse muscle activity in various movements and understand the impact of regular physical activity on structural changes in the body. The student knows the biomechanical foundations of movement in optimising human physical performance.	This knowledge is applied to the observation and analysis of training, to the development of exercise programmes and to the explanation of their effects on the human body.

The student knows the interrelationships between different types of sports and physical characteristics, training methodology and physical load at different ages and fitness levels. The student understands the importance of physical exercise in strengthening health and preventing diseases, as well as the principles of ergonomics and injury prevention.	Knowledge is used to adapt training for clients of different ages and fitness levels, creating appropriate and safe physical activities.
The student is familiar with the planning of the teaching and learning process, performance assessment and physical ability development methodology. The student understands current pedagogical issues, basic principles of business and economics, as well as legal and accounting aspects in the fitness industry.	An understanding of the work environment, communication with clients and administration is developed, as well as the organisational processes of the industry are introduced.
The student recognises and describes shock mechanisms, injuries, and provides first aid in various situations. The student understands safety aspects during physical exercise and is able to assess the risk of exercise injuries, offering preventive solutions.	During the placement, safety aspects are observed and reactions to potentially dangerous situations are taught.
The student performs biomechanical analysis of movements and exercise, evaluates the effects of physical exercise on the muscular system and other bodily functions. The student plans and adapts training programmes for people of different ages, genders, and fitness levels, selecting appropriate methods and assessing posture, balance, and physical development.	This skill is developed by helping to prepare individual programmes, observing movement quality and making recommendations for the improvement thereof.
The student plans and implements the teaching and training process in different age groups, assesses the level of movement acquisition and prepares a development plan. The student can explain and demonstrate the technique of performing exercises, explaining the biomechanical and physiological aspects thereof.	The placement tasks include taking an active part in conducting sessions and explaining the exercises in a way that clients can understand.

The student analyses and applies knowledge about the functions of the human body and physical load, developing individually tailored programmes to strengthen health and improve fitness.	The ability to assess client needs and prepare appropriate programs with the support of the placement supervisor is developed.
The student adapts physical activities to different ages and fitness levels, providing an effective and motivating training process that promotes long-term healthy lifestyle habits.	Students develop communication skills and learn to create a positive, customer-centred training experience.
Students analyse and solve economic and legal problems related to the fitness industry, applying business and management principles, as well as adhering to professional ethics; use research methods to identify industry trends, assess risk factors and develop sustainable solutions that contribute to the development of the industry.	The placement fosters responsibility, initiative and a self-critical attitude towards work and professional development.

Annexed:

Annex No. 9. Description of the Organisation of Student Placement.

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 development of the qualification paper in the short-cycle study programme “Sports Coach” is a compulsory component of the national examination, which clearly demonstrates the theoretical knowledge of the applicant for the qualification “Sports Coach” in sports science, the student’s ability to use the acquired learning content, work independently with scientific literature and research methods, and the ability to analyse data and draw conclusions. The qualification paper is an independent research by the student on a topical problem of the sports or fitness training process, athlete development or sports pedagogy and is a compulsory part of the study programme.

The development of qualification papers is regulated by the RSU “Regulation on the Development and Defence of a Qualification Paper, Student Research Paper, Bachelor’s Thesis and Master’s

Thesis" (available in [Latvian](#) and [English](#)). Methodological guidelines on the development and defence of students' final papers have been developed in accordance with the requirements of the regulatory enactments. This is also regulated by the "Procedure for Submission and Storage of Electronic Versions of Student Qualification Papers, Bachelor's Theses, Master's Theses or Other Final Theses in the Institutional Open Access e-Resource Repository of Rīga Stradiņš University" (available in [Latvian](#) and [English](#)), as well as the relevant study regulations.

In the 3rd semester, students of the short-cycle study programme "Sports Coach" are offered thematic areas for the qualification paper and their scientific supervisors. The thematic areas of the qualification paper are offered by RSU LASE and the Department of Health Psychology and Pedagogy. The supervisors of the qualification papers may be from other RSU structural units. Students can propose their own topics for their qualification papers and choose a supervisor with a Master's or doctoral degree. The topic and supervisor of the paper are approved at a meeting of the faculty council six months before the defence. Current research areas within the study programme include:

- Effectiveness of training methodologies in different types of sports;
- Development of the physical fitness of athletes and clients of fitness institutions;
- The role of psychological preparation in athletes' performance;
- Effects of sports nutrition and hydration on athletic performance;
- The impact of sports technology and innovation on the training process;
- The role of physical activity and sports in promoting public health;
- Sports pedagogy and the role of the coach in the development of children's and adolescents' sports;

Injury prevention in sports.

The study course "Research Methods in Sports" introduces students to the methods, instruments and equipment used in sports research. Also in other study courses, such as "Fundamentals and Terminology of the Use of Training Equipment", students are introduced to various equipment for testing physical fitness, such as bicycle ergometers Monark Ergomedic 832-E, Monark-HUR 939E, Concept 2 BikeErg, RowErg, SkiErg, various strength equipment for strength testing (HUR, Technogym, Life Fitness, etc.) and body composition analysers such as Tanita MC780, etc. The study course "Research Methods in Sports" also introduces students to data processing and mathematical statistical methods. According to the Regulation, descriptive statistical methods must be used in the development of qualification papers, however, the study course "Research Methods in Sports" also provides knowledge of inferential and analytical statistical methods so that the most capable students can process their research results with the highest-level methods. Students can also use the services of the RSU Statistics Unit (information in [Latvian](#) and [English](#)).

Qualification papers are defended under the supervision of a state commission. The commission is composed of independent experts in the field of sports science and representatives of professional organisations or employers.

Within the framework of the programme, many experimental works are developed, testing various new training methods and approaches, both various high-intensity interval training methods and various strength training regimes, functional training methods, etc. In 2025, almost half of the defended qualification papers were experimental ones, for example: "Effects of Different Aerobic and Functional Strength Training on Ballet Performance and Fitness Assessment in Ballet School Students", "Effects of Fitness Exercises With Small Equipment on Fitness Performance in Standup Paddleboarders", "Effects of Strength Exercises on Posture in Office Workers", "Effects of Meditation and Fitness Yoga on Sleep Quality and Anxiety Level", "Comparison of Short and Long High-Intensity Interval Training and Their Effects on Fitness Performance in Badminton Players",

“Effects of Polarised Training Method and Moderate Intensity Exercise on Aerobic Performance and Body Composition”. The results of six qualification papers were submitted and presented at the RSU International Scientific Conference.

The final paper evaluations of the Sports Coach sub-programme Fitness Coach for the period 2017-2024 show that the majority of the papers were evaluated with high grades: 8, 9 or 10, which indicates the students' ability to apply theoretical knowledge in practice. Particularly highly rated are studies related to practical training methodologies, high-intensity interval training (HIIT), as well as psychological well-being and fitness development. Comparing different years, there is a positive trend: in recent years, the quality of the papers is higher and the range of assessments has become narrower, which reflects an improvement in the content of the study programme, methodological support and student preparedness.

The results of the research are used not only for the development of sports science, but also for practical application in sports training and health promotion. Students are motivated to participate in scientific conferences. For example, seven students of the short-cycle study programme submitted abstracts and made presentations at the 2025 RSU International Scientific Conference.

In order to ensure a high quality of qualification papers, a preliminary defence is carried out, during which students present the theoretical and practical part of the research, receiving recommendations from the lecturers of the study course “Research Methods in Sports”. Qualification papers are assessed according to the established criteria, ensuring adherence to high academic and practical standards.

Annexed:

Annex No. 22. Topics and Assessments of Students' Final Papers.

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 study programme is implemented in Riga, at Anniņmuižas bulvāris 26a, Dzirciema street 16, Brīvības gatve 333, and the Liepāja branch at Riņķu street 24/26, as well as in additional rented premises, depending on the specifics of the study course. Further information about the infrastructure relevant to the study field can be found in Section 2.3.2, “Provision of infrastructure necessary for the implementation of the study direction and corresponding study programmes.” For the study programme “Sports Coach”, a specialised sports facility (RSU LASE premises, Brīvības gatve 333) is used, which includes classrooms, sports halls, gyms, and other sports infrastructure objects. A key resource in the implementation of the sub-programme “Fitness Coach” is cooperation with sports centres and clubs (e.g., *Lemon GYM* and its branches, *DCH Studio*, sports clubs in various regions of Latvia), which provide venues for practical sessions during placements

and a real work environment for students.

To ensure the study process in fitness institutions, a cooperation agreement has been signed with Latvia's largest fitness club network, *MyFitness*, which offers the latest and most modern equipment for various fitness activities – including cardio machines with the newest software and various types of strength training machines. For example, in the study courses “Basics of Equipment Use and Terminology” and “Conducting Equipment and Free Weight Sessions”, some classes are held at *MyFitness Imanta*.

In professional specialization study courses, students learn to use the latest technologies such as cardio machines and their programs for training at different intensities and apply various fitness tests to monitor physical preparedness and changes. Students also learn about different types of strength machines, how to adjust and use them, and familiarize themselves with other equipment and inventory available in fitness clubs.

In the study courses “Basics and Terminology of Functional Training” and “Free Resistance and Functional Zone Training”, students learn about functional zone equipment and how it can be used to conduct various functional classes.

RSU's sports facilities at Anniņmuižas bulvāris also offer a range of cardio machines, such as the latest Concept 2 models for rowing, skiing, and cycling (RowErg, SkiErg, and BikeErg), HP Cosmos treadmills with integrated load programs and tests, Monark Ergonomic 839E and Monark HUR 939E cycle ergometers, computerized strength machines, and various equipment for gymnastics classes.

In the “Sports-Specific Coach” sub-programme, the study process is mainly implemented at RSU LASE facilities at Brīvības gatve 333, where appropriate sports facilities are available to lecturers and students: in the “A” academic building (sports games hall, two gymnastics halls, gym) and the “B” academic building (sports games hall, two combat sports halls, physiotherapy hall, functional fitness hall, and a stadium). Placement venues are provided according to the chosen sport and existing cooperation agreements, e.g., Limbaži Region Sports School, Riga Basketball School, Riga Volleyball School, Daugavpils Sports School, etc.

From the academic year 2024/2025, following the consolidation of LASE and RSU, a cooperation agreement was signed with the Riga National Sports Arena to ensure the study process in athletics. The mentioned locations indicate where lessons are conducted and show that appropriate rooms and equipment are used according to each specialization. Placements are carried out in addition to the study process described.

With the LASE and RSU consolidation, the specialized resources of the RSU LASE research unit are utilized: the “Health Care in Sports Research Centre” (information in [Latvian](#) and [English](#)), which includes biomechanical, motion analysis, and physical fitness testing equipment. These facilities and devices are accessible to both lecturers and students for study and scientific research purposes.

The compulsory content of the study programme is the same for both sub-programmes and is implemented at a single location using the university's resources and material-technical support. For example, the study courses “Anatomy” and “Dynamic Anatomy” are conducted at the RSU Anatomical Theatre, where the equipment fully aligns with the course content. Meanwhile, athletics courses are conducted at the Riga National Sports Arena since the athletics hall at Brīvības Avenue 333 is not suitable for the study process.

The distinct part of the sub-programmes is provided through compulsory elective courses totaling 12 credit points. For example, in the “Sport-Specific Coach” sub-programme, the study course “Didactics of Sports Games” (3 ECTS) is held in the sports games hall at Brīvības gatve 333, which

is suitably equipped for the course. In the “Fitness Coach” sub-programme, the study course “Overview of Various Fitness Classes” is conducted in the sports hall at Anniņmuižas bulvāris 26a, where the necessary equipment is available.

The study process extensively uses the e-learning environment, which provides access to course descriptions, assignments, tests, and required literature. Most teaching materials are provided through e-books and e-journals. The study process is also adapted for remote learning, ensuring students have access to e-materials and interactive teaching methods.

Library resources provide access to essential literature on sports science and coaching in both Latvian and foreign languages. The library offers specialized databases in the field of sports science, including *SportDiscus*, *PubMed*, *ScienceDirect*, and others. Students can use both printed and electronic academic literature. To ensure up-to-date study materials, lecturers regularly update course reading lists and supplement them with the latest research. Information about the library resources designated for the “Sports” study field is provided in Appendix 23.2 and Section 2.3.3 of the study direction self-assessment report.

Practical experience plays a significant role in the study process, gained through cooperation with sports and fitness organizations. Students can practice in sports camps, competitions, and other events. The study process of the Sports Coach programme integrates digital training methods, including video analysis, which allows modelling training situations and developing coaching skills.

The improvement of the “Sports Coach” study programme content, development of sports infrastructure, and methodological support enable the intensification of international cooperation and the attraction of foreign students in the future. Cooperation with sports organizations and partners ensures extensive internship opportunities, promoting students’ professional growth and competitiveness in the labour market.

The above confirms that the available resources for programme implementation help achieve the intended learning outcomes. Courses are conducted in facilities appropriately equipped for their content. Library-provided physical and electronic resources and the e-learning environment support the study process and students’ involvement in scientific research. RSU provides the necessary infrastructure to achieve all study outcomes.

Annexed:

Annex No. 23.2. Assessment of the Informative and Methodological Provision Regarding Library Resources for the Implementation of the Study Field “Sports” in Accordance with the Requirements of the Guidelines

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).

For all study programmes, funding is used for staff remuneration, guest lecturers, licences and research activities. In addition to the direct costs of lectures and classes, the study programme has to cover the costs of infrastructure maintenance (premises, IT solutions) and other common RSU resources used in the study programme (Student Services, Library, organisation of the study process, subsidy to the student council and other support and administrative functions). A wide range of RSU facilities is available for the implementation of study courses, allowing for the reservation of study rooms and computer rooms in a common system.

The available funding for full-time studies over 2 academic years with an average of 51 students (including 12 budget places) is forecast at EUR 161.8 thousand, while for part-time studies over 2.5 academic years with an average of 133 students without budget places at EUR 304.7 thousand.

The tuition fee per student per academic year is estimated at EUR 2300. According to the RSU discount regulations, an excellence discount may be granted. The planned number of students in the full-time study programme is 30 students in admission and in the part-time study programme - 60 students in admission.

To be cost-effective, the programme must enrol at least 27 students in the full-time group and 40 students in the part-time group. It is planned that 12 budget places will be provided for students enrolled full-time.

Table 4. Costs of the Study Programme in the Form of Full-Time Regular Studies

Title	Result
Average income per student, EUR	3173
Average cost per student, EUR	3124
Academic staff, %	46
Department resources, %	17
Other direct expenses, %	10
Fixed costs, %	4
Eligible, incl. development costs, %	23
Capital investment and development per 1 student, EUR	48

Table 5. Costs of the Study Programme in the Form of Part-Time Regular Studies

Title	Result
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Average income per student, EUR	2300
Average cost per student, EUR	2183
Academic staff, %	41
Department resources, %	25
Other direct expenses, %	8
Fixed costs, %	2
Eligible, incl. development costs, %	24
Capital investment and development per 1 student, EUR	117

For the development and capital investment of the study programme, an average of EUR 48 per student in the full-time group and EUR 117 per student in the part-time group is potentially available at the planned enrolment.

The implementation of the study programme foresees the use of the existing RSU (including LSPA) infrastructure, including, where possible, the planned sharing of study courses, laboratories and premises. The existing RSU infrastructure provides all the necessary material and technical basis for the implementation of this study programme. No additional investment in fixed assets is required. RSU has started the construction of a new sports complex in Cigorişu Street, which will also be available for students of these study programmes.

Continuous updating of existing systems and business processes is necessary to ensure process efficiency. To achieve these objectives, a budget is allocated annually to the IT departments in line with the IT Long Term Development Plan. Each year, the IT budget is allocated to development, which is a long-term investment in network and server infrastructure, equipment and software.

3.4. Teaching Staff

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

The implementation of the compulsory and restricted elective part of the short cycle professional higher education study programme “Sports Coach” is ensured by 40 lecturers, 29 of whom are elected to academic positions at RSU. Of the 29 elected academic staff members, two are professors and eight are assistant professors. Of the 40 lecturers involved in the implementation of

the StP, 23 hold doctoral degrees. All lecturers involved in the implementation of the study programme have the knowledge of the State language in accordance with the Cabinet of Ministers' Regulation No 157 "Regulations on the extent of knowledge of the State language, the procedure for testing the knowledge of the State language and the State fee for testing the knowledge of the State language" (available in [Latvian](#) and [English](#)). The study process in the Liepaja branch is provided by the same lecturers who provide the study process in Riga, with the Liepaja branch lecturers being involved as necessary. As mentioned in Section 3.4.1 of the Self-evaluation Report, the study programme in Liepaja is coordinated by Dina Berloviene (ZDIS Pure account available in [English](#)).

The teaching staff involved in the implementation of the study programme "Sports Coach" have rich academic and practical experience in the field of sports science and training methodology. The teaching staff of the RSU Department of Sports and Nutrition, as well as the teaching staff of several RSU LASE Departments participate in teaching the study courses (from 1 September 2025, the current RSU LASE Departments will be merged into two Departments: Department of Sports Theory and Department of Individual and Team Sports): Department of Anatomy, Physiology, Biochemistry, Biomechanics, Hygiene and Informatics, Department of Acyclic Sports, Department of Sports Games, Department of Skiing, Shooting, Orienteering, Rowing, Tourism and Recreation, Department of Sports and Training Theory, Pedagogy, Psychology and Pedagogical Placements, Department of Management and Communication and Department of Athletics and Skiing, as well as invited professionals from the field, including highly skilled coaches and sports scientists.

Teaching staff are keen to participate in further training measures, especially when they are related to sports science, athlete training and coaching effectiveness. During the period from 2017 to June 2025, a total of 35 teaching staff from the short-cycle study programme "Sports Coach" have actively participated in continuing education activities organized by the RSU Centre for Educational Growth and the Information Technology Department, attending more than 220 learning activities of various content. The lecturers of the study programme have dedicated a total of 3,360 academic hours to the acquisition of continuing education activities (data on lecturers from LASE is available from 28.05.2023, for RSU lecturers from 01.01.2017).

The training provided by the RSU Centre for Educational Growth and the Information Technology Department has allowed each lecturer to strengthen both their digital and pedagogical skills, which are necessary for ensuring a high-quality, interactive, and effective study process. The lecturers have participated in training with the following content:

1. On academic integrity:
 - Current Issues of Academic Integrity in Latvia;
 - Ethical Use of Artificial Intelligence in Higher Education;
2. On research-related topics:
 - *PubMed* Database and Its Tools for Finding Scientific Publications;
 - Comparison and Opportunities of the *Web of Science* and *Scopus* Databases;
 - EndNote Tool for Online Reference Management;
3. On digital skills development:
 - Remote Student Group Work with *Miro* Tool;
 - Various Trainings on E-Learning Environment (Moodle);
 - *H5P* Basics and Interactive Book;
 - Various Trainings on Artificial Intelligence;
 - Capabilities of the *Panopto* and *Zoom* Platforms;

4. On pedagogy:

- Step into the Student's Shoes: What Competency-Based Approach Looks Like in Practice;
- Learn to See Course Content Differently! First Steps Toward More Diverse Content Delivery for More Effective Learning Outcomes;
- Objectivity in Assessment;
- Student Feedback for Improving Study Courses and Programmes;

5. On transversal skills:

- Speak with Confidence;
- Key Preconditions for Engaging and Convincing Lectures;
- Generations in Organizations; and many other trainings.

Teaching staff participate in learning opportunities organised by external sports professionals as well, for example, the professional competence development seminar for sports specialists, coaches and athletes of the Republic of Latvia on 17 February 2023 "Anatomy and Basic Principles of Movement Execution, Precisely Dosed and High-Intensity Loads in Sports Training" was attended by teaching staff of the study programme as listeners, and sessions were led by the former director of the study programme "Health Sport Specialist" Voldemārs Arnis and the director of the study programme "Sports Coach" Inese Ļubinska.

The teaching staff actively participate in research work, speak at international scientific conferences and get involved in the field of coaching methodology. The research and scientific publications of the academic staff contribute to the recognition of the RSU study field "Sports" and the development of scientific capacity, strengthening the competitiveness of the university both in the local and international environment.

Table 6. Analysis of Compliance of the Qualification of Teaching Staff for the Achievement of Outcomes of the Study Programme "Sports Coach"

No.	Outcome of the study programme	Qualification of the involved teaching staff
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1. The student is familiar with the structure and functioning of the human musculoskeletal, muscular, cardiovascular, respiratory, digestive, excretory, endocrine and nervous systems. The student understands the importance of sensory organs and the role of the nervous system in the regulation of movements. The student is able to analyse muscle activity in various movements and understand the impact of regular physical activity on structural changes in the body. The student knows the biomechanical foundations of movement in optimising human physical performance.
- Inese Pontaga** - Dr. paed, Prof., Acting Head of the RSU LASE Department of Anatomy, Physiology, Biochemistry, Biomechanics, Hygiene and Informatics. The study course content is based on knowledge, skills and abilities relevant to the short-cycle students in order to develop an in-depth understanding of the interrelationship between movement performance and human functioning. Teaches study courses: "Age Group and Sports Physiology", "Human Functioning".
- Svens Vilks** - lecturer at the Department of Anatomy, Physiology, Biochemistry, Biomechanics, Hygiene and Informatics, and adjunct lecturer at the Department of Health Psychology and Pedagogy. The lecturer implements study courses for several target groups, which helps to redistribute the required study course content in a structured way and to adapt it to the specific student target audience. The study courses are offered to students of PQL 5 and PQL 6: "Human Functioning".
- Guna Semjonova** - Assistant Professor at the Department of Rehabilitation; implements study courses for students of the sports coach and rehabilitation study programmes at PQL 6 and PQL 7. Implements the study course "Human Functioning" in the study programme.
- Maija Dzintare** - Associate Professor, Mg. paed., Department of Anatomy, Physiology, Biochemistry, Biomechanics, Hygiene and Informatics; implements study courses at PQL 5 and PQL 6. Implements the study course "Biochemistry" in the study programme.

2. The student knows the interrelationships between different types of sports and physical characteristics, training methodology and physical load at different ages and fitness levels. The student understands the importance of physical exercise in strengthening health and preventing diseases, as well as the principles of ergonomics and injury prevention.	Uģis Ciematnieks – Associate Professor, Dr. paed., Head of the Department of Sports and Training Theory, Pedagogy, Psychology and Pedagogical Placements, Director of the RSU LASE study programme “Sports Science”. The content of the study courses is based on the interrelationships of physical characteristics, training methodology and physical load at different ages and fitness levels. Implements the study course “Sports Theory” in the study programme. Voldemārs Arnis – Associate Professor, Dr. biol., Director of the study programme “Health Sport Specialist”. Implements the study course “Basics of Health Sports” in the study programme. The lectures of the study course include the latest scientific research and research summaries on the importance and application of physical exercise in strengthening health, preventing diseases and injuries. Una Veseta – Acting Assistant Professor, Department of Health Psychology and Pedagogy, Director of the study programme “Health Sports”. The study courses are implemented at PQL 5, PQL 6 and PQL 7. The lecturer implements study courses, where students have to understand the importance of physical exercise in strengthening health and preventing diseases, as well as the principle of ergonomics and injury prevention: “Assessment of Functional Abilities in Sports”. Sabīne Grīnberga, Mg. Env. Sc., lecturer at the Department of Occupational and Environmental Medicine. The lecturer implements the study course “Environmental Health, Occupational Safety and Ergonomics”. The study course covers the principles of ergonomics and injury prevention.
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3. The student is familiar with the planning of the teaching and learning process, performance assessment and physical ability development methodology. The student understands current pedagogical issues, basic principles of business and economics, as well as legal and accounting aspects in the fitness industry.
- Nora Jansone-Ratinika** – Associate Professor, Dr. paed., Unit for Continuing Education of Academic Staff; Director of the Centre for Educational Growth, lecturer of the Department of Health Psychology and Pedagogy. The lecturer implements study courses at all educational levels of the study process (PQL 5, PQL 6, PQL 7, PQL 8). In the study courses, students learn about the planning of the teaching and learning process, performance assessment and physical ability development methodology. Implements the study course “Health Pedagogy” in the study programme.
- Katrīna Volgemute** – Dr. paed., Assistant Professor, Acting Head of the Department of Skiing, Shooting, Orienteering, Rowing, Tourism and Recreation, implements study courses at PQL 5, PQL 6 and PQL 7. Teaches theoretical and practical study courses in the study programme: “Leisure Physical Activity (Roller Skating, Skiing (Cross-Country, Downhill), Hiking, Parkour)”, “Teaching and Learning in Sports”.
- Monta Jakovļeva** – Dr. paed., Acting Assistant Professor, Department of Management and Communication Sciences; implements the study course “Basics of Law” in the study programme.
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4. The student recognises and describes shock mechanisms, injuries, and provides first aid in various situations. The student understands safety aspects during physical exercise and is able to assess the risk of exercise injuries, offering preventive solutions.	Zane Stiliņa – lecturer, in the academic year 2025/2026, worked as an assistant lecturer with Associate Professor, Dr. Paed. Viesturs Lāriņš. Implements the study course “Sports Medicine” in the study programme. Sabīne Grīnberga – lecturer at the Department of Occupational and Environmental Medicine. Implements the study course “Environmental Health, Occupational safety and Ergonomics” in the study programme. Oļegs Sabeļņikovs – Associate Professor, Department of Anaesthesiology, Intensive Care and Clinical Simulations. In the study programme, implements the study course “First Aid and Civil Protection”, which is implemented at all study levels at RSU.
5. The student performs biomechanical analysis of movements and exercise, evaluates the effects of physical exercise on the muscular system and other bodily functions. The student plans and adapts training programmes for people of different ages, genders, and fitness levels, selecting appropriate methods and assessing posture, balance, and physical development.	Inese Ļubinka – lecturer, Mg. paed., Department of Acyclic Sports. Implements the study course “Basics and Terminology of Gymnastics”, where knowledge, skills and competences in the technique of performing exercises are obtained in an interdisciplinary manner. Voldemārs Arnis – Associate Professor, Dr. biol., Director of the study programme “Health Sport Specialist”. Implements the study course “Basics of Health Sports” in the study programme. The study course provides the knowledge and skills to adapt different exercise and training programmes for people of different ages, genders and fitness levels.
6. The student plans and implements the teaching and training process in different age groups, assesses the level of movement acquisition and prepares a development plan. The student can explain and demonstrate the technique of performing exercises, explaining the biomechanical and physiological aspects thereof.	Inese Ļubinka – lecturer, Mg. paed., Department of Acyclic Sports. Implements the study course “Basics and Terminology of Gymnastics”, where knowledge, skills and competences in the technique of performing exercises are obtained in an interdisciplinary manner.

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7. The student analyses and applies knowledge about the functions of the human body and physical load, developing individually tailored programmes to strengthen health and improve fitness.

Svens Vilks – lecturer at the Department of Anatomy, Physiology, Biochemistry, Biomechanics, Hygiene and Informatics, and adjunct lecturer at the Department of Health Psychology and Pedagogy. The lecturer implements study courses for several target groups, which helps to redistribute the required study course content in a structured way and to adapt it to the specific student target audience. The study courses are offered to students of PQL 5 and PQL 6: “Human Functioning”.

Mārtiņš Mellakauls – Mg. paed., Department of Health Psychology and Pedagogy. Implements study courses “Fundamentals and Terminology of the Use of Training Equipment” and “Conducting Sessions with Training Equipment and Free Weights” in the study programme.

Daina Lazdeniece – Mg. paed., Department of Health Psychology and Pedagogy. Implements study courses “Basics and Terminology of Functional Activities” and “Free Resistance and Functional Area Training” in the study programme.

Kristiana Jansone – Mg. paed., Department of Health Psychology and Pedagogy. Implements study courses “Coach Competence in Exercise for Health” and “Preparing and Conducting Training with Exercises for Health” in the study programme.

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| 8. | <p>The student adapts physical activities to different ages and fitness levels, providing an effective and motivating training process that promotes long-term healthy lifestyle habits.</p> | <p>The teaching staff of the Department of Sports Games, Department of Acyclic Sports, Department of Athletics and Swimming, Department of Skiing, Shooting, Orienteering, Rowing, Tourism and Recreation implement didactic study courses in various types of sports, adapting physical activities to different age and fitness levels, ensuring an effective and motivating training process:</p> <p>Renārs Līcis – Dr. paed, Assistant Professor, lecturer at the Department of Sports Games “Didactics of Sports Games” (Handball);</p> <p>Rihards Leja – Mg. paed., lecturer, Department of Sports Games, “Didactics of Sports Games” (Handball);</p> <p>Aleksandrs Asfičevs – Dr. paed., Assistant Professor, Department of Sports Games, “Didactics of Sports Games” (Basketball);</p> <p>Kristaps Slaidiņš – Mg. paed., lecturer, Department of Sports Games, “Didactics of Sports Games” (Football);</p> <p>Linda Līce – lecturer, Department of Sports Games; “Didactics of Sports Games” (Floorball); Rodrigo Laviņš – Mg. paed., lecturer at the Department of Sports Games, “Didactics of Sports Games” (Hockey);</p> <p>Sandra Škutāne – Mg. paed, Assistant Professor “Athletics Didactics”;</p> <p>Krišjānis Kuplis – Mg. paed., Acting Assistant Professor “Athletics Didactics”;</p> <p>Jeļena Solovjova – Dr. paed., lecturer, “Swimming Didactics”</p> |
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| <p>9. Students analyse and solve economic and legal problems related to the fitness industry, applying business and management principles, as well as adhering to professional ethics; use research methods to identify industry trends, assess risk factors and develop sustainable solutions that contribute to the development of the industry.</p> | <p>Anita Kokarēviča – PhD, Assistant Professor, Faculty of Health and Sports Sciences, Institute of Public Health. Implements the study course “Basics of Economics and Business” in the study programme.</p> <p>Ieva Kalve – PhD, Assistant Professor. Developer and lecturer of the study course “Entrepreneurship: from Idea to Business”.</p> <p>Lāsma Spundiņa – acting lecturer, doctoral student of health care sciences at RSU. Developer and lecturer of the study course “Research Methods in Sports”.</p> <p>Darja Nesteroviča – PhD, senior researcher at the Institute of Public Health. Developer and lecturer of the study course “Research Methods in Sports”.</p> |
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Annexed:

Annex No. 18.1. Mapping of the Study Courses for the Achievement of Learning Outcomes of the Study Programme.

Annex No. 24.7. Analysis of the Composition of the Teaching Staff.

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

To ensure studies of high quality, RSU promotes the professional development of its academic staff by offering opportunities for doctoral studies and participation in international research projects. Over the last decade, several members of RSU teaching staff have obtained doctoral degrees in sports science and related fields, and are actively involved in research and innovation in sports training methodology and health promotion. The development of the study programme “Sports Coach” is closely linked to the demand of the sports sector and the labour market. To ensure this, experts and coaches from the sector are involved in the implementation of the programme.

The development and succession of academic staff is a strategically important aim. RSU regularly attracts new lecturers who complement the academic environment of sports science and contribute to the growth of the study programme. Changes in the teaching staff of the study programme “Sports Coach” are planned in accordance with the increase in the number of students and the development trends in the field.

The short-cycle professional study programme “Sports Coach” focuses on the development of practical skills and knowledge, which is why cooperation with professionals and practitioners in the

field is essential for its implementation. During the reporting period, several new lecturers were recruited to the programme in order to ensure the quality of the study process and its compliance with the current trends in the sports sector and the requirements of professional activity.

The following persons joined the teaching staff of the RSU study programme in the reporting period: lecturer Svens Vilks (he was also a lecturer in the short-cycle study programme “Sports and Education Specialist”, subprogramme “Sports Coach” at LASE), acting lecturer Lāsma Spundiņa (currently studying in the RSU doctoral study programme “Health Care”), acting lecturer Jānis Leitis, Kristiana Jansone, Daina Lazdeniece, Mārtiņš Mellakauls.

Prior to the consolidation, the following lecturers were involved in the study process at LASE: Assistant Professor Aleksandrs Astafičevs, Assistant Professor Katrīna Volgemute (obtained a doctoral degree in the field of health and sports science during the reporting period), lecturer Ainars Tomašs, lecturer Rodrigo Laviņš (one of Latvia’s greatest hockey players), lecturer Rihards Leja. The above-mentioned lecturers are still involved in the implementation of the consolidated study programme “Sports Coach”.

In addition to the new teaching staff, the study courses will be taught by sports specialists recognised in Latvia, whose classes have been highly rated in student feedback: Dr. paed, Prof. Agita Ābele, Dr. paed, Prof. Inese Pontaga. Taking into account the specifics of the sport sector, A and/or B category coaches are invited as high-level specialists in the sports sector – heads of practical study courses, who provide students with professional insight into practical activities (for certification procedures, see the Cabinet Regulation No. 77 “Regulations Regarding the Procedures for the Certification of Sports Specialists and the Requirements Specified for a Sports Specialist” (available in [Latvian](#), partial translation in [English](#))).

The teaching staff includes both academically and professionally experienced lecturers, including visiting lecturers who are active in the sports sector – coaches, sports specialists, federation representatives. This diversity ensures the interaction between theory and practice, and promotes the relevance of study courses and their connection to the real working environment. Study courses are often delivered in cooperation between the permanent teaching staff and visiting lecturers, thus strengthening an interdisciplinary approach and providing a broader insight into developments in the field.

The positive impact of changes in the composition of lecturers on the quality of studies is confirmed by the students’ academic success and the positive assessment of lecturers’ work in the regular surveys. Students particularly appreciate the professional competence of the teaching staff, their ability to link theoretical content with practice, and their accessibility and support during the study process. The attitude and involvement of lecturers in ensuring the quality of studies contributes to a positive study environment and promotes motivation to learn.

In general, the development of the teaching staff composition in the short-cycle professional higher education study programme “Sports Coach” has been purposeful and focused on future challenges – it strengthens the academic and professional capacity, promotes the introduction of innovations in the study process and ensures a close link with the sports sector in Latvia and internationally.

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).

The study programme "Sports Coach" is a professionally oriented programme in the study field "Sports", in which special attention is paid to the acquisition of practical skills, the integration of current issues in the field and close cooperation with professionals in the sports sector. An important role in the implementation of the programme is played by the attraction and development of qualified and motivated teaching staff to ensure a high-quality learning process that meets the needs of the labour market.

The issues of study course development were regularly discussed in the meetings of the Department of Sports and Nutrition and the Department of Health Psychology and Pedagogy, with the teaching staff of different study courses cooperating and getting acquainted with the latest recommendations on study course development and improvement. Representatives of the Centre for Educational Growth and other specialists were invited to the departmental meetings to discuss the development and improvement of the study course.

The annual procedure for the development of study courses is determined by RSU Process Description No 35 "Planning and Administration of the Study Process". The study programme director, the Study Quality Council and the lecturers of the study courses cooperate in this process. During the spring semester, the Study Programme Director in cooperation with the Study Quality Council shall review the Study Programme Plans for all valid enrolment semesters and establish a new plan for the next academic year, in accordance with the requirements of internal and external normative acts, the results and recommendations of course evaluation surveys, and self-evaluation reports. When drawing up the curriculum plan, the continuity and quality of the content of the courses included in the curriculum shall be ensured. The Study Quality Board, in cooperation with

the study programme director and the lecturers involved in the implementation of the study course, shall review the course descriptions and update them, if necessary.

Meetings of sports lecturers are organised approximately once a month to discuss various topical issues related to the development, implementation and improvement of study courses. Several lecturers, including the best professionals who conduct fitness sessions for clients on a daily basis, are invited and involved in the implementation of several study courses related to the profession of a fitness coach, such as “Insight into Different Types of Fitness Activities”, “Different Types of Group Activities”. When developing and improving the study programme, several meetings were organised with all involved lecturers, and lecturers’ proposals were listened to and implemented. For example, in the subprogramme “Fitness Coach”, based on the recommendations of lecturers and heads of specialisations, new specialisation names were created and several new study courses and study course content were created based on the latest fitness trends in the world, Europe and Latvia.

Overall, it can be concluded that the academic staff involved in the implementation of the study programme “Sports Coach” creates a high-quality, development-oriented environment where students receive both theoretical knowledge and practical skills in the sports sector. The lecturers’ professional experience, academic growth, and involvement in research make a significant contribution to the quality of the programme and its long-term development.

At the time of submission of the self-assessment report, the ratio of teaching staff to students is 1:5.6.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	24.1_Anx_Diploma_Sports_Coach.pdf	24.1_piel_Diploms_Sporta_treneris.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)	25_Anx_Letter_HEC.pdf	25_piel_vestule_AIP.pdf
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	16_Anx_Sports_Coach_Statistics.pdf	16_pielik_Sporta_treneris_statistika.pdf
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	17.1_Anx_Compliance_Nat_Stand_Sports_Coach.pdf	17.1_pielik_Atbilst_valsts_izgl_stand_Sporta_treneris.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	18.2_Anx_Mapping_Professional_Stand_Sports_Coach.pdf	18.2_kartejums_Sporta_treneris.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	17.2_Anx_Compliance_Specific_Reg.pdf	17.2_atbilst_spec_normat_regulejumam.pdf
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	18.1_Anx_Mapping_Learning_Outcomes_Sports_Coach.pdf	18.1_pielik_Kartejums_rez_sasn.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	19_Anx_Study_plan_Full-time_Part-time.pdf	19_pielik_planojums_PLK_NLK.pdf
Descriptions of the study courses/ modules	20.1_Anx_Stud_Course_Descriptions_Sports_Coach.pdf	20.1_piel_Stud_kursu_apraksti_Sporta_treneris.pdf
Description of the organisation of the internship of the students (if applicable)	9.1_Anx_Placement_Org_Sports_Coach.pdf	9.1_piel_Praksu_organizacija_Sporta_treneris.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		