

APPLICATION

Studiju virziens "Psychology" for assessment

| | |
|---|--|
| Study field | <i>Psychology</i> |
| Title of the higher education institution | <i>Daugavpils Universitāte</i> |
| Registration code | <i>2741000222</i> |
| Legal address | <i>VIENĪBAS IELA 13, DAUGAVPILS, LV-5400</i> |
| Phone number | <i>65422180</i> |
| E-mail | <i>du@du.lv</i> |

Self-evaluation report

Study field "Psychology"

University of Daugavpils

| | |
|--|----|
| Self-evaluation report | 2 |
| Study field | 5 |
| I - Information on the Higher Education Institution/College | 5 |
| II - Description of the Study Direction (1. Management of the Study Direction) | 15 |
| II - Description of the Study Direction (2. Efficiency of the Internal Quality Assurance System) | 26 |
| II - Description of the Study Direction (3. Resources and Provision of the Study Direction) | 37 |
| II - Description of the Study Direction (4. Scientific Research and Artistic Creation) | 47 |
| II - Description of the Study Direction (5. Cooperation and Internationalisation) | 54 |
| II - Description of the Study Direction (6. Implementation of the Recommendations Received During the Previous Assessment Procedures) | 57 |
| Annexes | 60 |
| Other annexes | 62 |
| Psychology | 63 |
| Study program | 66 |
| III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme) | 66 |
| III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof) | 67 |
| III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme) | 71 |
| III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff) | 72 |
| Annexes | 77 |
| Psychology | 78 |
| Study program | 80 |
| III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme) | 80 |
| III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof) | 81 |
| III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme) | 88 |
| III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff) | 89 |
| Annexes | 92 |
| Psychology | 93 |
| Study program | 97 |
| III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme) | |

| | |
|--|-----|
| | 97 |
| III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof) | 98 |
| III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme) | 104 |
| III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff) | 105 |
| Annexes | 109 |

I - Information on the Higher Education Institution/College

1.1. Basic information on the higher education institution/ college and its strategic development directions, including the following information:

Brief characteristics of Daugavpils University

Daugavpils University (henceforth - DU) is a significant centre of science and education in Daugavpils and East Latvia. DU is a modern science based university that offers high quality education, prepares highly qualified specialists and professionals, greatly contributes to science innovation and transfer of scientific ideas to broader public and national economy. DU is the only university in Latgale that performs the functions of the driving force for the development of the region of East Latvia and its adjacent territories, it concentrates major intellectual and technical resources in the region.

In the period of time from 1921 to 2001, DU has developed by harmonizing its functions of institutional status with the needs of the region and state: in 1921 Daugavpils Pedagogical School was founded that in 1944 was reorganized into Teacher Training Institute, in 1952 - Daugavpils Pedagogical Institute, in 1993 - Daugavpils Pedagogical University. In 2001 pedagogical higher education establishment - Daugavpils Pedagogical University - after international accreditation qualified for the status of full university becoming Daugavpils University - the largest regional university in Latvia that prepares highly qualified specialists for the needs of the region as well as unique branches of national economy of Latvia. DU was registered in the Register of Scientific Institutions on 23 January 2006 (registration No. 172040). DU has gained international recognition by joining the European University Association, European International Studies Association, European Union Universities of Small States Association, and European Science Events Association.

The necessity for founding DU in the region at the turn of the 20th and 21st centuries was conditioned by changes in recruiting young professionals to work places. The previous system of delegating professionals after graduation from a higher education establishment to work places having placed demands to the higher education establishment had been cancelled. There was acute shortage of young professionals with up-to-date knowledge and practical skills in Latgale due to the fact that alumni from the capital city or abroad very seldom applied for jobs in Latgale. However, owing to its rapid and well-rounded development, DU adjusted to providing for the needs of the region in line with the prognoses of labour market development and offer of new innovations, and grew into the largest regional university of Latvia and a significant and competitive research and academic centre on the border of the European Union.

DU offers the opportunity to acquire higher education in the fields of natural sciences, humanities, engineering, education and social sciences, which are implemented in 5 faculties: Faculty of Natural Sciences and Mathematics (henceforth FNSM), Faculty of Humanities (henceforth FH), Faculty of Education and Management (henceforth FEM), Faculty of Music and Arts (FMA), Faculty of Social Sciences (henceforth FSS), and 2 scientific institutes: Institute of Life Sciences and Technologies (henceforth ILST) and Institute of Humanities and Social Sciences (henceforth IHSS). The research and academic work at DU proceeds in 5 buildings.

Daugavpils University mission and vision

DU mission: to contribute to the development of sustainable future society by implementing scientific research on an international level and ensuring high quality education in the fields of

natural, engineering, education, health, humanities and social sciences, thus promoting the sustainable development of Latgale region and the whole country.

DU vision: In 2030 DU is a modern scientific university that offers high quality education and conducts important scientific work. The quality of the University work and its reputation in Latvia and all over the world has provided the basis for its growth and stability. DU has become a driving force of the educational, scientific, innovation and business development in Eastern Latvia. DU functions as an excellence centre in the fields of mathematics, physics, nano-materials, material engineering, biology, regional studies, literature, art, and education science. DU accumulates, preserves, and maintains regional knowledge and contributes greatly to the regional development.

Main objectives of DU activity:

1. to act as a regional university in the spheres of natural sciences, humanities, education and social sciences creating opportunities for diversified high quality studies and research;
2. to provide high quality study programmes and conduct research in compliance with the dynamics of labour market demands and needs of the community;
3. to create opportunities for enhancing the professional mobility of the population by developing further education;
4. to develop personality capable of analytical thinking, critical perception, and creative processing of information, who can, due to the acquired education, contribute to the development of the state and region of Latvia and the welfare of the population;
5. to preserve and develop Latvian national identity and culture legacy, simultaneously entering international integration;
6. to implement interior quality provision systems that build policy and procedures for the provision of the higher education quality, elaborate mechanisms for study programme development, interior approving, monitoring, and periodical control, form and release such criteria, conditions, and procedures of students' academic progress assessment that make it possible to verify reaching the envisaged study outcomes, establish inner regulations and mechanisms for the provision of the academic staff qualification and work quality, provide for collecting and analyzing the information on students' academic performance, employment of alumni, students' satisfaction with their study programme, the efficiency of the work of the academic staff, available study aids and their costs, major indicators of the work of Daugavpils University.

Implemented study directions and the number of study programmes within them

Study process at DU is implemented in 16 study directions: "Education, pedagogy, and sports" (5 study programmes), "Art" (5 study programmes), "History and philosophy " (3 study programmes), "Language and culture studies, native language studies and language programmes " (6 study programmes), "Translation" (1 study programme), "Psychology" (3 study programmes), "Economics" (3 study programmes), "Management, administration, and real estate management" (2 study programmes), "Law" (3 study programmes), "Life sciences" (4 study programmes), "Chemistry, Chemical Technologies and Biotechnologies" (2 study programmes), "Physics, material science, mathematics, and statistics" (6 study programmes), "Information technologies, computer technology, electronics, telecommunications, computer management, and computer science" (3 study programmes), "Health care" (1 study programme), "Environment protection" (2 study programmes); " Internal Security and Civil Protection " (2 study programmes).

General information on Daugavpils University branches

DU has branches in Balvi, Jelgava, Limbaži, and Riga, where at present the study process is not implemented. In case of demand, DU has sufficient capacity for implementing part-time study

programmes in branches.

The dynamics of student number at Daugavpils University in the period of assessment

In accordance with the Ministry of Education and Science "Survey of higher education in Latvia in 2018"[1], DU occupies 5th place among Latvian higher education institutions as to the number of students, that attests to a stable position of DU in the space of higher education in Latvia. DU provides higher education not only to East Latvia region represented by the majority of DU students but to other regions of Latvia and labour market of foreign countries.

Assessment of the dynamics of the student number in the time period from 2013 to 2019 leads to a conclusion that the number of students has been reduced for approximately 25%. Main reasons are durable depopulation of Latgale and Latvia and emigration of the population.[2] According to the informative material "Demographical prognoses for Latvia: 1998 - 2025", in next years the number of the population of Latvia will keep diminishing.[3] Main reasons of this process are aging of the society, durably low birth rate and emigration of the population.[4] Due to economic reasons, more and more secondary school leavers choose to study or get employed outside Latvia, therefore state funded budget places are not filled and the fall of the number of students concerns almost all higher education institutions.[5]

Enlarging of the number of foreign students is one of the priority goals of DU. For the purpose of internationalization of studies, 20 study programmes are offered in English. In the time period from 2013 to 2019, there were 621 students from abroad at DU. Most of foreign students at DU are citizens of Russia, Uzbekistan, Kazakhstan, Tajikistan, Belarus, China, USA, Lithuania, and Poland. 3 - 4 times a year DU representative participate in higher education exhibitions in Belarus, Uzbekistan, Kazakhstan, as well as cooperate with higher education institutions and education institutions in foreign countries to inform of the current offer of study programmes, establish contacts with foreign universities for elaboration of joint programmes, to facilitate the attracting of foreign students and the academic staff.

Dynamics of student number see in "Other Annexes", Annex Nr. 1.

[1] https://www.izm.gov.lv/images/statistika/augst_izgl/Augstakas_izglitibas_LV_parskats_2018.pdf [viewed 03.01.2020.]

[2] *EM Darba tirgus vidēja un ilgtermiņa prognozes.*
https://www.em.gov.lv/files/tautsaimniecibas_attistiba/dsp/EMZino_06072018_full.pdf [viewed 03.01.2020.]

[3] <https://www.vestnesis.lv/ta/id/14411> [viewed 10.01.2020.]

[4] *EM Darba tirgus vidēja un ilgtermiņa prognozes.*
https://www.em.gov.lv/files/tautsaimniecibas_attistiba/dsp/EMZino_06072018_full.pdf [viewed 03.01.2020.]

[5] Vasiļevska, Daina. *Sociāli ekonomiskie faktori augstākās izglītības pieejamības nodrošinājumam Latvijā. Promocijas darbs*, Latvijas Universitāte, 2014.

Daugavpils University development strategy major goals and activity directions

DU development goals are envisaged by "Daugavpils University development strategy for 2015-2020" (henceforth - Strategy). *Strategy summary in English see in "Other Annexes", Annex Nr. 3.*

Its general goal is developing Daugavpils University as academic traditions based, modern, and competitive study, scientific, and innovation centre.

Strategy determines the medium-term goals:

1. To provide high quality education that corresponds with future challenges and is based on theoretical knowledge and acquiring of research skills, preparing internationally competitive specialists, developing their abilities and encouraging life-long learning.
2. To develop scientific and creative work on an international level, deepening integration of scientific research in the study process, facilitating technology transfer and development of innovations and contributing to public understanding of the science.
3. To increase the role of Daugavpils University as a consolidator of scientific educational institutions in Eastern Latvia and a driving force of the development, as well as to promote the reputation of the University in Latvia and all over the world.
4. To ensure united and efficient work of organisational structure and to introduce a quality management system.
5. To develop a modern, environmental friendly infrastructure, safe and supporting working environment.

1.2. Description of the management 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.

DU is a derived public person. DU is state founded and acts as an autonomous self-governing institution. Decision about reorganization or liquidation of DU is made by the Cabinet of Ministers on the proposal of the Minister of education and science.

DU self-governing is based on the rights and opportunities of the staff to engage in academic and scientific, administrative, and economic decision-making. DU acts on the basis of the Constitution of the Republic of Latvia, Law on Education, Law on Scientific Activity, Law on Higher Education Institutions, DU Constitution, and other laws and regulations.

DU major decision-making institutions are: Constitutional Assembly, Senate, rector, Academic Court of Arbitration.

DU staff top representation and administration institution and decision-making institution in academic and scientific issues is the **Constitutional Assembly** – an authorized top collegiate representation, administration, and decision-making institution that is elected for three years by secret ballot: from professors and other academic staff – 70 representatives (70%), from students – 20 representatives (20%), and from general staff – 10 representatives (10%). Constitutional Assembly decides on passing, amending, or repealing the Constitution; Constitutional Assembly passes and makes amendments in Senate Regulation, elects Senate, revokes Senate members; elects and dismisses rector, hears rector's report; approves the Regulation on the Academic Court of Arbitration, elects the Academic Court of Arbitration; passes the Regulation on DU Constitutional Assembly. Constitutional Assembly is entitled to accept for consideration and deciding other conceptual issues concerning the activity and development of Daugavpils University.

Senate is a collegiate administrative and decision-making institution of DU staff. Senate approves the order and rules for all the spheres of academic activity, participates in the implementation of strategic goals of DU activity approved by the Constitutional Assembly and performs other functions. Senate is elected by the Constitutional Assembly for three years: 21 representatives from

DU academic staff (including 5 representatives from deans, heads of departments and scientific institutes), 6 representatives from students, and 1 representative from the administrative staff upon the rector's recommendation. Representatives of the academic staff are delegated to Senate by meetings of the representatives of the academic staff. Representatives of students are delegated to Senate by Student Council. Students represented at DU Senate have veto rights in issues concerning students' interests. Senate activity is governed by Regulation approved by the Constitutional Assembly.

The highest official of DU is **rector**. Rector bears responsibility for the general administrative management of DU and without special authorization represents DU. Rector is elected by the Constitutional Assembly and approved by the Cabinet of Ministers. Rector facilitates the development of DU, bears responsibility for the implementation of DU strategy, secures the observance of the academic liberty of the academic staff and students, bears responsibility for the compliance of the activity of DU with the legislation of the Republic of Latvia, other laws and regulations and DU Constitution, bears responsibility for the quality of education, scientific research, and artistic creative activity executed at DU, secures lawful, economical, and purposeful use of state budget funds allotted to DU and DU property.

Academic Court of Arbitration maintains disputes between DU officials, structural unit administrative institutions that are in relations of subordination as well as applications of students and academic staff concerning the limitations and violations of their academic liberties and rights stated in the Constitution. Constitutional Assembly elects four representatives of the academic staff to the Academic Court of Arbitration by secret ballot for three years. No representatives of the administrative staff may be among them. Three representatives of students are elected by Student Council.

Council of Studies is a management authority that supervises issues of study planning, organizing, and coordinating, provides the necessary conditions for the academic work at faculties and departments. Council of Studies includes vice rector for studies, faculty deans, and the head of the Department of Studies. Main duties of the Council of Studies are coordinating the elaboration and execution of bachelor, master, and professional study programmes, elaboration of the scheme of studies, its analysis and determining the main directions of its improvement and development, organizing the investigation and implementation of foreign countries' experience.

Council of Science is an institution of representation of branches and sub-branches of science that coordinates the scientific work at the university. Main functions of DU Council of Science are supervising the elaboration and implementation of DU strategy, science development process, allocation of funds for science, execution of promotion, and the work of professor councils. DU Council of Science consists of vice rector for science, head of the Department of Science, representatives delegated from each scientific institute council, a representative from professors delegated by faculty in case the faculty has no institute or no institute council, DU Young Scientist Association representative.

Faculty council supervises the study, scientific and/or artistic work and economic activity of the faculty. The configuration of council corresponds to the requirements of the promotion council in the respective branch or sub-branch of science and no less than a half of its members must be professors, associate professors, senior researchers, and experts approved by Latvian Council of Science. The council is formed of the chairperson of the council, deputy chairperson of the council, and council members. The council includes the dean; deputy dean/s and/or education methodologist; heads of departments, institutes, centres and other faculty structural units; it may include study programme directors, representatives of the academic staff from the structural units; student representatives that are delegated by the faculty student self-governance (20% of the

council members).

Study direction council is formed upon the recommendation of DU Council of Studies and approved by DU Senate. The members of the Study direction council are approved by DU Council of Studies. Study direction council includes study direction programme directors, the academic staff, students (at least one representative from 1st level professional education programme, bachelor, master, and doctoral study programmes) and representatives of employers. Functions of the council are: to elaborate the study programme/s of the study direction; execute the direction study programme self-assessment and implementation analysis; analyze students' academic performance; analyze the academic work of the academic staff involved in the study direction; facilitate the integration of scientific work in the study programme.

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

Characteristics of the quality policy implementation mechanism for ensuring the quality of the higher education.

Study quality provision is a continuous cycle of improvement. Quality is the result of interacting among the academic staff, students, and the study environment. For the ensuring of high quality of studies, DU offers the study environment where the study programme content, study opportunities, material and technical base and infrastructure correspond with the goal of providing competitive higher education. Quality ensuring basis comprises related measures of control and improvement, thus creating trust for DU activity and higher education in general. Quality ensuring policy is part of Daugavpils University development strategy for 2015-2020. Study quality is a characteristic indicator of the excellence of the system of studies that reflects the correspondence of the procedure of students' academic activity to the goals of education.

DU study quality management system observes the compliance with ISO 9001:2017 quality standard. Compliance with this standard testifies to the fact that DU tends for the quality of its education services by maintaining the quality management system (QMS), periodically passing accreditation and verifying the efficiency of the system. QMS testifies that DU makes an effort to make out the preferences of the potential students, tends to maintain constantly good quality of studies and governance and ensure systematic and transparent processes as well as incessantly improve cooperation with cooperation partners and community.

The envisaged outcomes of DU implemented ESF project "Daugavpils University governance and management competence improvement" (No. 8.2.3.0/18/A/010) are - adjust DU study and governance quality systems and receive ISO 9001 certificate that is an internationally recognized organization quality mark.

DU Council of Studies and DU Centre of Study Quality Assessment (henceforth - CSQA) introduces quality provision systems on the basis of "DU study internal quality ensuring policy"^[1] and "Daugavpils University manual for ensuring quality"^[2]. The policy and the manual have been elaborated in accordance with *The Standards and guidelines for quality assurance in the European Higher Education Area* (ESG) and observing legal acts of the Republic of Latvia (Law on Higher Education Institutions, Higher education standards, etc.), DU normative acts and "Daugavpils

University development strategy for 2015 – 2020”.

To ensure the improvement of the existing normative documents and procedures at DU and compliance with the student centered and sustainable higher education, especially assessing and updating quality policy implementation mechanisms, the study quality system is being updated within ESF project “Daugavpils University governance and management competence improvement” (No. 8.2.3.0/18/A/010). The project envisages elaboration of DU study quality policy and study quality monitoring strategy and DU study internal quality system efficiency provision procedure. The project envisages supplementing and improving the existing DU normative acts and their international peer-review. The deadline for completing the project activities is the 2nd quarter of 2021.

Mechanisms of the study process quality provision

Study quality maintaining aims at monitoring and improving the study programme implementation and facilitating prerequisites for reaching study programme outcomes. Quality monitoring is constant: during enrolment, recruiting the academic staff, improving the study programmes, reviewing the activity of structural units and their heads according to the academic and research work outcomes.

Higher education internal and external quality provision proceeds in cooperation between DU and the Ministry of Education and Science (in distribution of State budget funded places, execution of conceptual decisions), Higher Education Council (dealing with strategic issues, drawing statements), and Academic Information Centre (study programme licensing, study direction assessment, recognition of students’ prior education).

The main forms of quality assessment are as follows:

External assessment – licencing, accreditation, and assessment of independent experts. It is ensured by the quality ensuring agency listed in the European higher education quality ensuring register (in Latvia – Higher Education Quality Agency). It is coordinated by heads of study directions along with CSQA and vice-rector for studies.

Internal assessment – constantly performed by DU study direction councils elaborating self-assessment reports. Internal assessment is implemented and coordinated by DU CSQA approved by the Senate. In accordance with DU study internal quality ensuring policy there is systematic assessment of study directions and programmes in order to make sure how the programme objectives and study outcomes are reached, the compliance of the programme with the current developments of national economy and labour market demands. Study internal quality ensuring is constantly performed by the study direction councils, involved departments and structural units, decisions compulsive to the study process are taken by the Council of Studies and the Senate.

The internal quality of studies is ensured by the following measures:

| Quality ensuring instrument | Implementation procedure |
|---|---|
| Strategic planning of the process of studies | Implemented by the study programme director in cooperation with the academic staff and members of the study direction council; Analyzing the shortcomings, risks, development opportunities of the study direction and study programmes wherein. |

Examining the issues related to the process of studies

Study direction councils assess the process of studies within a programme, its outcomes, and proposes to the head of the study direction and study programme directors measures for the programme improvement and integration of recent ideas in the study content and process. The respective structural units discuss the submitted proposals and initiate changes in the study course amount, their content and calendar arrangements in semesters.

Each semester, departments, taking into consideration the results of student surveys, formal indicators of students' academic performance as well as the professional indicators of the academic staff members in respective spheres (participation in conferences, research and other projects, applied projects, publications, etc.), analyze in detail the content of each course and the quality of its delivery. After that proposals as to changes in the study courses or study programme are discussed in faculty councils and after their support are addressed to DU Council of Studies that examines the justification of changes proposed. In case of a positive decision taken by the Council of Studies, the changes are implemented.

Surveys

At the end of each academic year surveys of students^[3], employers^[4], and alumni^[5] are carried out. Based on the survey results, the study programme content is reviewed and improved within study direction councils executed by study programme directors. All justified opinions, proposals, and reprimands are examined by the study programme director, in case of necessity discussing the issues in study direction councils. CSQA upon necessity carry out express surveys in order to clarify students' opinion on current issues concerning the process of studies.

Self-assessment of the study direction and preparation of the self-assessment report

The head of the study direction organizes meetings of the study direction council in order to discuss the main trends of programme development and management. For examining debatable issues (assessment of examinations, ignoring the regulations of DU by students and/or academic staff members, etc.) student representatives are invited.

Once a year the head of the study direction along with programme directors prepare the self-assessment report of the study direction on the previous academic year that is examined by CSQA and approved by the Council of Studies and the Senate.

E-study environment improvement

DU e-study environment *Moodle* is used to provide information on the courses acquired during the semester. For each course students have access to the following information: study course description, criteria of assessment, materials for student independent work, etc.

Characteristics of the parties involved in the elaboration and improvement of quality ensuring system and their role.

Efficient results are reached by means of understanding and support of the administration, purposeful DU strategy and policy implemented by successful participation of the academic staff as well as full partnership, resource saving approach, and process governance.

| Party involved | Characteristics of the role |
|---|--|
| DU administration | <ul style="list-style-type: none">- elaborates DU development strategy and implements its objectives;- facilitates the development and professional growth of the staff, elaborates and implements various motivation and support mechanisms (e.g. research activity facilitation, involvement in ERASMUS+ programmes for experience exchange and good practice);- cooperates with deans, heads of study directions, provides support for the solution of governance and financial issues. |
| Academic and research staff | <ul style="list-style-type: none">- ensures high quality studies;- performs scientific research and integrates it into the study content;- participates in professional updating events, international mobility and experience exchange activities;- cooperates with external experts, employers, alumni, facilitates their involvement in the study direction improvement. |
| Administrative staff | <ul style="list-style-type: none">- ensures high quality study programme governance;- provides support for students and the academic staff involved in study programmes;- tends to the updating of the material and technical base for studies. |
| Employers, social partners, and external experts | <ul style="list-style-type: none">- provide the expertise for the study programme content and proposals for the improvement of the study content and methods;- provide opportunities for practical placement and internship, facilitating working environment based study principles in professional study programmes. |
| Alumni | <ul style="list-style-type: none">- use the acquired knowledge, skills, and competences in their professional activity;- provide proposals for the improvement of the study content. |
| Students | <ul style="list-style-type: none">- Provide feedback for the study quality improvement. |

[1] <https://du.lv/wp-content/uploads/2019/06/Kvalit%C4%81tes-politika.pdf> [viewed 17.06.2019.]

[2] http://du.lv/wp-content/uploads/2016/01/2DU_rokasgramata_2011-09-26_v2.doc [viewed 17.06.2019.]

[3] <https://aptaujas.du.lv/index.php/742698> [viewed 10.07.2019.]

[4] https://docs.google.com/forms/d/1rkrIKtz4BfOmJS9Kccqz_PoCdDO5LCj_V2MRU5N-LyI/edit [viewed 10.07.2019.]

[5]

<https://docs.google.com/forms/d/e/1FAIpQLSfqCwHx3peZ8dE-ff1exziYSZu13T-Sh33UN9kyB-XQ1PRrIA/viewform> [viewed 10.07.2019.]

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 21 of the Law on Institutions of Higher Education 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 evidence for the full compliance, partial compliance or non-compliance.

| | | |
|----|--|--|
| 1. | The higher education institution/ college has established a policy and procedures for assuring the quality of higher education. | Complies DU has elaborated “DU study internal quality ensuring policy” and “Daugavpils University manual for ensuring quality”, other normative acts that facilitate and ensure the quality of higher education. |
| 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. | Complies In accordance with the “Regulation on Studies at Daugavpils University” and “Regulation on Study Direction and Programme at Daugavpils University” there are established mechanisms for the development, internal approving of study programmes, their monitoring and periodic examination. |
| 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. | Complies “Regulation on Studies at Daugavpils University” and study course descriptions of each study programme state the criteria, conditions, and procedures of the assessment of students’ academic performance that attests to reaching the envisaged outcomes of studies. The Regulation and study course descriptions are freely available to students. Students have an opportunity of giving proposals for the criteria, conditions, and procedures of the assessment of students’ academic performance in surveys. |

| | | |
|----|---|--|
| 4. | Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed. | <p>Complies</p> <p>DU has elaborated internal normative acts and mechanisms that regulate the ensuring of the qualification and work quality of the academic staff: "Regulation on elections to academic positions in Daugavpils University" and "Procedure of assessing the scientific activity of Daugavpils University academic staff". Self-assessment reports include the results of surveys and measures of implementing students' proposals and averting criticism.</p> |
| 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. | <p>Complies</p> <p>Surveys of students, alumni, and employers are organized every year. CSQA carries out express surveys to learn students' opinion on current issues related to the process of studies. There is regular cooperation with the Student Council, exchange of opinions, examination of proposals.</p> |
| 6. | The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study direction whilst implementing their quality assurance systems. | <p>Complies</p> <p>DU study quality management system observes the compliance with ISO 9001:2017 quality standard. Compliance with this standard testifies to the fact that DU tends for the quality of its education services by maintaining the quality management system (QMS), periodically passing accreditation and verifying the efficiency of the system. QMS testifies that DU makes an effort to make out the preferences of the potential students, tends to maintain constantly good quality of studies and governance and ensure systematic and transparent processes as well as incessantly improve cooperation with cooperation partners and community.</p> |

II - Description of the Study Direction (1. Management of the Study Direction)

1.1. Economic and/or social grounds for the creation of the study direction and the relevant study programmes, the assessment of the interrelation among the study

programmes, as well as the analysis of the significance (singularity) of the study programmes in comparison with other similar study programmes in Latvia and abroad.

The economic and social justification of the study direction “Psychology” and study programmes within it

- Latvian National Development Plan for 2021–2027 envisages to facilitate psychological and emotional well-being for supporting people in situations of crisis, development of their individual potential and reduction of deviant behaviour risks strengthening health as a value[1] that approves of the significance of the study direction “Psychology” and its impact on the total development of the country.
- Unemployment level in East Latvian region is the highest in Latvia and one of the highest in the European Union[2] and it leaves a negative impact on the economic condition of the society and life satisfaction. Within the study direction “Psychology”, the necessary specialists are prepared who provide psychological support for the unemployed and other groups of the society facing social and economic risks.
- Aging and inclusion of the household structure changes in the public and social service policy – the implementation of counselling, instruction, and psychological support programme for parents and grandparents[3] justifies the acute necessity for the newly developed PMSP “Psychology” sub-programmes “Counselling psychology” and “Education and school psychology” in East Latvia region.
- Since the regaining of the independence of Latvian state, DU has made a significant contribution to the development of psychology science and preparation of highly qualified specialists for East Latvia region.
- The economic situation in Latvia considerably limits the opportunities of secondary school leavers from East Latvia region to obtain higher education in Riga. DU study direction “Psychology” offers an opportunity for students to obtain higher education in the sphere of psychology on all levels of studies.
- In 2018 gradual transition to competence approach in education was initiated on all levels of education. Hence, an essential challenge is providing education in psychology for specialists employed in the system of education and social care.

DU study direction “Psychology” development history

Psychology studies at DU have been developing along with the growth of the university. On 22 March 1952 Daugavpils Teacher Training Institute Department of Pedagogy was reorganized and Department of Pedagogy and Psychology was formed. The Department of Pedagogy and Psychology of Daugavpils Pedagogical Institute in 1991 elaborated the academic study programme “Bachelor of psychology” followed by master’s study programme in the sub-branch of age stage and pedagogical psychology, ensuring succession in psychology studies.

In the time period from 2003/2004 to 2019/2020 at DU were implemented and accredited academic bachelor study programme “Psychology” of 120 CP, two master’s study programmes: academic master’s study programme “Psychology” of 80 CP and professional master’s study programme “Education psychologist” of 120 CP, and doctoral study programme “Psychology” of 120 CP.

On 30 March 2017 Law on Psychologists was passed[4] (in force from 1 January 2018), that facilitated integration of two DU master’s study programmes (academic master’s study programme “Psychology” and professional master’s study programme “Education psychologist”) into one professional master’s study programme “Psychology” in accordance with the Law on Psychologists

enforced since 2019 and requirements of the professional standard of psychologist that were adjusted in 2019[5].

At present DU study direction “Psychology” entails three study programmes at the Faculty of Social Sciences (henceforth – FSS):

- **Academic bachelor study programme (ABSP) “Psychology” (43313);**
- **Professional master’s study programme (PMSP) “Psychology” (47313);**
- **Doctoral study programme (DSP) “Psychology” (51313).**

There are Promotion Council of Psychology and International sociology and psychology professor council “Psychology” operant at DU.

Assessment of mutual correlation of study programmes

Implementation of the study direction “Psychology” programmes is sequential. Law on Psychologists determines that the position of professional psychologist may be occupied by a person who have acquired bachelor and master’s study programmes at least of 200 CP[6]. Besides, the Standard of psychologist profession envisages acquisition of knowledge, skills, and competences in relation to the bachelor study programme[7].

Sequentiality of studies concerns also graduates of master’s study programme who have an opportunity to study in DU doctoral study programme “Psychology” that opens an opportunity of becoming a qualified scientist in the sub-branches of social psychology and pedagogical psychology.

Significance (uniqueness) of the study programmes in comparison to other similar study programmes in Latvia and foreign countries

On the labour market in Latvia, DU study direction “Psychology” is unique by the diversity of offered specialization opportunities both concerning the practical qualification acquisition (master’s programme level) and scientific specialization (doctoral study programme level). In Latvia there are 3 more higher education institutions with similar study programmes in psychology (University of Latvia, Riga Stradiņš University, and Baltic International Academy) but DU is the only higher education institution outside the capital city that offers two different sub-programmes within PMSP “Psychology” – education and school psychology and counselling psychology. DU DSP “Psychology” offers in-depth studies unique for the higher education institutions of Latvia in the sub-branches of pedagogical psychology and social psychology.

In recent years in Latvia the salary of education institution psychologists has slightly grown and this made the profession more attractive for secondary school leavers. Demand for psychologists in the sphere of education is relatively high both in Riga and other regions of Latvia. DU PMSP “Psychology” and DSP “Psychology” provide opportunity to study in English. Hence, the competitiveness of DU study direction “Psychology” with other similar study programmes in Latvia, the Baltic region, and EU countries is comparatively high.

[1]https://www.pkc.gov.lv/sites/default/files/2019-10/20190927_NAP_2021_2027_1_redakcija_public_kajai_apsriesanai_FINAL.pdf [viewed 08.01.2020.]

[2]<https://www.csb.gov.lv/lv/statistika/statistikas-temas/socialie-procesi/nodarbinatiba/meklet-tema/440-registretais-bezdarbs> [viewed 08.01.2020.]

[3] https://www.pkc.gov.lv/sites/default/files/inline-files/Latvija_2030_7.pdf [viewed 08.01.2020.]

[4] <https://likumi.lv/doc.php?id=290115> [viewed 07.12.2018.]

[5] <https://visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-108.pdf> [viewed 17.09.2019]

[6] <https://likumi.lv/doc.php?id=290115> [viewed 07.12.2018.]

[7] <https://visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-108.pdf> [viewed 17.09.2019]

1.2. Aims of the study direction and their compliance with the scope of activities of the higher education institution/ college, the strategic development directions, as well as the needs and the development trends of the society and the national economy.

The aim and development strategy of the study direction are harmonized with the aims of “Daugavpils University Development Strategy for 2015 - 2020”.

The common aims of the study direction “Psychology” are:

- To facilitate the development of the branch of academic and professional psychology education and science;
- To ensure high quality education in the sphere of psychology based on theoretical knowledge and research skill acquisition preparing specialists who are competitive on the international labour market;
- To develop international level scientific and creative activity deepening the integration of scientific research in the study process, engaging in international, national and branch specific research programmes, facilitating technology transfer and innovation development and enhancing the public awareness of the psychology science

The common development strategy of the study direction is adapting to current society needs and psychological challenges in Latvia and the European Union and developing DU as a regional centre of studies in psychology science based on academic and professional traditions.

Assessing the correspondence of the aims of the study direction to DU strategy, it may be concluded that they are sequential and logical. Aims of the study direction are appropriate, systematic, and help to facilitate the further development and improvement of the study direction. One of the major novelties is the elaboration in the study direction of a new PMSP “Psychology”.

Study direction aims and their compliance with the public and national economy development needs and trends of development

Within the study direction “Psychology” there occurs the development of the branch of academic and professional psychology education and science that prepares competitive specialists needed for the region and international labour market. In the framework of the study direction programmes socially significant, topical studies in the sphere of psychology are carried out approbating their results in international scientific conferences and publications. Science communication events organized within the study direction “Psychology” (Science Festival, Scientist Night, Psychology Days, etc.) facilitate the public awareness and interest in psychology science and its significance in the national economy development.

1.3. SWOT analysis of the study direction 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 direction 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 direction for the next assessment period shall be provided.

Study direction "Psychology" SWOT analysis

Strengths

Weaknesses

- DU study direction "Psychology" has a good reputation in Latvia.
- The complex character of the study direction offering education in psychology on all three levels.
- The study direction complies with DU strategy of development that makes it possible to purposefully use the inner intellectual and material resources of the university.
- The study direction programme content is harmonized with and oriented towards the labour market demands in inter-regional range.
- Provision with highly qualified academic staff – visiting lecturers, practitioners in the sphere.
- Large part of the academic staff members hold a doctoral degree, the majority of the academic staff members are experienced professionals in the sphere (in the implementation of the study direction programmes there are involved experienced and highly professional academic staff members, all elected academic staff members in the sphere of psychology hold a doctoral degree in psychology, 9 academic staff members involved in the study direction are experts of Latvian Council of Science in the sphere of psychology).
- The scientific qualification, experience, and professional qualities of the academic staff members involved in the study direction programmes are constantly updated.
- Opportunity to study in two languages (Latvian and English) in master's and doctoral level study programmes.
- Favourable study environment and successful interaction of the academic staff and students, individual approach in the study process.
- State budget funded study places.
- Diverse cooperation with employers (in the status of visiting lecturers and practical placement providers, programme governance).
- Significant psychology research databases available (*PsychArticle*, *ScienceDirect*, *SCOPUS* and *Web of Sciences*) and a rich library of psychology literature available also for students of other HEI. DU library lists a large number of contemporary scientific literature sources and publications in psychology in English.
- Accessible contemporary e-study environment. Many courses are elaborated in *Moodle* environment.
- Up-to-date data processing softwares are available for student research data processing, *SPSS 22* version and *AMOS*.
- Broad opportunities to involve in scientific work – participate in DU scientific activities (conferences) and publish research in DU paper collections and journals.
- Cooperation with foreign and Latvian higher education institutions, including opportunities for students and the academic staff to use ERASMUS+ mobility advantages.
- Uncompetitive remuneration of the academic staff of higher education institutions that impedes recruiting highly qualified academic staff from foreign higher education institutions.
- Remuneration of the academic staff is insufficiently motivating and forces to search for additional income options.
- Academic staff member workload is big and this reduces time for research and opportunity to participate in outbound mobility programmes.
- Insufficient project and other funding attraction from the business sector.
- Insufficient number of standardized methods of psychological assessment in Latvia for the use of students in the study process.
- Divergences in the prior knowledge of enrolled students as well as the low command of English of the potential students.
- Insufficient integration of foreign students in the study environment.
- Insufficient public informing activities.
- Insufficient student mobility on master's and doctoral study level.
- Students are working simultaneously with studies, that reduces the quality of study work and student involvement in outbound mobility programmes.
- The cooperation opportunities with employers and alumni are not used actively and regularly enough.

| Opportunities | Threats |
|--|---|
| <ul style="list-style-type: none"> • Cooperation agreements and common projects with foreign higher education institutions. • Organizing inter-disciplinary research in cooperation with other faculties. • Enlarging the rate of teaching study courses in English and opportunities to attract foreign students. • Using foreign student experience in the improvement of study programmes. • Involving students in research projects of the academic staff. • Interest of potential students from EU and CIS countries in studies at DU. • Attracting visiting lecturers and student exchange programme development. • Improvement of the material base with contemporary literature and technical equipment. • More active involvement of the academic staff in business led research projects. • Improvement of study courses and their provision in foreign languages and e-study environment <i>Moodle</i>. • E-study environment development and integration in the study process. • Study programme innovative specialization. • High level specialist demand on labour market. • Enhancing and intensifying cooperation with foreign higher education institutions. • Attracting foreign students. • Informing the public of the study opportunities promoting the study direction “Psychology” programmes (incl. in social networks). | <ul style="list-style-type: none"> • Low priority of social sciences in distributing financing for science in Latvia. • Reduction of the number of study places funded from the State budget. • Rise of the tuition fees due to the economic situation in Latvia that may reduce the number of students. • Insufficient financing for involving new professionals in the implementation of the programmes and adequate remuneration for the practical placement supervisors’ work. • Lack of clarity of development perspectives for the new academic staff members, opportunity of working full time. • Demographical situation (fall of the number of secondary school learners), that in long term affects the number of potential students. • Financial opportunities of the population that directly affect their opportunity of studying (especially in paid study places). • String competition among higher education institutions in the sphere of the study direction “Psychology” and respective level study programme implementation. Students have growing opportunities to choose similar programmes in Latvia and in foreign countries, that may reduce the potential student number. • Growth of the number of psychologists and competition on labour market. • Changes in laws and regulations in the sphere of higher education. • Unsuitableness of laws and regulations of Latvia to the integration of education in the international professional psychologist environment. |

SWOT analysis leads to the conclusion that the strengths of DU study direction “Psychology” outweigh the weaknesses, while the weaknesses may be eradicated or reduced by measures aimed at the study direction development (e.g. intensifying cooperation with foreign higher education institutions in research, regularly improving the content of studies in compliance with the needs of national economy), that approves the future perspectives of the study direction.

The opportunities listed in the analysis are more than possible threats, thus the impact of the external environment is to be assessed in a positive way. The weaknesses of the study direction may be grouped into two main categories. One is related to insufficient motivation and initiative of students and academic staff members (e.g. involve in outbound mobility programmes, introduce innovative ideas). For eradicating these weaknesses and improving the situation, a set of organizational activities is elaborated oriented towards more focused and systemic work of informing the academic staff and students, organizing the academic staff, delegating tasks and controlling their execution in order to encourage initiative and taking responsibility. Another category of weaknesses is related to big work loads because remuneration for high qualification specialists on Latvia’s labour market is insufficient. These weaknesses are conditioned by global processes in Latvian economy, though some problems may be partially solved locally by carrying

out constructive dialogue between the Faculty of Social Sciences and DU administration on replanning the work loads of the academic staff members and internal optimization of resources. It may be concluded that study direction programmes are regularly reviewed, verified in accordance with recent legislation requirements and in compliance with the labour market demand, involving employers in the assessment of the study content. The guidelines of developing and improving the study direction are actualized in the study direction development plan.

The study direction development plan, on the basis of the aims of the study direction development, is elaborated by the head of the study direction in psychology together with programme directors and the academic staff of the department of psychology and approved at the meeting of the council of the study direction "Psychology". The study direction development plan is generally reviewed along with the aims of the direction development at the beginning of each academic year. The execution of the study direction development plan is controlled also by meetings of the study direction council that, on the basis of programme director proposals, formulates adjustments and corrections.

The study direction development plan is estimated as appropriate for the aims of the direction development and is realistic. The process of the elaboration of the study direction development plan may be assessed as efficient and appropriate for DU development strategy and current normative documents.

1.4. The structure of the management of the study direction and the relevant study programmes, and the analysis and assessment of the efficiency thereof, including the assessment of the role of the director of the study direction 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 direction.

Analysis and assessment of the governance structure efficiency of the study direction and study programmes within it

The study direction governance structure (see in appendix) fits in the overall DU and FSS governance framework. Study direction implementation on regular basis is organized in accordance with DU administration and FSS council decisions, strategy of the study direction development. Council of the study direction "Psychology" assesses the process and outcomes of studies and proposes measures for programme improvement and integration of recent ideas into the content and process of studies; these proposals are discussed in respective structural units and changes in the amount, content, distribution across semesters are made, taking into consideration the results of student surveys, formal indicators of student academic performance and scientific work as well as indicators of the academic staff members' professional activity in respective spheres (participation in scientific conferences, research and other projects, involvement in applied research, publications, etc.), detailed analysis of each study course content and quality of its teaching is produced. Proposals concerning changes in study courses or study programmes are discussed at FSS council meetings and forwarded to DU Council of Studies. See in appendix the scheme of the study direction governance.

The role, responsibility of the head of the study direction and study programme directors and cooperation with other study programme directors

Head of the study direction, in cooperation with programme directors, organizes and coordinates high quality study process in the study programmes within the study direction. Head of the study direction is responsible for conceptual changes in the study direction, in case of necessity announces meetings of the study direction council, in cooperation with study programme directors prepares annual study direction self-assessment report, summarizes and analyzes information included in it.

Programme directors at the end of each academic year plan the work loads for the next academic year and send inquiries to structural units. Heads of departments are responsible for assigning academic staff members for respective study course delivery. In case an academic staff member for some reason cannot teach the study course assigned, programme directors in cooperation with heads of departments and other structural units find the solution. In case of necessity, the option of recruiting a visiting lecturer is considered by the faculty dean, DU vice rectors, and rector. Study programme directors communicate with students, make improvements in the study programmes coordinating them with the head of the study direction. If needed, current issues are examined by the study direction council and faculty council.

Assessment of the support by DU administrative and technical staff within the study direction

In each profile department and faculties there are secretaries who are responsible for the execution and circulation of documentation binding for the study programme, participate in final examinations, take minutes in them. The administrative staff of departments and faculties provide the information on students, their academic performance, study programmes, academic staff members in DUIS, prepare diplomas and diploma supplements. Secretaries provide the informative support to students, academic staff members and study programme directors. Information and communication technology centre computer network administrators and technical experts support academic staff members in utilizing IT in the process of studies, during conferences, science communication events. Administrative and technical staff executes also other duties within their competence.

The assessment of the support by DU administrative and technical staff within the study direction is positive. In FSS there is efficient communication and regular information circulation. Students are informed about the persons to address in case of questions or aid needed.

1.5. 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 the study period, professional experience, and the options for the students to have their previously acquired formal and non-formal education recognised within the study direction by providing specific examples of the application of these procedures.

Characteristics and assessment of the requirements and system of student enrolment

The process of enrolment at DU is ensured in accordance with the “Terms of enrolment to full time and part time studies” that are annually approved by DU Senate in accordance with the study programme licences and accreditation sheets in the Study direction register (<http://svr.aic.lv/>). Terms of enrolment are actualized each academic year in accordance with the Law of Higher Education Institutions, Cabinet of Ministers regulations of 10 October 2006 No. 846 “Regulations on

the requirements, criteria, and procedure of enrolment to study programmes”, and DU Constitution. Terms of enrolment at DU are elaborated for various levels of studies, there are special terms of enrolment to full time studies for foreign citizens.

The process of enrolment are additionally regulated by “Full time and part time study opportunities”, “DU enrolment procedure”, registration fee, programme tuition fee, number of study places for enrolment that are approved by DU Senate decision before enactment. The Senate approves the dates of the competition and announces enrolment.

“DU terms of enrolment” and “Study opportunities” set requirements for persons who wish to study at DU, bilateral rights and duties of this person and the university in the process of enrolment, contain information on the study programmes and forms of studies in the particular academic year, on additional requirements for the prior education, preparedness, or special suitability for particular studies of candidates, on the criteria of the competition assessment. Enrolment to DU study programmes entails the candidate registration for studies, the procedure of the competition for study places, announcing the competition results, signing study agreement, and matriculation.

Enrolment to DU study programmes is ensured by DU Enrolment Board secretariat. The Enrolment Board sets and approves of the competition results. The Enrolment Board may also approve the enrolment places and execute their redistribution.

The obligations of the Enrolment Board and Enrolment Board secretariat are stated in the document “Bilateral rights and duties of person and DU in the process of enrolment.

DU Enrolment Board decision on the competition results may be appealed according to the procedure of DU “Procedure whereby person may dispute and appeal decisions related to enrolment to the study programme at Daugavpils University”. DU enrolment procedure and information about it are efficient and transparent. During the enrolment there are informative stands placed in DU entrance hall, consultations are provided in person, on the phone, and by e-mail. It must be noted that the majority of the potential students communicate on issues concerning enrolment by using DU accounts in social networks.

Previously acquired formal and non-formal education recognition opportunities within the study direction

In accordance with paragraph 5 of section 59² of the Law of Higher Education Institutions[1], paragraph 2 of section 59³ and “Terms of recognition of competences acquired beyond formal education or gained in professional experience and study results achieved in previous education”, DU has elaborated and enforces “Regulation on recognition of competences acquired beyond formal education or gained in professional experience and study results achieved in previous education at Daugavpils University”. Most often there are cases of recognition of experience gained beyond formal education (participation in seminars, instruction, professional updating courses, etc.). The procedure stated in the regulation is implemented stage by stage in cooperation with the person responsible in the faculty. Decision on recognition is made by the assessment and examination board.

According to Psychologist Law[2], that is in force since 1 January 2018, the rights to work as a professional psychologist are granted to graduates from accredited bachelor and accredited master’s study programme (whereof at least one must be a professional study programme) who have acquired education in the amount of at least 200 credit points (CP). The prior regulation of the psychologist activity envisaged the total education amount of 240 CP.

As psychology studies at DU have been implemented since 1991, changes in the law concerned a large number of DU alumni who had to prove their education in accordance with the regulation

stated by the law in order to attest to their competence and be granted rights to carry out professional activity of psychologist. In the reporting period, 11 persons in accordance with the procedure of recognition of previously acquired education were matriculated in DU study direction "Psychology" study programmes.

¹<https://likumi.lv/ta/id/290115-psihologu-likums> [viewed 10.10.2019.]

1.6. 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.

Depending on the form of learning, the academic staff members select the forms and criteria of assessment. The academic staff encourages to analyze and assess the criteria of assessment of the work. A large part of the outcomes require of students not only to demonstrate knowledge but also put the acquired material to practical analysis relating it to the existing experience and daily life. Therefore a significant role is attributed to seminars and practical assignment classes. In practical assignment classes, during individual or group work presentations, students, expressing their opinion, improve their analytical skills. Acting in this way, a constant dialogue is sustained with other partners and students are aware of the diversity of the opinions exchanged and thus enrich one another's experience. In the study courses dedicated to practical skill and competence acquisition, special attention is paid to the development of integrative reflection. Reflection facilitates the stabilization of students' professional skill acquisition as well as self-cognition and self-actualization. Therefore in these cases formative assessment of the outcomes of studies has an especially motivating significance in the process of studies. In the framework of formative assessment, students become aware of their errors and improve the acquired competence, because formative assessment provides a feedback to students on their state of knowledge acquisition.

Along with formative assessment, academic staff members use summing assessment. Summing assessment is practiced in the case of grading the mid-term examinations. Upon the completion of the study course there is a graded test or examination. The final course examination proceeds orally, in writing, by way of test of accomplishment.

1.7. Description and assessment of the academic integrity principles, the mechanisms for the 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.

"Daugavpils University Code of Ethics for employees and students" sets the guidelines of ethical conduct for DU employees and students. It is stated in the Code that students support and maintain academic and professional integrity, do not allow plagiarism, cheating, other fraudulent utilization of intellectual property, fraud, whereas the academic staff duly, honestly, and fairly assess students' accomplishment, support and maintain academic and professional integrity without causing conditions for expressions of academic fraud, follow the process of students' work, do not

allow plagiarism, cheating, other fraudulent utilization of the intellectual property or other fraud.

For the implementation of the academic integrity, DU refers to “General Guidelines for Academic Integrity”[1] that help develop a uniform understanding of integrity matters in science and business. On 28 October 2019, within ESF SAM 8.2.3.0/18/A/010 project “Daugavpils University governance and management competence improvement”, DU employees were involved in the course of instruction “Academic integrity” of 6 hrs.

DU has elaborated and observes procedure of submitting graduation papers/theses for plagiarism control at Daugavpils University, that envisages compulsory submitting of the electronic versions of graduation papers/theses and their storing in Daugavpils University Informational system that provides an opportunity to compare students’ papers to the set of papers defended in previous years. Study courses that envisage the acquisition of scientific research methodology pay special attention to observing the principles of academic integrity in the research of the respective branch.

[1]

http://www.academicintegrity.eu/wp/wp-content/uploads/2019/10/RED_Guidelines_RTU_VS_amended_v2.pdf

[viewed 12.12.2019.]

1.8. Specify the websites (e.g. the homepage) on which the information on the study direction 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.

Information on the study programmes of the study direction “Psychology” is available here:
<https://du.lv/fakultates/socialo-zinatnu-fakultate/studiju-programmas/>

Self-assessment reports of the study direction “Psychology” are annually published here:

<https://du.lv/studijas/studiju-kvalitates-novertesanas-centrs/pasnovertejuma-zinojumi/>

The relevance of the information available on the website to the information in official registers is the responsibility of DU International and Public Relations Department.

II - Description of the Study Direction (2. Efficiency of the Internal Quality Assurance System)

2.1. Assessment of the efficiency of the internal quality assurance system within the study direction 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 direction and the relevant study programmes.

Evaluation of effectiveness of inner quality assurance system within study direction

Inner quality assurance system of the study direction "Psychology" is implemented in line with DU practice. The system can be considered as effective, transparent, and coherent with the goals of the study direction "Psychology". The scheme of DU study quality implementation see in "Other Annexes", Annex Nr. 2.

To implement inner quality assurance system of studies effectively within the study direction "Psychology" the following activities are performed:

- Inner quality control of the study direction "Psychology" is carried out by the Council of study directions and academic staff of the department of Psychology. Improvement actions for direction development plan and study quality are discussed and assessed at the end of each academic year at the council meeting of the study direction "Psychology".
- In collaboration with the head and academic staff of the Department of Psychology and members of study direction board, study programme directors carry out strategic planning and implementation of study process. In the Department of Psychology changes within the study courses, their content and calendar layout per semesters are discussed and submitted to the Council of the Faculty of Social Sciences.
- Once during an academic year the head of the study direction "Psychology" in cooperation with the programme directors prepare a study direction self-evaluation report on the previous academic year. At the meetings of the council of study direction the more recent methodological literature and publications are discussed. For implementation of study courses the head of the study direction consolidates and distributes to the academic staff the methodological guidelines that have been developed consolidating and analysing developments in the methodology of related subject studies.
- Within the study direction once during an academic year, student, graduate, and employer surveys are carried out. Surveys are also conducted to find out opinions on topical issues of study process. For example, to develop a study programme, both student-centred and in compliance with legislation, in 2019 AMSP "Psychology" and PMSP "Educational Psychologist" students were interviewed to find out their opinion on changes in master programme of psychology studies at DU.
- Part of teaching staff involved in the study direction "Psychology" perform not only academic activities but also work as professional psychologists providing compliance of study programmes with current trends in labour market.
- Teaching staff members of the study direction "Psychology" take part at conferences, seminars and qualification development courses devoted to the methodology of teaching psychology as lecturers or listeners regularly improving study courses with innovative study forms and modern methods.
- To ensure an efficient use of e-learning environment *Moodle* within the direction, academic staff members participate in the professional development courses. In ESF project "To reduce fragmentation of study programmes and to strengthen sharing of resources at Daugavpils University," No. 8.2.1.0/18/A/019, development and integration of supporting material for study courses are planned.

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 procedures for the development of new study programmes within the study direction (including the approval of study programmes), the review of the study programmes, the aims, and regularity, as well as the stakeholders and their responsibilities. Description of the mechanism for obtaining and providing a feedback, including with regard to the work with the students,

graduates, and employers.

Elaboration of a new study programme begins at least an academic year before starting the implementation of the study programme or in accordance with **“Daugavpils University study programme development and consolidation plan”** and **“Daugavpils University Pedagogue education development plan 2018 - 2023”**, or other documents regulating the study process.

Elaboration of a new study programme occurs in accordance with the regulations of the Cabinet of Ministers of 11 December 2018 No. 795 **“Terms of study programme licencing”** and DU **“Regulation on the study direction and programme”**.

Process of elaborating new study programmes

| Parties involved | Activity |
|--|---|
| Structural units of faculties, Faculty council, the person responsible for the study programme development | Structural units of faculties submit a proposal to the faculty council about the formation of a study programme. The proposal is supplemented by an extract from the minutes of the structural unit meeting indicating the information on the programme (title of the study programme, the person responsible for the study programme development, justification of the need for the study programme, amount, duration of the study programme, type and form of studies, language of instruction, requirements for enrolment, degree to acquire, professional qualification or degree and professional qualification to acquire). |
| Study direction council, the person responsible for the study programme development | Study direction council monitors the proceeding of the new study programme elaboration, upon necessity announcing meetings of the study direction council to discuss the content, provision of the study programme, and other issues. The person responsible for the study programme development elaborates the characteristics of the study programme and all its appendices. |

| | |
|---|---|
| <p>The person responsible for the study programme development, CSQA, Faculty council, Council of Studies, Senate, Vice rector for studies, Academic Information Centre.</p> | <p>The person responsible for the study programme development submits the completed characteristics of the study programme along with all appendices to examination at CSQA. CSQA estimates the quality of the study programme and its compliance with the legal documentation. After that the programme is examined by the faculty council and DU Council of Studies. Decision on submitting the study programme for licencing is made by the Senate.</p> <p>After the approval of the study programme within 1 month it is submitted for licencing at the Academic Information Centre. The person responsible for the study programme development in cooperation with the CSQA and vice rector for studies organize the visit of licencing expert commission to DU.</p> |
|---|---|

In order to ensure the compliance of the study programmes with the national economy needs, current legal documentation, or to improve them, procedures of study programme improvement and reviewing are organized on regular basis. Their regularity depends on the necessity for the changes and the degree of their significance.

Study programme reviewing process

| Parties involved | Activity |
|---|--|
| <p>Programme director, Profile department, Faculty council, Council of Studies.</p> | <p>Study programme director proposes changes in a study programme (provision of courses, changes in CP, introduction of new study courses, and other changes that do not exceed 20% of the total amount of the programme in accordance with regulation of the Cabinet of Ministers No. 793 “Terms of opening and accreditation of study directions”, paragraph 2.3.4[1]) Changes are examined at the department meeting, faculty council, and the decision is made by the Council of Studies.</p> <p>Regularity - upon necessity or at least once in an academic year.</p> |

Programme director,
CSQA,
Profile department,
Faculty council,
Council of Studies,
Senate,
Vice rector for studies,
Academic Information Centre.

Changes need to be made in a study programme in accordance with regulations of the Cabinet of Ministers No. 793 "Terms of opening and accreditation of study directions".

Study programme director in cooperation with the CSQA elaborate the proposal for the changes necessary. The proposal is examined at the department meeting, faculty council, Council of Studies, it is approved by the Senate. After approving, the proposal of changes is submitted to the Academic Information Centre. Study programme director in cooperation with the CSQA and vice rector for studies organize the visit of expert to DU Regularity – upon necessity.

Example of the elaboration of PMSP "Psychology"

PMSP "Psychology" was elaborated within ESF project "Study programme fragmentation reduction and enhancing the resource sharing at Daugavpils University", No. 8.2.1.0/18/A/019. In the process of its formation there were regular surveys, discussions, and exchange of opinions of DU academic staff members, practicing psychologists, practical placement providers, and programme alumni – employers. Elaborating PMSP "Psychology", the opinions and proposals of students, alumni of AMSP "Psychology" and PMSP "Education psychologist", and employers provided in surveys were taken into consideration. At the meetings of the study direction "Psychology" council with the participation of representatives of students and employers, the content of the programme was modelled in accordance with the trends of national economy development and labour market demands. Following the contemporary development trends of psychology science in Latvia and the European Union – the experience gained by participating in international conferences, congresses, seminars, professional competence updating within ERASMUS+ project was integrated in the elaborated programme structure and content.

Mechanism of receiving and providing feedback (working with students, alumni, employers)

For the study programme elaboration to be compatible with the labour market demands, special significance is attributed to the feedback received from students and alumni. Students and alumni assess the proceeding of the study programme as well as the applicability of the acquired knowledge, skills, and competences in professional activity, thus the feedback becomes a valuable element of the study process improvement.

The CSQA at the end of each academic year organizes a student survey the results whereof provide information on the assessment of the study quality and related aspects. Student survey is available in e-environment. Alumni and employer survey questionnaires are elaborated as well.

Student, alumni, and employer survey results are used to review and improve the study programme content. The study programme director reacts to all justified opinions, proposals, and reprimands expressed in the survey questionnaires, and upon necessity they are discussed by the study direction council. After introducing the changes in the study programme content, the study programme director informs all the parties involved (students, academic staff members, employers, alumni), thus providing a feedback.

[1] <https://likumi.lv/ta/id/303956-studiju-virzienu-atversanas-un-akreditacijas-noteikumi> [viewed 15.01.2020.]

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 direction and the relevant study programmes are communicated by providing the respective examples.

Submitting and considering the complaints and proposals from students is an essential component of the study quality system. To ensure the improvement of the quality of studies, it is necessary to analyze the processes, collect clear survey of the causes for the complaints submitted and provide feedback to the person who submitted the complaint or proposal.

The procedures and systems of submitting complaints and proposals from students

Students have the right to submit complaints and proposals to the study programme director, the head of the major department, dean, vice-rectors, and rector. Complaints and proposals, depending on their degree of significance, are accepted orally, in writing, and electronically.

Complaints and proposals are accepted from individuals or collectively, openly (with identified submitter) and anonymously. Drafting the submissions and their acceptance at DU is executed in accordance with the procedures set in "The Law on Submissions". Submissions concerning possible violations of the norms of "DU Code of Ethics", including action or conduct outside DU, if that affected the prestige of DU, may be made by DU academic, administrative, and general staff, students. On behalf of students submission may be made by the Student Council that may represent the student in the course of examining the complaint.

Submissions from students and the academic staff concerning the infringements and violations of the academic freedom and rights that are stated in the Constitution are examined by DU Academic Court or Arbitration.

Submitting open complaints and proposals

DU students may submit open complaints and proposals in a free form or in accordance with the procedures stated in DU interior normative acts.

Submitting anonymous complaints and proposals

The following tools for submitting complaints are available at DU:

In CSQA website section: <http://sknc.mozello.lv/sniegt-ieteikumu/>;

Questionnaire of trust designed by the Student Council - <https://ej.uz/1jgg>.

Anonymous complaints are received electronically, after examination and content analysis of the complaint CSQA leads negotiations with the involved parties and in case of necessity conducts the monitoring of the study quality. In the prior practice, in examination of anonymous complaints CSQA closely cooperated with the Student Council, examining the situation and taking steps for the improvement of the study quality, because, in accordance with "The Regulation of Daugavpils University Student Council", the Student Council has the right to request and receive information from any structural unit of DU concerning all matters in its competence that concern students' interests.

In order to examine complaints related to enrolment, "Order whereby a person may dispute and

appeal decisions related to enrolment to a study programme at Daugavpils University” is in force at DU, in accordance with which a person may dispute the decision of the Enrolment commission on the results of the competition by submitting an application to DU rector in seven working days’ time after the publication of the competition results.

In accordance with “The Regulation on Studies at Daugavpils University”, students have the right to submit to the faculty dean a motivated appellation about the results of examination within one working day after their announcement. Appellation is examined in three working days’ time by a commission formed on the dean’s decision by the participation of the examiner and the head of the respective department.

Information accessibility

All interior administrative acts, in accordance with which students may submit complaints and proposals are publicly available from DU website. Students may receive information by addressing the study programme director, dean, CSQA, and the Student Council.

Feedback in examining complaints and proposals

CSQA coordinates the examination of students’ complaints and proposals and, if needed, organizes express surveys (e.g. on the preferable working hours of DU Library at the beginning of the academic year 2018/2019, on free choice study courses, etc.), executes study quality monitoring by attending classes and talking with students and the academic staff in order to ensure full bodied analysis of the conflict or problem.

Since 2013, CSQA has received oral and written complaints about the study quality (e.g. discrepancy between the requirements for crediting indicated in the study course description and the forms of examination of students’ knowledge and skills in the study process, proposals for the timetable, changes of the library opening hours, communication problems, etc.).

All complaints and proposals are always discussed with the involved parties. In the examination of complaints and proposals there participates study programme director and, if needed, also the head of the study direction and vice-rector for studies. After the situation analysis, possible solutions are found, students are always informed about the implementation of the complaints and/or proposals, CSQA provides consultations in the matters of study quality.

Preceding practice in examining complaints and improvement implementation

In the period of time from 2013 to 2019, students of the study direction “Psychology” submitted various proposals and complaints in oral and written form. The table below provides the summary of some significant examples.

Proposal or complaint

Improvements made

Changes of working time of DU library, short opening time on working days and inaccessibility on Saturdays.

Since the autumn semester of 2018 the opening time of DU library has been changed:
Working days: 9.00 – 20.00.
Saturdays: 10.00 – 16.00.
Students provided positive feedback about the changes made.

Violation of the ethical norms of communication on behalf of an academic staff member.

Based on students' numerous complaints, in 2016 the council of the study direction "Psychology" negotiated with an academic staff member concerning the observance of the ethical norms of communication. The negotiations did not yield a positive result, therefore in 2016 elections to the particular position were not announced and employment relations with the academic staff member were discontinued. Study courses were taken over by another academic staff member. Students provided positive feedback about the changes made.

Discrepancy between the requirements for crediting indicated in the study course description and the forms of examination of students' knowledge and skills in the study process.

In 2017/2018 academic year, based on students' complaints, there were negotiations with the academic staff member that resulted in the academic staff member resigning from the provision of some study courses. The courses were taken over by another academic staff member. Students provided positive feedback about the changes made.

In 2018 the Psychologist Law was passed, students expressed a request to transform the content of AMSP “Psychology” and PMSP “Education psychologist” and adjust it to the requirements of the law.

In 2018 the Ministry of Education and Science approved “Daugavpils University Study Programme development and consolidation plan” that envisages the formation of PMSP “Psychology” and closing of AMSP “Psychology” and PMSP “Education psychologist”. In December of 2019 the new PMSP “Psychology” was licensed that provides high quality professional preparation in accordance with the Psychologist Law and Psychologist profession standard.

2.4. Provide information on the mechanism for collecting the statistical data, as developed by the higher education institution/ college. Specify the type of the data to be collected, the collection frequency, and the way the information is used to improve the study direction.

When collecting physical person data, DU collects and processes person data for concrete, clear, and lawful reasons and exclusively according to the procedure and amount stated in the normative acts.

DU operates **informative system DUIS**, that holds statistical data and information on study programmes, students, and academic staff members. The system is accessible from DU inner network. Data are entered into DUIS by study programme directors, faculty records managers; they are summarized and verified by the Department of Studies. At the end of each month the data from DUIS system are exported to **State Education Information System (SEIS)**. Data export is executed in accordance with the regulations of the Cabinet of Ministers No. 276 of 25 June 2019 “Terms of State Education Information System” (<https://likumi.lv/ta/id/307796>). SEIS data export entails person data of DU students, information of students’ status (matriculated and ex-matriculated student number, their status changes, e.g. semester of studies, students being in an academic withdraw, etc.) and other binding information.

One of the main instruments contributing to the improvement of the study directions is **student survey** that is announced by the Centre of Study Quality Assessment 3 times a year – for the first year students 2 months after beginning the studies, after the winter graduation, and after summer graduation. In particular study programmes student surveys are organized at the end of each semester. Based on the data and information provided in the surveys, in case of need CSQA carries out lecture auditing and individual student group surveys as well as organizes interviews with the academic staff concerning the measures of the study quality improvement.

The data gained in surveys are collected in DU survey system (*Open Source Project LimeSurvey*, accessible here – <https://aptaujas.du.lv/index.php/742698>), data are analyzed and their results are reflected in the study direction self-assessment reports.

DU organizes also **alumni** and **employer surveys**. Alumni survey data contain the information on the trends of alumni's employment, assessment of the acquired study programmes and proposals for their improvement. The survey is elaborated on the platform *Google forms*

(accessible:

<https://docs.google.com/forms/d/e/1FAIpQLSfqCwHx3peZ8dE-ff1exziYSZu13T-Sh33UN9kyB-XQ1PRr1A/viewform?vc=0&c=0&w=1>).

Employer surveys are executed and their data are summarized by the study programme directors. Their aim is obtaining proposals for the improvement and development of DU study content.

Data are systemically obtained, their analysis and interpretation is used for the improvement of the study direction. Data of the student and employer survey testify to the correspondence of the study direction programme aims and objectives to the requirements of the labour market and the society, making it possible to follow and assess the quality of each study course, their correspondence to the aims and objectives of the study programme.

Great attention is paid to the students' satisfaction with the quality of the study programmes and delivering of the study courses. The survey results are discussed at the study direction council meetings. The acquired information is passed over to the study programme directors and the academic staff members engaged in teaching the study programme courses. After assessing the quality of the study direction programmes and individual study courses, decision is made concerning the necessary changes in the study course content or organization of the process of studies.

2.5. Description and assessment of the integration of the standards set forth in Part 1 of the ESG. Specify which of the standards are considered a challenge and which require special attention.

Elaborating and implementing study programmes of the study direction "Psychology", DU constantly strives to integrate the standards and guidelines for the quality provision in European higher education space at all stages of the study programme elaboration and implementation.

Quality ensuring policy. Study direction programmes of all levels are elaborated in accordance with the legal framework in force and are improved along with the changes of legislation and labour market demands, latest ideas of science and practice. Each student of the study direction receives the necessary support and guidance at each step of academic activity, DU takes a firm stand in issues of academic integrity. All the submitted scientific works are checked for plagiarism. DU academic staff members and students are ensured an equal attitude and access to the resources necessary for studies.

Elaboration and approval of the study programmes of the study direction "Psychology".

All the study programmes of the direction have been elaborated and improved in accordance with the legal framework binding for the direction, labour market demands, trends of the development of the sphere, thus ensuring the compliance of the programme to contemporary requirements. All the study programmes in the study direction are subject to certain procedures of approval and

revision.

Student centred learning, teaching, and assessment. Respecting the diversity of students, the variety of their abilities, needs, personal and professional experience, and being aware of the significance of the feedback, various study methods are used in contact classes, e.g. improved lectures, practical assignment classes, creative seminars, study projects, trainings, group and individual supervisions, etc. that were purposefully integrated in study courses of all levels.

Student matriculation, course of studies, recognition of qualification, and certification. In the process of student matriculation, course of studies, recognition of qualification and certification, previously approved and publicly accessible laws and regulations (terms, procedures, regulations) are used that provide a precise description and explanation of the procedure of the above mentioned processes.

Academic staff members. The academic staff for the implementation of the study direction is recruited in accordance with clear, publicly accessible requirements to the position. Each academic staff member involved in the study direction is ensured professional updating opportunities and their scientific activity is encouraged enhancing the bond between education and science, facilitating innovative teaching methods and new technology application, providing necessary technical equipment, and encouraging the use of diverse methods of teaching.

Learning resources and support for students. DU provides appropriate and easily accessible learning materials and accessibility to various forms of support. In accordance with the student centred education standpoints, the activity of Student Service Centre, dean's office, department, library is provided at DU.

Information management. DU collects, analyzes, and later utilizes respective information for efficient study programme management.

Informing the society. DU provides for informing the society by regularly publishing clear, precise, objective, current, and easily accessible information on its activity, including the information on the programmes offered and criteria for enrolment as well as the expected outcomes of studies and qualification conferred in the study programmes.

Programme inspection and regular monitoring. DU carries out systematic and regular study programme inspection and monitoring in order to ensure that all the aims set and study outcomes envisaged are reached. Study programme inspection and regular monitoring happens in accordance with DU laws and regulations.

One of the major challenges - the essential changes of the legal framework of the psychologist professional activity after the enforcement of Psychologist Law and Professional Standard of Psychologists, integration and adjustment of these changes to the study programme content of the bachelor and master's study programmes of the study direction "Psychology".

In cooperation with the experts, specialists, employers, students, and psychologist certification council, professional master's study programme "Psychology" with the qualification "psychologist" was worked out in compliance with Psychologist Law and Professional Standard of Psychologists.

Involvement of certified psychologists and certified psychologist supervisors in the elaboration and teaching of the study courses on bachelor and master's study levels is a challenge, and its successful solution provided for integration of theoretical ideas into psychologist's professional activity or practice that undoubtedly solidifies the quality of the study programmes.

Special emphasis is placed on the information management and programme inspection and regular monitoring because these standard aspects constantly ensure the quality of the study direction,

facilitate the programme improvement and their compliance with the contemporary requirements creating supporting and efficient study environment for students.

II - Description of the Study Direction (3. Resources and Provision of the Study Direction)

3.1. Provide information on the system developed by the higher education institution/ college for determining the financial resources required for the implementation of the study direction and the relevant study programmes. Provide data on the available funding for the relevant study programmes, as well as the sources of the funding for the scientific research and/or artistic creation activities and their use for the development of the study direction. Provide information on the costs per one student (for each relevant study programme of the study direction) by specifying the headings indicated in the calculation of costs and the percentage of the funding among the indicated headings.

Financial resources of the study direction "Psychology" are composed of the government subsidy and its own revenue. Science base development funding is allotted to the development of research of the study direction by the Ministry of Education and Science. Funding for the development of research is acquired by the study direction on the basis of the academic staff members' scientific performance and indicators for the preceding year assessed by DU Department of Science. Academic staff members of the study direction may apply for remuneration for publications indexed in Web of Science or SCOPUS data bases as well as for Hirsch index. The analysis of the expenditure of the study programmes of the direction shows that they are altogether cost-effective. This is testified by the constant number of students in all levels of study programmes and the demand for professional education provided by the professional Master's study programme "Psychology". The funding scheme for each year is determined by DU budget, which is approved by DU Senate. Cost calculation per student in each of the study direction programmes is added to section "Other appendices".

Since 2019, a substantial funding has been allocated to the study direction "Psychology" within the framework of ESF SAM project "Reducing fragmentation of the study programmes and strengthening sharing of resources at Daugavpils University", Nr. 8.2.1.0/18/A/019, which is aimed at reducing fragmentation of programmes and strengthening sharing of resources.

3.2. Provide information on the infrastructure and the material and technical provision required for the implementation of the study direction and the relevant study programmes. Specify whether the required provision is available to the higher education institution/ college, availability to the students, and the teaching staff (the specific equipment required for the relevant study programme shall be indicated in Part III, Chapter 3 below the respective study programme).

The premises of the study process provision in the study direction "Psychology" are mainly DU building in Parādes 1 which is the location of the Faculty of Social Sciences and the place of work of

the academic staff implementing the programme. Lecture rooms in Parades 1 comply with the needs of the study process, they are provided with the necessary technical equipment (computers, video projectors, multifunctional devices) that are used in computer labs and other rooms for demonstrating the materials of lectures and seminars. Computer labs are provided with the software necessary for mastering the methods of psychology research (MS Office, SPSS, GIS, and other tools and applications of data visualization). In the study process and to implement independent research projects, *CISCO System Networking Local Academy* computer lab is used with new access technology as well as technical resources of DU Multimedia Centre.

Students have at their disposal various premises of DU: computer lab, rooms for consultations, meetings, library rooms for working with literature and doing independent and research work as well as specially equipped rooms for conference organization with simultaneous interpretation booths.

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 direction 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 direction, 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 options for the subscription to the databases.

Information on the system and procedures applied for the development and purchase of methodological and information resources.

The study councils discuss the acquisition of the required literature and draft a list which is forwarded to the Vice Rector for Studies and the Vice Rector for Science for approval. The list is further submitted to DU Budgetary Commission. After approval of the list, the literature is purchased and included in the course descriptions. If the renewal of the infrastructure is required within a certain study direction, the director of the study direction or programme may submit an application for consideration to DU Budgetary Commission.

General description of Daugavpils University (DU) library.

DU library is included in the Library Register of the Ministry of Culture (BLB0524), received the accreditation certificate on 16 May, 2017 and was granted the status of a local library for five years. In its activity, the library uses the integrated information system ALISE (Advanced Library Information Service).

Opening hours, access to information resources and services.

The library and its services are available to any user. The variety of services offered, the layout of the premises and the opening hours are directly aimed at the satisfaction of users. The library occupies 2 premises with a total area of 1000 m², it is located in Daugavpils, Paāšdes str. 1 and Vienības str. 13. The library is also accessible for people with reduced mobility. The library reading

room accommodates 60 workplaces (including 15 computerised). The library opening hours are tailored to students' needs and convenience. The library is open to users on weekdays from 10am to 8pm, Saturdays from 10a.m. to 4p.m.

The library provides all the services that facilitate students' independent studies. The services are provided in accordance with the DU Library Terms of Use, approved on 20 October, 2014 by DU Rector's Ordinance no. 5-4/205. The library provides free basic services and fee-based services.

Free basic services:

- electronic ordering, reservation, extension of the loan period of books and other editions;
- receiving books and other editions for on-site use in the reading room or for the use outside the library;
- delivery of books and other editions from the National Library of Latvia and other state libraries, in case of the absence of the edition in DU library;
- self-service; the library has a self-service system for issuing and returning books; book return boxes are available in both DU buildings;
- use of computers and Internet, including WI-FI;
- use of electronic catalogues and databases;
- use of EBSCO, ScienceDirect and Scopus databases outside DU;
- consultations regarding the search of information and compiling a bibliography;
- teaching users to work with electronic catalogues and databases.

Fee-based services:

A list of fee-based services of DU library was approved in Senate session on 16 June 2014, Protocol no. 5.

- copying from the editions available in the library subject to copyright law;
- printouts;
- scanning;
- international interlibrary loan services in the delivery of books, copies of articles, incl. e-copies.

Library collection

The library compiles the collection in accordance with the directions of study and scientific work of the university, requirements of the study programmes, thus providing information to all DU study levels – Bachelor's, Master's, Doctoral, as well as directions of scientific research. The library ensures the purchase of books, journals, databases, and other editions upon applications from DU faculties, which have been reviewed and approved by DU Budgetary Commission.

The library accounts 271,221 units, incl. 224,819 books, 32,720 periodicals (368 titles). The number of editions related to the field of psychology - 2266.

In line with the DU Development Strategy for 2015-2020, the library is systematically increasing the share of e-resources and developing the opportunities of remote access to e-resources to promote user's remote use of the library resources. Within the framework of the funding granted to the library, the number of databases is systematically evaluated. Each year, the use of subscribed databases is analysed.

Subscribed e-resources:

Aktuālās normatīvo aktu izmaiņas izglītības jomā – a monthly e-edition on current legislative changes in education;

Cambridge University Press - a full-text database of e-journals in the humanities and social sciences;

EBSCO - a multidisciplinary database of over 12,500 full texts, including 7,300 peer-reviewed journals. The database also offers the opportunity to view abstracts from journals, books, scientific reports and conference proceedings;

Izglītība un Kultūra - an e-newspaper reporting on the significant issues in education, which is a supporting material for school teachers and administration;

Letonika - a reference and translation database containing encyclopaedias, dictionaries, collections of images, audio and video, library of full texts of Latvian literature;

LETA - ziņas un arhīvs - a resource enabling the search for published news, photos, videos, press releases, articles from the Latvian press, statistics and other information;

Lursoft - a library of newspapers;

NOZARE.LV - current information in the most important sectors of Latvia;

ScienceDirect - a database in the humanities, social sciences, natural and technical sciences, life sciences and medicine. The database contains information on thousands of journals and books published by *Elsevier*;

Skolas Psihologija - an e-journal related to the emotional environment and relationships at school, communication issues between teachers, students and parents, child behaviour, teachers' work, self-understanding, awareness and understanding;

Skolas Vārds - an e-journal for heads of educational institutions, teachers and support staff, containing analytical articles on current educational issues, explanations of decisions, sharing experience of school projects, and other topical information;

Scopus - a bibliographic and citation database for *Elsevier* multidisciplinary scientific publications;

Vecākiem - an e-journal intended for parents and teachers of pre-school and primary school children;

Web of Science - a bibliographic information and citation database of multidisciplinary scientific publications.

Free access resources:

National Encyclopaedia; Internet resource search in various disciplines; Internet resource search in social sciences; Scientific literature search in various fields: books, articles; Psychology Information and Documentation Center (PsychSpider); Free-access search of full-text articles from scientific journals in various fields, languages; The world's largest professional psychological association (for scientists, teachers, students and practitioners); Psychology science and resources; Psychology for students and teachers; Cognitive sciences; Resources on social psychology on the Internet; The American Psychological Association (APA).

3.4. 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.

Electing to academic positions proceeds according to the requirements of the “Regulation on electing to academic positions at Daugavpils University”.

Information on the vacancies to academic positions and competition announcements are published in DU website and the official edition of the Republic of Latvia “Latvijas Vēstnesis”, thus providing an opportunity for each interested person to apply to the position at DU within a month’s time after announcing the competition.

Persons that can be elected to academic positions in DU are citizens of the Republic of Latvia and foreign citizens whose academic education and professional qualification corresponds with the requirements of the science or art sphere for study and research work at DU and who have a command of the state language and professional English.

After the announcement of the competition and receiving documents from the applicants to the academic positions, the information on the applicants (name, family name, scientific degree, the total scientific and academic work experience) is publicly accessible.

At the meeting of the faculty council (senate) or scientific institute scientific assembly, the participants of the meeting are familiarized with the applicants’ documents and motivated opinions of the structural units on each applicant to the academic position. After interviews with all applicants to the respective position, the council (senate) or scientific assembly makes a decision on electing or not electing to the respective position by secret ballot.

http://du.lv/wp-content/uploads/2015/12/Nolikums_par_velesanam_akademiskajos_amatos_du.doc

3.5. 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 qualification (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.

Unified procedure for ensuring the academic staff qualification and quality of work and their assessment.

DU has elaborated interior normative acts and mechanisms that regulate the ensuring of the academic staff qualification and quality of work:

- *Regulation on elections to academic positions at Daugavpils University* (available here – http://du.lv/wp-content/uploads/2015/12/Nolikums_par_velesanam_akademiskajos_amatos_du.doc);
- *Procedure of the assessment of the scientific activity of Daugavpils University academic staff* (available here – https://veidlapas.du.lv/wp-content/uploads/2017/12/zinatniskas-aktivitates_vertesanas_kartiba.pdf);
- *Student surveys*. (available here – <https://aptaujas.du.lv/index.php/742698>).

DU Senate has approved the work content and duties of the academic staff determining the requirements in the academic work, research, academic, and scientific qualification updating and

administrative work.

In accordance with the regulations of the Cabinet of Ministers of the Republic of Latvia No. 569 *Regulations on the education and professional qualification required for pedagogues and the procedure of professional competence improvement of pedagogues*, professional updating may involve international mobility, participation in projects, conferences and seminars corresponding with the professional updating objectives, attested by issued documents.

Qualification updating opportunities for all academic staff members (including the information on the involvement of academic staff members in activities, motivation of involvement, etc.), examples.

| Activities of the academic staff members | Motivation |
|--|---|
| Academic staff members have an opportunity of updating their knowledge and professional qualities within ERASMUS+ and other mobility programmes. | Gaining foreign experience, delivering lectures in foreign country higher education institutions/organizations. |
| Participation in conferences, elaboration of scientific publications, work in projects, organizing science communication activities, etc. | Academic staff members receive financing for their scientific contribution of the preceding period for next period scientific activities. At the end of each calendar year DU academic staff members submit a report to the Department of Science on their achievements in scientific and creative work, work in projects, participation in scientific seminars and conferences, publications, in accordance with the <i>Procedure of the assessment of scientific activity of the academic staff of Daugavpils University</i> . See Procedure in appendix. |
| Preparing and publishing of scientific articles in editions indexed in <i>Web of Science</i> and <i>SCOPUS</i> data bases. | Academic staff members receive refunding for expenses related to preparing the publication (proofreading in English and fee for publishing). See Procedure in appendix. |
| Enhancing the H-Index. | DU academic staff within the financing of DU budget receive remuneration for H-Index in <i>SCOPUS</i> and / or <i>Web of Science</i> data bases. See Procedure in appendix. |
| Funding for science business trips | DU refunds business trips related to participation in scientific events and carrying out scientific research. See Procedure in appendix. |
| DU organizes <i>Daugavpils University research project competition</i> | DU research project competition provides opportunity of receiving financing for topical and well-planned projects in order to facilitate the growth of DU academic, scientific staff and doctoral students in research work. See Regulation in appendix. Information on previously financed projects: https://du.lv/daugavpils-universitates-petniecibas-projektu-konkursa-rezultati/ |
| Centre of Information Technologies and CSQA organize free professional qualification updating courses. | DU academic staff improve their command of foreign languages, acquire recent developments in teaching methods, and participate in e-resource application instruction free of charge. |

The added value of the opportunities used for the implementation of the study process and quality of studies

The opportunities offered for the updating of the qualification of the academic staff make an essential impact on the quality of studies. By utilizing the tools of professional updating and scientific activity support, the newly acquired knowledge and experience are transferred to the study course content, students are offered topical scientific research themes. For instance, within the research projects the academic staff members work with students in research groups for producing innovative research and preparing scientific publications.

Feedback on the topicality of the study course content is obtained from student surveys. In the free replies students express their opinion on the competence of the academic staff members and the topicality of the themes discussed in the study courses. Students are also involved in organizing the science transfer activities (Scientist Night, Science Festival, School of Science, etc.).

At the end of each academic year, the study direction council assesses the need for purchasing recent study literature editions, the head of the study direction draws a list and submits for approving to vice-rectors for studies and science. After the procurement of the literature for studies, study programme directors review the study course descriptions and e-study environment *Moodle* materials to ascertain that the newly purchased editions are included in study courses replacing less topical or out-dated sources.

Example: One of the criteria in cases of announcing a competition for vacancies to academic positions at DU is the quality of research publications and their conformity with the branch of psychology. As a result of the competition, the elected academic staff member is the one who holds higher scientific qualification indicators that, in turn, is a prerequisite of the growth of the study direction. Involvement of the academic staff members in scientific research is facilitated by means of various mechanisms - using common DU instruments of facilitating scientific research (see section 3.5.). In the branch of psychology, academic staff members are encouraged to participate in international research conferences, elaborate publications for journals indexed in internationally cited data bases.

3.6. Provide information on the number of the teaching staff members involved in the implementation of the relevant study programmes of the study direction, as well as the analysis and assessment of the academic and research workload. Provide the assessment of the incoming and outgoing mobility of the teaching staff over the reporting period, the mobility dynamics, and the issues which the higher education institution/ college must tackle with regard to the mobility of the teaching staff.

Information on the number of the academic staff members involved in the implementation of the study programmes in the study direction

Academic staff members involved in study direction “Psychology”

| Position | Number | Percentage rate |
|----------------------|---------------|------------------------|
| Professors | 10 | 21% |
| Associate professors | 6 | 13% |
| Docents | 16 | 33% |
| Researchers | 3 | 6% |
| Lecturers | 12 | 25% |
| Assistants | 1 | 2% |
| Total | 48 | |

Elected at DU - 35 or 73%

Not elected at DU - 13 or 27%.

The analysis and assessment of the academic and research load of the academic staff

The work load of the academic staff is calculated taking into consideration the academic staff member's amount of the study work in the academic year applying the load coefficient (N):

$$\text{Work load} = \frac{S \times N}{40}$$

S - the academic staff member's amount of the study work (work spent for the study process and its provision)

N - the load coefficient

For professor N = 0.0444 to 0.04

For associate professor N = 0.0434 to 0.04

For docent N = 0.0412 to 0.04

For lecturer, assistant N = 0.04

For senior researcher, researcher N = 0.08

40 - number of hours of five-day working week in accordance with paragraph 1 of the procedure of the accounting of the amount of work of the academic staff at DU

For the academic staff working full time at DU the following study work (work spent for the study process and its provision) amount is set for the academic year on condition that this is provided by DU budget opportunities and a special DU rector's order is issued:

| position | Study work |
|-------------------------------|------------|
| professor | 900 - 1000 |
| associate professor | 920 - 1000 |
| docent | 970 - 1000 |
| lecturer | 1000 |
| assistant | 1000 |
| Senior researcher, researcher | 500 |

lectures, seminars, practical assignment classes and laboratory works (study work in class):

| position | Minimum work in class (hours) | |
|----------|-------------------------------|------------------|
| | Per year | Average per week |

| | | |
|---------------------|-----|----|
| professor | 256 | 8 |
| associate professor | 320 | 10 |
| docent | 384 | 12 |
| lecturer | 448 | 14 |
| assistant | 448 | 14 |

The academic staff member workload is determined in accordance with the “Procedure of the accounting of the amount of work of the academic staff at Daugavpils University”. If the workload exceeds 1000 hours per academic year, overload is calculated for the study work according to the procedure stated in legislation and work-performance contract is signed for the performance of the academic work.

Factors observed in recruiting the academic staff are stability of the academic position number and persons, equal load distribution, facilitation of the involvement of employers in the study process to ensure good quality of the professional programme implementation. Persons having a doctoral scientific degree and associate professors and professors are intensively attracted in order to implement high quality study programmes compliant with the laws and regulations.

Inbound and outbound academic staff mobility assessment in the reporting period, mobility dynamics, difficulties encountered by DU in the academic staff mobility.

Using *ERASMUS+* mobility opportunities, the professional updating of the academic staff is facilitated, the study programme content is supplemented by innovative methods, foreign visiting professors attracted, the study direction internationalization is achieved. In the reporting period the academic staff of the study direction “Psychology” actively used the opportunities of *ERASMUS+* mobility. Detailed infographic on the academic staff mobility is provided in appendix. Major difficulties encountered in the process of academic staff mobility are difficulties of shifting classes from the mobility period due to the busy schedule, specificity of the foreign host institution administrative processes that at times slow down the circulation of the academic staff mobility documents.

3.7. 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.).

Support available to students in the study process

In solving issues related to the organization of the study process, students are assisted by the staff of the Faculty Dean’s Office and the respective departments (Dean, Vice-Dean, Heads of Departments, study programme directors, and recording secretaries).

Prior to each examination envisaged in the study plan, student support is ensured with a consultation (2 hours for each study subject) scheduled in the timetable. Practice conference is organized for the students of professional study programmes before the professional qualification

practice, but during the practice, the practice supervisors provide consultations upon request.

For students participating in the *ERASMUS +* programme and studying in higher education establishments abroad, an individual work plan is developed, and for the study courses that are not recognized as corresponding ones, lecturers provide students with the opportunity of distance learning by providing study course support materials and consultations on how to achieve the learning outcomes. During the study process, students can use support materials (lecture presentations, seminar materials, descriptions of practical assignments, etc.) that are uploaded in the *MOODLE* e-learning environment and sent to shared group e-mails.

When developing term paper, bachelor paper, master thesis and doctoral thesis, each student has the opportunity to receive individual consultations provided by members of the academic staff. At Daugavpils University there are “Methodological Guidelines for the Development of Research Work (Term, Bachelor, Master thesis) in Psychology” developed[1].

If a student is not able to attend classes (due to health, family reasons, etc. – which is especially relevant for full-time correspondent students), university lecturers provide on-site and on-line counselling upon request.

Support for foreign students is mainly provided by the *ERASMUS +* Project Coordinator and the Chief Specialist in International and Public Relations Department, as well as the staff of the Faculty Dean’s Offices. At the beginning of each semester foreign students are offered free Latvian language courses, after which DU issues an academic certificate stating the level of knowledge acquired and the additional credits obtained.

In accordance with Daugavpils University Scholarship Grant Regulations[2], students studying for state budget financing are eligible for scholarships for the acquisition of the study programme and single-payment scholarships.

DU students can apply for municipal scholarships based on their success indicators. Municipal scholarships are awarded on the basis of a cooperation agreement between DU and the municipality concerned.

Once a year, DU students and graduates (DU faculty) have the opportunity to participate in the competition of Else Marie Tschermak’s Foundation. E. Tschermak studied at Daugavpils State Teachers’ Institute from 1933 to 1939, emigrated to Denmark during World War II, and in her will wanted to set up this foundation to financially support DU students and graduates in funding for studies and further training in Western European countries. For more information see <https://du.lv/par-mums/par-mums/starptautiska-sadarbiba/elses-marijas-cermakas-fonds/>.

DU students studying for tuition fee may qualify for a tuition fee discount[3]. Discounts are awarded to students who, after obtaining their bachelor’s diplomas, continue their postgraduate studies in master’s study programme with outstanding and excellent results, have great achievements in Olympic sports as evidenced by Coach Board recommendations, and other criteria.

At DU there is Social Support Programme of the Student Council (SC). Within the framework of the programme, successful students of DU full-time bachelor’s and master’s programmes, who live in DU hotels and need social support, have the opportunity to receive a 50% discount on the hotel room rental. More information available at: <https://du.lv/studentiem-ir-iespeja-pieteikties-sp-sociala-atbalsta-programmai-3/>.

DU students have sports training in basketball, volleyball, aesthetic gymnastics, table tennis, and other sports available free of charge, as well as enjoy the opportunity to use the DU pool. For more information see <https://du.lv/du-sporta-treninu-saraksts-2019-2020-m-g/>.

Career and psychological support available to students

There is Professional Development Centre at DU; it offers advice on issues of interest; advice is provided by career counsellors, psychologists, youth professionals and entrepreneurs. One of the goals of Professional Development Centre is to promote career development services, volunteering and support initiatives that would promote the well-being of the population of Latgale region by enhancing the professional capacity, competitiveness, cooperation and participation of individuals.

Support for students with special needs and students with children

In 2015, DU completed the project "Improvement of the Study Programmes Quality at Daugavpils University and Environment Accessibility", which was co-financed by the European Regional Development Fund (ERDF). Within the framework of the project, the DU infrastructure was modernized and adapted for persons with special needs, thus improving the accessibility of the environment for persons with functional disorders (movement, visual, hearing impairments). University classrooms are accessible to people in wheelchairs - lifts and stair lifts are installed, thresholds are removed, door width is appropriate. Information is made accessible to visually impaired and hearing impaired people by installing projection equipment and sound amplifiers; in both study buildings nurseries are set up for young studying parents to change their babies' nappies and feed their babies and a playroom for keeping kids busy while their parents attend classes.

In 2016, in the nomination *Education for All*, DU received the "Apeiron" Award, which testifies to the effective accessibility of the university environment. Among the DU students, there is a number of students with special needs who positively evaluate the customized infrastructure of DU. In oral surveys and TV interviews the students have admitted that after completing their secondary education (most often in the form of distance learning or home-based education) they were concerned about the access to higher education, but after more in-depth inquiry on study and environmental access opportunities in higher education, they started their studies at DU. All of the above-mentioned supportive measures contribute to the growth of every student by motivating them to continue and complete the study programme selected.

[1]

<https://du.lv/ieskaties-augstskola/metodiskie-noradijumi-studiju-bakalaura-un-magistra-darbu-izstradei/> [pārlūkots 15.01.2020.]

[2] https://du.lv/wp-content/uploads/2016/09/DU_stipendiju_piesk_NOLIKUMS_2016.pdf [pārlūkots 02.01.2020.]

[3] <https://du.lv/studijas/studiju-maksa-un-atlaides/> [pārlūkots 20.12.2019.]

II - Description of the Study Direction (4. Scientific Research and Artistic Creation)

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

Characteristics and assessment of the scientific research and/or artistic creative work direction of the study direction

Scientific research in the framework of the study direction "Psychology" is conducted in the sub-branches of social and pedagogical psychology. In 2013 - 2019 research directions and topics were determined by the previous studies, the research interests of the academic staff members, current social challenges of Latvia and the region: unemployment, psychological welfare, migration processes, etc. Interdisciplinary studies were carried out on the satisfaction level of the population of Latvia with their life, aggressive driving, social anomia, inter-ethnic and inter-cultural relations, feminist identity of women, causal accounts for marital adultery, attitude towards refugees, etc. The PMSP "Education psychologist" student research topics for the reporting period include the following issues of school and education psychology - creative potential of teacher's personality, professional identity, professional burn-out, mental health, emotional intelligence, remedial work with families facing social risks.

Within their doctoral theses, doctoral students addressed current social psychology challenges - inter-personal relations, personality traits, intra-individual phenomena; interdisciplinary research - refugee crisis in the European Union, security issues, inter-ethnic and inter-cultural relations as well as research methodology issues: the methodology of estimating the creative potential was elaborated in the study direction "Psychology" - test of creative thinking (making pictures), implicit methodology for measuring inter-ethnic relations and detecting intra-personal processes.

The development of the scientific research in the reporting period was significantly impeded by the lack of state funding. Hence, scientific research in social spheres was conducted on the personal initiative of the academic staff members.

Characteristics and assessment of the scientific research directions of the study direction, their compliance with the aims of Daugavpils University and the study direction and the science development level

Students of the study direction "Psychology" regularly participate in international scientific conferences and congresses in Latvia and abroad.

In Latvia: the psychology work group of "Daugavpils University international scientific conference", the psychology work group of "The University of Latvia international scientific conference", international scientific conference "Social sciences for regional development" work group "Current issues of psychology", etc.

In foreign countries: "European Congress of Psychology", "International Congress of Psychology", "European Conference on Psychological Assessment", "International Conference on Interdisciplinary Social Sciences", "The Nordic Evolutionary Psychology Meeting", etc.

Within the study direction "Psychology", scientific publications are elaborated in the spheres of education and social psychology. Research by bachelor and master's students is mostly published in scientific paper collections in Latvia, e.g. "Daugavpils University international scientific conference proceedings" (indexed in *EBSCO*), paper collection "Reģionālais ziņojums" (indexed in *EBSCO*), "Sociālo zinātņu vēstnesis" (indexed in *ERIH+*), etc.

Doctoral students and the academic staff of the study direction "Psychology" publish their research in internationally reviewed journals and scientific paper collections indexed in *Web of Sciences* and *SCOPUS* databases, e.g. "European Journal of Psychological Assessment", "Psychological Science", "Journal of Cross-Cultural Psychology", "Social Psychology", "International Journal of Psychology: A Biopsychosocial Approach", "The International Journal of Interdisciplinary Social and Community Studies".

On the whole it may be concluded that the scientific research within DU study direction “Psychology” in the reporting period fully complies with the aims of DU and the study direction (to facilitate the development of the academic and professional psychology education and branch of science; to ensure high quality education in psychology based on theoretical knowledge and acquisition of research skills, preparing competitive specialists on the international labour market; to develop scientific and creative activity of international scope deepening the integration of scientific research in the study process involving in international, national, and branch specific research programmes facilitating technology transfer and innovation development and enhancing the understanding of the society of the psychology science) as well as the state level of science development.

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.

Relatedness of scientific research with the study process is implemented in the following ways:

- students are involved in research in the process of elaborating term papers, bachelor, master’s and doctoral theses as well as using an opportunity of working in research projects in case of available funding (e.g. in DU academic staff and student research project competition);
- students have opportunity to volunteer in the research conducted by the study direction academic staff members as participants, thus learning better the process of research;
- the academic staff members use both their own and other colleagues’ research results and ideas in teaching study courses referring to them and connecting them to other international research and ideas to illustrate expressions of concrete psychological phenomena in Latvia’s culture environment.

Scientific research in DU study direction “Psychology” is harmonized with the study process that testifies to its correspondence with the aims of the study direction development and internationally accepted practice in psychology education. Students’ involvement in international events is encouraged by assigning students independent work within a study course that is to be completed in relation to a certain event. The independent work may be given assessment by the academic staff member that is the major motivating factor for the student.

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.

Characteristics and assessment of the international cooperation in scientific research, joint projects and research

In the reporting period there was scientific cooperation with the Institute of Psychology of Gdansk University (Poland) in the international research "Measurement of psychological entitlement", USA Institute for Multi-Cultural Counselling and Education Services in the international research "Reasons for Living" (RFL) and Australian Queensland University School of Psychology in the international research "How collective perceptions of the state of society affect individual-level outcomes", Department of Psychology, Faculty of Social Science, University of Western Ontario (Canada) in the international research "Humor styles across nations". There is on-going scientific cooperation with Aalborg University, The Faculty of Social Sciences, Department of Culture and Learning (Denmark) within the project "Global flow of migrants and their impact on North European welfare states".

Scientific cooperation with foreign research centres, universities, and institutes essentially solidifies the quality of research conducted with DSP "Psychology", international recognition, and makes a positive impact on the publication citation index. Involvement in the conduction of international research facilitates the development of scientific networks of DU and foreign institution students and academic staff members in psychology.

Further plans for the development of international cooperation in scientific research

Characterizing further international cooperation plans in scientific research in nearest future perspective, cooperation with Tallinn University (Estonia) should be mentioned in the sub-branch of education psychology within which it is planned to conduct joint research on the professional identity of pre-school and primary school teachers, psychological peculiarities of learners' motivation of learning, readiness for school at the pre-school age. In cooperation with Salford University (UK) in social psychology there are plans for research on the national identity of migrants in Latvia and Europe and investigation of diaspora policy.

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 direction by providing examples and the summary of the quantitative data on the activities in the field of scientific research and/or artistic creation relevant to the study direction over the reporting period, for instance, the publications, participation in conferences, activities in the field of artistic creation, participation in projects by the academic staff members, etc., by listing the aforementioned according to the relevance.

At the end of each calendar year DU academic staff members submit a report to the Department of Science on their achievements in scientific and creative work, work in projects, participation in scientific seminars and conferences, publications, in accordance with the *Procedure of the assessment of scientific activity of the academic staff of Daugavpils University*.

In the reporting period academic staff members of the study direction "Psychology" reached high achievements in research work participating in international scientific conferences and congresses as well as publishing their research in internationally reviewed journals and paper collections indexed in *Web of Sciences* and *SCOPUS* databases. In accordance with the procedure of the assessment of the scientific activity of DU academic staff, the scientific activity of DU academic staff was encouraged by granting remuneration within the existing DU budget funding for the support of further scientific activity. In accordance with the procedure of remuneration of DU

academic staff for Hirsch Index of 2019, DU financially supports the scientific achievements of DU academic staff.

Hirsch index of the academic staff involved in the study direction “Psychology”

| First name, last name | Hirsch index |
|---|---------------------|
| PhD psych., visiting sprof. Marika Veisson | 7 |
| PhD, prof. Dzintra Iliško | 6 |
| PhD psych., visiting prof. Daiga Kamerāde | 4 |
| Dr. psych., prof. Anita Pipere | 4 |
| Dr. geol., assoc. prof. Juris Soms | 4 |
| Dr. iur., Mg. oec., doc. Nikolajs Jefimovs | 4 |
| Dr. biol., prof. Inese Kokina | 3 |
| Dr. psych., assoc. prof. Aleksejs Ruža | 2 |
| Dr. psych., assoc. prof. Valērijs Dombrovskis | 2 |
| Dr. psych., doc. Svetlana Guseva | 2 |
| Dr. psych., visiting doc. Vadims Murašovs | 2 |

In the reporting period, the academic staff involved in the study direction “Psychology” accomplished the following:

- elaborated more than 400 scientific publication, including 200 in internationally reviewed journals and paper collections indexed in *SCOPUS*, *Web of Sciences* and *Thomson Reuters* databases;
- participated in approx. 500 international scientific conferences, congresses, and symposia;
- participated in the elaboration and implementation of 3 *HORIZON2020* projects;
- participated in the elaboration and implementation of approx. 60 ESF, ERAF, COST, INTERREG, etc. international projects;
- participated in the elaboration and implementation of approx. 30 projects of national scope (funded by Latvia Council of Science, State Culture Capital Foundation, Daugavpils city council a.o.).

DU has various mechanisms for encouraging the involvement of the academic staff members in scientific research. For instance, DU covers the costs of publishing monographs by DU academic staff members; they have reduced participation fees for DU scientific events that facilitate publishing in DU scientific editions; annually DU organizes a festive event “Annual Prize for Science” where prizes are awarded for significant contribution to natural sciences and humanities; the academic staff members who are LCS experts are granted 50 paid hours in their workload.

4.5. Specify how the involvement of the students in scientific 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 direction in scientific research and/or artistic creation activities by giving examples of the opportunities offered to and used by the students.

Enhancing the involvement of students in scientific research

Students get involved in the scientific research mostly by elaborating term papers, bachelor, master's and doctoral theses in cooperation with their research advisers. Best research works by students are published in DU and Latvian scientific journals and research paper collections. Master's and doctoral study programme students participate in international scientific events together with the academic staff and publish co-authored scientific papers in internationally reviewed journals and conference paper collections. In January 2020 students of the DSP "Psychology" participated in DU research project competition and received financial support for the implementation of research project "Elaboration and approbation of theoretical and empirical model of contemporary student's epistemological attitude towards sources of knowledge".

Students involvement in scientific research is encouraged by providing financial support by means of grants, single grants and increased grants allotted based on "DU Regulation on Grants"; reduced participation fees are applied to students for DU scientific events; DU students are involved in science transfer events, projects, organizing international scientific conferences and other activities, thus gaining experience of voluntary work that may be reflected in CV as well as students may apply for a single grant for active extra-curriculum participation.

ABSP "Psychology" student involvement in scientific research

In the reporting period, ABSP "Psychology" student Jūlija Graba published her research on gender difference elaborated within her bachelor thesis in "Daugavpils University 54th international scientific conference proceedings".

AMSP "Psychology" student involvement in scientific research

In the reporting period, AMSP "Psychology" students Silvija Daģe, Irēna Žukovska, Jevgēnija Sivoronova, Jūlija Graba participated in conferences and published research elaborated within master's theses in "Daugavpils University international scientific conference proceedings" and scientific paper collection "Sociālo zinātņu vēstnesis".

DSP "Psychology" student involvement in scientific research

In the reporting period, together with DSP "Psychology" students Vadims Murašovs, Emīls Kālis, Marija Bambuļaka, Jeļena Šaplavska, Alvis Dombrovskis, the academic staff members of the study direction "Psychology" Aleksejs Vorobjovs, Aleksejs Ruža, Valērijs Dombrovskis, Vitālijs Raščevskis, Anita Pipere, Irina Plotka participated in conferences and elaborated co-authored publications in journals: *European Journal of Psychological Assessment*, *The International Journal of Interdisciplinary Social and Community Studies*, *Economics and Business*, *Social Sciences Bulletin*, *Journal of Security and Sustainability Issues*, etc.

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 study direction subject to the assessment, by giving the respective examples and assessing their impact on the study process.

Product (study programme) innovations

Changes in the system of education in Latvia, the introduction of the new psychologist professional standard, and passing of the Psychologist Law in Latvia determined the need for changes in the content of study programmes of all levels. With the help of DU International and Public Relations Department, the current needs of the community were studied to specify what specialists are needed for meeting social demands, to deal with corporate and practical problems in the clients' everyday life, what knowledge and competences are necessary for the specialist to gain success in the chosen profession.

Due to depopulation of Latvian society and immigration of able-bodied population, in general education schools there appeared a tendency of growth of the number of learners who are not motivated to learning – accompanied by growth of unjustified absence from school, poor academic performance, etc.[1] Besides, in recent years mutual violence has grown, the suicide attempt rate among school learners is growing, and there is still a gap of achievements between Riga and Latvia's regions.[2]

These facts cause a rise of socially deviant behaviour in the society. In East Latvia there remains a high level of long-term unemployment, the material welfare level of families is falling, there appear immigrants from foreign countries, hence the issues of social integration become more and more topical. Under these circumstances there is a rising demand for the profession of psychologist – both education and school psychologist and counselling psychologist. Besides, the current situation at school and in the society sets priorities for the selection of the study programme content at schools.

Hence, according to the current information and owing to DU openness to innovation, it was decided to reorganize two master's study programmes in the study direction "Psychology" by elaborating a new professional master's study programme "Psychology" with two sub-programmes – "Education and school psychology" and "Counselling psychology". It must be noted that sub-programme "Education and school psychology" continues and improves traditions cultivated at DU, while sub-programme "Counselling psychology" is the first attempt in Latvia to open new opportunities in preparing specialists with new qualification.

In the elaboration of the professional master's study programme "Psychology", recommendations of employers were taken into consideration that facilitated not only competitive specialist preparation but also attracted attention to the current economic state of Latvia and its eastern region and labour market demands. For the implementation of the process of studies in the master's study programme, certified practising psychologists with right of monitor in their sphere of activity are involved, that provides an opportunity for students in the process of studies to relate their acquired knowledge, skills, and competences to dealing with current practical problems in the society.

Marketing innovations

DU psychologist's profession is promoted in general education institutions of East Latvia during career weeks, lessons. Information about the quality of the university education services highlights the professional accomplishments of the programme graduates, the high qualification of the academic staff, opinions of the local governments and public organizations concerning the university accomplishments in various public relations spheres, e.g. DU was awarded the annual prize of society "Apeirons" in the nomination "Education for All" for support of people with disability as a higher education institution that has the highest contribution to ensuring the accessibility of

the environment.

[1] Māris Purviņš. (2017). *Mācību sasniegumus ietekmējošie faktori Latvijas vispārizglītošajās skolās*. Promocijas darbs, Rīga: Latvijas Universitāte https://dspace.lu.lv/dspace/bitstream/handle/7/34869/298-56983-Purvins_Maris_mp10115.pdf [viewed 02.01.2020.]

[2] Andris Kangro, Rita Kiseļova. (2019). *Latvija OECD Starptautiskajā skolēnu novērtēšanas programmā PISA 2018 - pirmie rezultāti un secinājumi*. IZM: Rīga. https://www.izm.gov.lv/images/aktualitates/2019/OECD_PISA_2018.pdf [viewed 02.01.2020.]

II - Description of the Study Direction (5. Cooperation and Internationalisation)

5.1. Provide the assessment as to how the cooperation with different institutions from Latvia and abroad (higher education institutions/ colleges, employers, employers' organisations, municipalities, non-governmental organisations, scientific institutes, etc.) within the study direction contributes to the achievement of the aims and learning outcomes of the study direction. Specify the criteria by which the cooperation partners suitable for the study direction 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 employers.

Cooperation with institutions of Latvia

In the reporting period, the study direction "Psychology" cooperates on regular basis with the University of Latvia (common research work, participation in promotion and professor councils), Riga Stradiņš University (common research work, publishing co-authored monographs, participation in the procedure of master's theses and qualification examinations). In cooperation with Baltic International Academy Institute of Psychology and Management laboratory (computer software E-prime 2.0.) two doctoral theses were elaborated and defended at DU.

Cooperation with institutions of foreign countries

Within the study direction "Psychology" there is scientific cooperation with Queensland University School of Psychology, Aalborg University Faculty of Social Sciences Department of Culture and Learning in elaboration of co-authored publications in the sphere of social psychology. This cooperation directly influences the achievement of outcomes of studies of the DSP "Psychology" as the academic staff members involved in it share the acquired international scientific experience with students and contribute to the growth of the master's and doctoral students' scientific potential.

Cooperation with employers and local governments

In the process of elaboration and implementation of PMSP "Psychology", there are actively involved East Latvian local government education and social sphere boards, education institutions, psychological aid and counselling centres, the representatives whereof provide professional study courses and offer students professional qualification practical placement at their places of work.

DU cooperation partners are selected according to the following criteria:

- The higher education institution implements similar study programmes within the study direction (bachelor, master's, doctoral study programmes in psychology);
- The higher education institution academic staff members have common research interests and research projects (producing research publications and monographs);
- An opportunity to organize student participation in common classes (e.g. visits of doctoral students to partner institution).

Employers as cooperation partners are selected by the specificity of the sub-programmes of the professional master's study programme. DU PMSP "Psychology" offers students and opportunity to select between two sub-directions - "Education and school psychology" or "Counselling psychology", therefore the choice of cooperation partners is determined by the demand from organizations for specialists in the respective sphere of activity. Usually these are education boards, social services, and psychological counselling centres.

Mechanism of attracting employers

Managers of local government education and social sphere boards, education institutions, psychological aid and counselling centres and methodic associations, upon the study direction "Psychology" programme directors' request recommend certified professionals in the sphere of psychology who can involve in the provision of study programmes and practical placements. Upon agreement with the respective specialists, a contract of intent is signed between DU and the enterprise represented by the employer. After the involvement of the employers in the study programme implementation (delivering study courses and membership in final examination board, DU signs work-performance contracts about the performing of academic work.

Within study direction "Psychology", academic work-performance contracts are signed with visiting academic staff who are not elected at Daugavpils University. Visiting academic staff members mostly provide courses for the PMSP "Psychology".

5.2. Specify the system or mechanisms, which are used to attract the students and the teaching staff from abroad and provide a description of the dynamics of the number of the attracted students and the teaching staff.

Mechanisms of attracting foreign students and academic staff members

In order to attract foreign students and academic staff members, the following mechanisms are used:

- DU Erasmus+ coordinator at the beginning of the year send all partners an informative letter Erasmus+ concerning the way foreign students and academic staff members can apply for studies, practice, teaching, or professional updating.
- DU Erasmus+ coordinator several times a year visits international *Staff Week*, where there is an opportunity to establish new contacts and sign contracts between universities on student and academic staff exchange within Erasmus+ programme.
- foreign academic staff is recruited within ESF project "professional competence strengthening of the academic staff of Daugavpils University strategic specialization spheres" No. 8.2.2.0/18/A/022.

Characteristics of the dynamic of the number of the attracted foreign students and

academic staff members

In the reporting period, rather few foreign students came to study at DU within *Erasmus+* programme mobility, because the offer of study programme in English was not broad, whereas DU students willingly use the opportunity to study or undergo practice in foreign countries. Graduate practice has gained special popularity among students, during which they gain international experience in foreign country enterprises and organizations applying their theoretical knowledge. In the reporting period, outbound mobility of the academic staff of DU study direction “Psychology” has grown (see appendix). During outbound mobility, the academic staff members conduct classes in foreign higher education institutions stimulating the interest of students and academic staff members in the study direction “Psychology” programmes and cooperation with DU in research.

The study direction “Psychology” has a long-standing cooperation with Vilnius University Economic Higher Education Institution professor Danguole Beresnevičiene, who in the reporting period regularly conducted classes in master’s and doctoral study programmes of psychology, reviewed doctoral theses, participated in the doctoral thesis defence procedures and professor council meetings as an international expert. In April 2016, Mg. psych. Wally Schoon from Sweden International College delivered lecture “Family Picture in Modern World”.

On 5 April 2017, a visiting lecturer Sergei Mihailov (Moldova, Executive director of Beginning of Life) delivered a lecture on psychological aid to victims of human trafficking to bachelor study programme “Psychology” students.

On 6 April 2017, visiting lecturers Sergei Mihailov and Sven-Gunnar Liden (Sweden, project manager) delivered lectures within international project “Human trafficking: problems and solutions”.

Several foreign academic staff members expressed interest in involvement in the implementation of DSP “Psychology” and from autumn semester of 2020 PhD. psych., prof. Marika Veisson and PhD. psych., prof. Daiga Kamerāde are recruited to teach in the programme.

5.3. In the event that the study programme entails a traineeship, provide a description of the traineeship options offered to the students, as well as the provision, and work organisation. Specify whether the higher education institution/ college provides assistance in finding traineeships.

Characteristics of students’ opportunities of practical placement, its provision and work organization

The study direction “Psychology” envisages practical placement for PMSP “Psychology”. The choice of the location of practice occurs in compliance with the specificity of the selected sub-programme (counselling or education and school psychology). In the sub-programme of counselling psychology students have an opportunity to undergo professional placement both in state institutions and enterprises, as well as private counselling centres. In education and school psychology sub-programme students have an opportunity to undergo professional practice in education establishments. Professional practical placement is organized in accordance with the regulation on practical placement (see in appendix). The regulation on practical placement is elaborated in accordance with the study programme requirements and in relation to its theoretical part.

DU support to students in finding the practical placement location

Students are entitled to choose the location for practical placement with the agreement of the director of the professional master’s study programme, whereas DU facilitates the selection of the most appropriate location of practical placement or suggests it. Agreements of intent for practical placement are signed with Daugavpils City Education Board and Preiļi Region Education Board, Psychological Counselling Centre “Intence” and Latgale Psychological Aid and Rehabilitation Centre for Families “SOPHIA”. Placement locations are agreed upon by the programme director, the main principle of selecting a placement location is the presence of certified psychologist in an institution.

5.4. In the event that joint study programmes are implemented in the study direction, provide the justification of the creation of the joint study programmes and a description and assessment of the selection of the partnering higher education institutions by including information on the principles and the procedures for the creation and implementation of these joint study programmes. In the event that no joint study programmes are implemented in the study direction, provide a description and assessment of the plans of the higher education institution/ college for the creation of such study programmes within the study direction.

It is planned to develop a joint international professional master’s study programme with Klaipeda University (Lithuania). Such cooperation plans are based on the fact that Klaipeda University provides a similar professional master’s study programme and has developed successful cooperation with HEI within ERASMUS+ projects.

II - Description of the Study Direction (6. Implementation of the Recommendations Received During the Previous Assessment Procedures)

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 direction, 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 direction and the relevant study programmes.

Review of recommendation implementing

| No. | <i>Accreditation recommendation</i> | <i>expert</i> | <i>Recommendation implementation and assessment of their opportunities</i> |
|------------|--|----------------------|---|
|------------|--|----------------------|---|

| | | |
|----|--|--|
| 1. | Assess the existing forms of examination and introduce new, more diversified forms of examining the outcomes of studies. | The forms of examination in the implementation of study courses within the programmes of the study direction "Psychology" were assessed and new forms introduced that are based on student centered approach and diversify the ways of reaching the outcomes of studies. |
| 2. | Produce a unified template for study course description that could be used by the academic staff in all programmes in the study direction. | A new study course description template was produced at DU for all programmes of the study direction. |
| 3. | Centralize library resources for psychology in Latvia. | DU library offers using the common national electronic library catalogue composed of 9 Latvian library resources. |
| 4. | Enhance the activity of outbound student mobility. | In the reporting period, the outbound mobility by students in psychology programmes grew for 25-30%. |
| 5. | University must find an opportunity to offer academic leaves for the academic staff involved in the study direction. | This opportunity at DU exists, but the academic staff members involved in the study direction programmes do not use it for various reasons. |
| 6. | Develop sustainable post-study programme. | Post-study sustainable programme elaboration opportunity is considered at the level of DU administration. |
| 7. | Develop plan of bringing science to the region, with clear aims and activities. | In the reporting period several State social programmes have been implemented in the region with the participation of professional psychologists providing services to different groups of the population. |
| 8. | Enlarge the number of publications in internationally recognized reviewed scientific journals. | In the reporting period the number of publications in internationally recognized reviewed scientific journals was enlarged for 70%. |
| 9. | Stay politically active to consolidate the position of psychology in the society in Latvia. | In the reporting period DU representatives (students and academic staff of the study programmes) actively engaged in annual activities of the event "Psihologijas dienas" (Days of Psychology) to promote psychology in the community of Latvia. |

| | |
|---|---|
| <p>10. Attract financing for the implementation of psychology education.</p> | <p>Possible financing was sought for the implementation of psychology education (e.g. DU research project programme).</p> |
|---|---|

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

Implementation of the recommendations given by the experts during the evaluation of the changes to the relevant study programmes in the respective study direction or licensed study programmes over the reporting period or recommendations received during the procedure for the inclusion of the study programme in the accreditation form of the study direction. (see in "Other annexes, Annex Nr. 4.)

Annexes

| I. Information on the Higher Education Institution/ College | | |
|--|--|--|
| List of the governing regulatory enactments and regulations of the higher education institution/ college | List_EN.docx | saraksts.docx |
| Information on the implementation of the study direction in the branches of the higher education institution/ college (if applicable) | | |
| Management structure of the higher education institution/ college | Structure_eng.pdf | parvaldibas_struktura.pdf |
| II. Description of the Study Direction - 1. Management of the Study Direction | | |
| Plan for the development of the study direction (if applicable) | Studiju virziena attīstības plāns ENG.doc | 3.pielikums. Studiju virziena attīstības plāns.doc |
| Management structure of the study direction | Structure_ENG.jpg | Studiju virziena pārvaldības struktūra_LV.jpg |
| II. Description of the Study Direction - 3. Resources and Provision of the Study Direction | | |
| Basic information on the teaching staff involved in the implementation of the study direction | Academic staff_ENG.xlsx | docētāju tabula_LV.xlsx |
| Biographies of the teaching staff members (in Europass Curriculum Vitae format) | CV Psih virz ENG.zip | CV Psih virz LV.zip |
| Summary of the statistical data on the incoming and outgoing mobility of the teaching staff over the reporting period | Map_ENG.jpg | Karte_ERASMUS+.jpg |
| II. Description of the Study Direction - 4. Scientific Research and Artistic Creation | | |
| List of the publications, patents, and artistic creations of the teaching staff over the reporting period | Publications_ENG.doc | docetaju publikacijas LV.doc |
| II. Description of the Study Direction - 5. Cooperation and Internationalisation | | |
| List of cooperation agreements | sadarbibas_ligumu_saraksts_ENG.docx | Sadarbibas ligumu saraksts LV.docx |
| Statistical data on the teaching staff and the students from abroad | Saraksts_ENG.docx | Saraksts.docx |
| Statistical data on the mobility of students (by specifying the study programmes) | Incoming_outcoming mobility_students_ENG.xlsx | Psihologija_IZEJOSA_IENAKOSA_STUDENTI.xlsx |
| Description of the organisation of the traineeship of the students | PMSPractical placement.docx | PMSPrakses organizācijas apraksts LV.docx |
| Information on the agreements and other documents confirming the traineeship of the students in companies | 13.pielikums Prakses nodrošināšanas ligumi.zip | 13.pielikums Prakses nodrošināšanas ligumi.zip |
| II. Description of the Study Direction - 6. Implementation of the Recommendations Received During the Previous Assessment Procedures | | |
| Overview of the implementation of the provided recommendations | Rekomendācijas_ENG.docx | Rekomendācijas.docx |
| Description of the Study Programme - Other mandatory attachments | | |
| Confirmation signed by the rector, director or the head of the study programme or the study direction of the higher education institution/ college which states that the official language proficiency of the teaching staff involved in the implementation of the relevant study programmes of the study direction complies with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties. | Acknowledgement_native language.docx | Apliecinājums_valsts valoda.JPG |
| III. Description of the Study Programme - 1. Indicators Describing the Study Programme | | |
| Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table) | | |
| Statistics on the students over the reporting period | | |
| III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof | | |
| Compliance of 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 (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 | | |
| 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 Study Direction - Other mandatory attachments | | |
| Sample of the diploma to be issued for the acquisition of the study programme. | | |

| Description of the Study Programme - Other mandatory attachments | | |
|--|----------------------------------|----------------------------------|
| Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued | | |
| Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme | | |
| Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language. | | |
| If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree. | | |
| If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education | | |
| Sample (or samples) of the study agreement | | |
| If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education. | | |
| Description of the Study Direction - Other mandatory attachments | | |
| Electronically signed application form for assessment of a study direction | lesniegums_studiju_virziens.edoc | lesniegums_studiju_virziens.edoc |

Other annexes

| Name of document | Document |
|--|---|
| Pielikums Nr. 1._Studējošo skaita dinamika.jpg | Pielikums Nr. 1._Studējošo skaita dinamika.jpg |
| Annex Nr. 1._Dynamics.jpg | Annex Nr. 1._Dynamics.jpg |
| Pielikums Nr. 2. kvalitāte_LV.png | Pielikums Nr. 2. kvalitāte_LV.png |
| Annex Nr. 2._Quality_ENG.png | Annex Nr. 2._Quality_ENG.png |
| Annex Nr. 3 Strategy_summary.pdf | Annex Nr. 3 Strategy_summary.pdf |
| Pielikums Nr. 4_IRekomendācijas_PMSP_LV.doc | Pielikums Nr. 4_IRekomendācijas_PMSP_LV.doc |
| Annex Nr. 4._Recommendations_PMSP ENG.doc | Annex Nr. 4._Recommendations_PMSP ENG.doc |
| Pielikums Nr. 5. LV_izmaksas.zip | LV_izmaksas.zip |
| Annex Nr. 5. Costs | ENG_costs.zip |

Psychology

| | |
|---|--|
| Title of the higher education institution | <i>Psychology</i> |
| ProcedureStudyProgram.Name | <i>Psychology</i> |
| Education classification code | <i>51313</i> |
| Type of the study programme | <i>Doctoral study programme</i> |
| Name of the study programme director | <i>Aleksejs</i> |
| Surname of the study programme director | <i>Vorobjovs</i> |
| E-mail of the study programme director | <i>aleksejs.vorobjovs@du.lv</i> |
| Title of the study programme director | <i>Dr. habil. psych.</i> |
| Phone of the study programme director | <i>65422180,65422922</i> |
| Goal of the study programme | <i>Doctoral study programme "Psychology" is aimed at preparing highly qualified professionals for self-led scientific research and academic activity in the sub-branch of social psychology and pedagogical psychology.</i> |
| Tasks of the study programme | <ul style="list-style-type: none"> <i>- ensuring the theoretical aptitude level of doctoral students in compliance with the requirements of the science of psychology in the world and in Latvia;</i> <i>- developing the system of skills and abilities of organizing scientific research and analyzing its results;</i> <i>- improving skills of obtaining scientific data and developing skills of implementing outcomes in academic activity.</i> |
| Results of the study programme | <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <i>1. Have a command of contemporary topical psychology theories, priorities, and development perspectives;</i> <i>2. Demonstrate in-depth knowledge on major psychological ideas in an inter-branch context;</i> <i>3. Understand the opportunities of development of modern research methodology in psychology.</i> <p><i>Skills</i></p> <ol style="list-style-type: none"> <i>4. Can independently select, critically assess and analyze the obtained scientific information from recent research in the branch;</i> <i>5. Can discuss complex current issues of the branch of psychology science and scientific research with other specialists and representatives of related professions;</i> <i>6. Can independently conduct scientific research and utilize modern technologies in the branch of psychology science compatible with the requirements to scientific research set in the world.</i> <p><i>Competences</i></p> <ol style="list-style-type: none"> <i>7. Can take initiative and responsibility in conducting scientific research in a high professional level;</i> <i>8. Can integrate research knowledge, skills, and abilities in the process of self-development and self-improvement for further academic and research activity;</i> <i>9. Can independently conduct and improve their scientific research work and facilitate its development.</i> |

| | |
|--|--|
| Final examination upon the completion of the study programme | <i>Final doctoral examination in the English language</i> <i>Final doctoral examination in psychology</i> |
|--|--|

Study programme forms

Full time studies - 3 years - latvian

| | |
|---|--|
| Study type and form | <i>Full time studies</i> |
| Duration in full years | 3 |
| Duration in month | 0 |
| Language | <i>latvian</i> |
| Amount (CP) | 120 |
| Admission requirements (in English) | <i>Master's degree in Psychology; Research paper on the theme of Doctoral Thesis and the discussion on it; examination in a foreign language (English)</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | <i>PhD in Psychology</i> |
| Qualification to be obtained (in english) | |

Places of implementation

| Place name | City | Address |
|--------------------------|------------|---------------------------------------|
| University of Daugavpils | DAUGAVPILS | VIENĪBAS IELA 13, DAUGAVPILS, LV-5401 |

Part time studies - 4 years - latvian

| | |
|---|--|
| Study type and form | <i>Part time studies</i> |
| Duration in full years | 4 |
| Duration in month | 0 |
| Language | <i>latvian</i> |
| Amount (CP) | 120 |
| Admission requirements (in English) | <i>Master's degree in Psychology; Research paper on the theme of Doctoral Thesis and the discussion on it; examination in a foreign language (English)</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | <i>PhD in Psychology</i> |
| Qualification to be obtained (in english) | |

Places of implementation

| Place name | City | Address |
|--------------------------|------------|---------------------------------------|
| University of Daugavpils | DAUGAVPILS | VIENĪBAS IELA 13, DAUGAVPILS, LV-5401 |

Full time studies - 3 years - english

| | |
|------------------------|--------------------------|
| Study type and form | <i>Full time studies</i> |
| Duration in full years | 3 |
| Duration in month | 0 |
| Language | <i>english</i> |
| Amount (CP) | 120 |

| | |
|---|--|
| Admission requirements (in English) | <i>Master's degree in Psychology; Research paper on the theme of Doctoral Thesis and the discussion on it; examination in a foreign language (English)</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | <i>PhD in Psychology</i> |
| Qualification to be obtained (in english) | |

Places of implementation

| Place name | City | Address |
|--------------------------|------------|---------------------------------------|
| University of Daugavpils | DAUGAVPILS | VIENĪBAS IELA 13, DAUGAVPILS, LV-5401 |

Part time studies - 4 years - english

| | |
|---|--|
| Study type and form | <i>Part time studies</i> |
| Duration in full years | <i>4</i> |
| Duration in month | <i>0</i> |
| Language | <i>english</i> |
| Amount (CP) | <i>120</i> |
| Admission requirements (in English) | <i>Master's degree in Psychology; Research paper on the theme of Doctoral Thesis and the discussion on it; examination in a foreign language (English)</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | <i>PhD in Psychology</i> |
| Qualification to be obtained (in english) | — |

Places of implementation

| Place name | City | Address |
|--------------------------|------------|---------------------------------------|
| University of Daugavpils | DAUGAVPILS | VIENĪBAS IELA 13, DAUGAVPILS, LV-5401 |

III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)

1.1. Description and analysis of changes in study programme parameters that have taken place since the issue of the previous accreditation certificate of study direction or the license of study programme if study programme is not included in the accreditation page of the study direction

Since the issuance of the previous study direction accreditation page in accordance with the amendments to the Cabinet of Ministers Regulations Nr. 322 "Regulations regarding the Classification of Education of Latvia" the code of ABSP "Psychology" has changed from 51310 to 51313

1.2. Analysis and assessment of the 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 in the different study forms, types, and languages.

From 2013/2014 academic year to 2018/2019, the number of students in the doctoral study programme "Psychology" has generally remained unchanged - 8-10 students. The maximum number of students (14 doctoral students) in the programme was observed in the academic year 2015/2016 (the information on the dynamics of the number of students is available in Appendix). Having analyzed the student drop-out trends, it can be noticed that throughout the reference period three doctoral students discontinued their studies mainly due to personal and financial circumstances. Since the previous accreditation, the number of defended papers has slightly decreased - eight doctoral theses were defended during the reference period - taking into account that since the establishment of the Promotion Council in 2006, a total of 20 theses have been defended. This can be explained by the fact that from 2008 to 2013 doctoral students in the Republic of Latvia had the opportunity to participate in the ESF project "Support for Daugavpils University PhD Studies Program Implementation" (No. 2009/0140 / 1DP / 1.1.2.1.2 / 09 / IPIA / VIAA / 015), which significantly stimulated the defence of doctoral theses by young researchers in Latvia. After the cessation of the project, the number of defended theses expectedly decreased.

1.3. Analysis and assessment of the interrelation between the name of the study programme, the degree or professional qualification to be acquired or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements.

The name of the doctoral study programme "Psychology", degree to acquire, aims and objectives

as well as demands for enrolment are interrelated and compliant.

The doctoral study programme “Psychology” that is implemented in the course of three years (in part-time studies – four years). The acquisition of the doctoral degree in psychology (since the academic year 2018/19 – Doctor of Science (Ph.D.)) opens up the opportunities for international research in the field of psychology in the framework of post-doctoral studies. After defending one’s doctoral thesis at the DU Psychology Promotion Council a candidate is awarded a doctoral degree in psychology – Dr. psych. (since the academic year 2018/19 – Doctor of Science (Ph.D.)). The degree is awarded in two sub-branches of psychology: Social Psychology and Pedagogical Psychology.

The aim and objectives, of the doctoral study programme “Psychology” as well as the outcomes of studies comply with EQF level 8 that is doctoral study level.

III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)

2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In 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.

The development of the study programme is purposefully aimed at providing high-level specialists in the labour market of Latvia, who could be competent researchers and university lecturers, as well as those who could be competent professional psychologists. The total amount of 120 CP is divided as follows: the elaboration of doctoral thesis – 84 CP; Part A courses – 24 CP; Part B elective courses (offering advanced courses in the sub-branch of social or pedagogical psychology) – 12 CP (see Appendix 20). The programme envisages two final doctoral examinations and is implemented in both full-time and part-time forms, although in recent years there have been no part-time students in the programme. The content of the study courses is developed in accordance with the aim and the learning outcomes of the study programme and is updated according to the developmental trends of the branch, labour market and science.

Doctoral programme of the study direction incessantly undergo international accreditation assessment, starting from Ministry of Education and Science Accreditation Commission decision No. 118 of 10 June 1999. There has always been recognition of the fact that the programme content conforms to the branch of the science of psychology that, in turn, is related to conferring the respective degree in accordance with the regulations of the Cabinet of Ministers of the Republic of Latvia No. 49 (23.01.2018) “Regulations on Latvian branches and sub-branches of science”.

2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended

outcomes of the study programme. In 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.

The mapping of the study programme and expected learning outcomes of the study courses allows for stating that the study programme and the study courses comply with the eighth EQF/LQF level and the requirements set forth in the regulatory enactments, as well as ensure a student-centred approach. The outcomes of the study courses and the study programme are mutually consistent and logically related; they correspond to the results of the study programme. The study courses to be implemented ensure thorough implementation of the study programme. The research direction of the doctoral study programme is social and pedagogical psychology, which is coherent with the lower level study programmes implemented within the Direction of Psychology at DU. Doctoral theses elaborated by the doctoral students and the findings they have arrived at are published in research publications and integrated into the study courses conducted by university lecturers.

2.3. Assessment of the study implementation methods (including the evaluation methods) by providing the analysis of how the study implementation methods (including the evaluation methods) used in the study courses/ modules are selected, what they are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

In accordance with the aims of the study programme and the clearly defined learning outcomes, the respective methods of studies implementation (including assessment) were integrated in the study courses while designing them. In order to ensure the integration of the principles of student-centred education, special attention is paid to the richness of students' professional and personal experience, diversity of needs, their encouragement as active participants of the study process, provision of options, ensuring comprehensive feedback, assessment and self-evaluation. Regardless of the study course programme, the member of the academic staff plan the content of contact classes in accordance with the phases of initiation, perception and reflection, thus ensuring thorough acquisition of knowledge, skills and competences.

Being aware of their involvement in the integration and maintenance of the principles of student-centred education, the members of the academic staff of the study programme are welcoming and participative, as evidenced by the guidance provided by the teaching staff and the encouragement of students to actively engage in scientific discussions, lectures, and seminars. Students of the doctoral study programme are given freedom in selecting their theme of research and choice of the scientific advisor, at the same time support and supervision is provided in every step of planning and implementation of the research.

Providing feedback is an important source of growth and improvement for the student, the teaching staff and the programme as a whole, as it is the provision of feedback that ensures taking on an active role. Within seminars, feedback is provided in different ways, for example, the students give feedback to the lecturers considering the experience gained in the seminars, express their opinions about and attitudes to the content of the seminars, the lecturers give feedback on the students' participation in the seminars, the students give feedback to each other by discussing the

experience accumulated while working in small groups at the seminars.

One of the principles of student-centred education concerns the aspects of evaluation. Within the framework of the programme, the content of each study course includes clear requirements for the acquisition of credit points and the criteria for the development and assessment of a test or exam paper, and they are made known to every student of the study programme. In order to ensure the achievement of the learning outcomes of the programme and to make the necessary improvements in the content of the study programme in the end of each study year, the students evaluate the quality of the study courses and provide their recommendations for their improvement.

2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.

2.5. 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 evaluations of the final theses.

In the period 2006 - 2019, 20 doctoral theses were defended at the DU Psychology Promotion Council. 18 doctoral theses are presented in the form of dissertations; two doctoral theses are presented in the form of a set of thematic research articles. 18 doctoral theses were written in Latvian and two doctoral theses - in English. All doctoral theses were developed in the field of psychology, the sub-branch of social psychology. As the sub-branch of pedagogical psychology was established at DU rather recently, doctoral theses in this sub-branch have not yet been defended. Most of the doctoral theses focus on research of current social problems topical in the field of psychology both in Latvia and worldwide, offering original methodologies and valuable empirical results that can make a significant contribution to the development of the field.

2.6. Analysis and assessment of the outcomes of the surveys conducted among the students, graduates, and employers, and the use of these outcomes for the improvement of the content and quality of studies by providing the respective examples.

Every year DU conducts a survey of students, graduates and employers the aim of which is to check the quality of the study programme and the students' satisfaction with the programme as a whole, the offered study courses and other aspects related to the study process. Having analyzed the survey results for the reference period, it can be concluded that generally the doctoral study programme in psychology is evaluated positively as it provides "an opportunity to expand

knowledge”, “is important for scientific and professional growth”, “provides opportunities for consulting, contacting other doctoral students”, “promotes opportunities for scientific research and publication”, provides opportunities “to participate in international projects” , and “from an organizational point of view, it helps in planning the progress towards the elaboration of the dissertation”.

All respondents are fully satisfied with the overall structure of the study programme. The learning outcomes of the study courses are clear to all doctoral students, too. Similarly, all students believe that they are able to influence the study process and the quality of the content by taking the initiative and discussing problematic issues with the teaching staff.

All the students are generally satisfied by the cooperation with the academic staff. Doctoral students have made a number of encouraging suggestions regarding the study courses, for example, to attract more foreign lecturers and to provide a wider and more varied choice of study courses according to one’s selected research direction.

The content of the study courses and their presentation are evaluated by a total of 4/5 of the respondents as clear, logical and understandable, and by 1/5 of the respondents – as partially clear, logical and understandable.

As far as the assessment requirements are concerned, the answers are generally similar to those of the previous questions. 2/3 of the students evaluate them as logical and understandable, and 1/3 – as basically logical and understandable.

During their studies, the students mostly use Internet resources, electronic databases, periodicals and academic literature.

All the literature and methodological materials necessary for studies are considered to be sufficient.

Some suggestions and comments were made on how to improve the quality of the studies, such as improving some technical aspects of the study process organization that were taken into account in the course of the development of the study programme.

Overall, the students’ evaluation in all positions referring to the reference period is positive.

2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.

Having analysed the opportunities for incoming and outgoing mobility of doctoral students, the following incoming mobility cases have been identified within the study programme in the reference period 2013-2019: in the academic year 2017/2018 and the autumn semester of the study year 2018/2019, three doctoral students of the programme in psychology from the University of St. Cyril and St. Methodius (Bulgaria) participated in the DU doctoral studies within the framework of the ERASMUS + programme. Only one doctoral student of psychology participated in the outgoing mobility programme and studied at University College London in the autumn semester of 2017. It can be concluded that the outgoing mobility in the doctoral programme during the reference period was not regular, mainly due to the doctoral students’ personal circumstances, since almost all DU doctoral students work in public and private companies and can hardly combine work responsibilities with studying abroad.

III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)

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. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.

Study programme resources and provision (see the information provided in chapter 3 criteria 31.-3.3.) fully comply with the study programme implementation conditions and with reaching the outcomes of studies. Students have at their disposal premises for studies, material and technical base, instruments and equipment (for preparing, combining, integrating, visualizing, and disseminating study and research materials), information networks (Internet, DU net, Moodle), databases (library network, DU research centre databases, free access to databases), materials (research materials, scientific publications, including publications in *Web of Science* and *Scopus*, archives), services (administrative, financial, IT and network support services, access to official statistical data), computerized applications and software (*Standart Office*, *SPSS*, *GIS*, data visualization online tools and software, online media) that are needed for the acquisition of all the study courses in the study programme; these as well as an opportunity of research work of various stages ensure a flexible and student oriented environment. For the programme implementation, the necessary technical equipment is provided (computers with licensed software, projectors, interactive boards, etc.), various teaching methods are practised (teamwork, role plays, simulations, seminars, discussions, etc.).

3.2. Assessment of the study provision and scientific support, including the resources provided within the cooperation with other science institutes and institutions of higher education (applicable to the doctoral study programmes).

During the reference period 2013-2019, three doctoral theses were elaborated and defended in the framework of the DU doctoral study programme in cooperation with other Latvian research institutions and higher education establishments. The cooperation with the Laboratory of Baltic Psychology and Management School of Psychology, two doctoral theses were successfully elaborated by using specialized laboratory hardware and computer programmes (e.g., E-prime 2.0) to investigate the implicit level of different psychological parameters and to determine unintentional semantic priming, as well as one doctoral thesis was developed in cooperation with Creativity Research Institute of the former Riga Higher School of Pedagogy and School Management within the Norway Grant project LV0088 "The Support System in Researching and Enhancing Creativity for the Human Resource Development in Latvia". As a result of the collaboration, an original methodology was developed to assess overall creative potential.

III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)

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

During the reference period 2013-2019, significant changes took place in the academic staff. Two visiting professors involved in the programme terminated their employment relationship with DU, but within the programme it became possible to substitute them with other highly qualified specialists both in the teaching of the existing study courses and in the development of new ones. In the academic year 2019/2020, guest lecturers from the University of Latvia, Tallinn University, Aalborg University and Salford University are involved in the implementation of the study programme, which will allow for new international experience to be used in teaching and conducting the study courses, which, in turn, will positively influence the quality of studies and student research activities.

Twelve highly qualified university lecturers are involved in the implementation of the Doctoral study programme "Psychology": seven professors, three associate professors and two senior lecturers. Seven representatives of the academic staff have a doctoral degree in psychology (Dr. psych.), three have a doctoral degree in science, one has a doctoral degree in philology (Dr. philol.) and one university lecturer is a habilitated doctor of pedagogy and habilitated doctor of psychology (Dr. habil. paed, Dr. habil. psych). Eight university lecturers are Latvian Council of Science experts in social sciences – psychology; three of them also have Latvian Council of Science expert rights in social sciences – educational sciences. Two lecturers are Latvian Council of Science experts in other fields of science.

4.2. 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 qualification of the academic staff involved in the implementation of ABSP "Psychology" complies with the requirements of the Law on Higher Education Institutions. The members of the academic staff involved in the implementation of the DSP "Psychology" have at least five years of relevant work experience. The qualification of the academic staff involved in the implementation of the study programme is appropriate for the achievement of the study programme results, as well as for the achievement of DU goals and objectives.

4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the 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 may be additionally specified (if applicable).

For the information on the number of research publications of the academic staff involved in the implementation of the Doctoral study programme during the reference period see the Annexes.

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).

DSP "Psychology" academic personnel participation in research projects:

Dzintra Iliško, e-TWINNING project Twinning CfP "Supporting inter-sectoral collaboration possibilities between Research and Industry", GE 18 ENI OT 02 19, EUR 1300000;

Dzintra Iliško, ERASMUS+ project "Methods for ESD – competencies and curricula" (MetESD), No.2015-1-DE-02-KA202-002346, EUR 409885;

Dzintra Iliško, TEN project "Innovative and sustainable aesthetic methods for citizenship education: Nordic and Baltic perspectives" (ISAMCE), EUR 38 400;

Daiga Kamerāde, 2018, Bike share in Manchester project (Sherriff, GA, Adams, MD, Blazejewski, L, Davies, NJ, and Kamerāde, D.), with British Cycling, £15,000;
<https://www.salford.ac.uk/research/care/research-groups/shusu/projects/bike-share-in-greater-manchester>

Daiga Kamerāde, 2017-2018, Social Work Workforce Analysis for Greater Manchester Social Work Teaching Partnership, £1,000;

Marika Veisson, IUT18-2 "Teachers' professionalism and professionalism in changing context (1.01.2014–31.12.2019)", Ivor Goodson, Tallinn University, School of Educational Sciences, EUR 498000.

In January, 2020, the students in supervision of prof. A. Vorobjovs of the DSP "Psychology" participated in the DU research project competition and received financial support for the implementation of the research project "Development and Approbation of the Theoretically Empirical Model of a Contemporary Student's Epistemological Attitude to Knowledge Sources". Source of financing: DU science fund. The amount of financing is 3000 EUR.

4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.

The university lecturers involved in the study programme actively participate in scientific research both nationally and internationally (see Appendix: List of lecturers' publications, patents, artistic works for the reference period). The academic staff involved in the programme publish their work both in Latvia and in internationally recognized scientific journals and collections of research papers (the number of publications exceeds 300 sources during the reference period). The research capacity of the academic staff is evidenced by the number of publications indexed in the Web of Science and SCOPUS databases, the number of theses elaborated and the research conducted during the last six years. The results of the academic staff's research are available to the students of the doctoral study programme, where the students analyze and critically evaluate the findings of the latest research.

For instance, the findings presented in the article published by DU lecturers in 2016 entitled "Responding to the Refugee Crisis in Europe: the Case of Latvia". (The International Journal of Interdisciplinary Social and Community Studies, 11 (4), 1-13) on the psychological consequences of the refugee crisis in Europe are addressed in the study course "Socio-Psychological Aspects of Contemporary Migration Processes". The collective monograph "Zinātniskā rakstīšana un pētījumu rezultātu izplatīšana" ("Scientific Writing and Dissemination of Research Results") published by Professor A. Pipere in 2019 is used within the study courses "Quantitative Research Methodology", "Qualitative Research Methodology" and "Scientific Writing: Preparing Research Papers for Publication".

The university lecturers upload their publications to the research portals "Researchgate" or "Academia" and include them in the bibliography of the descriptions of the study courses so that the students could use them in the study process and in their independent work.

4.6. 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 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 academic staff involved in the doctoral study programme cooperate with each other both in research, developing and publishing joint research papers and teaching aids, as well as in designing, developing and teaching joint study courses within the framework of the study programme. The published monographs and research articles are used in the study process. The doctoral students are well aware of the publication activity of both their scientific advisor and other faculty involved in the programme, as most of the students in the programme are actively engaged in scientific cooperation with the faculty involved in the implementation of the study programme.

The development and implementation of each study course involves several members of the academic staff. Their mutual cooperation contributes to the quality of the study courses, both in the design and implementation stages.

At the end of each academic year, the academic staff's workloads for the next academic year are planned, taking into account the results of the students' evaluation of the respective study courses and the self-analysis of the academic activity of the lecturers; the eligibility of the teaching staff to the development and teaching of particular study courses is evaluated. The approval of the

academic workload is carried out in compliance with the procedure of accounting the workload of the academic staff at DU (<https://veidlapas.du.lv/kartibas/>).

A total of 12 faculty members are involved in the doctoral study programme. At the time of submitting the self-evaluation report, the number of students enrolled in the programme is eight.

Kolesovs, A., & Ruza, A. (2019). Global, macro, and personal impacts on Latvia: A latent structure of perceived control. *E-psychole, 13*(4), 13-22. <https://doi.org/10.29364/epsy.356> (Indexed in EBSCO, DOAJ, ERIH PLUS).

Zhukova, O., Pipere, A., Iliško, Dz., & Badjanova, J. (2018). Sustainability and unsustainability aspects of integration of novice teachers in the secondary school setting. *Proceeding of the 12th International Scientific Conference „Society. Integration. Education” (SIE), Volume I*, (pp. 632-642), ISSN 1691-5887. Indexed: Thomson Reuters, Web of Science. <http://dx.doi.org/10.17770/sie2018vol1.3243>, <http://journals.ru.lv/index.php/SIE/article/view/3243>

Badjanova, J., Pipere, A., & Iliško, Dz. (2017). Gender identity of Students and Teachers: Implications for a Sustainable Future. *Journal of Teacher Education for Sustainability, Volume 19* (2), 138-153. ISSN (Online) 1691-5534, DOI: <https://doi.org/10.1515/jtes-2017-0019>. Indexed: Scopus, CABI, Educational Research Abstracts Online (ERA), The Central European Journal of Social Sciences and Humanities (CEJSH), Higher Education Abstracts

Badjanova, J., Iliško, Dz., & Raščevskis, V. (2017). Gender differences of Latvian males and females at the Stage of Adulthood. *Journal of Management and Marketing Review (JMMR), Volume 2* (3), 38-43. ISSN 0128-2603. Global Academy of Training & Research (GATR). www.gatrenterprise.com/GATRJournals/index.html

Kokina, I., Drelinga, E., Zarina, S., & Iliško, D. (2017). Happy Child In A Secure Environment: Psychologically Pedagogical View. *ICCSBS 2017 - THE ANNUAL INTERNATIONAL CONFERENCE ON COGNITIVE - SOCIAL, AND BEHAVIOURAL SCIENCES Book Series: European Proceedings of Social and Behavioural Sciences Volume: 20 Pages: 276-283 Published: 2017* <http://dx.doi.org/10.15405/epsbs.2017.01.02.29> Indexed in: ISI Thomson Reuters WEB of SCIENCE.

Liepinsh, A., Liepinsh, R., Kokina, I. & Iliško, Dz. (2016). Illegal Migration in Latvia and in Europe: Problems and Solutions. No: Daugavpils Universitātes 58. starptautiskās zinātniskās konferences rakstu krājums. B. daļa "Sociālās zinātnes"//Proceedings of the 58th International Scientific Conference of Daugavpils University. Part B "Social Sciences" Daugavpils: Daugavpils Universitāte, 2016., ISBN 978-9984-14-752-9. Indexed in: EBSCO.

Mārtinsone, K., Pipere, A., & Kamerāde, D. (Red.) (2016). *Pētniecība: teorija un prakse*. Rīga: RaKa.

Murasovs, V., Dombrovskis, V., Ruza, A., & Rasceviskis, V. (2016). Responding to the Refugee Crisis in Europe: The Case of Latvia. *The International Journal of Interdisciplinary Social and Community Studies, 11*(4), 1-13. <https://doi.org/10.18848/2324-7576/CGP/v11i04/1-13> (SCOPUS)

Murašovs, V., Ruža, A., Dombrovskis, V., & Raščevskis, V. (2016). Expecting refugees in Latvia: Realistic and symbolic threats. *Social Sciences Bulletin, 2*(23), 125-139. URL: http://humanitiessocial.lv/wp-content/uploads/2016/01/SZF-vestnesis_2016_2_DRUKA.pdf

Murašovs, V., Ruža, A., Raščevskis, V. & Dombrovskis, V. (2016). Expecting Refugees in Latvia: Negative Stereotyping. *Economics and Business, 29*(1), 56-64. doi: <http://dx.doi.org/10.1515/eb-2016-0022>

Ruža, A., Ruža, I., Raščevskis, V., Vorobjovs, A. & Murašovs, V. (2016). Safety and security in the EU: Perception of Latvian residents. *Journal of Security and Sustainability Issues, 5*(3), 365-375, (ISSN 2029-7017, 2029-7025 online), DOI: [https://doi.org/10.9770/jssi.2016.5.3\(5\)](https://doi.org/10.9770/jssi.2016.5.3(5))

Annexes

| III. Description of the Study Programme - 1. Indicators Describing the Study Programme | | |
|--|--|--|
| Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table) | | |
| Statistics on the students over the reporting period | Studējošo skaits_ENG.xlsx | Statistika_studējošo skaits_Psihologija.xlsx |
| III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof | | |
| Compliance of 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 (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 | DSP (lat eng outcomes) studiju kursu kartejums (1).doc | DSP (lat eng outcomes) studiju kursu kartejums (1).doc |
| Curriculum of the study programme (for each type and form of the implementation of the study programme) | ENG.zip | LV.zip |
| Descriptions of the study courses/ modules | DSP Psihologija kursa apraksti ENG.zip | DSP Psihologija kursa apraksti LV.zip |
| Description of the Study Direction - Other mandatory attachments | | |
| Sample of the diploma to be issued for the acquisition of the study programme. | ENG_diploma and transcript.zip | DSP_Diploma paraugs.zip |
| Description of the Study Programme - Other mandatory attachments | | |
| Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued | LU_DU vienosanas ENG.doc | VIENOŠANĀS STARP DAUGAVPILS UNIVERSITĀTI UN LATVIJAS UNIVERSITĀTI.edoc |
| Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme | Guarantee_ENG.doc | Garantija_LV.JPG |
| Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language. | Academic staff_ENG.xlsx | psihologijas virziena docetaji.pdf |
| If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree. | doctoral_statement.doc | Apliecinājums_eksperti_DSP.JPG |
| If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education | Higher education law_ENG.doc | Apliecinājums_Augstskolu likums.JPG |
| Sample (or samples) of the study agreement | AGREEMENT_STUDIES_ENG.docx | LĪGUMS PAR STUDIJĀM DU.docx |
| If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education. | AIP_English.docx | Nr_29_DU_Psihologija_250_stud.edoc |

Psychology

| | |
|--|--|
| Title of the higher education institution | <i>Psychology</i> |
| ProcedureStudyProgram.Name | <i>Psychology</i> |
| Education classification code | <i>43313</i> |
| Type of the study programme | <i>Academic bachelor study programme</i> |
| Name of the study programme director | <i>Aleksejs</i> |
| Surname of the study programme director | <i>Ruža</i> |
| E-mail of the study programme director | <i>aleksejs.ruza@du.lv</i> |
| Title of the study programme director | <i>Dr. psych.</i> |
| Phone of the study programme director | <i>65422180, 65422922</i> |
| Goal of the study programme | <i>The aim of the bachelor study programme "Psychology" is to develop students' knowledge and critical thinking based understanding of major notions, theories, and regularities of psychology, prepare them for motivated self-led research activity taking initiative in their individual and team work.</i> |
| Tasks of the study programme | <i>Preparing specialists who have a command of the theoretical regularities of the psychology science and are able to discuss them by providing argumentation in the world and European context; Facilitating students' acquisition of basic skills of research activity by examining problem situations topical in the branch of psychology and daily life in order to deal with them responsibly and with deeper attention.</i> |
| Results of the study programme | <i>Knowledge 1. Demonstrate basic knowledge in the branch of psychology science, critical understanding of notions, theories, and regularities; 2. Understand major psychological ideas in an inter-branch context; 3. Have a command of the basic principles of scientific research in psychology. Skills 4. Can independently select, critically assess and analyze the obtained information; 5. Can discuss current issues of the branch of psychology science with other specialists and representatives of related professions; 6. Can independently conduct scientific research in the branch of psychology science. Competences 7. Can take initiative and responsibility working individually or in a team; 8. Can integrate knowledge in spheres related to psychology in the process of self-development and self-improvement in the perspective of further professional career; 9. Can assess the interaction of their psychological competence and the social environment.</i> |
| Final examination upon the completion of the study programme | <i>Bachelor examination in psychology Bachelor thesis</i> |

Study programme forms

Full time studies - 3 years - latvian

| | |
|---|---|
| Study type and form | <i>Full time studies</i> |
| Duration in full years | <i>3</i> |
| Duration in month | <i>0</i> |
| Language | <i>latvian</i> |
| Amount (CP) | <i>120</i> |
| Admission requirements (in English) | <i>General secondary or vocational secondary education.</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | <i>Bachelor of Social Sciences in Psychology</i> |
| Qualification to be obtained (in english) | |

Places of implementation

| Place name | City | Address |
|--------------------------|------------|---------------------------------------|
| University of Daugavpils | DAUGAVPILS | VIENĪBAS IELA 13, DAUGAVPILS, LV-5401 |

Part time studies - 4 years - latvian

| | |
|---|---|
| Study type and form | <i>Part time studies</i> |
| Duration in full years | <i>4</i> |
| Duration in month | <i>0</i> |
| Language | <i>latvian</i> |
| Amount (CP) | <i>120</i> |
| Admission requirements (in English) | <i>General secondary or vocational secondary education.</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | <i>Bachelor of Social Sciences in Psychology</i> |
| Qualification to be obtained (in english) | |

Places of implementation

| Place name | City | Address |
|--------------------------|------------|---------------------------------------|
| University of Daugavpils | DAUGAVPILS | VIENĪBAS IELA 13, DAUGAVPILS, LV-5401 |

III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)

1.1. Description and analysis of changes in study programme parameters that have taken place since the issue of the previous accreditation certificate of study direction or the license of study programme if study programme is not included in the accreditation page of the study direction

Since the issuance of the previous study direction accreditation page in accordance with the amendments to the Cabinet of Ministers Regulations Nr. 322 "Regulations regarding the Classification of Education of Latvia" the code of ABSP "Psychology" has changed from 43310 to 43313.

1.2. Analysis and assessment of the 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 in the different study forms, types, and languages.

From 2013/2014 academic year to 2018/2019, the number of students in the academic bachelor study programme "Psychology" has generally remained unchanged – 57-58 students. Analyzing the tendencies of student dropouts, it appears that students mostly discontinue studies during their first year of studies, whereas after the second and third years the dropout rate is lower. The number of programme graduates since 2013/2014 has been significantly reduced – to 12-15 graduates per year. Greatest dropout number concerns students who pay tuition fees. This happens mainly for financial reasons as the economic situation in East Latvia region is still on a rather low level. Most often students mention personal reasons for discontinuing studies (financial problems, family conditions, health issues, inability to manage simultaneous work and studies as well as lack of motivation for continuing studies). Information on the student number dynamics is available in the appendix.

1.3. Analysis and assessment of the interrelation between the name of the study programme, the degree or professional qualification to be acquired or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements.

The name of the academic bachelor study programme "Psychology", degree to acquire, aims and objectives as well as demands for enrolment are interrelated and compliant.

The academic bachelor study programme "Psychology" that is implemented in the course of three years (in part-time studies – four years) acquiring bachelor of social science degree in psychology opens opportunities for further professional education in master's study programme, if the

undergraduate wishes to acquire qualification of psychologist or proceed with research in psychology science.

The aim and objectives of the bachelor study programme “Psychology” as well as the outcomes of studies comply with EQF level 6 (regulations of the Cabinet of Ministers No. 322 “Regulations on the classification of education in Latvia”) that is bachelor study level. The aim, objectives, and outcomes of studies are compliant and ensure that the graduates of the academic bachelor study programme “Psychology” will have acquired knowledge and critical thinking based understanding of major notions, theories, and regularities of psychology, will be ready for self-led research activity, will be able to assess the impact of their activity on the society and will be motivated for personal and professional growth.

The aims, objectives, and outcomes of studies of the academic bachelor study programme “Psychology” are observed setting demands for enrolment – general secondary or vocational secondary education, taking into consideration the assessment of centralized examination in the Latvian language, English (or French, or German), and mathematics. For those persons who acquired secondary education before 2004 (not including) as well as persons who have acquired secondary education abroad or persons with special needs on the basis of successful annual grades of the secondary education document, the competition assessment is determined according to a special formula that takes into account the mean annual grade of the secondary education document in the Latvian language and literature + the annual grade of the secondary education document in the English language or French, or German + the mean annual grade in the secondary education document specified academic subjects. Advantage is given to winners of 1-3 grades of Latvian state school learner scientific conference section of psychology. These entrants receive s State budget financed place beyond competition.

III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)

2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In 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.

The bachelor study programme “Psychology” provides a balanced and high quality as to its content insight into psychology science. Several groups of study courses are distinguished in the programme structure:

1. Methodological aspects of psychology as science;
2. Students’ competences in psychology related spheres;
3. Psychology and its branches nowadays.

Study courses of the group “Methodological aspects of psychology as science” are aimed at providing understanding of science, the requirements that must be observed by

researchers/scientists in order to carry out practical research (bachelor thesis). This study course group entails courses: *Logic, Philosophy, Statistical methods in psychology, Foreign language, Methodology of research work, Fundamentals of psychometrics*. These study courses provide the base of knowledge necessary for students to elaborate research relating theoretical ideas to the practical investigation results.

Study course group "Students' competences in psychology related spheres" provides general knowledge on individual as a complex being that reaches beyond knowledge of psychology. The group entails courses *Biological basis of psyche, Genetics of human conduct, Sociology*; these courses regard the peculiarities of the functioning of individual and society and opportunities of their improvement by joining the biological and social that are interconnected and demonstrate the inter-disciplinary character of psychology and other spheres.

Study course group "Psychology and its branches nowadays" provides a notion of the branches of psychology science and leads students to reflecting the future speciality selection in master's study programme. These study courses entail *Experimental psychology, Clinical psychology, Neuropsychology, Family psychology, Personality psychology, General psychology, Psychology of development, Fundamentals of psychological counselling, Psychological training techniques*. In addition to the mentioned study courses, also courses in psychotherapy and psychiatry are taught that place an emphasis of the fundamentals of psychiatry and psychotherapy and their difference from psychology in general.

At the end of each academic year, at the meeting of the Study direction council and at meetings of the Department of Psychology, the compliance of the content of the study programme to current trends of the science development and labour market demands are analyzed and respective changes made. For instance, essential changes in the study programme were introduced after 12 June 2019 when the new Professional Standard of Psychologist had been approved. This is reflected in minutes of the meeting of the Department of Psychology No. 6 of 17 October.

The analysis of the bachelor study programme "Psychology" leads to a conclusion that all the study programme courses are tended towards the implementation of the outcomes for studies set for the programme. The theoretical courses provided in the programme facilitate students' understanding of the major notions and regularities of the branch of psychology science. The programme structure is logical and tended towards independent research activity and focused development of practical skills that comply with the principles of the branch of psychology science. Study courses elaborated for the study programme comply with the contemporary topical trends of the development of psychology science, facilitate the expansion of students' scope of vision, and offer competitive education in the sphere of social sciences. The academic full-time bachelor study programme "Psychology" represents the initial stage of the acquisition of the knowledge, skills, attitudes, and competences stated in Professional Standard of Psychologist that are needed for successfully initiating master's studies in accordance with the Psychologist Law and Professional Standard of Psychologist.

2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In 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.

Analyzing the information, outcomes to achieve, aims set and other indicators included in the study courses relatedness to the aims and outcomes of the study programme, mapping of the study programme courses was produced. Viewing the mapping results (see appendix), it may be concluded that the aims defined in the study courses comply with the study programme results and are harmonized with higher-level study programmes. The analysis of the content of study courses shows that the selected topics correspond with the outcomes defined – skills and attitudes, knowledge, and professional competences.

2.3. Assessment of the study implementation methods (including the evaluation methods) by providing the analysis of how the study implementation methods (including the evaluation methods) used in the study courses/ modules are selected, what they are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

The study programme is composed so that the set aims for the study programme may be reached. The academic staff involved in the programme use the following forms of studies: lectures, seminars, practical assignments, trainings, and group work. The task of the academic staff members is to encourage students to assume an active role in the study process. The descriptions of the study courses of the study direction programmes contain the independent work of students. The style of the study programme implementation is participation, and students within the practical assignments of study courses actualize the challenges of the society and search for opportunities to implement their ideas and projects, discuss and share their practical experience, thus developing critical thinking, expressing comments and arguments for their opinion in the course of discussions. Classes within all study courses are oriented at students' creative participation in the process of the knowledge acquisition. The variety of students' needs and opportunities is respected forming appropriate timetable and utilizing both modes of implementing the programme.

The aim of the study methods is providing an opportunity to acquire theoretical knowledge and practical skills, both improving students' critical thinking skills, developing skills of cooperation, ability of working individually and team building, improving the ability to appreciate diversity (i.e. soft skills) in accordance with the aim of the study programme. The academic staff members encourage students to express their opinion on the suggested independent work and its presentation forms, respect students' preferences and adjust the literature and sources for students' independent work and forms of its presentation.

Student-centred learning is implemented by involving students in the process of bachelor thesis presentation (pre-defence) participating in discussions and sharing opinions on other students' research. According to the curriculum, the analysis of the papers elaborated in the previous academic years and their use in further research is organized. Students regularly participate in seminars, conferences, colloquia, and congresses, as well as involve in DU organized scientific and science promotion events (scientific conferences, science communication events, projects, etc.). Besides it is possible to acquire individual study courses (including foreign languages) as auditors by participating in a study course or its part, e.g. attending a lecture or a practical class.

Students of the study programme are offered corresponding and easily accessible learning

materials, scientific and popular scientific literature in several languages, including electronically (e.g. *Scopus* database is accessible free of charge in DU internal network). Students have free access to the study course descriptions in the e-environment. In order to foster students' academic success and efficient reaching of the outcomes of the study programme in due time, constant support for students is provided by the academic staff members. The forms of the support are as follows: consultations throughout the semester, before mid-term examinations (colloquia), examinations, and before state examination. Regular contacts are maintained in the e-study environment (by e-mails, in Moodle, or Skype).

The academic staff members often use group work within the study course in order to facilitate the integration of inter-disciplinary knowledge initiating creative discussions in dealing with a problem issue. However, it must be admitted that the forms and methods of learning are selected depending on the specificity of the topic regarded in the study course. Depending on the form of learning, the academic staff members select the forms and criteria of assessment. The academic staff encourages to analyze and assess the criteria of assessment of the work. A large part of the outcomes require of students not only to demonstrate knowledge but also put the acquired material to practical analysis relating it to the existing experience and daily life. Therefore a significant role is attributed to seminars and practical assignment classes. In practical assignment classes, during individual or group work presentations, students, expressing their opinion, improve their analytical skills. Acting in this way, a constant dialogue is sustained with other partners and students are aware of the diversity of the opinions exchanged and thus enrich one another's experience. In the study courses dedicated to practical skill and competence acquisition, special attention is paid to the development of integrative reflection. Reflection facilitates the stabilization of students' professional skill acquisition as well as self-cognition and self-actualization. Therefore in these cases formative assessment of the outcomes of studies has an especially motivating significance in the process of studies. In the framework of formative assessment, students become aware of their errors and improve the acquired competence, because formative assessment provides a feedback to students on their state of knowledge acquisition.

Along with formative assessment, academic staff members use summing assessment. Summing assessment is practiced in the case of grading the mid-term examinations. Upon the completion of the study course there is a graded test or examination. The final course examination proceeds orally, in writing, by way of test of accomplishment. Some examination forms used by the academic staff members are as follows:

Test requires making choice from two or more answers selecting the appropriate one. This form is used to check factual knowledge. On the one hand, this examination requires precision of reproducing knowledge, on the other, it does not exclude an opportunity of giving an incidental answer.

Examination in the form of reflecting. Students are required to write their thoughts on a particular problem. For instance, students write an essay in three hours. The first hour is meant for reflecting and drafting the structure of the essay. The rest of the time is meant for writing. This format requires joining several and varied elements of the course by using analytical skills.

Written examination. Students may be asked to solve practical assignments. In this case they are to demonstrate their skills, abilities, knowledge application – these may be assignments for making a portfolio or assignment of constructing the resolution for a particular situation..

When choosing the kind of examination in order to assess student's work in the 10-point scale, the academic staff is guided by the outcomes defined for the study course. Discussions at the departments providing the basic study courses for the programme have yielded suggestion to classify the assessment of student's work into three groups:

- 1) that of subject and content, primarily assessing the amount of knowledge, understanding, generalization, systematicity, and appropriateness;
- 2) that of content and action, primarily assessing the solidity of knowledge, efficiency, various skills;
- 3) the individual aptitude of a student that is an integrative indicator of the quality and regularity of the work throughout the semester.

Elaborating the criteria of assessment, the academic staff is guided by the following principles:

- criteria tended to the assessment of student's work (in mid-term or upon completing the course);
- student's work is assessed according to criteria or compared to the standard (a model of excellent work), not to other students' work;
- students are informed of the criteria in advance;
- forming a clear algorithm of the grade whereby a student is able to independently determine his/her accomplishment level;
- assessment criteria are derived from the aims and outcomes of the process of studies.

Precise definition of the verification of the study outcomes allows to determine the acquisition level of knowledge, skills, and competences.

2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.

In accordance with the Regulations on the state academic education standard (CM 03.01.2002. regulations No. 2) (<http://www.likumi.lv/doc.php?id=57183>), no practical placement is envisaged for the academic study programme.

2.5. 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 evaluations of the final theses.

In the time period from 2013 to 2019, in the bachelor study programme "Psychology" 86 bachelor theses have been defended. The elaboration of the bachelor thesis proceeds according to DU methodological instructions for elaborating a research work (<https://ej.uz/pdw3>).

Analyzing the choice of the topics of students' bachelor theses, it is obvious that student research interests are dominated by issues of personality and social psychology (motivation and identity, psychological welfare and future perspective, inter-personal relations, aspects of social cognitions, intra-group and inter-group relations, etc.) associated with several aspects of applied psychology: family, advertising, ethnic, and economic psychology as well as cyber psychology. Topics of developmental and pedagogical psychology occur as well. More seldom topics of clinical and health psychology are chosen for bachelor thesis at DU. Some topics refer to current issues of corporate

and organization as well as sport psychology.

Distribution of the topics of bachelor theses across branches of psychology science for the time period from 2013 to 2019.

| Sub-branches of psychology science | Number of the defended bachelor theses |
|---|---|
| Personality psychology | 24 |
| Social psychology | 22 |
| Pedagogical psychology | 16 |
| Developmental psychology | 11 |
| Clinical and health psychology | 9 |
| Corporate and organization psychology | 2 |
| Sport psychology | 2 |

It is concluded that students choose socially urgent and practically significant topics that help them learn more about themselves, understand the social bond of themselves and other people with the surrounding world as well as investigate current issues of psychology concerned with people's life in contemporary Latvia and region.

2.6. Analysis and assessment of the outcomes of the surveys conducted among the students, graduates, and employers, and the use of these outcomes for the improvement of the content and quality of studies by providing the respective examples.

In order to incessantly improve the content of the bachelor study programme and follow recent trends in science, education, and market demand, at the end of each academic year surveys of students, alumni, and employers are organized. The results of the survey of employers are mostly taken into consideration in the process of the improvement of the professional master's study programme.

The analysis of the results of the bachelor study programme student surveys for the reporting period reveals that the surveyed students consider the quality of teaching in the study programme as high (85%) and medium (15%).

The content of study courses and their deliverance were assessed as clear, logical, and comprehensible by 74% of students, as partially clear, logical, and comprehensible - by 21%.

Replies in relation to the assessment requirements: considered as logical and comprehensible by 63% of students, as partially logical and comprehensible - by 32%.

Cooperation with the research adviser is characterized as regular and proceeding upon the adviser's initiative by 16% of surveyed students, 53% - as regular and proceeding upon the student's initiative, 26% as irregular, upon necessity, with comments that students had to take initiative in this matter and that cooperation with the research adviser was mostly positive.

Requirements concerning the amount of the students' independent work were characterized as logical and justified by 68% of respondents, as partially clear, partially logical, and partially justified – by 26% of respondents.

Study programme provision with visiting lecturers was considered as sufficient by 37% of students, by 32% – as insufficient, by 26% – as partially sufficient. Students would mostly like to listen to informative educating lectures on some study course, deepening – 68%, informative reviewing on current developments in the sphere of studies – 16%, generally educating – 11%.

In their studies students most of all use literature on branches, Internet resources, electronic databases.

All respondents are fully or basically/partially satisfied with the overall structure of the study programme.

The outcomes to reach for the study courses are clear to 89% of respondents, partially clear – to 11%. 78% of students confirm that they attend classes regularly. 88% of students consider that students can affect the process of studies and the quality of content, providing broad comments on this issue.

In order to assess the efficiency of the study programme as objectively as possible, alumni are surveyed as well. These surveys are aimed at clarifying whether the content of the study programme complies with the labour market demands, whether the programme graduates are demanded on labour market, whether they continue studies in higher-level study programmes. The survey results attest that the majority of the graduates continue studies in academic and professional higher-level study programmes. Knowledge acquired in the course of the study programme helps deal with professional issues and facilitates self-growth. The programme provides sufficient academic knowledge for further education and professional activity.

Summing up the above stated, it might be concluded that Daugavpils University bachelor study programme “Psychology” ensures high quality theoretical knowledge in psychology that would be advisable to supplement with practical competences, that has been taken into consideration in the professional master's study programme.

2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.

DU has elaborated a procedure of recognition of study courses acquired during international mobilities. Students, in accordance with DU regulations

<https://du.lv/wp-content/uploads/2015/12/E-studiju-nolikums-2015-11-11.pdf>

provide documents that approve having reached the study outcomes and assessment. Study programme director together with the academic staff members of the respective study courses considers the submitted documents and, according to the requirements set for the study course, either agrees with the assessment of the foreign HEI or offers student to complete assignments in order to acquire the necessary knowledge, competences, skills, and attitudes. The final assessment and recognition of the study outcomes are approved by DU Council of Studies.

Analysis of the dynamics of the bachelor study programme “Psychology” student inbound and

outbound mobility shows that, since the previous accreditation period, outbound mobility within the study programme has slightly increased (in the time period from 2013 to 2019 six bachelor study programme students participated in ERASMUS+ exchange program to Vytautas Magnus University (Lithuania) and St. Cyril and Methodius University (Bulgaria). Students of the study programme are regularly informed about the opportunities of the mobility. The study programme director in cooperation with the academic staff ensures maximum opportunities of integrating courses acquired in foreign country universities in the study programmes implemented in the study direction by means of study course aligning. A rather essential limitation that impedes outbound mobility is the fact that many of the students in the study programme are employed in parallel with their studies or are in active search for employment. Mobility periods in foreign countries may cause threat of losing a job and/or aggravate the opportunity of finding employment, thus diminishing students' motivation of using the offered mobility opportunities. Inbound mobility opportunities in the bachelor study programme in the time period from 2013 to 2019 has been used by one foreign student from Sweden who studies in the programme since 2017.

III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)

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. Whilst carrying out the assessment, it is possible to refer to the information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.

Study programme resources and provision (see the information provided in chapter 3 criteria 3.1.-3.3.) fully comply with the study programme implementation conditions and with reaching the outcomes of studies. Students have at their disposal premises for studies, material and technical base, instruments and equipment (for preparing, combining, integrating, visualizing, and disseminating study and research materials), information networks (Internet, DU net, Moodle), databases (library network, DU research centre databases, free access to databases), materials (research materials, scientific publications, including publications in *Web of Science* and *Scopus*, archives), services (administrative, financial, IT and network support services, access to official statistical data), computerized applications and software (*Standart Office*, *SPSS*, *GIS*, data visualization online tools and software, online media) that are needed for the acquisition of all the study courses in the study programme; these as well as an opportunity of research work of various stages ensure a flexible and student oriented environment. For the programme implementation, the necessary technical equipment is provided (computers with licensed software, projectors, interactive boards, etc.), various teaching methods are practised (teamwork, role plays, simulations, seminars, discussions, etc.).

3.2. Assessment of the study provision and scientific support, including the resources

provided within the cooperation with other science institutes and institutions of higher education (applicable to the doctoral study programmes).

III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)

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

In the reporting period, the academic staff has been constantly updating their qualification in the research and academic spheres. In 2013/2014 academic year, only two professors and three associate professors were involved in the study programme implementation, whereas in 2019/2020 study year these are five professors and five associate professors. Nine members of the academic staff hold the doctoral degree in psychology science (Dr. psych.), two hold the doctoral degree in pedagogy science (Dr. paed.), one holds the habilitated doctoral degree in pedagogy and habilitated doctoral degree in psychology (Dr. habil. paed, Dr. habil. psych). Five members of academic staff are Latvian Council of Science experts in the branch of psychology, four are LCS experts in pedagogy, and four are LCS in other branches of science. Hence, the academic staff involved in the study programme within the reporting period is tended towards professional growth and constant improving and developing of the quality of the study courses delivered.

DU professors of psychology A. Vorobjovs and A. Pipere make a significant contribution to the development of psychology science in Latvia – they have produced several monographs and teaching materials in psychology. Professor Irēna Kokina participated in the work group for the elaboration of Professional Standard of Psychologist of Latvia.

The qualification of the academic staff involved in the study programme implementation complies with reaching the outcomes of study programme as well as implementing DU aims and objectives. Academic staff members are professionals in their branch of science who have ascertained their competence in the research of the sphere and e-environment utilization in the study process as well as participate in international projects and have elaborated textbooks and learning materials.

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

Study programmes of the study direction conform to conferring the respective degree in

accordance with the regulations of the Cabinet of Ministers of the Republic of Latvia No. 49 (23.01.2018) "Regulations on Latvian branches and sub-branches of science" and No. 240 "Regulation on state academic education standard".

4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the 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 may be additionally specified (if applicable).

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).

4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.

The academic staff involved in the study programme actively participates in scientific research both on national and international level (see appendix). The academic staff members publish their works in scientific journals and paper collections recognized both in Latvia and in the world (the number of these publications exceed 300 entities for the reporting period). The scientific capacity of the academic staff members is attested by the publications indexed in *Web of Science* and *SCOPUS* databases, the number of supervised theses and research produced in recent 6 years. The results of the academic staff members' research are available to students of the bachelor study programme in study courses of elaboration of scientific work wherein students learn to analyze and critically assess recent scientific research ideas.

For instance, ideas of the article "Safety and security in the EU: Perception of Latvian residents" (*Journal of Security and Sustainability Issues* 5(3): 365-375. [http://dx.doi.org/10.9770/jssi.2016.5.3\(5\)](http://dx.doi.org/10.9770/jssi.2016.5.3(5))) by DU academic staff members published in 2016 on the quantitative methodology composition of research in psychology are discussed in the study course "Elaboration of a scientific work".

Academic staff members upload their publications in science portals "Researchgate" or „Academia" and include in the literature in study course descriptions for students to use them for their independent work.

4.6. 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 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).

At the end of each study year the work loads of the academic staff members for the next study year are planned at the departments taking into consideration the results of the assessment of respective study courses by students and self-analysis of the academic activity produced by the academic staff members estimating the compliance of the academic staff members with the improvement and teaching of the particular study courses. The academic workloads are approved in accordance with the procedure of the accounting of the work load of the academic staff at DU (see in appendix).

Several academic staff members are involved in the elaboration and implementation of each study course in the study programme who agree on the aims, objectives, outcomes, and content of the study course. Their cooperation enhances the quality of the study courses both at the stage of elaboration and implementation. In 2019/2020 academic year 34 academic staff members are involved in the bachelor study programme. At the moment of submitting the self-assessment report there are 49 students who study in the programme.

Annexes

| III. Description of the Study Programme - 1. Indicators Describing the Study Programme | | |
|--|---|--|
| Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table) | | |
| Statistics on the students over the reporting period | Studējošo skaits_ENG.xlsx | Statistika_studējošo skaits_Psihologija.xlsx |
| III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof | | |
| Compliance of the study programme with the State Education Standard | Compliance_bachelor.docx | Atbilstiba_bakalaura valsts izglītības standarts.docx |
| Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable) | | |
| Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable) | Compliance_ABSP_PMSP_ENG.doc | atbilstiba nozares normatīvajam regulējumam_ABSP_PMSP.docx |
| Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme | ABSP kartejums_mapping.doc | ABSP kartejums_mapping.doc |
| Curriculum of the study programme (for each type and form of the implementation of the study programme) | ENG_ABS_study plans.7z | ABSP Psihologija studiju plans pilns_nepilns laiks_LV.xlsx |
| Descriptions of the study courses/ modules | ABSP Psihologija kursa apraksti ENG.zip | ABSP Psihologija kursa apraksti LV.zip |
| Description of the Study Direction - Other mandatory attachments | | |
| Sample of the diploma to be issued for the acquisition of the study programme. | DIPLOMS_ENG_BAK.7z | DIPLOMS_LV_BAK.zip |
| Description of the Study Programme - Other mandatory attachments | | |
| Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued | LU_DU vienosanas ENG.doc | VIENOŠANĀS STARP DAUGAVPILS UNIVERSITĀTI UN LATVIJAS UNIVERSITĀTI.edoc |
| Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme | Guarantee_ENG.doc | Garantija_LV.JPG |
| Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language. | | |
| If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree. | | |
| If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education | Higher education law_ENG.doc | Apliecinājums_Augstskolu likums.JPG |
| Sample (or samples) of the study agreement | AGREEMENT_STUDIES_ENG.docx | LĪGUMS PAR STUDIJĀM DU.docx |
| If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education. | AIP atzinums_ENG.docx | Nr_04_DU_Psihologi 250 stud.edoc |

Psychology

| | |
|---|--|
| Title of the higher education institution | <i>Psychology</i> |
| ProcedureStudyProgram.Name | <i>Psychology</i> |
| Education classification code | <i>47313</i> |
| Type of the study programme | <i>Professional master study programme</i> |
| Name of the study programme director | <i>Aleksejs</i> |
| Surname of the study programme director | <i>Ruža</i> |
| E-mail of the study programme director | <i>aleksejs.ruza@du.lv</i> |
| Title of the study programme director | <i>Dr. psych.</i> |
| Phone of the study programme director | <i>65422180, 65422922</i> |
| Goal of the study programme | <i>Professional master's study programme "Psychology" is aimed at deepening students' theoretical knowledge integrating them on the practical acquisition level, developing professional skills and competences, preparing specialists for professional activity in education and school and counselling psychology.</i> |
| Tasks of the study programme | <ul style="list-style-type: none"> <i>• Providing professional psychologist studies based on theoretical base of the branch of science and corresponding with the profession standard, practice and the contemporary context of Latvia;</i> <i>• providing an opportunity of forming new or improving the existing skills and competences of psychologist's work and preparing students for creative, research, and practical work in the branch of psychology based on observing the principles of professional ethics and obligations;</i> <i>• facilitating the understanding of psychologist's professional ethic code and forming the competences of organizing the professional activity of psychologist;</i> <i>• facilitating independent self-expression and self-development motivation and execution;</i> <i>• offering an opportunity for students to acquire the qualification of psychologist that would enhance their competitiveness in changing socio-economic conditions.</i> |

| | |
|--|---|
| Results of the study programme | <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <i>1. Demonstrate in-depth knowledge and understanding of recent theoretical ideas in psychology and opportunities of their creative use in professional practice as well as act in related spheres;</i> <i>2. Understand, describe, and define principles of psychological activity, short-term and long-term goals, limitations, objectives, psychological problems, opportunities of applying methods and techniques of psychological counselling in counselling individuals and groups;</i> <i>3. Have a command and understand legal regulation of psychologist's activity, ethical norms and principles, freely orientate in the ethic code of psychologist.</i> <p><i>Skills</i></p> <ol style="list-style-type: none"> <i>4. Independently use psychology theories and methods in problem solving in psychologist's research and professional activity;</i> <i>5. Discuss complex and systemic aspects of the branch of psychology science and professional sphere with other specialists and representatives of related professions;</i> <i>6. Independently lead their competence improvement and specialization, take responsibility for the results of the staff group work and its analysis.</i> <p><i>Competences</i></p> <ol style="list-style-type: none"> <i>7. Can independently formulate and critically analyze complex scientific and professional problems, justify decisions, and in case of necessity produce additional analysis.</i> <i>8. Can integrate knowledge of spheres related to psychology in their professional activity, can contribute to the formation of new knowledge and methods of professional activity.</i> |
| Final examination upon the completion of the study programme | <i>Master's thesis</i> |

Study programme forms

Full time studies - 2 years - latvian

| | |
|---|--|
| Study type and form | <i>Full time studies</i> |
| Duration in full years | <i>2</i> |
| Duration in month | <i>0</i> |
| Language | <i>latvian</i> |
| Amount (CP) | <i>80</i> |
| Admission requirements (in English) | <i>- Bachelor's degree in Psychology; - konkursā piedalās ar gala/valsts pārbaudījumu vidējo atzīmi.</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | <i>Professional Master's degree in Psychology</i> |
| Qualification to be obtained (in english) | <i>Psychologist</i> |

Places of implementation

| Place name | City | Address |
|--------------------------|------------|---------------------------------------|
| University of Daugavpils | DAUGAVPILS | VIENĪBAS IELA 13, DAUGAVPILS, LV-5401 |

Full time studies - 1 years, 5 months - latvian

| | |
|---|--|
| Study type and form | <i>Full time studies</i> |
| Duration in full years | <i>1</i> |
| Duration in month | <i>5</i> |
| Language | <i>latvian</i> |
| Amount (CP) | <i>60</i> |
| Admission requirements (in English) | <i>- professional bachelor's degree in Psychology or 2nd level higher professional education in Psychology; - konkursā piedalās ar gala/valsts pārbaudījumu vidējo atzīmi.</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | <i>Professional Master's degree in Psychology</i> |
| Qualification to be obtained (in english) | <i>Psychologist</i> |

Places of implementation

| Place name | City | Address |
|--------------------------|------------|---------------------------------------|
| University of Daugavpils | DAUGAVPILS | VIENĪBAS IELA 13, DAUGAVPILS, LV-5401 |

Full time studies - 2 years - english

| | |
|---|---|
| Study type and form | <i>Full time studies</i> |
| Duration in full years | <i>2</i> |
| Duration in month | <i>0</i> |
| Language | <i>english</i> |
| Amount (CP) | <i>80</i> |
| Admission requirements (in English) | <i>- Bachelor's degree in Psychology; - participate in competition with the mean grade of final/state examinations; - if the study programme is envisaged for acquisition in English, certificate approving of the proficiency of English in internationally recognized examinations or other document approving of the proficiency of English must be submitted. If prior education was acquired in English, a document approving of the proficiency of English is not required.</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | <i>Professional Master's degree in Psychology</i> |
| Qualification to be obtained (in english) | <i>Psychologist</i> |

Places of implementation

| Place name | City | Address |
|--------------------------|------------|---------------------------------------|
| University of Daugavpils | DAUGAVPILS | VIENĪBAS IELA 13, DAUGAVPILS, LV-5401 |

Full time studies - 1 years, 5 months - english

| | |
|------------------------|--------------------------|
| Study type and form | <i>Full time studies</i> |
| Duration in full years | <i>1</i> |

| | |
|---|---|
| Duration in month | 5 |
| Language | english |
| Amount (CP) | 60 |
| Admission requirements (in English) | <i>- professional bachelor's degree in Psychology or 2nd level higher professional education in Psychology; - participate in competition with the mean grade of final/state examinations; - if the study programme is envisaged for acquisition in English, certificate approving of the proficiency of English in internationally recognized examinations or other document approving of the proficiency of English must be submitted. If prior education was acquired in English, a document approving of the proficiency of English is not required.</i> |
| Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english) | <i>Professional Master's degree in Psychology</i> |
| Qualification to be obtained (in english) | <i>Psychologist</i> |

Places of implementation

| Place name | City | Address |
|--------------------------|-------------|---------------------------------------|
| University of Daugavpils | DAUGAVPILS | VIENĪBAS IELA 13, DAUGAVPILS, LV-5401 |

III - DESCRIPTION OF THE STUDY PROGRAMME (1. Indicators Describing the Study Programme)

1.1. Description and analysis of changes in study programme parameters that have taken place since the issue of the previous accreditation certificate of study direction or the license of study programme if study programme is not included in the accreditation page of the study direction

On March 30, 2017, Law of Psychologists [1] was adopted (it came into force on January 1, 2018), which enhanced the integration of two DU master's study programmes (professional master's study programme "Educational Psychologist" and the academic master's study programme "Psychology") into a single professional master's study programme "Psychology" in compliance with the new Law of Psychologists and the requirements of the professional standard for psychologists [2]. On December 5, 2019 the study quality assurance commission took the decision to licence the newly developed PMSP "Psychology"

[1] <https://likumi.lv/doc.php?id=290115> [accessed on 07.12.2018]

[2] <https://visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-108.pdf> [accessed on 17.09.2019]

1.2. Analysis and assessment of the 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 in the different study forms, types, and languages.

From the academic year 2013/2014 till the academic year 2018/2019 the number of post-graduate students in master study program "Psychology" has been generally remained approximately at the similar level: from 36 in 2013/2014 to 46 in 2018/2019. Analysing the tendencies of student dropout, it can be noted that in every academic year 1 - 2 students interrupt their studies and do not return from academic leave. The student dropout in master study programs is considerably smaller than in bachelor study programs. It is mostly caused by financial reasons as for the reference period the economic situation in the region of East Latvia has been still at a quite low level. As a result, students are forced to start their professional career in other professions. Information on student number dynamics is available in the attachment.

1.3. Analysis and assessment of the interrelation between the name of the study programme, the degree or professional qualification to be acquired or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the admission requirements.

An opportunity to study in a two-year professional master study program after having obtained

three-year academic bachelor degree with a possibility to choose from one of the PMSP “Psychology” sub directions (“Educational and school psychology” or “Counselling psychology”) or in a one-and-a-half-year professional master study program after having obtained professional bachelor degree with a possibility to choose from one of the PMSP “Psychology” sub directions (“Educational and school psychology” or “Counselling psychology”) is an essential aspect in implementation of the study program as on the basis of the past experience in implementing master studies it can be noted that a big part of the undergraduates of Faculty of Social Sciences at DU after having obtained a bachelor degree started their further studies at other universities. PMSP “Psychology” study courses are designed in accordance with the Regulations of the Cabinet of Ministers of the Republic of Latvia, No. 512 (26 August 2014) “Regulations on the state standard of second level professional higher education” and Professional Standard (the meeting of 12 June 2019, protocol No.4).

III - DESCRIPTION OF THE STUDY PROGRAMME (2. The Content of Studies and Implementation Thereof)

2.1. Assessment of the relevance of the content of the study course/ module and the compliance with the needs of the relevant industry and labour market and with the trends in science. Provide information on how and whether the content of the study course/ module is updated in line with the development trends of the relevant industry, labour market, and science. In 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.

The main precondition in program development is employers’ demand to find an opportunity in the region of East Latvia to ensure high-level professional studies in psychology consistent with the European standards and Law of Psychologists in this way providing the region with competitive specialists in the field of psychology who could work for different state and local authorities. The program offers an opportunity to obtain deeper knowledge in the sphere of educational and school psychology or counselling psychology. For the analysis of study program content and logical succession of its implementation the layout of study program is designed (see Appendix).

The program content consists of study courses which ensure deeper understanding of the more recent achievements in the theory and practice related to the professional sphere (12 CP), research work, creative work, design activities and management consulting study courses (12 CP), and professional specialisation sub-program courses (in Counselling psychology (10 CP) or in Educational and School psychology (10 CP)).

During the course of studies, the Master Thesis is developed and then defended at the State examination commission meeting. Successful studies and the Master Thesis development and defence are necessary prerequisites for obtaining a master’s degree and qualification of “Psychologist.” For the analysis of study program content and logical succession of its implementation the layout of study program is designed (see Appendix 2).

Study programme of the study direction conform to conferring the respective degree in accordance with the regulations of the Cabinet of Ministers of the Republic of Latvia No. 49 (23.01.2018)

“Regulations on Latvian branches and sub-branches of science”.

The study program is developed in the framework of ESF project “To reduce fragmentation of study program and to strengthen sharing of resources at Daugavpils University,” No. 8.2.1.0/18/A/019 and it is being implemented in Latvian and English.

2.2. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators, the relation between the aims of the study course/ module and the aims and intended outcomes of the study programme. In 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.

Analyzing the information, outcomes to achieve, aims set and other indicators included in the study courses relatedness to the aims and outcomes of the study programme, mapping of the study programme courses was produced. Viewing the mapping results (see appendix), it may be concluded that the aims defined in the study courses comply with the study programme results and are harmonized with higher-level study programmes. The analysis of the content of study courses shows that the selected topics correspond with the outcomes defined – skills and attitudes, knowledge, and professional competences.

2.3. Assessment of the study implementation methods (including the evaluation methods) by providing the analysis of how the study implementation methods (including the evaluation methods) used in the study courses/ modules are selected, what they are, and how they contribute to the achievement of the learning outcomes of the study courses and the aims of the study programme. Provide an explanation of how the student-centred principles are taken into account in the implementation of the study process.

Mechanism of study program implementation is carried out in accordance with the principles of student-centred education, including students’ satisfaction with the acquired knowledge, skills, social contacts, students’ social status (social role) usage opportunities, respecting individual interests and needs of subjects of pedagogical process, the level of students’ self-realisation and self-identification, simultaneously ensuring successful achievement of learning outcomes.

To ensure a qualitative learning outcomes PMSP “Psychology” provides a continuous process of information exchange, study assessment and provision of feedback to academic staff and students. The study program provides objectivity in assessing knowledge and skills and analysis of the results in improving studying process. In the beginning of each course university lecturers and students discuss and specify the course requirements and assessment principles and criteria. University lecturers involve students in the procedure for the provision of feedback when, applying assessment system, they discuss and substantiate the results of students’ tests and independent work, their compliance with assessment criteria. The Faculty Council is provided with at least one representative from each study program implemented in the Faculty of Social Science. Students’ participation in the Faculty Council and study direction council ensures their interests and study program quality, its more successful organisation.

In the program different work forms and kinds of assessment are applied which are applicable to study course goals and which integrate the principles of student-centred education. In the process of implementing study courses students' self-evaluation and mutual evaluation based on jointly developed criteria are actively used, thus, motivating to improve one's knowledge and to involve more in acquiring study material. Assessment of students' knowledge and control of independent study work are regularly performed throughout the semester. Firstly, it provides feedback between a student and a university lecturer in a specific study course allowing teaching staff to assess the level of achievement in course sections already having been carried out and teaching quality. Secondly, it ensures a continuous study process instead of mere "preparation for exams". In study courses at the beginning of studying process before introducing a new topic or study subject a diagnostic assessment has been applied to regulate a further studying process. At the end of study courses and study program a summative evaluation has been applied to define the level of students' knowledge and skills.

The study program provides different forms of contact classes: lectures, practical classes, seminars, role-plays, discussions, practice classes, case studies and analysis, project design, individual and group work, analysis of audio-visual material, simulations, experienced professionals' open lectures, foreign guest specialists etc. In the framework of contact classes a considerable part is devoted to practical works aimed at integration of theoretical knowledge, research and practice. Much attention is paid to students' independent work and it is reflected in every study course description.

Lectures perform a function of study course introduction, consultation, consolidation and assessment. In the study program lectures comprise 20% - 40% from the whole amount of the course content. In the framework of these lectures, students are told theoretical questions illustrated by practical situations and normative acts. At their lectures, university lecturers employ MS PowerPoint presentations, computer technologies and other interactive tools. At the lectures, students answer questions that stimulates their motivation to involve in studying process more actively, develops their analytical, critical and creative thinking. University lecturers initiate an active students' involvement (reflexional insights, argumentative opinion), some time is also devoted to students' questions. During lectures visual information is usually used allowing students to grasp and remember the lecture content easier, they are offered handouts designed by teaching staff.

Practical classes are based on analysis and problem-solving of typical and close to real-life situations and events. In practical classes the development of students' professional skills is promoted, individual or group-work presentations, argumentations, situation modelling, and problem-solving are improved. Students' independent work with literature sources is essential analysing the material read in group-discussions and seminars on topical psychology issues. The exchange of information, ideas and experience will be promoted that is necessary for performing specific functions in the spheres of counselling or educational and school psychology. Depending on the type of class work and the task students have to do a university lecturer performs a role of consultant, expert or organiser. Practical classes are also conducted in computer rooms.

During the seminars and practical classes students have an opportunity both to develop their individual skills and knowledge and search for problem-solving ways cooperating in groups. Such study methods allow to involve in the process of study the whole audience, to consolidate a group, to create a cooperative atmosphere. In almost all study courses a versatile situation analysis is carried out as often for the problems encountered in practice there is no one correct solution variant.

The study process is based on students' individual work supplemented with various individual and group-work methods. An individual work comprises task performing in reading rooms or preparing

individual projects and practical works. The types of individual work are focused on students' needs, orientation of their interests in the framework of the study course requirements as well as on work with study course compulsory and further reading titles. Students' individual work in cooperation with a university lecturer is also performed in developing their independent work, preparing for seminars, working on scientific publications and presenting them at conferences.

PMSP "Psychology" students have regular aptitude tests. In their study course each university lecturer regularly tests students' knowledge, using the types of tests indicated in the course descriptions (tests, homework, reports, presentations, individual work, group work, etc.). The tests are designed to make sure that the topics are understood. Test work is organized in the form of tests, essays, assignments and control questions. The purpose of organizing tests is to control and promote the acquisition of knowledge. At the end of the study courses a differentiated test or examination is provided.

Master's Thesis. At the end of the studies each student elaborates a master's thesis. Students develop their master's thesis in accordance with DU requirements, choosing a theme of the master's thesis and using the methodological guidelines developed by the structural units for the final thesis. The master's thesis is submitted to plagiarism control and peer review and publicly defended, and the State Examination Commission is appointed to evaluate it. The evaluation of the master's thesis depends on the quality of the work, the student's report (ability to present the research in a scientific, concise and reasoned manner, formulate conclusions and indicate future research directions), answers to the commission questions and ability to discuss. At the final examination sitting the research work is evaluated by the scientific supervisor, reviewer and the State Examination Commission, which consists of the commission chairman and at least half of the commission consists of representatives of professional organizations or employers. The State Examination Commission evaluates the research work and decides on the award of professional qualification and professional master's degree.

2.4. If the study programme entails a traineeship, provide the analysis and assessment of the relation between the tasks of the traineeship included in the study programme and the learning outcomes of the study programme. Specify how the higher education institution/ college supports the students within the study programme regarding the fulfilment of the tasks set for students during the traineeship.

The professional qualification practice of PMSP "Psychology" is implemented in accordance with the practice regulations. For students with a bachelor's degree in psychology the professional qualification practice is planned for 26 CP (duration of studies - 2 years), but for those with a professional bachelor's degree in psychology - 6 CP (duration of studies - 1.5 years).

Placement goal is facilitating the improvement of student's (trainee's) professional competence of psychologist by providing an opportunity of systematizing, integrating, and applying knowledge, skills, and competences acquired in the study programme in practice with diverse clients in compliance with the selected professional specialization.

Placement objectives:

- Analysing the specificity of psychologist's practice in organization/establishment and building cooperation network with representatives of related professions;
- Learning and practising in counselling clients of various age, education, culture and social

status under the supervision of a certified psychologist;

- Developing and improving in one's practice competences of the psychological assessment of client's personality;
- Reflecting on one's personal and professional growth and preparing for independent professional practice of a psychologist.

For PMSP "Psychology" students practice is implemented in accordance with the regulations of practice for the Professional Master's study programme "Psychology" (see Appendix). Before the placement, a tripartite fixed-term agreement is signed between DU, the placement location, and student.

Each student is assigned a DU supervisor and a certified psychologist by the employer to support students at the inclusion phase of the practice and provide professional support during the practice. The professional practice ensures the development of the student's knowledge, skills and competences in accordance with the goals of the study programme and the real needs of the work environment.

During the professional practice the students perform the following tasks under the supervision of the practice supervisor:

- Familiarize themselves with the internal rules of the practice place and observe these rules;
- Observe the ethical code for professional psychologists and the legal aspects of professional practice;
- Gain professional psychologist experience in work with clients of different gender, age, educational level, social status and ethnicity;
- Gain experience in conducting psychological research and preparing opinion on psychological research (evaluation);
- Upon request, provide an opinion;
- Get involved into collaboration with professionals from other disciplines in a specific professional case (teachers, social educators, medical staff, law enforcement organizations);
- Prepare a collaboration report - a document that describes the psychologist's collaboration with the client, the actions taken, and the conclusions drawn.

The student prepares a practice report in accordance with the regulations of practice. The practice report is reviewed and evaluated by the practice supervisor appointed by the DU Programme Director. The following evaluations influence the overall assessment of the practice: evaluation from the practice supervisor, assessment of the practice report, defence of the practice report.

In the sub-programme of counselling psychology, foreign students are provided with practical placement in various organizations specializing in working with clients that do not speak Latvian (e.g. Latgale family psychological aid and rehabilitation centre "Sophia").

Students of the subprogramme of education and school psychology undergo practical placement in schools with advanced learning of English (e.g. Daugavpils Secondary School no. 9).

Besides, irrespective of the nationality, students of both subprogrammes may undergo their practical placement in English within project ERASMUS+.

2.5. 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 evaluations of the final theses.

In the time period from 2013 to 2019, in the PMSP “Psychology” 57 master theses have been defended. 41 master's theses have been defended in the professional master's study programme “Educational Psychologist”. The elaboration of the master thesis proceeds according to DU methodological instructions for elaborating a research work (https://du.lv/wp-content/uploads/2019/04/Meth.instr.__PSYCHOLOGY.pdf).

Analysing the themes of the defended master's thesis in the academic master's programme in psychology it can be established that the students' research interests are closely related to the sub-branch of social psychology, mainly to interpersonal relations processes (17 defended works), intraindividual processes (14 defended works), group relations processes (14 defended works), social cognitive processes (12 defended works).

Analysing the themes of the defended works in professional master's study programme “Educational Psychologist” it can be stated that students' research interests are related to applied aspects of education and school psychology. Predominantly research is focused on learning problems for pre-school, elementary and secondary school students - 10 papers defended; research on students' personality motivation, psychological well-being of future profession and on identity - 15 defended works; study of relationships between learners and adults, the origin of violence among learners and its prevention - 7 defended works; research on the personality of a teacher and its impact on the pedagogical process - 9 defended works.

It can be concluded that students work with socially relevant and practically important themes, which help future specialists to develop their professional competence, understand the psychological regularities of relationship formation in educational environment, develop a product necessary for professional activity, as well as study some specific topical issues in pedagogical psychology relevant to life in modern Latvia and in the region.

2.6. Analysis and assessment of the outcomes of the surveys conducted among the students, graduates, and employers, and the use of these outcomes for the improvement of the content and quality of studies by providing the respective examples.

In order to improve the master's study programme, a student, graduate and employer survey is conducted at the end of each academic year, which helps to monitor the quality of the study process. Analysing the survey results for the reference period, it can be stated that students are generally satisfied with the study programme content, the study programme structure, the quality of teaching, the content and presentation of the study course, guest lecturers' work and cooperation with supervisor. The coverage of methodological and necessary literature is considered to be sufficient. Students participate and plan to participate in ERASMUS+ mobility.

The results of the program graduate survey show that the offered professional master study programme meets the current requirements of the labour market; the programme is in line with the sustainable development objective of educational institution development; programme acquisition assists an employee in personal development; the content of the offered study program can also ensure competitiveness of a graduate as a specialist on the international labour market; the programme provides a sufficient professional orientation in professional qualification; graduates would definitely recommend other bachelor students of psychology programmes to study in this programme.

When meeting with employers in the towns and counties of Eastern Latvia, it has been found that there is a shortage of highly qualified psychologists in the region. Employers have also repeatedly asked for specialists in psychology, especially for work on different types of projects. When interviewing potential employers about the main application requirements for a psychologist's position, the majority expressed the need for specialists capable of conducting psychological testing autonomously, as well as being able to provide psychological aid within individual or group psychologist counselling to different client groups. In the field of education and school psychology, particular attention should be paid to work with learners who have learning difficulties or disabilities and to preparing psychological assessment. Recommendations of employers were taken into consideration in the process of developing the new professional study programme, involving some employers in improvement of study courses and critical evaluation of their content.

M.Kaprāns, un I.Austers. (2017). Latvijas sabiedrības, tautsaimniecības un zinātnes attīstībai aktuālie jautājumi, to nākotnes attīstības tendences un iespējas: Analītisks ziņojums (lpp. 19-20).

https://www.izm.gov.lv/images/zinatne/Latvijas_sabiedribas_tautsaimniecibas_un_zinatnes_attistibai_aktualie_jautajumi_to_nakotnes_attistibas_tendences_un_iespejas.pdf

2.7. Provide the assessment of the options of the incoming and outgoing mobility of the students, the dynamics of the number of the used opportunities, and the recognition of the study courses acquired during the mobility.

Analysing the dynamics of incoming and outgoing mobility of DU master students of psychology, it can be concluded that since the previous accreditation period outgoing mobility within this program has increased (from 2013 to 2019, five students of master's study program participated in ERASMUS+ exchange programme). Within ERASMUS+ study mobility programme students go to Vytautas Magnus University (Lithuania) and St. Cyril and St. Methodius University (Bulgaria). Within ERASMUS+ Internship mobility program students choose Zarasai Social Care Centre (Lithuania); the recent graduate internship program was held by the Tuscan Association for Research and Studies "ARTES" (Italy). The students of the programme are well informed about the possibilities of mobility. The director of the programme in cooperation with the course lecturers ensures maximum opportunities to integrate the courses acquired in foreign higher education institutions into the study programmes implemented in the study direction through the recognition of the courses after returning from studying abroad. Two master students from Kazakhstan (Al-Farabi Kazakh National University) participated in the incoming Mobility Program in April 2018.

III - DESCRIPTION OF THE STUDY PROGRAMME (3. Resources and Provision of the Study Programme)

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. Whilst carrying out the assessment, it is possible to refer to the

information provided for in the criteria set forth in Part II, Chapter 3, sub-paragraphs 3.1 to 3.3.

Study programme resources and provision (see the information provided in chapter 3 criteria 31.-3.3.) fully comply with the study programme implementation conditions and with reaching the outcomes of studies. Students have at their disposal premises for studies, material and technical base, instruments and equipment (for preparing, combining, integrating, visualizing, and disseminating study and research materials), information networks (Internet, DU net, Moodle), databases (library network, DU research centre databases, free access to databases), materials (research materials, scientific publications, including publications in *Web of Science* and *Scopus*, archives), services (administrative, financial, IT and network support services, access to official statistical data), computerized applications and software (*Standart Office*, *SPSS*, *GIS*, data visualization online tools and software, online media) that are needed for the acquisition of all the study courses in the study programme; these as well as an opportunity of research work of various stages ensure a flexible and student oriented environment. For the programme implementation, the necessary technical equipment is provided (computers with licensed software, projectors, interactive boards, etc.), various teaching methods are practised (teamwork, role plays, simulations, seminars, discussions, etc.).

3.2. Assessment of the study provision and scientific support, including the resources provided within the cooperation with other science institutes and institutions of higher education (applicable to the doctoral study programmes).

III - DESCRIPTION OF THE STUDY PROGRAMME (4. Teaching Staff)

4.1. 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 qualification of the academic staff involved in the implementation of the PMSP "Psychology" programme corresponds to the requirements of the Law on Institutions of Higher Education regarding the implementation of study programs at a university-type institution. Eight lecturers have a doctoral degree in psychology (Dr. psych.), two lecturers have a doctoral degree in pedagogy (Dr. paed.), one lecturer has a habilitated doctoral degree in pedagogy and habilitated doctoral degree in psychology (Dr. habil. paed, Dr. habil. psych), one lecturer has a doctoral degree in philology (Dr. philol.), one lecturer has an academic master's degree of education sciences in pedagogy (Mag. paed.), one lecturer has a master's degree of social sciences in psychology (Mag. psych.). Five professors, two associate professors, six senior lecturers, two lecturers and one researcher work for the implementation of the study programme. Five lecturers are Latvian Council of Science experts in psychology and four are Latvian Council of Science experts in pedagogy, as

well as there are two Latvian Council of Science experts in other fields of science. In the implementation of the professional master's study program certified psychologists in the field of education and school psychology and counselling psychology are involved. The main criteria for the selection of the study programme lecturers are the following: academic experience - at least 5 years, publications in the relevant field, research carried out in the field of psychology, participation in projects. Requirements for specialists and employers of the field: at least three-year experience in speciality, in private or public institutions related to the provision of psychological aid services (see CV in Appendix).

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

The academic staff members involved in the study programme meet the requirements of the Law on Institutions of Higher Education and Regulations of the Cabinet of Ministers of the Republic of Latvia, No. 481 "Regulations on the state standard of second level professional higher education". In the Section 39 of the Law on Institutions of Higher Education the requirement posed "Lecturers and assistants who do not have a scientific and academic degree need a five-year practical work experience corresponding to the subject to be taught" is observed as the staff members involved in PMSP "Psychology" have at least 5- year work experience in the relevant field. The qualification of the academic staff members involved in the implementation of the study programme is relevant to the obtaining of the study program outcomes, as well as reaching DU goals and tasks.

The academic staff members and the representatives of the employers involved in the implementation of the programme are highly qualified and will be able to provide PMSP "Psychology" students with the necessary knowledge, skills and competences to successfully complete the programme and obtain professional master's degree in psychology and professional qualification in psychology ensuring relevant knowledge in the field of education and school or counselling psychology.

4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of the 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 may be additionally specified (if applicable).

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).

4.5. Provide examples of the involvement of the academic staff in the scientific research and/or artistic creation activities both at national and at international level (in the fields related to the content of the study programme), as well as the use of the obtained information in the study process.

The academic staff members involved in the study programme actively participate in scientific work both at national and international level (see Appendix for a list of publications, patents, creative works of the academic staff members for the reference period). The academic staff members involved in the programme publish their works both in nationally and internationally recognised scientific journals and collections (more than 300 sources during the reference period). The scientific capacity of the academic staff members is confirmed by the number of publications indexed in the Web of Science and SCOPUS databases, the number of theses conducted, and research carried out during the last 6 years. The lecturers' research work results are available to the students of the bachelor study programme in the study courses related to elaboration of scientific work, in which students learn to analyse and critically evaluate the more recent research findings. For example, an article published by DU lecturers in 2019 "The process of integration of the returnee immigrants' children in the home country: Expectations and reality". Proceedings of the ICERI 2018 Conference (pp. 1103-1108) on 12-14 November 2018, (Seville, Spain) findings on the peculiarities of adaptation of immigrant families in Latvia are considered in the study course "Social Adaptation of Diaspora Families". The collective monograph "Zinātniskā rakstīšana un pētījumu rezultātu izplatīšana" ("Scientific Writing and the Dissemination of Research Outcomes") published by professor A. Pipere's in 2019 is used in the study courses "Methodology of Psychological Research" and "Elaboration of Scientific Work".

The lecturers upload their publications to the research portals "Researchgate" or "Academia" and include in the reading lists of the study course descriptions for students to use for their independent work.

4.6. 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 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).

At the end of each study year the work loads of the academic staff members for the next study year are planned at the departments taking into consideration the results of the assessment of respective study courses by students and self-analysis of the academic activity produced by the

academic staff members estimating the compliance of the academic staff members with the improvement and teaching of the particular study courses. The academic workloads are approved in accordance with the procedure of the accounting of the work load of the academic staff at DU.

Several academic staff members are involved in the elaboration and implementation of each study course. Their cooperation enhances the quality of the study courses both at the stage of elaboration and implementation. In 2019/2020 academic year 15 academic staff members are involved in the professional master study programme. At the moment of submitting the self-assessment report there are 46 students who study in the programme.

Annexes

| III. Description of the Study Programme - 1. Indicators Describing the Study Programme | | |
|--|--|--|
| Compliance of the joint study programme with the provisions of the Law on Institutions of Higher Education (table) | | |
| Statistics on the students over the reporting period | Studējošo skaits_ENG.xlsx | Statistika_studējošo skaits_Psiholoģija.xlsx |
| III. Description of the Study Programme - 2. The Content of Studies and Implementation Thereof | | |
| Compliance of the study programme with the State Education Standard | Standart_PMSP_ENG.docx | PMSP_standarts.docx |
| Compliance of the qualification to be acquired upon completion of the study programme with the professional standard (if applicable) | Professional standard_ENG.xlsx | Profesijas standarts_LV.xlsx |
| Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable) | Compliance_ABSP_PMSP_ENG.doc | atbilstiba_nozares_normativajam_regulejumam_ABSP_PMSP.docx |
| Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme | Outcomes_PMSP Psychology.doc | Studiju kursu kartejums_PMSP.doc |
| Curriculum of the study programme (for each type and form of the implementation of the study programme) | PMSP_Psychology_plan_ENG.xls | PMSP Psiholoģija studiju plāns LV.xls |
| Descriptions of the study courses/ modules | ENG_Psychology PMSP_course descriptions.docx | LV_studiju kursu apraksti.zip |
| Description of the Study Direction - Other mandatory attachments | | |
| Sample of the diploma to be issued for the acquisition of the study programme. | PMSP_ENG.zip | PMSP_LV.zip |
| Description of the Study Programme - Other mandatory attachments | | |
| Document confirming that the higher education institution/ college will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued | LU_DU_vienosanas_ENG.doc | VIENOŠANĀS STARP DAUGAVPILS UNIVERSITĀTI UN LATVIJAS UNIVERSITĀTI.edoc |
| Document confirming that the higher education institution/ college guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or failure to act) and the student does not wish to continue the studies in another study programme | Guarantee_ENG.doc | Garantija_LV.JPG |
| Confirmation of the higher education institution/ college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language according to European language levels (see the levels under www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language. | Academic staff_ENG.xlsx | psihologijas_virziena_docetaji.pdf |
| If the study programmes in the study direction subject to the assessment are doctoral study programmes, a confirmation that at least five teaching staff members with doctoral degree are among the academic staff of a doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field or sub-field of science, in which the study programme has intended to award a scientific degree. | | |
| If academic study programmes are implemented within the study direction, a document confirming that the academic staff of the academic study programme complies with the provisions set out in Section 55, Paragraph one, Clause three of the Law on Institutions of Higher Education | | |
| Sample (or samples) of the study agreement | AGREEMENT_STUDIES_ENG.docx | LĪGUMS PAR STUDIJĀM DU.docx |
| If academic study programmes for less than 250 full-time students are implemented within the study direction, the opinion of the Council for Higher Education shall be attached in compliance with Section 55, Paragraph two of the Law on Institutions of Higher Education. | | |