

APPLICATION

Study field "Sport" for assessment

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

Study field "Sport"

University of Latvia

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1. Information on the Higher Education Institution/College

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

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

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

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

Values:

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

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

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

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

To implement structural changes at the UL and promote interdisciplinarity, on November 16th, 2023, the UL Council supported the Rector's Consolidation proposal for a five-faculty model, which includes 29 UL academic institutions. The new five-faculty model will consist of UL's Faculty of Medicine, Natural Sciences, Mathematics and Computing; Faculty of Economics and Social Sciences; Faculty of Humanities; Faculty of Educational Sciences and Psychology; and the Faculty of Law. **The Faculty of Medicine, Natural Sciences, Mathematics and Computing** will include the Faculty of Biology, Faculty of Computing, Faculty of Geography and Earth Sciences, Faculty of Physics, Mathematics and Optometry, Faculty of Chemistry, Faculty of Medicine, Institute of Geodesy and Geo-Information, Institute of Chemical Physics, Institute of Astronomy, Institute of Microbiology and Biotechnology, Institute of Atomic Physics and Spectroscopy, Institute of Materials Mechanics, Institute of Biology, Institute of Physics, Centre for Transdisciplinary Educational Innovation, and the Centre for Research of Natural Resources. **The Faculty of Economics and Social Sciences** will include the Faculty of Business, Management and Economics, Faculty of Social Sciences, and the Academic Centre for European and Societal Development Studies. **The Faculty of Humanities** will comprise the Faculty of Humanities, Faculty of History and Philosophy, Faculty of Theology, Institute of Philosophy and Sociology, Institute of Latvian History, Institute of Latvian Language, International Institute of Indian Studies, and the Institute of Livonian. **The Faculty of Education Sciences and Psychology** has been renamed from the previous Faculty of Pedagogy, Psychology and Art, while the Faculty of Law will maintain its current identity, continuing to prepare industry professionals and ensuring its sustainability. The decision will take effect from January 2nd, 2024, with changes being implemented gradually. To ensure the continuity of the university's operations, a transition period has been planned until September 1st, 2024.

Over 30 meetings and discussions have taken place in the development and formation of the new university structure model, during which opinions of various groups interested in the university's development—including faculty and institute employees, students, alumni representatives, UL seniors, UL Council, Advisory Conventions, and Expert Councils—were discussed. By carrying out internal consolidation and following the good practices of Northern European universities, the University of Latvia is improving its organisational structure to boost its competitiveness, promote staff development, and provide comprehensive management of education and science. By creating a modern and effective governance-based structure, UL strives for higher quality in education and excellence in science, promoting a multidisciplinary and team-based approach. Our goal is to create conditions for everyone to effectively realise their potential for growth, forming adaptive plans, using a diverse range of research offerings, and choosing paths in academic or professional careers. With this decision on the consolidated faculties model, significant and ambitious changes are underway to focus efforts on achieving excellence in both research and education quality.

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

Riga and regional branches in Aluksne, Bauska, Cesis, Jekabpils, Kuldiga, Madona, and Tukums.

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

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

Table 1.1.1

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

No	Study fields	Number of study programmes	Accreditation period
1.	Architecture and Construction	1	08.06.2022-09.06.2028.
2.	Wildlife Sciences	4	19.12.2023-20.12.2029.
3.	Economics	8	08.09.2021-09.09.2027.
4.	Physics, Materials Science, Mathematics and Statistics	6	04.10.2023-05.10.2029
5.	Geography and Earth Sciences	5	01.03.2023-02.03.2029.
6.	Information Technology, Computer Hardware, Electronics, Telecommunications, Computer Management, and Computer Science	4	23.08.2023-24.08.2029.
7.	Internal Security and Civil Protection	4	05.06.2013-31.12.2024.
8.	Information and Communication Sciences	4	17.05.2023-18.05.2029
9.	Education, Pedagogy and Sports	9	12.06.2013-31.12.2024.
10.	Chemistry, Chemical Technologies and Biotechnology	2	25.10.2023-26.10.2029
11.	Arts	1	24.11.2021-25.11.2027.
12.	Psychology	3	21.06.2019-21.06.2025.
13.	Sociology, Political Science and Anthropology	8	17.11.2023-16.11.2029.
14.	Social Welfare	2	14.09.2022-13.09.2028

No	Study fields	Number of study programmes	Accreditation period
15.	Religion and Theology	3	13.09.2023-14.09.2029
16.	Law	4 (+2*)	21.06.2019-21.06.2025.
17.	Translation	1	14.05.2013-31.12.2024.
18.	Management, Administration and Management of Real Property	8	29.09.2021-30.09.2027.
19.	Language and Culture Studies, Mother Tongue Studies, and Language Programmes	10	06.12.2023-07.12.2029.
20.	Health Care	14	01.02.2023 -02.02.2029
21.	History and Philosophy	6	13.09.2023-14.09.2029
22.	Environmental Protection	3	05.06.2013-31.12.2024.

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

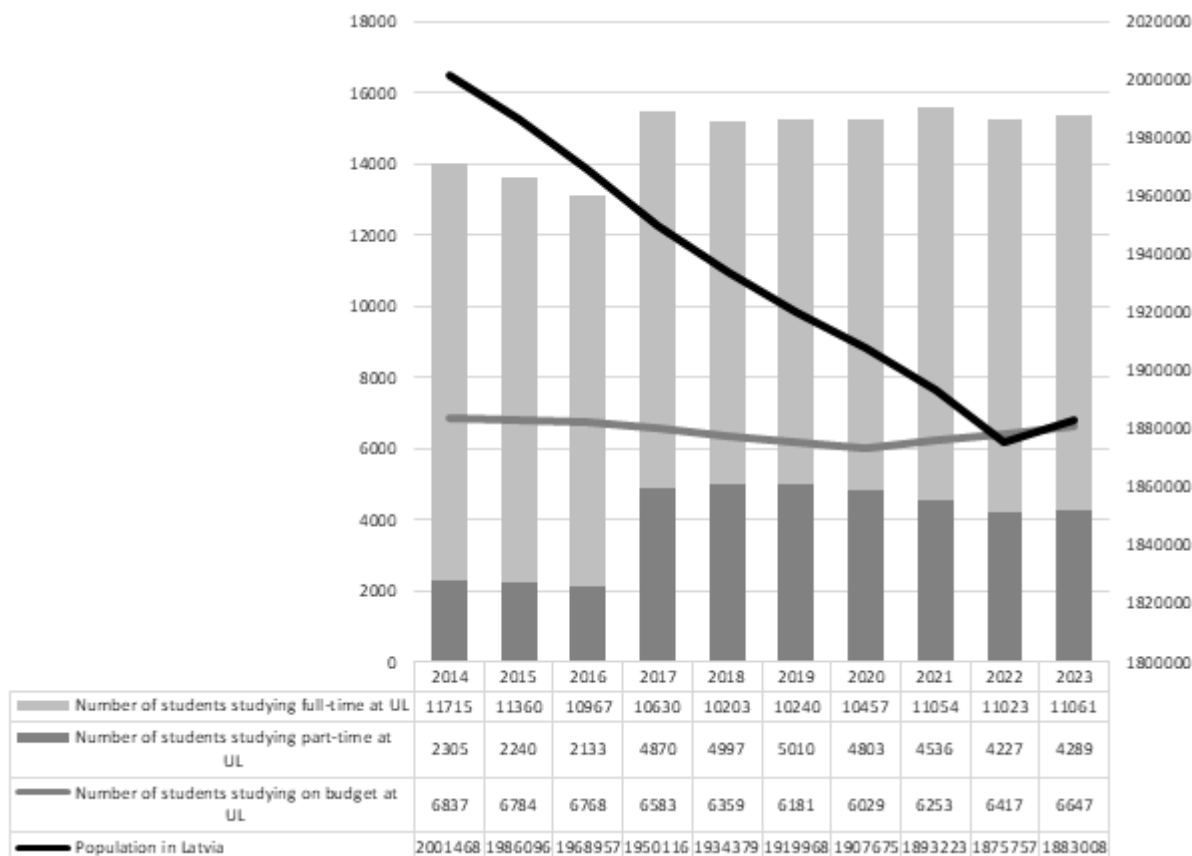
UL's study programs in specific fields of study are also available in seven UL branches across Latvia. For the 2023/2024 academic year, a total of 5 different study programs are offered in 2 fields of study in the branches, ranging from short-cycle professional higher education programs to professional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

Table 1.1.2

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

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

As of October 1, 2023, 15,350 students are studying at UL, with 43% financed by state budget funds. About 10% of students are studying in UL branches. Each year, more than five thousand new students enrol. See figure 1.1.1 for student enrolment trends over the last ten years.



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

Fig. 1.1.1. Number of students at the UL compared to the population of Latvia, 2014-2022

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

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

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

oriented UL organisational culture. See table 1.1.3 for UL's current strategic directions and goals.

Table 1.1.3

The UL Strategic Goals Map, 2021-2027

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

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

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

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

Table 1.2.1

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

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

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

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

The governance structure of the UL: [LV](#), [ENG](#)

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

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

The quality management system of the UL is implemented in accordance with the principles of the *Total Quality Management* (TQM), integrating the approach of excellence into the corporate culture of the UL. For the implementation of total quality management, the UL uses an internationally recognised and applicable quality management methodology – the *European Foundation of Quality Management* (EFQM) excellence model. In the core activities the quality management system is deepened by developing internal quality assurance systems integrated into the quality management system, which are based on current sectoral standards and frameworks.

The internationally recognised *Results–Approach–Deployment–Assessment–and–Refine* (RADAR) methodology is used to ensure the cycle and continuity of quality management at the UL; the *Plan–Do–Check–Act* (PDCA) approach is used in quality assurance systems.

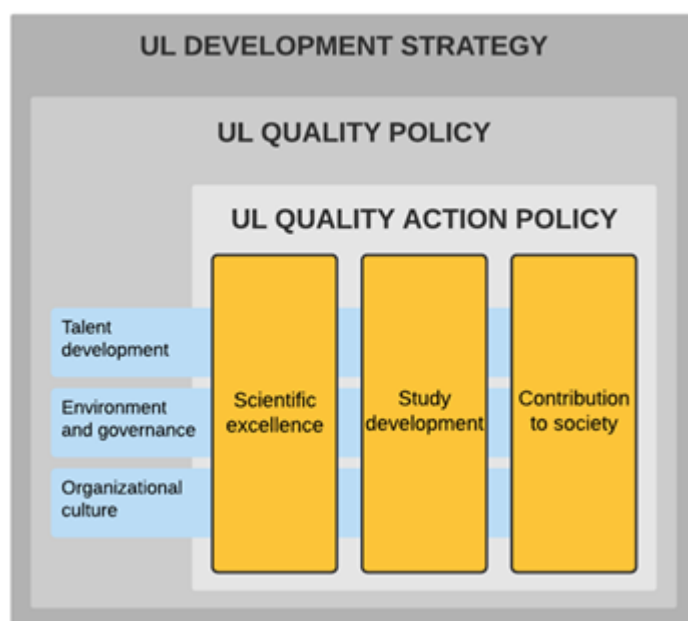


Fig. 1.3.1. *Hierarchy of the Quality Policy and Action Policies at the UL*

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

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

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

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

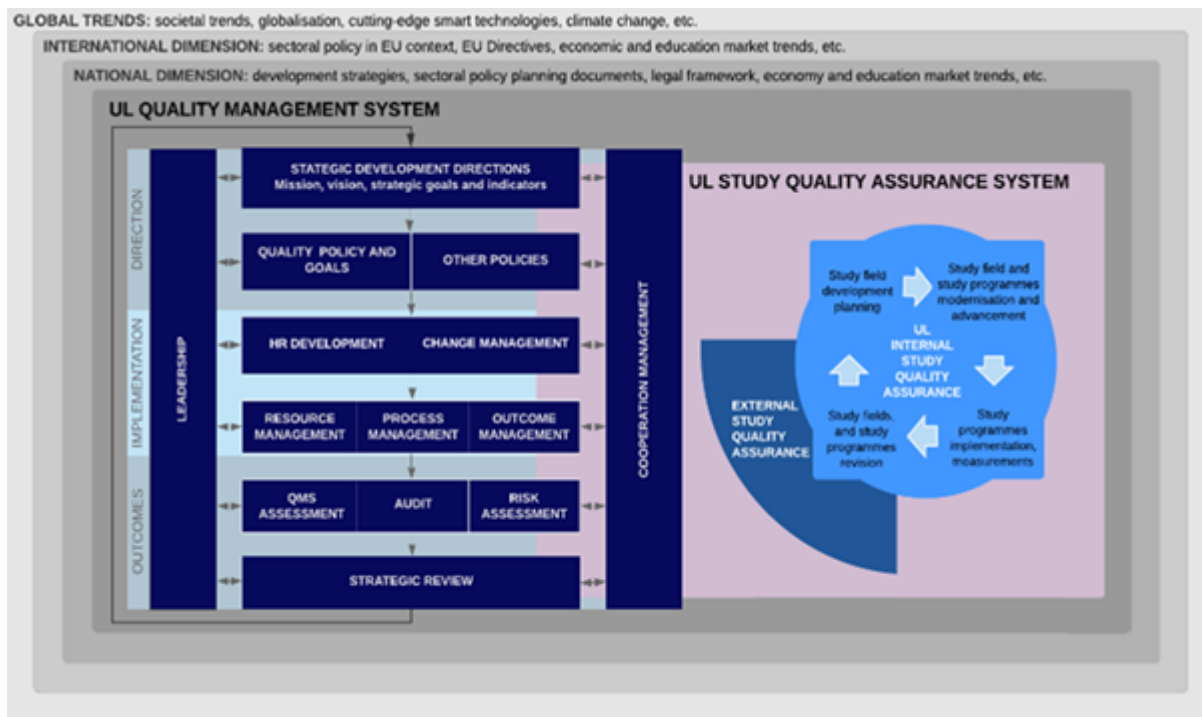


Fig. 1.3.2. The UL Quality Management System and Principles of the Study Quality Assurance System of the UL

To ensure the quality of higher education, the UL implements the Quality Assurance System for Studies, which includes procedures for planning, ensuring, measuring, and evaluating the quality of higher education in accordance with the requirements of legislation of Latvia, *the European Standards and Guidelines (ESG) for quality assurance in the European Higher Education Area (EHA)*, as well as for internal needs. In the UL planning for the development of the study field and improvement of the study programmes for a period of 6 years is ensured. The procedure for the implementation of study programmes is established in the internal legal acts of the UL, including regulation of the development of new study programmes, admission requirements, matriculation and registration for studies, development, implementation and review of study courses and modules, planning, implementation and assessment of study internship, organisation of assessments and final examinations, and rotation, the principles of academic integrity and their observance, exmatriculation, awarding of diplomas and certificates, the recognition of knowledge, skills, competence acquired through non-formal and extra-curricular education or in professional experience, recognition of learning outcomes achieved in the previous education, and referencing of academic activity, the procedure for conducting surveys, submission of student proposals and complaints, contestation of administrative decisions, doctorate promotion process, etc. UL ensures that the measurements and data necessary for quality assessment and improvement are collected and used for both immediate corrective action and regular evaluation and planning of further improvement. The 6-year study field development plan is monitored annually, the measurements are analysed, and the SWOT is discussed, if necessary, by introducing changes to the operational study programme implementation plans, to the study field plan or, when assessing the overall development of study fields within the framework of the UL Strategic Control, by making amendments to the UL Strategic Action Plans. For more information on quality assurance of studies, see Chapter 3.1 of *the UL Quality Management Handbook*. For the breakdown of responsibilities for quality management and assurance, see Section 2.5 of *the UL Quality Management Handbook*.

The UL quality assurance system is based on the participation of key stakeholders in the quality assessment and improvement of the UL activities. Stakeholders of the UL are natural or legal persons, domestic and international, who use the services of the UL or whose socio-economic

situation is affected by the activities of the UL. The key stakeholders are defined in Article 12 of the *UL Quality Policy*. For the description and examples of the roles of key stakeholders in quality management, see Section 3.2, subsection 1.2 (Table 3.6) of the *UL Quality Management Handbook*.

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	<p>The UL has formulated the Quality Policy, which is detailed in the Quality Action Policy in line with its strategic core activities.</p> <p>For quality assurance of higher education, the UL Studies Quality Assurance System (in compliance with ESG) has been implemented and integrated into the UL Quality Management System (in compliance with EFQM). For more information, see Part I, Section 1.3 of this document and Section 3.1 of the UL Quality Management Handbook (The Quality Management Handbook is available in the section Other annexes)</p> <p>The establishment, maintenance, and improvement of the UL quality management system are performed by the management and heads of core structural units (deans of faculties) and their delegated employees. The Academic Department is responsible for the establishment, implementation, and improvement of the study quality assurance system, in close cooperation with the heads of study fields and directors of study programmes. Two collegiate committees have been established for quality assessment with the participation of the UL stakeholders: The Quality Advisory Committee and the Study Programme Quality Assessment Committee. For more information, see Section 2.5 of the UL Quality Management Handbook.</p>
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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.	<p>The development and internal approval of study programmes are stipulated in the Regulations of the University of Latvia on Study Programmes and Continuing Education Programmes (the UL Senate Decision No 102 of 24.04.2017). For more information, see part II, subsection 2.2.2. of this report, as well as subsection II of Section 3.1 the UL Quality Management Handbook</p> <p>Periodic quality review of study programmes is stipulated in the Procedure for Preparation of Annual Reports on UL Study Fields (the UL Order No 1/290 of 14.07.2020). For more information, see part II, subsection 2.2.2. of this report, Section 3.1, subsections IX, and X of the UL Quality Management Handbook.</p>
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.	<p>Information related to learning outcomes, including assessment, is contained in study course descriptions, the preparation and updating of which, as well as the rules for their publication, are stipulated in the Procedure for the Development and Actualisation of Study Courses at the University of Latvia (the UL Order No 1/277 of 10.08.2018).</p> <p>Process and assessment of entrance examinations and final examinations, as well as the assessment and recognition of learning outcomes achieved in previous education or professional experience, are regulated by the relevant regulations of the UL. For more information, see part II, subsections 2.1.4. and 2.1.5. of this report.</p> <p>The desired ethical and fair conduct and justice are ensured at the UL by internally regulating issues related to the academic freedom and academic integrity, electing, and ensuring the Academic Arbitration Court, and ensuring the operation of the Academic Ethics Committee, as well as regulating the principles of protection of intellectual property rights. For more information, see part II, subsection 2.1.6. of this report, and the Quality Management Handbook, Section 3.2, subsection 2.1.</p>

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

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

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

Today, Sports science encompasses knowledge from several disciplines and focuses mainly on the principles related to human exercise and its management. The study programmes "Sport, Technology and Public Health" and "Sports Coach" are relevant to the study field "Sports", as the programmes are structurally and substantively designed with a primary focus on Sports science, and subordinated to course blocks from other related disciplines, including sport pedagogy, educational management, health and medicine. Sport science integrates research and knowledge based on research on how the healthy human body works during exercise, how sport and physical activity contribute to human and societal health, in its physical, mental and social aspects.

The aim and objectives of the study field "Sport" are justified in accordance with the scope of activities of the University of Latvia, strategic development directions, development needs and development tendencies of the society and economy, determined by the Strategy of the University of Latvia 2021 - 2027 (Decision No. 2-3/90 approved at the meeting of the Senate of the University of Latvia on 28 June 2021).

The policy initiatives planned under the Education Goals are to be implemented with a focus on key changes in higher education: strengthening the quality of academic staff and ensuring sustainable academic careers; promoting excellence in higher education; and changing the governance model of higher education institutions. The Strategy of the University of Latvia sets strategic goals that

emphasize a unique study offer and high competitiveness of graduates, a development- and excellence-oriented personnel policy and an inclusive, collaborative and innovation-oriented culture, and defines the areas of activity of the University of Latvia in accordance with the Satversme of the University of Latvia.

The aim of the study field "Sport" is to provide excellence-oriented and interdisciplinary studies, research and professional competence in the field of sport.

To achieve this goal, in accordance with the strategy of the University of Latvia 2021 - 2027, the following objectives for the study field have been set:

- to ensure excellence in research and to improve the quality of scientific work;
- to foster an inclusive student-centred learning process;
- to foster the professional development of the academic staff, including in an international environment, and to promote students' academic achievements in interdisciplinary research;
- to maintain an independent link with society and alumni;
- promote student mobility and support talent development in a student-centred approach;
- to ensure sustainable management of the learning environment, to highlight the integration of green thinking in the learning process;
- to develop an inclusive and ethical academic environment.

Study programmes "Sport, Technology and Public Health" (LRE code: 43813) and "Sports Coach" (LRE code: 41813) were licensed in April 2019 and are included in the 2013 accredited study field "Education, Pedagogy and Sport", which is currently divided into two study fields- "Education and Pedagogy" and "Sport".

According to the decision of the Ministry of Education and Science (MES) Advisory Council for the New Development of Teacher Education) in 2018, in order to reduce fragmentation of study programmes and strengthen resource sharing, a number of study programmes (22 in total), including "Sport and Health Education Teacher", were gradually closed at the University of Latvia. Modernized study programmes were developed, licensed and accredited in the appropriate procedure, ensuring continuity and quality of the study process. On September 27, 2022, the Cabinet of Ministers *Regulations on Latvian Science Sector Groups, Science Fields and Sub-fields* were issued, which specified the affiliation of the health and sport sciences sector to the Medical and Health Science Group. The new group includes sub-fields such as Public Health, Sport Pedagogy, Sport Theory and History and other sub-fields of health and sport sciences. In 2019, the new study programmes were licensed and their implementation started in the study field "Education, Pedagogy and Sport".

Public health and societal sustainability are fundamentally interlinked concepts, as people need to understand the importance of different physical activities in the context of overall health, which can contribute to their quality of life. The existence of sport science is of crucial importance at both national and local levels, and one of the primary objectives of the University of Latvia is to contribute to the capacity of the field of sport science, thereby enhancing the well-being of society. In the content of the study programmes "Sport, Technology and Public Health" and "Sports Coach", both the academic staff and students update, explore and improve the understanding of the concept of "Sport", thus making a vital contribution to society in improving overall health, which correlates with the socio-economic development.

The strategy of the study field "Sport" lists a number of development directions, which are directly addressed in the study programmes "Sport, Technology and Public Health" and "Sport Coach". For example, the actualization of green thinking, which intertwines with raising public awareness of both physical activity in general and the way we move in our daily lives. Several study courses of,

e.g. "Recreation and Forms of Terrain Sports", "Environmental Protection" raise and explore the relevant themes. The development of both sport study programmes at the University of Latvia follows the trends of the labour market. According to the data available at the moment (24.04.2023), there is a shortage of about 150 coaches and 200 sports staff in Latvia (www.vestnesis.lv (available in Latvian), www.cv.lv (available in Latvian), etc.). The data show the growing public interest in the field of sport and the employers' demand for highly qualified sports professionals (coaches, managers, sports analysts). Study opportunities for Bachelor graduates are linked to studies in professional and academic Master's level sport study programmes, such as "Sport Science", "Educational Management". Given the interdisciplinary nature of the obtained education, it is also possible to study for a Master's degree in the social or health sciences at the UL or other universities in Latvia and abroad. Graduates of the short cycle (first level) professional higher education study programme "Sports Coach" can continue their studies in the first cycle (bachelor) study programme "Sport, Technology and Public Health", as well as in other similar programmes in Latvia and abroad.

In the process of studying, encountering different subjects, students of the study field "Sport" are provided with a broad knowledge base, which enables them to choose the most appropriate career path for themselves. The two programmes of the study field "Sport", "Sport, Technology and Public Health" and "Sports Coach", are included in the list of mutually coordinated programmes, which means that one complements the other, allowing graduates to continue their studies in one or the other programme. This cross-programme alignment allows for obtaining a qualification or a Bachelor's degree in a shorter period. The number of students each academic year, who choose to continue their studies in the other sport programme, thus saving both time and financial resources, evidences this.

As a result of these changes, study programmes of two levels are implemented in the study field "Sport": a short cycle (first level) professional higher education programme "Sports Coach", a first cycle (bachelor) study programme "Sport, Technology and Public Health".

In general, the study field "Sport" is in line with the University of Latvia's strategy for 2021-2027, specializing in the following areas of competitiveness, preparing specialists in the field of sport for innovation and sustainable development:

- research for excellence, raising the quality of scientific and professional work in the sector;
- an inclusive culture focused on collaboration and innovation;
- digital transformation of sport, focusing on technology-enriched learning;
- implementation of the competency approach in studies and lifelong learning;
- sport education as a contributor to public health;
- sport and quality of life and its acknowledgement in a national and international comparative context.

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

The assessment of the strengths, weaknesses, opportunities and threats (SWOT analysis) of the study field in relation to its objectives has been carried out during the meetings of the working group and the representatives of the study field council discussing and evaluating the content, organization and implementation experience of the study programmes; analyzing and taking into account the proposals made by students for the improvement of the study process; the selection and renewal process of the academic staff; employer recommendations; sources of funding, material and methodological support; scientific activities of the academic staff of the study field; the strategic development documents of the UL and FESP (Strategy of the University of Latvia for 2021-2027, [Strategy of the Faculty of Education, Psychology and Art, University of Latvia for 2022-2027](#) (from 02.01.2024. Faculty of Education Sciences and Psychology) (available only in Latvian); the development opportunities of the study field, including the planned relocation to the Academic Centre of the University of Latvia. The SWOT analysis is used in the work of the study field to develop and implement proposals for the improvement.

Based on the SWOT analysis, see Table 2.1.1, the Development Plan 2022-2027 has been elaborated to achieve the objectives of the field of study "Sport". (see *Annex SF-4. Goals and Development Plan 2022-2027 of the UL study field "Sport"*).

It consists of general objectives and specific sub-objectives for each goal, identifying responsibilities for each. To check whether the sub-objectives are being achieved, targets and corresponding values are defined at baseline, at mid-term and at the end of the plan period. The development of the goals, the Development Plan and the SWOT for the study field "Sport" took place in several steps. Initially, the programme directors of the study field and the invited employers from Salaspils Sports School, Latvian Football Federation prepared the draft documents. They were discussed in several meetings of both the Development Plan Working Group and the SWOT Analysis Working Group. Subsequently, the Development Plan was also discussed with representatives of the Academic Department. This was followed by a discussion of the draft documents at a meeting of the Board of Studies of the "Education, Pedagogy and Sport" study field. At each step, comments and suggestions were used to improve the documents. The final version of the Development Plan was approved by the "Education, Pedagogy and Sport" study field Council on 22.02.2023, and the FEPA (from 02.01.2024. FESP) Council on 24.02.2023. It was also approved by the Quality Assessment Commission of the University Study Programmes on 10.03.2023.

One of the possibilities to mitigate the threats to the growth of the academic staff and the increase in the number of scientific publications can be linked to the construction of the "Sports House" of the UL, which, based on the development plan of the University of Latvia, is planned to be built by 2027. This will create a modern environment for sport science, which will attract academic staff, researchers and contribute to the development of sport science. A major opportunity is associated with the further education of the most outstanding bachelor students at Master's level ("Sports Science" - implemented at the Faculty of Biology and "Education management" - at the Faculty of Education Sciences and Psychology) and continuing their studies at PhD level (Social Sciences and Medical Sciences), which would contribute to the sustainability of the field of sport. By promoting international projects, the publication of scientific articles and international cooperation will be encouraged, thus motivating the academic staff to remain in the UL system.

The development project "Innovative Technologies - Materials for Modern Study Environment for New Study Programmes in Education, Pedagogy and Sports" is being implemented at FESP, which will contribute to the improvement of the relevant material and technical base.

Emphasizing inter-faculty cooperation, the study field is provided with high-quality academic staff

from several faculties of the University (Faculty of Biology, Faculty of Medicine, Faculty of Business, Economics and Management, etc.). The teaching staff are recognized experts of the Latvian Council of Science in various fields of science, and their research is related to sport, technology and health, for example, Prof. I. Ābelkalns - Medical and Health Sciences - Health and Sport Sciences; Asoc. Prof. A. Koļesovs - Social Sciences - Psychology; Prof. J. Šķilters - Computer Science - Computer Science and Informatics; Asoc. Prof. L. Civjāne - Medical and Health Sciences - Clinical Health; Prof. J. Porozovs - Social Sciences - Educational Sciences, etc. Research practice-based studies facilitate students' involvement in scientific activities.

Table 2.1.2.1.

SWOT Analysis of the Study Field “Sport”

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. national experts in education, psychology, social sciences, health and sports; 2. interdisciplinary research practices; 3. facilities adequate for the studies; 4. experienced lecturers, professionals; 5. interrelated study programmes; 6. attraction of foreign lecturers; 7. inter-faculty cooperation; 8. quality methodological support; 9. cooperation with sports organizations; 10. the possibility for students to participate in the Dual Career Programme; 11. attracting young people interested in sport and health to study; 12. internship opportunities for students. 	<ol style="list-style-type: none"> 1. research payment system (for scientific publications and project applications); 2. increasing the share of high-ranking (Q1/Q2, citation) publications; 3. insufficient resources for university lecturers to visit all student placement organizations; 4. international mobility of students; 5. the number of elected academic staff in sport; 6. the relatively small number of students in the regional branches.
Opportunities	Threats

1. for students to find a job;
2. attracting funding for international and national projects;
3. opportunities for further training at universities and research centres abroad;
4. to pursue studies in higher-level study programmes;
5. students can participate in scientific conferences;
6. construction of the "Sports House" at the University of Latvia;
7. consolidation of the faculties of the University;
8. the rapid economic development of the sports sector;
9. organization of further education courses in the field of sport;
10. to supplement the short cycle (first level) professional higher education study programme "Sports Coach" with sport modules;
11. to renew the Bachelor's degree programme "Sport Teacher", thus forming a logical internal pyramid of education in the field of sport.

1. Ministry of Education and Science reforms related to the consolidation of higher education institutions;
2. insufficient funding for higher education and science at national level;
3. low prestige of scientific work, low interest in research;
4. few lecturers with PhDs specifically in sport;
5. outflow of capable, talented specialists with academic potential to other universities, countries and fields of activity;
6. ability to compete with salaries in the sector;
7. insufficient finance for the acquisition of modern technologies.

The strength of the study field "Sport" is the harmonization of programmes. As a result, graduates of the first cycle (bachelor) study programme "Sport, Technology and Public Health" have the opportunity to obtain a qualification by continuing their studies in the short cycle (first level) professional higher education study programme "Sports Coach". The acquired education also provides the opportunity to study in the second cycle (second level) professional higher education programme "Teacher", subprogramme "Health and Physical Activity Teacher". Graduates of the short cycle (first level) professional higher education study programme "Sports Coach" may continue their studies in the first cycle (bachelor) study programme "Sport, Technology and Public Health". Students in the surveys have been positive about the attraction of foreign guest lecturers, as it allows students to compare different study methods and approaches. This is one of the ways to motivate students to participate in European mobility programmes. In this context, it should also be noted that there is a risk because existing funding cannot compete with the salaries of foreign experts. The relatively lower salary rate per full-time load also prevents the retention of professionals who could become potential, elected lecturers at the University of Latvia.

One of the options linked to the goals of the study field is the organization of further training courses in the field of sport. In May 2023, six new further education programmes for coaches were approved by the FEPA Council (from 02.01.2024. FESP) and will be implemented from the 2023/2024 academic year, such as "Post-traumatic rehabilitation of the athlete", "Explosive strength training methods and nutrition recommendations", "Lymphatic system, its interaction with nutrition and physical activity", etc, developed by I. Miškuna.

With the rapidly evolving social and economic environment of sport, the sector needs people with a broad knowledge of sport (sport technology, public health, management, etc.). The University of Latvia is one of the first universities in the Baltics to offer high-performing athletes a dual career opportunity, combining higher education with a career as an athlete, thus providing a future perspective for Latvia's best athletes. During this reporting period, 19 high-achieving athletes (D.

Sprīngis, E.R. Mežulis, I.A. Vītola, etc.) studied in the programmes of the study field. The role of the University is special in Latvian sport, as it provides a transition phase from youth sport to professional sport, thus supporting young athletes to continue to reach their maximum potential. High-performing athletes are often the benchmark for many young people, which in turn attracts the attention of secondary school students to the study process.

The weaknesses of the field of study include the relatively low number of students in the regional branches. Short cycle (first level) professional higher education study programme "Sports Coach" is licensed in five branches, as of 01.05.2023 studies are implemented only in three branches - Madona, Kuldīga and Tukums, in other branches in Alūksne and Cēsis the programme did not meet the minimum admission criteria and is not implemented. The specialisation courses of the study programme in the methodology of each sport are organised centrally in Riga, for all branches together, thus facilitating the consolidation of financial resources. At the start of the academic year 2022/2023, the first year groups were not filled in any of the branches. As a result, students were offered to study part-time extramural studies (PTE) in Riga. Each branch can plan variable demand, which allows flexibility to adapt by not announcing admission opportunities in each branch each year, but only where there is demand at the time. This flexible approach allows to recruit motivated applicants without overloading the teaching staff, but also without losing them, and to maintain high quality and full commitment to the work with students.

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

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

The governance of the UL is responsible for the study quality assurance, delegating responsibility for the development and functioning of the study quality assurance system to the Academic Department. The responsibility for the development of the study field "Sport" and quality of implemented study programmes lies with the head of the study field and dean, study programme directors, and subprogramme directors. Each lecturer is responsible for the quality of the content and implementation of the study course, research activity and professional development. The students' responsibility is defined in their rights and obligations to promote the achievement of the UL goals and excellence in studies, participating in the UL collegial institutions and regularly expressing their opinion in student surveys.

For the governance scheme of the UL Study Area and its programmes, see *Annex SF-5. Scheme of the management of the study field "Sport" and its study programmes. Regulations on the University of Latvia Study Field Management* (the UL Senate Decision No. 70 of 27.01.2020) determine the procedure for the management, quality assurance and development of study fields at the UL: the functions and operating principles of the respective Study Field Council; qualification requirements, duties, responsibilities, and rights of the head of the study field, study programme director, and the

head of the subprogramme of the respective study field.

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

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

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

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

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

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

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

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

programmes and implementing and improving existing programmes. It also organises internal quality assurance processes in studies, organises and coordinates external quality assessment; ensures centralised administration of doctoral student admission, doctoral studies and promotion process; provides support in the process of implementation and improvement of studies at all levels; evaluates study programme results and competitiveness; and participates in resource evaluation.

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

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

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

Cooperation with the **student self-government of the faculty**, which represents the interests of students in the operation of the faculty, including solving issues of the academic, social, and cultural environment, plays an important role in the management of studies. The members of the student self-government are represented in **the UL Students' Council**, thus participating in the management of the UL. FESP Student Council representatives communicate regularly with students from all programmes, addressing issues at management level where necessary.

The directors of the study programmes of the study field "Sport" are directly responsible for organising the study process, as well as communicating with the teaching staff and students in order to improve the overall quality of studies. The directors of the study programmes involved in the field of study ensure their effectiveness through the qualitative survey method. It is more appropriate as it allows more insight into current problems. The effectiveness of the study process to date is assessed as high. Teaching staff are motivated to continue their work in the development of the field of study. As a potential problem, some of the lecturers stress the heavy workload and relatively low remuneration, which may have a negative impact on the quality of teaching and research. Students are motivated to have open discussions with programme directors in order to resolve any misunderstanding or problem as soon as possible. So far, the main problems have been related to the submission of various written tasks within the deadlines and the disinterest of the teaching staff in accepting them after the deadlines. Discussions often proved that the problem resulted from a technical problem, a paper being sent on time but received in an unsolicited e-mail. With the improvement of e-learning, such problems have been solved as students' work is submitted in the e-learning environment "Moodle".

Qualitative and quantitative surveys address communication problems between the academic staff and students. For example, during the study process and after the end of the course, the director of the respective study programme conducts a discussion with the lecturer of the respective course

and students. At the end of each course of study, students complete a questionnaire on the course of study. In case of problems/uncertainties, the situations arising are being solved.

One of the most important tasks of the directors of study programmes of the study field "Sport" is to promote the understanding of all teaching staff of the concept of sport in all courses of study, the actualization of green thinking in everyday life. In turn, in the sport pedagogy courses, a fundamental task of the programme directors is to actualize the understanding of the teaching staff of students' competences in relation to teaching skills and the necessary competency that contribute to the transfer of knowledge to students. The permeability with the field of sport also applies to courses of Management, Law, Medicine and Health Sciences, so that students are able to see the multidisciplinary as a whole.

Study programme directors communicate with the directors of other study programmes of the University in order to agree on the attraction of the most suitable teaching staff for the implementation of study programmes of the study field "Sport", taking into account their scientific interests and workload in the programme.

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

Student admission procedures and requirements:

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

Normative regulations governing recognition procedures:

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

The admission requirements for the study field "Sport" are closely related to the common criteria of the University. The individual must have secondary education, and Centralised Examination (CE) results in mathematics, Latvian language and foreign language are taken into account. The admission rules are well thought out and objective. All three subjects are closely linked to the study process. Knowledge of the relevant CE indicates the potential ability of the applicant to understand all the skills and competences required by the profession of sport specialists, i.e. in developing and formulating objectives and targets of the training plan.

The admission process at the UL and, consequently, in the study programmes in the study field "Sport" is regulated by *the Terms of Admission at the University of Latvia* and its subordinate

orders, which determine the procedures for the given academic year:

1. Admission requirements and criteria for undergraduate programmes.
2. Admission procedure for the academic year.
3. Registration fee in the admission.
4. Tuition fees for completion of the full study programme.
5. Number of study places for admission.
6. Procedure for the development of entrance examination materials.
7. Composition of the Admission Committee.
8. Composition of the entrance examination boards.
9. Date and place of entrance examinations.

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

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

The admission criteria for the study field "Sports" do not include any incentives that would allow students to take up automatically budget places. However, a large number of students of the study field "Sport", high-achieving athletes, have the opportunity to apply for the dual career support programme, offered by the UL Sport Centre (see <https://www.lu.lv/sports/duala-karjera/pieteiksanas-dualajai-karjerai/> (available only in Latvian). Student-athletes can receive a full or partial tuition fee discount for national and international achievements. During the four years of the existing sports study programmes, 19 students have received dual career support. Successful students sign a standard agreement.

To make students feel safe, the University of Latvia has concluded an agreement confirming that the University will provide students with opportunities to continue their education in another study programme at the Latvian Academy of Sport Pedagogy. See: *Annex SF-6.1 Agreement between the University of Latvia and the Latvian Academy of Sport Pedagogy on taking over the study programme "Sports Coach"; SF-6.2 Annex 1 Agreement between the University of Latvia and the Latvian Academy of Sport Pedagogy on taking over the students of the study programme "Sports Coach"; Agreement between the University of Latvia and the Latvian University of Sport Pedagogy on the transfer of students of the study programme "Sport, Technology and Public Health"*, in case the programmes of the study field "Sports" are discontinued for any reason. The Rector of the University of Latvia confirms that the University guarantees compensation of losses to students if the study programme "Sport, Technology and Public Health" or the short cycle (first level) study programme "Sports Coach" is not accredited due to the action (activity or inactivity) of the University, or the licence of the study programme is withdrawn and the student does not wish to continue studies in another study programme at the University (see *Annex SF-7.Rector's confirmation on compensation of losses*).

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

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

On 01.04.2022 in the study field “Sport”, there were 28 students out of all active students, who have study courses recognised; however since the previous accreditation period on 23.04.2019/29.04.2019 the recognition was made for 5 students (see Table 2.1.4.1)

Table 2.1.4.1

Study course recognition statistics

The study programme	Number of students who have had their studies recognised		
	2019-2022	2022/2023	Total
Short cycle (first level) study programme "Sports Coach", including:	22	16	38

Sports Coach (Riga)	6	10	16
Sports Coach (Kuldiga)	2	2	4
Sports Coach (Madona)	8	4	12
Sports Coach (Tukums)	6	0	6
First cycle (Bachelor) study programme "Sport, Technology and Public Health"	7	12	19

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

Students who graduate from one or the other study programme and continue their studies in the other study programme of the study field "Sport" are recognised for the common credit points and analogous courses. Similar cases apply to students who transfer to the University from other Latvian universities from similar study programmes. Students who have previously studied in other study programmes at the UL, at other higher education institutions can get recognition of elective courses (Part C) or continuing education courses with the corresponding amount of hours.

The mutual recognition of study courses of study programmes of the study field "Sport" is carried out based on the decision of the study programme director. The FEPA Council (from 02.01.2024. FESP) approves the cross-comparison of the two programmes.

The recognition of study courses from other higher education institutions and study courses acquired in non-formal education is examined by a separate commission - the Commission for Evaluation and Recognition of Competences and Study Results Achieved in Previous Education and acquired in Non-Formal Education or Professional Experience in Teacher Education and Education Science, Art and Social Human Sciences. The task of this Commission is to evaluate the content of study courses acquired in other higher education institutions and their compliance with the content of programmes of the study field "Sports" at the UL. In case of alignment of study courses, the study programme methodologist informs the student about the decision made and the details of the further study process are specified.

The opportunity provided by the UL to recognise study outcomes obtained outside formal education, including further education programmes, is rarely used, for example: in the field of sports education, the "C" certification courses for professional development of coaches, which can be completed in 6-8 months, play an important role. The study programmes of the study field "Sport" at the University of Latvia do not equate study courses with a total amount less than the requirements of the programme, including continuing education "C" courses for coaches.

For UL students, who [study](#) or undergo [internship](#) within the framework of various international exchange programmes, the recognition and referencing of learning outcomes achieved during mobility is carried out in accordance with the above-mentioned regulation and procedure regulating recognition at the UL, and the *Procedure for Organising Erasmus+ Programme Mobility at the UL* (the UL Order No.1/363 of 18.12.2014). Before going on mobility, the student coordinates the plan of mobility study courses or internship with the study programme director, indicating also study

courses of the UL, which will be recognised and not required to study after returning to the UL. If changes to this plan are made during the exchange, they are agreed upon with the study programme director. In addition, in case of internship mobility, the duration and place of internship, as well as the terms of recognition, are agreed upon with the study programme director. In accordance with the UL regulations, the compliance of learning outcomes achieved during the mobility with the regulations of international exchange programme and requirements of the UL programme are considered in recognition of these learning outcomes. The study programme director of the respective study programme or the Recognition Committee, based on transcript of records from the partner HEI or statement from the internship place, recognize the learning outcomes achieved and mastered during the mobility. After making a positive decision, the recognised learning outcomes are included in the fulfilled academic obligations of the student.

To date, one student from programmes of the study field "Sport" has participated in the Erasmus+ mobility programme. The relevance of programmes in terms of both content and duration of studies is essential in the field of sport studies. Students have the right to choose their preferred university with which the University of Latvia has a cooperation agreement and whose study programme content is similar to the University's sports programmes.

The study plan to be implemented within the Erasmus+ mobility is coordinated by the programme director. It is important that students are only able to undertake international mobility during their second and third years of study in order to be able to verify the student's level of academic knowledge.

In the international mobility of students of the study field "Sport", the content of practical study courses and their acquisition is an important focus, so that students can share their experience and acquire new knowledge and skills that will be useful for their professional development.

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

In conformity with *the Law on Higher Education Institutions of the Republic of Latvia*, the UL internal regulation the *Procedure for the Development and Actualisation of Study Courses at the University of Latvia* (the UL Order No. 1/277 of 10.08.2018) stipulates that information on the conditions, aim, tasks, requirements for obtaining credit points, study course content, organisation of study process through contact classes, organisation and tasks of the students independent work, intended learning outcomes (knowledge, skills, competence) and their assessment methods and assessment criteria, are included in all study course descriptions, which are available to students in the ULIS and the UL e-study environment. Students' grades are registered and recorded in the UL e-study environment of respective study course. The UL has formulated the learning outcomes for each study programme and for each study course as a set of knowledge, skills, and competence. The courses in the study field "Sport" are designed according to the principles of progression and succession. In order to ensure this, the mapping of the planned learning outcomes at the level of the study programme and courses has been carried out in the study programmes "Sport, Technology and Public Health" and "Sports Coach" (see *Annexes: Annex PSP-7. Mapping of courses of the short-cycle professional higher education study programme "Sports Coach" and Annex BSP-6. Mapping of courses of the Bachelor study programme "Sport, Technology and Public Health"*).

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

The study programmes “Sports Coach” and “Sport, Technology and Public Health” include a range of practical courses, such as Sport Fitness, General Fitness, Sports Games, etc. Their implementation and assessment differ from theoretical courses. The process of practical study courses and their assessment is ensured in accordance with the plan and methods established by the particular lecturer. In most cases, in order to obtain credit points, students are required to produce a theoretical assignment (presentation, paper, test, etc.) and to be able to perform the specific practical requirements of the course, for example, to conduct a training session or part of a training session based on the topic of the seminar. An important aspect is the student's ability to demonstrate creativity, his/her pedagogical knowledge in the field - to self-reflect and correct mistakes, to be able to explain, analyse, etc.

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

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

Taking an examination is a mandatory requirement for obtaining credit points for the completion of a study course. The responsible structural unit determines procedures and criteria for the interim assessments. The study course grading is calculated in the UL Centralised Recording System according to the algorithm specified in the course description, considering the grading obtained in the interim assessment(s) and study course final examination, and recorded in the examination report.

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

in the UL e-study environment according to the algorithm specified in the course description, considering the grading obtained in interim assessments and study course final examinations.

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

Each study course ends with the final examination: examination or defence (course work, final project, semester paper, field course, internship). The procedure of defence and assessment of the course work, final thesis project, semester paper, field course and internship are stipulated in the UL normative acts.

Learning outcomes are evaluated on a 10-point scale. The course is considered to have been successfully completed, i.e., the grade is positive, if the grade on the 10-point scale is not lower than '4' (almost satisfactory) or 'passed'. In this case, the student earns credit points for the completion of the respective course.

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

Table 2.1.5.1

Explanation of the 10-point system assessments

Level of Learning	Grade (description)	Explanation <i>(Pursuant to Cabinet of Ministers of the Republic of Latvia Regulations (hereinafter – the Cabinet) No 305, 240 and the UL Senate Decision No 211 of 29.06.2015)</i>
very high level of learning	10 (with distinction)	knowledge, skills, and competence exceed the requirements of the study programme, study module or the study course and testify to the ability to conduct independent research and deep understanding of problems
	9 (excellent)	knowledge, skills, and competence fully comply with the requirements set for the study programme, study module or the study course and the students possess the ability to use the acquired knowledge independently
high level of learning	8 (very good)	the requirements of the study programme, study module or the study course are completely met, though in certain issues the students do not have an understanding deep enough to use the knowledge independently for solving more complex problems
	7 (good)	in general, the requirements of the study programme, study module or the study course are met but occasionally the inability to use the acquired knowledge independently is established

average level of learning	6 (almost good)	the requirements of the study programme, study module or the study course are met, but there is a lack of deep understanding of the problem and inability to use the acquired knowledge
	5 (satisfactory)	in total, the study programme, the study module, or the study course is acquired but there is insufficient knowledge of certain issues and inability to use the acquired knowledge
	4 (almost satisfactory)	in total, the study programme, the study module, or the study course is acquired, however, there is insufficient understanding of some basic concepts and there are considerable difficulties in practical application of the acquired knowledge
low level of learning	3 (weak)	the knowledge is superficial and incomplete; the student is unable to use it in specific situations
	2 (poor)	superficial knowledge of only some issues; most of the study programme, study module and the study course are not acquired
	1 (very, very poor)	no understanding of the fundamentals of the course and almost no knowledge of the study programme, study module or the study course

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

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

- the principle of summing up positive achievements – assesses by summing up positive achievements of the learning outcomes;
- the principle of openness and transparency of the assessment – a set of basic requirements for knowledge, skills and competence is established in line with the aim, objectives and learning outcomes of the study programme as well as the aim and objectives of study courses;
- the principle of the possibility of reviewing the assessment – the UL has established the procedure for reviewing the obtained assessment;
- the principle of mandatory assessment – it is necessary to obtain a positive grade on

- completion of the entire study programme content;
- the principle of the variety of types of assessment used in the grading – different assessment types are used in the assessment of the study programme;
- the principle of conformity of assessment – during the assessment student is given an opportunity to demonstrate knowledge, skills and competence in relevant tasks and situations. The content included in assessments corresponds to the content and achievable learning outcomes specified in the course programmes.

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

The final paper in the study field "Sport" is an important form of learning and the final stage in the implementation of the study programme for obtaining a degree or qualification.

The aim of the final paper is to select and formulate a topical problem related to sport and health, to choose reasonably ways and means of solving it, and to analyse the results, in compliance with the requirements for a scientific paper and the principles of scientific ethics.

The final paper strengthens the student's research work skills. Working on it, develops the student's ability to collect, organise and master certain research material, use the necessary research sources and scientific literature, systematise the obtained information and data, present the paper in correct scientific and literary language; develops the ability to analyse and evaluate critically the collected and systematised material, generalise judgements and draw conclusions.

The final paper demonstrates the student's research skills and readiness for independent work and problem solving in the field of sport. This is possible if the student is able to integrate the knowledge and skills acquired during the study courses, as well as through self-study.

The development of the final paper includes the selection of the topic, consultations with the supervisor (consultant), studies of research sources and scientific literature, selection of research methods and research base, summary and analysis of empirical research results, final elaboration, and defence of the paper.

The final examination of the study programme "Sport, Technology and Public Health" is the elaboration and successful defence of a bachelor paper. Lecturers whose education is at least a master's degree supervise students' bachelor papers. A committee, composed of members of the teaching staff, evaluates the quality of the bachelor papers. Students are free to choose the topic of their research and to address their supervisor, but it must be closely related to the field of sport, general public health or sport technology. Students are recommended to start their research work already in the second year of their studies, when the coursework is being developed.

The final examination in the study programme "Sports Coach" is the elaboration and successful defence of a qualification paper. Students are recommended to link their research to their practice activities. For example, to use specific training methods, to conduct empirical research and to analyse the data within the framework of the qualification work. The student is free to choose the supervisor and the topic of the paper, but it must be closely related to the coaching qualification.

The defence of the qualification paper is evaluated by a committee composed of the faculty of the University of Latvia and not less than 50% of employers.

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

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

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

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

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

Initially, the students who have started their studies in the study field "Sports" are informed about the general conditions of the internal regulations of the University and the basic conditions of the study process in order to prevent the violation of the principles of academic integrity in the final works of the University (Regulations No.1./125/22.04.2014). Students can receive relevant

information at meetings with programme directors, at seminars organised by the FESP library, where information is provided on the main issues related to the basic guidelines for studying (so-called plagiarism).

In addition, at the start of their studies, students are acquainted with the Faculty's premises, library facilities, and the basics of plagiarism control.

The UL FESP has established a collegial [Ethics Committee](#) for research involving human subjects. The Commission is an advisory body whose purpose is to advise and assess the compliance of research in the fields of education, psychology, art and sports with the ethical principles of research involving human subjects.

Main tasks of the Commission:

- to review and provide opinions on the compliance of research projects and their implementation procedures of the academic staff, researchers and students of the FESP with the ethical principles of research involving human subjects,
- to advise on the ethical principles of research involving human subjects in the field of education, psychology, art and sport.

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

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

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

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

In December, 2022, the UL concluded an agreement with the company Turnitin LLC for the implementation and use of the anti-plagiarism tool for the needs of the UL. The UL provides automatic checking of all final theses of students submitted for defence with the help of the Unified

Computerised Plagiarism Control System, making mutual comparison with the final theses of the UL and other universities accumulated in the System. So far, no cases of plagiarism have been detected in the study programmes of the study field "Sport".

2.2. Efficiency of the Internal Quality Assurance System

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

The functioning of a sustainable study programme that meets the objectives of the UL study field "Sport" and study programmes is ensured by systematical defining and implementing quality assurance procedures, including continuous monitoring and analysis of the implementation of the study programme, the use of measurements for the prompt implementation of preventive and improvement measures. It should be noted that equal monitoring and quality are ensured in all study programme "Sports Coach" locations of implementation in Riga and regional branches. This is evidenced by the fact that the composition of the teaching staff in Riga and in regional branches is the same, therefore providing students with equal opportunities to acquire knowledge. In the context of the study programme "Sports Coach" modules, the study process is provided together (in Riga), therefore the infrastructure used is the same for all student groups. The provision of management levels involved in the quality assurance of the study programme allows implementing the programmes in a predefined form according to predefined procedures, reacting promptly to changes in the situation, with quality-related decisions being taken collectively or according to the division of competence. An important methodological tool for quality assurance is *the Quality Management Handbook of the UL*, which identifies in detail the practice of the UL in ESG implementation.

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

The goals of the study field "Sport" are directly related to the education of sport specialists, the development of sport science and the actualization of general public health.

Over the four-year study period, more than 40 students have graduated at Bachelor level, while more than 50 young coaches have qualified as sports coaches. This is a significant contribution to the Latvian sports community.

The Sport Science Section "Sport for Sustainable Society" is organised each year as a subsection of the annual international scientific conference of the University of Latvia and is organised jointly with the Faculty of Biology. During the conferences, sport researchers highlight the latest trends in sport, both in the context of public health and in the application of different training methods. Student involvement also plays an important role in this type of conferences. In this way, students are successfully integrated into the research process. During the study period, students of the study field "Sport" have participated in sport conferences organised by the University of Latvia both with their own reports and publications together with the teaching staff.

To ensure the continuous improvement, development and efficiency of the study field and its

corresponding study programmes, the results of student surveys are regularly analysed. Evaluation of quantitative and qualitative data and their correlation with the improvement of study quality. Study programme directors evaluate student feedback on the quality of teaching staff and their lectures. Where necessary, discussions are held with the teaching staff or with the students. As a result, meaningful solutions are sought to find ways to improve quality and efficiency of the study process.

Reducing student dropout is one of the primary tasks of the management of study programmes. Initially, programme directors explain to first-year students their options in relation to the labour market and provide detailed information on the programme plan. For sports coaches, their possibilities to work in sports schools, sports clubs with a category B coaching certificate are explained, while for bachelor students their options are highlighted in terms of further education and specialisation as a sports educator, coach, sports laboratory worker or further studies at master level or to opt for qualification studies. In cases where a student has decided not to pursue further studies, the programme director or the methodologist try to find out the reasons for this decision. As far as possible, the best possible solutions are sought to enable the student to continue his/her studies. Despite the discussions, the dropout rate is relatively high at 21.9%.

Analysing the dropout rate in the reporting period (2019-2023), it can be concluded that in the "Sport" study programmes it is mainly due to voluntary dropouts (12.4%), especially in the "Sports Coach" study programme (7.8% of the total) (change of residence, family circumstances, students reconsidered their choice in favour of another study programme). It should be underlined that students of short cycle (first level) programmes often did not indicate the real reason for dropping out, noting only "by personal choice", which in reality is often related to the failure to fulfil academic obligations. In the reporting period, 4.2% of students were withdrawn for non-fulfilment of their study agreement obligations in the form of failure to fulfil the programme requirements on time. It should be noted that four students have resumed their studies after a one-year break and are continuing their studies, and two students are currently on an academic leave. A relatively high dropout rate is related to the non-fulfilment of study agreement obligations in the form of failure to fulfil financial obligations on time (3.6%), a trend more pronounced in 2020/2021, possibly related to the effects of the COVID-19 pandemic. More information on the dynamics of the student population is available in the Annexes: *Annex PSP-2. Statistical data on students of the short cycle professional higher education study programme "Sports Coach" and Annex BSP-2. Statistical data on students of the Bachelor study programme "Sport, Technology and Public Health"*.

Final examinations are an important part of the study programmes of the study field "Sport". These are designed to enable students to contribute to the field of sport science. The final examinations are evaluated by a committee made up of both teaching staff and employers, so students' performance is assessed from different perspectives. After each final examination, the members of the committee evaluate the quality of the final papers in order to be able to provide their vision for further recommendations to the programme directors.

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

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

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

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

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

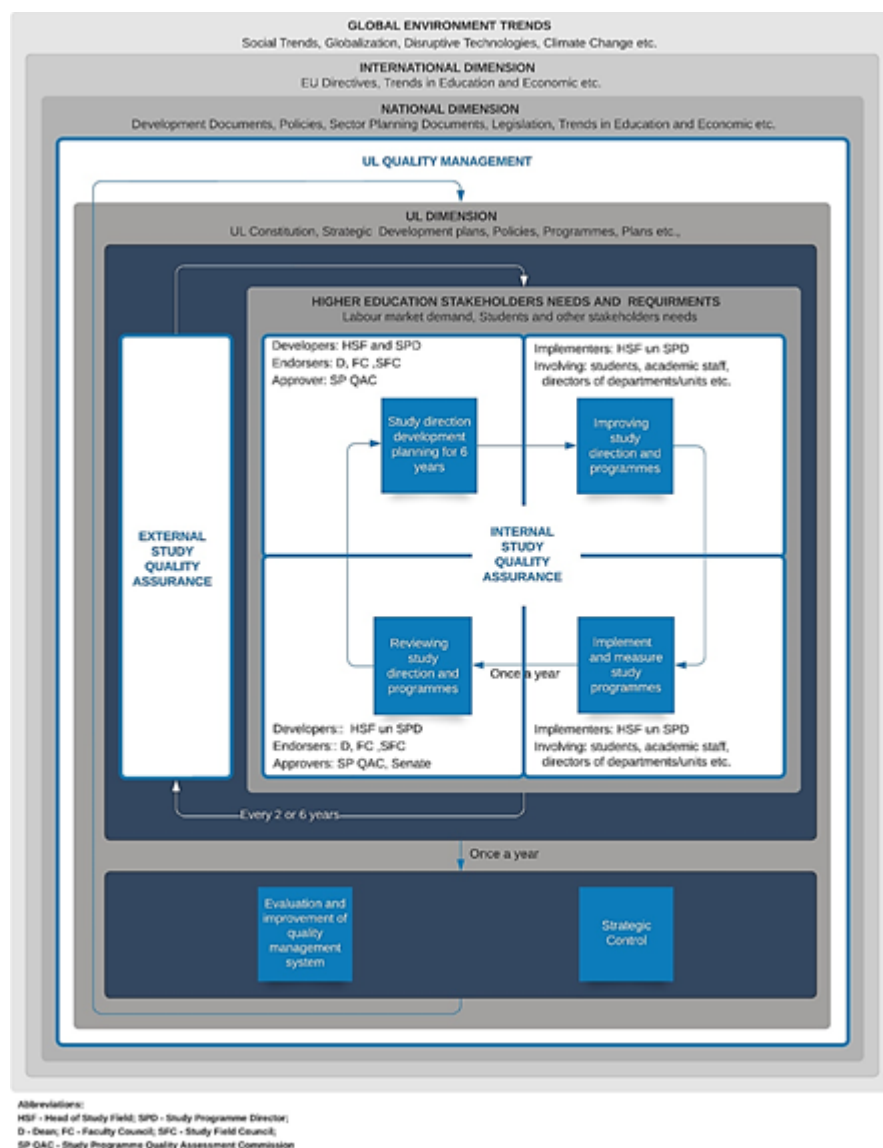


Fig. 2.2.2.1. The quality assurance system for the study fields implemented by the UL and

study programmes included in it

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

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

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

Since the moment of their licensing, the study programmes of the study field "Sport" have undergone a number of changes, which can be defined as the development of the programmes based on the demand of the time. The federations of various sports have played an important role and have taken the initiative to establish new cooperation with the study programme "Sports Coach". Based on the initiative of the Latvian Volleyball Federation (LVF) and the Latvian Tennis Federations (LTF), new modules were created: volleyball, tennis. In tennis and volleyball, as in other sports, the current problem is the level of coach education, which is inadequate, as a large number of coaches currently work with a category C certificate, which is not sufficient education. It takes on average six months to obtain a category C certificate. This is not enough time to acquire the necessary skills, knowledge and competence required in the field of sports pedagogy. For example, anatomy, physiology, sport psychology, pedagogy, sport specialisation, practice, etc. LTS and LVF consider that coaches should have at least a short cycle (first level) professional higher education in the field of sport, which can be completed in 2 or 2.5 years, in the amount of 80 CP (120 ECTS).

A fifth module, General Physical Fitness, follows a similar approach. Analysing the graduates' suggestions for improving the study programme, several former football and basketball players

have indicated that they would like to work as general physical training coaches, which would match their interests, thus broadening their professional competence. The employers' questionnaires also highlighted the need for general fitness trainers, especially when working with children. It should also be noted that a number of potential students, both at the full-time face-to-face (FTS) in Riga, at the PTE studies, and at the UL regional branches of the PTE, have asked about the possibility of studying a general physical training module.

As a result, the decision was taken to extend the study programme with a module that will provide specialised knowledge in the context of general physical fitness.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

From the first day of signing the contract, students of the study field "Sport" are encouraged to talk to the programme directors, the study administrator in order to solve problems in a timely manner, especially those related to the individual personally. At the beginning of the studies, in each programme, in each group of courses, from among the students, the course elders are elected, who directly represent the interests of the students of the course for the resolution of various issues with the programme directors, the study administrator. If students have questions that could affect their grades in a course or a problem related to the involvement of the programme director, students may contact the student council of the faculty, the vice-dean or the dean.

In the study programmes of the study field "Sport", there have been three cases of complaints or appeals in the past four years. In the case of complaints, students wrote to the programme director with a detailed description of the situation. The complaint was investigated with the involvement of both the teaching staff and students in order to understand the situation and to seek possible solutions. After discussions, the programme director, the teaching staff and students understood the root causes of the problems in the situation, the disagreements were resolved and written responses were provided to the parties involved.

During the reporting period, there were two cases of students appealing in the short cycle (first level) study programme. Both appeals took place after the defence of qualification papers in June 2022 and January 2023 respectively. Following an unsuccessful mark in the final paper (qualification paper), students submitted an appeal which was assessed by the FESP Appeals Committee. In both cases, the appeal hearing meeting was an opportunity for both the appellants and the programme director to present their views on what had happened. As a result, both appeals were rejected as no procedural irregularities were found in relation to the defence process of the final paper.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

conducted in the ULIS throughout the academic year.

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

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

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

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

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

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

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

programme.

At the end of each semester, students take a quantitative survey to evaluate the content of each course as well as the teaching staff. Surveys are also carried out at the end of the studies. The data collected are analysed and evaluated by the programme directors in order to draw conclusions about the quality of the studies as a whole and for each individual course. If necessary, both individual and group discussions are organised to raise issues or uncertainties related to the quality of the study process. For example, the appropriate balance between theoretical and practical content of the courses of study.

The summarised information of the surveys of the programmes of the study field "Sports" is available in the Annex: *Annex SF-9. Analysis of the results of surveys of students, graduates and employers of the study field "Sport"*. Taking into account the fact that in the programmes of the study field several study courses are implemented jointly with the participation of the same teaching staff, the data have been analysed in an aggregated form. First of all, it should be noted that no students in the study field have experienced discrimination in the academic environment on the basis of gender, age, ethnicity or other circumstances. When assessing the satisfaction of first year students with the study environment as a whole, it can be concluded that the short cycle (first level) students are more satisfied with the study process (75.33%) compared to "Sport, Technology and Public Health" (60.68%). On the other hand, if the data are compared with the answers of final year students, the score of the programme "Sport, Technology and Public Health" has improved to 75.33%, which could be explained by the fact that during the study process students get to know the environment and the place of the programme in the education system better. Comparing the opinions of final year students who think that during their studies at UL their skills and competences improved, as it can be seen "Sports Coach"- 75% "Sport, Technology and Public Health"- 62,17%.

When assessing graduates' opinions on the results achieved in their study programmes and the skills and knowledge that ensure their professional competence, it can be concluded that the results are similar, with a score of 75%.

If we compare the results of the employers' surveys, we can see that the employers who would recommend UL graduates to other employers from the "Sports Coach" programme reach 75% and "Sport, Technology and Public Health" - 85%. This means that employers are generally satisfied with the competences of the graduates in the study field "Sports".

As already pointed out in the previous chapters, the assessment of the quality of studies is an essential assessment of the quality of the courses, expressed on a 7-point scale. The highest score is given to the course "Specific Sports Class Modelling and Managing (basketball)" - 7.0, followed by "Biomechanics of Movement" - 6.8, "Introduction to Philosophy I" - 6.7, etc. Unfortunately, two courses were evaluated below 5 points ("Sports Hygiene and Rehabilitation" - 4.7 and "Adapted Physical Activities" - 4.0). Considering that in the previous academic years, these courses were evaluated higher (5.68/5.98), when discussing the specific situation with the students and the teaching staff, the main problem was identified as the use of e-learning. The discussions lead to the following decision: the lecturer should improve her e-learning skills by attending the continuing education course "University didactics: contemporary theories and practices", which would allow her to achieve a higher evaluation in the future, as the professional activity of the lecturer was evaluated positively.

However, in the previous year, in courses such as "Specific Sports fitness (football)", "Introduction to Sports Rights", the evaluation was below 5 points, which led to the change of lecturers and an improvement in the evaluation to 5.9 and 6.7 respectively. It should be said that there are also courses such as "Human Physiology" - 5.2, "Applied Technologies for Sports Coaches" - 5.4, "Basics of Biochemistry in Sport" - 5.0, where students gave relatively low grades. The interviews revealed

that the lecturers were demanding and made it difficult for the students, although the graduates would be ready to change their opinion after their studies, as they have understood the importance of the course for their careers.

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

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

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

The Website consists of the following sections:

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

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

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

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

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

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

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

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

The Websites of the structural units (faculties) prepare information on the programmes offered by the respective faculty and on the scientific activities of the faculty. Respective faculty website can be reached from the UL Website via the faculty reference (www.ppmf.lu.lv).

The content blocks are exactly the same as on the official website of the University of Latvia, except that more specific information is produced on the activities of the Faculty of Education Sciences and Psychology (FESP). Visitors can find information about the research institutes, current projects, departments and study programmes, as well as about the Ethics Committee on research involving human subjects.

The FESP website also publishes news on science, social activities - conferences, public lectures by candidates, participation in international projects, etc.

The website of the FEPA www.ppmf.lu.lv provides information on the content of study programmes, including the programmes of the study field "Sport" - "Sport, Technology and Public Health" and the short cycle (first level) study programme "Sports Coach" in Latvian:

<https://www.ppmf.lu.lv/gribu-studet-ppmf/koledzas-un-bakalaura-limena-studijas/> and in English:

- on the programme "Sport, Technology and Public Health"
<https://www.lu.lv/en/studies/faculties/faculty-of-education-psychology-and-art/undergraduate-studies/translate-to-english-sports-tehnologijas-un-sabiedribas-veseliba-1/>
- on the programme "Sports Coach"
<https://www.lu.lv/en/studijas/fakultates/pedagogijas-psihologijas-un-makslas-fakultate/koledzas-limena-studijas/translate-to-english-sporta-treneris-riga-un-filiales/>.

On these websites, interested parties can find information on relevant issues and, if necessary, further contact the programme directors and the study methodologist for further clarification.

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

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

2.3. Resources and Provision of the Study Field

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

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

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

The remuneration of the teaching staff includes:

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

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

Costs related to the organisation of the study process:

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

To estimate the amount of funds required for financial provision, the UL calculates the prime cost of each study programme according to the methodology developed by the UL. It takes into account all

the costs of providing the study process described above and information on the specific study programme plan, the involved teaching staff, planned number of students, and other aspects, thus ensuring the reliability of the forecasts.

Financing of studies at the UL - sources of financing

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

Tuition fees at the UL are determined considering:

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

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

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

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

For data on available funding for a specific study programme, see the Study Programme Resources and Provision section of the "Sports Coach" and "Sport, Technology and Public Health" study programmes.

Each semester, the UL Regional Centre prepares and coordinates with the FESP inter-structural unit payments within which regional branches settle the salaries of the teaching staff in the implemented study programmes. However, transport services are provided by the UL Regional Centre and its costs are covered by the regional branches.

Summary of revenues and costs of the study field "Sports"

Table 2.3.1.1 summarises the revenue of the study field "Sport" based on the number of students, the state subsidy and tuition fees, and the programme expenditure for this number of students.

Table 2.3.1.1

Summary of revenues and costs of the study field "Sport"

Type of study	Number of students	Tuition fee / state subsidy	Total income	Total expenses
SC*-FTS (State subsidy)	10	1 793	17 931	52 600
SC-FTS (tuition fee)	10	1 800	18 000	
SC-PTS (tuition fee)	64	1 440	92 160	53 384
STPH*-FTS (State subsidy)	15	1 793	26 897	143 872
STPH-FTS (tuition fee)	59	2000	118 000	
Total	158		272 987	249 856

*SC- "Sports Coach", STPH-"Sport, Technology and Public Health"

The study programme "Sports Coach" is evaluated as a relatively new and progressive programme, which in the future could make a significant contribution to the overall development of the University. Influencing factors are the growing interest of people in the field of health in general, as well as the development direction of the University in terms of the actualization of sport and health. The data in the table demonstrate that the University of Latvia has sufficient resources to implement the study programme and ensure its further development. In order to ensure the cost-effective implementation of the study programmes, a minimum number of students is set when forming new student groups and the study process is organised as efficiently as possible, both on-site and remotely.

Additional programme development may be financed from income received from lifelong learning and other services, as well as from the financial resources accumulated by the structural unit, which are sufficient to support the study process. The FEPA also receives financial support for programme development from the Study Quality Improvement Fund of the UL. The faculty evaluates the tuition fees and costs annually and revises the tuition fees in the light of cost increases.

A more detailed breakdown of the percentage costs for the programmes of the study field "Sports" in full-time (FTS) studies is presented in Table 2.3.1.2.

Table 2.3.1.2

Breakdown of costs for the study field "Sport" in FTS programmes

Expenditure item	% of total
Teaching staff costs	62 %
General staff	6 %
Infrastructure expenditure	5 %

Property and services	1 %
Indirect costs	26 %
Total costs	100 %

A more detailed breakdown of the percentage costs for the short cycle (first level) programme "Sports Coach" in the study field "Sport" in part-time extramural (PTE) studies can be found in Table 2.3.1.3. When comparing the costs of the FTS with the PTE studies, additional costs are planned for the PTE studies, related to transport costs to bring the teaching staff to the regional branches and to the rent of the necessary premises in the regional sports centres.

Table 2.3.1.3

Breakdown of costs for the study field "Sport" in PTE programmes

Expenditure item	% of total
Teaching staff costs	51 %
General staff	5 %
Other costs	12 %
Infrastructure expenditure	5 %
Property and services	1 %
Indirect costs	26 %
Total costs	100 %

The data in the table below demonstrate that the University has sufficient resources to implement the study programme and ensure its further development. In addition, the development of the programme can be financed from the income received from lifelong learning and other services, as well as from the financial resources accumulated by the unit. The faculties also receive financial support for programme development from the Study Quality Improvement Fund of the UL. The faculty assesses the tuition fees and costs annually and revises them in the light of cost increases.

Financing of studies at the UL - reallocation of received funding

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

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

Actual returns are recorded at the faculty level, without separating results for each programme or study field. At the same time, the management of the faculty monitors the outcomes of the study process, the dynamics of the number of students and the factors influencing it, the balance of the prime cost of a particular programme with the state budget subsidy and tuition fees. If needed, it

makes the necessary adjustments in the organisation of the study process to ensure the long-term viability and development of the study field of the faculty.

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

All the necessary administrative and technical staff support is provided for the successful implementation of the study field "Sport". Taking into account that the study field "Sport" also includes practical classes, the technical support - sports equipment - is of great importance. In the near future, the courses of sports studies will be held in the sports complex of the University of Latvia Campus in Tornakalns.

Currently, most of the practical and theoretical courses are held at the FESP, where the equipment needed for sports activities is replenished every semester to meet the needs of the seminars and practical studies.

During the reporting period, the relocation of the FESP from the building at 76 Jūrmalas gatve to the building at Imantas 7.līnija was successfully completed. It included also the improvement and adaptation of the premises to the needs of the FESP:

- for innovative teacher education and sport, technology and public health study programmes 2 new computer classrooms were equipped with special computer equipment (16 Apple computers and 21 Windows computers), 37 Adobe licences were purchased with the latest graphic software, a laser cutter was purchased (room 214);
- a new classroom (room 230) has been added by transforming the archives;
- a business incubator (room 123) was created by redesigning the lobby, providing a workplace for FESP students to implement creative ideas and projects;
- cosmetic renovation of the premises and refurbishment of the wardrobe of the FESP building;
- renovation of the air-conditioning system of the FESP building and installation of 5 additional air-conditioning units, renovation of the ventilation system of the building.

The total area of the building is almost 9000 m². The building is in good technical condition. It has 41 classrooms, adapted for comfortable study process, with a capacity of 12 to 200 persons. The facilities include five computer rooms, with 120 workstations. The building has a library with a reading room and the whole building has wireless internet access. Free-access computers and photocopiers are available for student use.

The building also has a canteen, a sports hall with appropriate equipment and equipment suitable for various sports activities, a spacious courtyard with recreation areas, an outdoor sports field, which is currently inadequate for the study process. There are no plans to invest in its reconstruction, as the plan envisages the construction of the University Sports House in Tornakalns. The building is accessible to people with reduced mobility, with a stair lift and adequate toilet facilities. The location of the premises is very convenient in terms of transport, with a bus stop, the Zolitūde railway station and a car park for students and teaching staff in the immediate vicinity. There is an information centre for the convenience of students, staff and visitors.

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

The Faculty of Education Sciences and Psychology, University of Latvia, provides the material and technical base of the study field. All classrooms are equipped with computers and multi-projection equipment; some classrooms also have interactive screens or interactive whiteboards and/or document cameras. Students, using laptops, can join MS Teams or other remote access software from the classrooms, remote or hybrid study opportunities are provided. During the working days of the FESP (Monday - Saturday), computer specialists are on duty in the faculty premises to provide technical support to lecturers and students.

The theoretical part of the study programme is implemented in the premises of the Faculty of Education Sciences and Psychology, Faculty of Business, Management and Economics, Faculty of Biology, Faculty of Medicine, where wireless internet access is provided, as well as students have the possibility to use bibliographic collections of branches and faculty computer rooms for data processing. Practical study courses are carried out in the laboratories of the Faculties of Biology, Medicine and Education Sciences and Psychology, where various functional tests can be carried out and research can be developed. The laboratories are equipped with specific high-level functional equipment, such as a high-resolution portable sonograph Ge Logiq E BT12 (General Electric, USA), a cardiopulmonary system Master-CPX, an anthropometric system for determination of total fat mass in athletes, 3D scanning equipment, etc. industry-specific material and technical equipment.

The infrastructure and material and technical support necessary for the implementation of study programmes of the study field "Sports" provides for both extensive involvement of the premises and laboratories of the faculties of the University of Latvia, using the material and technical base and sports facilities provided by them, as well as renting premises located outside the University of Latvia. Modular courses are implemented in the FESP sports hall and in the "RIMI Olympic Sports Centre" at Grostonas street 6. Specialized infrastructure for the respective sports is used in the Olympic Sports centre, for example, an indoor artificial football pitch, a basketball hall and a weight room. The "Sport Centre", a unit of the University, also gives financial support.

The short cycle (first level) courses of the tennis module of the "Sports Coach" programme are held at the Olympic Centre or the Enri Tennis Club. Both the Olympic Centre and the Enri Tennis Club have the appropriate infrastructure to provide students with everything they need to learn the tennis training methodology - tennis courts, racquets, tennis balls and specialised equipment. The Latvian Tennis Federation (LTF), based on a contract concluded between UL and LTS, provides the infrastructure and equipment for tennis.

The gyms needed in the regional branches are rented with the support of the municipalities, for example, in Madona Gymnasium, Tukums and Kuldiga Sports Centres.

The material and technical equipment for the implementation of the study field and the corresponding study programmes, as well as its availability to students and teaching staff, is assessed as fully adequate to the needs of the study field.

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

procedures and possibilities for the subscription to the databases.

The UL Library general description

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

Access to Library information resources and services, opening hours

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

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

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

The library's six rooms, which house the collection of 8 science branches, are open at students' convenience 53 hours a week. Users have free access to the collection. The library of the FESP comprises six rooms with a total area of 347.7 m². The library has 36 workstations, including 19 computer workstations.

Free basic services and paid services

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

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

User training

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

Library collection, collection replenishment procedure

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

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

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

In 2022, the Library makes available two million information resources to its readers. In accordance with the UL study and research infrastructure, the UL Library collection is assembled in eight sectoral libraries and Repository.

Literature available in the library for the implementation of the study field "Sport"

Availability of printed information resources in the University Library for the implementation of the study field "Sport"

The **study literature** includes 57 titles of printed information resources: 37 - in Latvian, 19 - in English, 1 - in Russian.

Ten titles are newer than 2020, nine titles were published between 2015 and 2020, 30 titles were published between 2014 and 2000, eight titles are older than year 2000, and information resources published during the Soviet period are not included in the list of teaching resources.

Out of 47 printed information resources included in the list of teaching literature, the UL Library does not have nine or 19%.

The level of digitalisation of the collection

In cooperation with the UL Department of Information Technologies, the UL Library ensures the free online access to the e-resources repository of UL <https://dspace.lu.lv/dspace/>. For the convenience of users, a mobile version of the repository is also offered. The Library offers digitalised publications, which are subject of prohibition of copyright for use online, on-site in the reading rooms of sectoral libraries.

At the moment e-resources repository consists of more than **50** publications in the study field "Sport".

E-resources

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

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

In 2022, the UL provides access to 42 e-resource platforms (e-books platforms, e-journals databases and individual subscribed e-journals, reference resources and tools, mixed-format databases). In total there are 17 477 full-text e-journals (including the individual subscribed e-journal titles), 205 306 e-books, almost 5 million full texts and abstracts of doctoral and master's theses from around the world available through subscriptions. The UL also provides links to 174 credible open-access databases with multi-format materials.

Each year the Library offers, on average, 110 new e-resource titles. As of 28.03.2023, the UL Library has acquired a total of 1380 e-books, with ~18500 e-books available in the subscribed *ProQuest Ebook Academic Complete collection*.

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

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

Subscribed e-resources of the study field "Sport"

Subscribed multidisciplinary e-resources that include the study field "Sport"

Cambridge Journals Online - *Cambridge University Press* is a multi-disciplinary e-journal full-text database, offering searchable information in over 300 scholarly journals, as well as related online resources. The database provides full texts in fields such as sport, pedagogy, psychology, culture, arts, medicine and many others. The e-resource archive is available until 2019.

EBSCO Academic Search Complete - The database contains information from more than 12 500 full-text journals, including 7 300 peer-reviewed journals. It also offers the possibility to view annotations from 12 500 journals and 13 200 books, reports and conference proceedings.

Emerald eJournals Premier - The full-text e-journal database provides access to more than 1 million full-text articles from multidisciplinary e-journals. The e-resource archive is available at LU until 22.04.2020.

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

The Latvian National Information Agency (LETA) News and Archive databases offer the opportunity to search for quickly published news, photos, videos, press releases, articles from Latvian press publications, statistics and other information.

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

Oxford Journals Online - The collection provides access to more than 350 authoritative and leading journals published in collaboration with the world's leading scientific organisations. The database includes full-text journals with high citation index scores in a wide range of scientific fields.

ProQuest Dissertations & Theses Global - The world's largest database of dissertations and master's theses, containing almost five million works.

ProQuest Ebook Central Academic Complete Collection - e-book platform. It offers around 185,000 e-books from leading publishers in all sectors, including many university presses.

SAGE Journals Online - *SAGE Publishing's* full-text journal database, offering articles from more than 1100 multidisciplinary e-journals.

SAGE Research Methods - A research methods library of more than 1,000 books, reference works, journal articles and other resources from the world's leading social scientists. *SAGE Research Methods* is an important online tool for researchers. Two of them are available at UL - *SAGE Research Methods - Books and Reference* and *SAGE Research Methods Cases*.

ScienceDirect - *Elsevier's* multidisciplinary database containing information on thousands of journals and books published by Elsevier. Around 2,650 full-text journals, mostly dating from 2002 to the latest issue of the journal, as well as more than 350 e-books are available at UL.

SpringerLink Contemporary Journals - *Springer Nature's* full-text database of journals. It offers researchers, academic staff and students access to more than 6 million articles from over 3,000 journals, covering social and scientific fields.

Taylor & Francis Social Science & Humanities Library provides access to full-text articles from

more than 1100 scientific journals. The broad thematic coverage includes education, pedagogy, psychology, health and social care, anthropology, art, sociology, etc.

Times Higher Education provides up-to-date and high-quality information on global higher education and trends in education, as well as official rankings of the world's universities and colleges.

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

Web of Science – *Clarivate Analytics'* database of the most relevant scientific information on more than 12,000 journals in the social sciences, education, humanities and sciences, offering bibliographic and citation information, abstracts and more. The database offers extensive search, selection and analysis facilities, including information from 1990 onwards.

E-books purchased by the UL Library in the study field “Sport”

ProQuest Ebook Academic Complete – An e-book platform with 119 titles in the field of Sport from the world's leading publishers (e.g. *Cornell University Press, Indiana University Press, Columbia University Press, John Wiley & Sons, Princeton University Press*, etc.).

Open resources in the study field “Sport”

[Directory of Open Access Journals \(DOAJ\)](#), [Journals for Free](#), [Bookyards](#), [Directory of Open Access Books](#), [Eurostat Data](#), [De Gruyter Open](#), [Google Scholar](#), [Periodika.lv](#), [Zenodo](#).

In the last year (2022), the most frequently used e-books by students and faculty members of the Sports Studies programme were: “Recovery and Well-Being in Sport and Exercise: Interdisciplinary Insights”- (26), “The ethics of sport” – (16), “Winning Well: Maximizing Coach and Athlete Wellness”- (20), “The Routledge Handbook of Volunteering in Events, Sport and Tourism” – (18), “The Ethics of Online Research” - (57) etc..

The Library collection is in line with the implementation of studies and the development of research, as every year it is added with the most up-to-date information resources in accordance with the information needs of the academic staff and students.

The lecturers have access to scientific databases where the latest research in the field of sport is available. At the beginning of each semester, by mutual agreement with the head of the FESP library, practical seminars are organised for each group of students on the use of library resources in the study process (databases, use of the common catalogue, ordering foreign sources, etc.), and the library staff is open for consultations.

LU offers the possibility to use subscribed electronic information resources (databases, e-book platforms) outside the LU computer network by connecting to them with a ULIS username and password. It is also possible for students to order educational and scientific literature from the UL regional branches, having it delivered from Riga to the UL branch, as well as to use the public libraries in each branch, if necessary. Regional branches cooperate with the UL sectoral libraries, order the necessary literature on the e-sites and have it sent to the branch. As a result, all students receive the necessary literature for their studies. It should be noted that the necessary books and sources can also be ordered from abroad.

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

of study must also be indicated.

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

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

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

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

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

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

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

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

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

The e-learning environment (*Moodle*) allows students to access learning materials and information at home, and to communicate with lecturers. The FESP library offers students the possibility to

develop and present their studies, to process research data using SPSS, to print and copy the necessary materials, and to explore final theses. Students can also download the SPSS software on their computers.

The FESP has acquired innovative technologies and software for a modern learning environment to provide the necessary material and technical equipment for the new courses in education, pedagogy and sports:

- 3D printing technology workshop with a total of 20 3D printers (16 *STEAM Education Ender-3 Pro*, *STEAM Firmware8* and 4 *Makerbot REPLICATOR*), 50 3D pens and additional 3D printing rolls and materials for the successful implementation of the courses "Multimedia for Sports", "Applied Technologies for Sport".
- a live and video recording classroom equipped with a 360 degree tracking camera, multifunctional live media station, interactive screen and new ergonomic furniture for a more modern studio environment. This classroom allows both online lectures (displaying the screen, the lecturer and the audience - 3 different source windows) and lectures to be recorded and saved (to the media station or to an external memory). A teacher's workstation has also been equipped.
- equipped computer room (24 tablets (17"), *ActivInspire Professional Edition* software licences for developing teaching materials and ergonomic, interactive screen, furniture for a more modern study environment). A teacher's workstation has also been equipped.
- is a collaborative classroom designed for groups of 12 students, fully transformable as all furniture is wheeled and can be arranged for group work (two height-adjustable conference tables on wheels) and individual work (12 chairs with a folding table and under-chair storage). The room is also equipped with technology (12 tablets, 12 laptops and a movable 75-inch interactive screen). The laptops in this classroom, too, are equipped with *ActivInspire Professional Edition* software licences for the development of teaching materials. The room has a full-wall whiteboard, movable shelves and a wall of 12 soft seating surfaces with soft flooring. There is also a workstation for the teacher.
- Study courses are provided with the necessary technical solutions for the environment or work process.
- A total of 49 laptops; 36 tablets; 3 document cameras; 6 interactive whiteboards; 5 charging and storage cabinets (for tablets and laptops) have been purchased.

The technological support also includes 4 computer rooms with a total of 95 computers, as well as free-access copiers and computers, colour and more than 20 black-and-white laser printers, scanners, copiers, functional testing instruments and other equipment necessary for the implementation of the study process.

The infrastructure resources, material, and technical support of the UL regional branches fully allow providing the necessary conditions for the theoretical and practical study of the study courses included in the study programme "Sports Coach". The study rooms have access to high-quality visual equipment - whiteboards, interactive boards, document cameras, screens, multimedia projectors, and laptops, audio and video equipment. All regional branches of the University have a wireless internet network, which provides access to laptops, tablets, personal data devices and smartphones. An internal fixed computer network provides communication between students, lecturers and administrative staff.

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

assessment of their transparency.

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

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

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

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

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

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

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

list of publications and experience in scientific research projects.

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

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

Since the licensing of study programmes "Sports Coach" and "Sport, Technology and Public Health" in 2019, the list of the academic staff has been developed. It is based on the current need, taking into account the vision of the federations involved (Latvian Football Federation, Latvian Volleyball Federation, Latvian Basketball Union, etc.) and the concept of sports study programmes recommended by employers (Salaspils Sports School, Football School Metta, Latvian Basketball Union). In the theoretical study courses, the scientific experience of a particular lecturer - publications, participation in conferences, etc. - played an important role in the selection procedure. As an example, we can point out the involvement of professor Juris Porozovs in the activities of the sports field. Professor Porozovs has produced several publications related to public health.

The teaching staff of the "Sports Coach" programme is composed of experienced academic staff and knowledgeable practitioners. Theoretical study courses are taught by faculty members with high academic degrees, for example, the study course "Civil Protection" (prof. J. Porozov), the study course "Sports Education" is taught by asoc. prof. S. Baranova, "Sports and Extreme Conditions Physiology" is taught by asoc. prof. L. Plakane, "Basics of Physical Activity and Load" and "Practice II" asoc. prof. I. Ābelkalns.

Teachers with extensive experience and achievements in their sport teach practical courses. For example, the study course "Specific Sports Fitness (basketball)" is taught by I. Ikstens, the fitness coach of the Euroleague team "TTT Riga". The course "Specific Sports Methodology (Basketball)" is taught by A. Galvanovskis, Head of the Latvian Basketball Union Coaches' Commission. Taking into account that the relevant specialists teach the study courses of the study field "Sport" as an additional job, the planning schedule is initially coordinated with these teaching staff. This is because the emphasis of the study programme "Sports Coach" is on specialisation study courses, whose lecturers must be recognised professionals in their field. This ensures that the planning of the study process allows the relevant teaching staff to combine their teaching work with their core work without compromising the quality of the study process.

The first cycle (Bachelor) study programme "Sport, Technology and Public Health" is interdisciplinary, so the faculty members have been selected according to this criterion. In order to meet the needs of the labour market and global trends in sport, highly qualified and relevant academic staff from several faculties of the University of Latvia, foreign universities and industry implement the programme. In total, 34 lecturers are involved in the implementation of the study programme "Sport, Technology and Public Health", including three professors and six associate professors.

Two lecturers have been recruited from universities in the European Union, associate professor Liliana Elizabeta Radu from the University of Alexandru Ioan Cuza in Romania and assistant professor Matija Mato Škerbič from the University of Zagreb, Croatia. Ten of the lecturers are professionals active in the field. As can be seen, the composition of the academic staff of the

programme complies with the requirements set out in the third paragraph of Article 55.3 (1) of the Law on Higher Education Institutions that the implementation of academic study programmes shall be carried out by no less than five professors and associate professors who have been elected to academic positions at the respective higher education institution.

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

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

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

The qualification requirements and tasks of the academic staff of the UL are included in *the Regulations on Academic and Administrative Positions at the University of Latvia* (the UL Senate Decision No. 2-3/11 of 31.01.2022). The quality/performance of the academic staff of the UL is evaluated in accordance with *the University of Latvia Academic Remuneration Regulations* (the Senate Decision No. 14 of 30.05.2016) and *the University of Latvia Scientific Personnel Remuneration Regulations* (the UL Senate Decision No. 71 27.01.2020).

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

So far, several lecturers of the study field "Sport" have been involved in the APEC study process. Ilvis Ābelkalns, the director of the study programme "Sport, Technology and Public Health", has conducted lectures related to the study courses in the field of sport, lect. A.Klempere-Sipjagina has conducted lectures in health education and social sciences, lect. K. Kiris has conducted lectures related to technology. Associate professor S. Baranova has been more involved in the field of pedagogy.

After the completion of the further education programme "Methodology of Formulation and Evaluation of Learning Outcomes", programme directors and academic staff purposefully update their study courses and do mapping of learning outcomes of the respective study programmes and study courses. Initially, programme directors conduct individual or group discussions with lecturers. The main topics of the discussion are the content and quality of the delivered course, and cooperation with students. If shortcomings or suggestions for improving the quality of studies are identified, lecturers point them out. Accordingly, the study programme directors instruct the course developers to make corrections in the content of the course. The biggest challenge is observed in all study courses with ensuring the sports link, i.e. "Environmental Protection" and "Civil Protection", "Entrepreneurship", etc.

Academic staff of the University of Latvia have the opportunity to improve their English language skills in the further education programme "Improvement of Scientific and Academic Capacity of Academic Staff in English" of the Centre of Applied Linguistics of the UL Faculty of Humanities. Several academic staff members of the study field "Sport" have participated in the English language further education programme, namely, associate professors I. Ābelkalns, S. Baranova, assistant professor L. Mihno, lecturers Agita Klempere-Sipjagina, K. Kiris, R. Parandjuks, etc. .

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

The academic staff of the study field "Sport" includes several candidates for scientific degrees - lecturers K.Kiris, R.Parandjuks, R.Ozola-Davidāne, G. Bīlande, T. Stepiņš, as well as assist.prof. L.Mihno, who successfully defended her doctoral thesis in 2022.

To promote collegial learning and identify good practices in teaching, the continuing education programme "Promoting the exchange of the collegial learning experience of the academic staff" where the academic staff perform peer observation, thereby directly promoting the exchange of teaching experience among the academic staff and contributing to the development of UL as a learning organisation. Collegial peer observation is held periodically in the study field "Sports", evaluating the methods available and used by colleagues in order to be able to improve the personal pedagogical competence. In particular, this type of mutual analysis is carried out in the framework of practical study courses, when several teaching staff members carry out the study process simultaneously - in basketball, football, tennis and volleyball (each in their own infrastructure). However, given the location of the practical lectures (Rimi Olympic Centre, 6b Grostonas Street), the peer observation of colleagues' classes is organised in order to form a mutual study and analysis of colleagues' performance. Lecture observation is also implemented before elections to academic positions at all levels.

The UL academic staff teaching the first-year students are a special target group for continuing education and as such are offered a continuing education programme "Professional development for the work with first-year students". Members of the academic staff - asoc prof. S.Baranova, assist.prof. E.Latkovska, lect. A.Klempere-Sipjagina and others have successfully completed this course.

It should be noted that at the beginning of the semester, students have their first conversation about current events with the director of the specific study programme and the study methodologist. This is to facilitate personal communication and to keep them informed about what is needed in the course of their studies. It should also be noted that when students start their studies, a meeting with the Dean of the Faculty and other responsible persons is organised in order to better understand the resources available to them (library, student council, social, etc.), as well as to understand the general rules of the University.

The further study process is not specifically organized to provide tutors-trustees who can better enable first-year students to fit in. However, the lecturers of the respective courses are aware of the study process at the UL and would explain it to the students if necessary. Lecturers are aware of the need to contact programme directors, should the need arise, regarding organisational issues in the context of first year students. For first-year student-athletes, senior student-athletes are assigned as volunteer mentors in order to better implement their dual careers.

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

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

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

14 lecturers from the study field "Sport" have participated in the mentioned further education programmes, including, asoc. prof. S.Baranova, asist.prof. L.Mihno, prof. A.Miltuze, asoc. prof. L.Plakane, etc.

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

After the implementation of each programme, a survey and an evaluation of the outcomes is conducted among the attendees of the programme. The UL faculties organise thematic seminars on topics of teaching training relevant to the academic staff of the respective faculty. For example, in spring 2023, the FEPA (from 02.01.2024. FESP) organised English and 3D printing courses for lecturers.

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

In order to determine the professional development needs of the academic staff of the UL in the field of the pedagogical activity, the UL Department of Studies (now Academic Department) at the end of 2017 and the SDMIP of the UL in the 1st quarter of 2020 and in the spring of 2021 conducted a survey of academic staff. It included heads of study fields and study programme directors. Its results were taken into account when developing a training plan for the development of academic staff competence, including the project of the Operational Programme "Growth and Employment" 8.2.2 within the framework of the 1st round "Renewal and Competence Development of Academic

Staff at the University of Latvia"; the 2nd round – "Motivated, Modern and Competitive Academic Staff of the Study Field "Education, Pedagogy and Sport" at the University of Latvia" and the 3rd round "Strengthening the Capacity of the Doctoral Studies of the University of Latvia within the Framework of the New Doctoral Studies Model" (hereinafter – project "Growth and Employment") in order to effectively plan and ensure the enhancement of the competence of academic staff.

The following outcomes are to be achieved by December 2023:

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

When analysing the academic staff involved in the study field "Sport", the aim is to reach the EU average by reaching the indicator that at least 1/3 of the academic staff is in the age group of 35-49 years. As shown in Table 2.3.6.1, 13 out of 37 academic staff members in the study field "Sport" are in the age category 35-49.

Table 2.3.6.1

Age group distribution of the academic staff in the study field "Sport"

Age group	Number
65+	1
50-64	12
35-49	13
20-35	11
TOTAL	37

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

1. A doctoral student studying in the last year of an accredited doctoral study programme, as well as a doctoral student, who is a Latvian citizen studying in an accredited doctoral study programme outside Latvia, and a scientific degree candidate.
2. Successfully acquired number of credit points required in the first two/three years of study/ or, for a doctoral degree candidate, successfully completed studies in DSP.
3. Participation in an international scientific conference with a presentation/report.
4. Publication of at least one scientific article in an international publication.

5. English language skills at least at C1 level.
6. Successful passing of the doctoral examination in English.
7. Positive feedback from the supervisor of the doctoral thesis about the doctoral student as a potential lecturer.
8. Leadership traits and interest in UL research and course implementation.

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

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

For successful and unified implementation of study programmes at the UL, a special study programme for heads of study fields and study programme directors was developed. It was implemented on 12.10.2021-28.10.2021; an international accreditation expert from Poland and representatives of the Quality Agency for Higher Education of Latvia ran the training. Seven lecturers from the study field "Sport" participated in this programme (I.Ābelkalns, R.Parandjuks, L.Plakane, J.Šķilters, etc.).

During elaboration of the self-assessment report of the study field, the information on the opportunities for promotion and qualification improvement used by the participating lecturers during the reporting period was collected, the results of which are summarised in Table 2.3.6.1. The analysis of the data shows that every year the academic staff involved in the course attend on average 23.3 international scientific conferences organised both in Latvia and abroad, in which our lecturers participate both as listeners and as participants, presenting and publishing the latest scientific findings. Professional development programmes, seminars and courses are regularly attended and certificates are awarded. The academic staff has participated in professional educational events not only at the University of Latvia, but also at educational institutions in other countries, using the Erasmus and Erasmus+ programme opportunities, with an average of six lecturers per year taking advantage of such opportunities. It should be mentioned that lecturers themselves have participated in the development of Erasmus and Erasmus+ programmes (lecturing or developing lectures), as well as in the development and improvement of courses at local universities (L.Cicjāne, M.M. Škerbič, J.Šķilters, etc.).

Eighteen teachers have attended additional foreign language courses. After the Covid-19 pandemic, due to a change of circumstances, the lecturers improved their skills in designing and delivering online lectures and classes.

The academic staff involved in the field participate in various (national and international) organisations as members and board members, for example: the European Athletes as Students (EAS), the Sports Union of Latvian Higher Education Institutions, the Latvian Diet and Nutrition Association, the International Society for the Study of Behavioural Development (ISSBD), the International Society of Mountain Medicine (ISMM), etc.

Table 2.3.6.2

Promoting the growth of the academic staff (Assessment of didactic skills improvement and qualification improvement)

No	Criteria / academic year	2019/2020	2020/2021	2021/2022	2022/2023
1.	Improving language skills ^[2]	5	5	4	4
2.	Higher education didactics (training) ^[3]	9	5	6	6
3.	Attendance at various summer schools	-	3	3	4
4.	Teaching lectures and study courses within the framework of Erasmus and Erasmus + programmes	-	6	5	6
5.	Participation in Erasmus or other staff development programmes	7	4	5	1
6.	Attendance at international scientific conferences (attendee)	16	19	37	21
7.	Attendance at national level scientific conferences (attendee)	6	4	3	7
8.	Participation in various seminars	7	6	6	4
9.	Membership in professional organizations	11	9	8	6
10.	Participation in various working groups (improvement of regulatory enactments, etc.)	-	3	2	2
11.	Participation in the organization and provision of continuing education	2	3	3	4
12.	Participation in various international scientific editorial boards	4	6	6	5
13.	Participation in various national scientific editorial boards	-	1	3	2
14.	Participation in various international organizing committees	2	4	5	6
15.	Participation in various national organizing committees	1	3	3	4
16.	Work in examination commissions of professional organizations	-	-	1	1

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

[2] For example, learning foreign languages in courses, trainings.

[3] Professional development courses, trainings, lectures in pedagogy, HEI didactics, work with students, etc.

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

Taking into account the interdisciplinary nature of the programmes of the study field "Sport", related to the needs of the labour market and sport trends in the world, the implementation of the programmes involves highly qualified and relevant academic staff from several faculties of the University, state and foreign higher education institutions and industry. In total, 37 academic staff members are involved in the implementation of the programmes of the study field "Sport", 16 of whom have doctoral degrees. There are 22 elected academic staff and 15 non-elected academic staff, three of whom are UL staff, see *Annex SF-10. List of the teaching staff involved in the implementation of the study field "Sport" at UL*. Thirty-four (34) lecturers are involved in the implementation of the study programme "Sport, Technology and Public Health", including: 3 professors, 7 associate professors (including visiting assoc. prof.), 6 assistant professors (including visiting assist.prof.), eight lecturers and eight guest lecturers. The short cycle (first level) programme "Sports Coach" involves 24 teaching staff, including 1 professor, 4 associate professors, 3 assistant professors (including guest assoc. prof.), 7 lecturers and 7 lecturers. The knowledge of the state language of the teaching staff, involved in the implementation of study programmes corresponding to the study field, complies with the provisions on the scope of knowledge of the state language and the procedure for testing the knowledge of the state language for the performance of professional and official duties, signed by the head of the study field, see Annex: *Annex SF-12. Certificate of proficiency in the state language*.

As already mentioned, the programme involves academic staff from various faculties of the University of Latvia: Faculty of Education Sciences and Psychology, Faculty of Biology, Faculty of Medicine, Faculty of Computer Science, Faculty of Business, Management and Economics, Faculty of History and Philosophy and Faculty of Law, which ensures high-quality study opportunities in the respective field of science. Two lecturers have been recruited from European Union universities, namely, associate professor L.E. Radu from the University of Iași Alexandru Ioan Cuza in Romania and assistant professor M.M Škerbič from the University of Zagreb, Croatia. Both lecturers have English language skills of at least B2 level according to the European Language Assessment Levels, see the confirmation signed by the Head of the study field in Annex: *SF-20. Confirmation of the English language skills of at least B2 level*. Nine of the lecturers are professionals active in the field. As can be seen, the composition of the academic staff of the programme also meets the requirements of Article 55 (1) (3) of the Law on Higher Education Institutions that the implementation of academic study programmes shall be carried out by at least five professors and associate professors who have been elected to academic positions at the relevant higher education institution.

The qualifications of the teaching staff involved in the “Sports Coach” programme are appropriate in both academic and practical fields. The teaching staff is composed of experienced academic staff

and knowledgeable practitioners. Faculty members with high academic degrees teach theoretical study courses, e.g. the study course "Civil Protection" is taught by professor J. Porozov, the study course "Sport Psychology" is taught by associate professor A. Koļesovs. Associate professor I. Ābelkalns teaches the study course "Basics of Physical Activity and Load" and "Practice II", and associate professor L. Plakane teaches the study course "Sports and Extreme Conditions Physiology", etc.

The principle of continuity is followed in the composition of the academic staff working in the programmes of the study field "Sport". Degree candidates or doctoral students teach several study courses. Four study courses are taught by R. Parandjuks ("Athletics and Sports Games", "Basic Physique", etc.). The courses "Applied Technologies for Sports Coach", "Multimedia for Sports" are taught by K. Kiris and "Sport's Ethics" by T. Stepīņš.

Professionals with extensive experience and achievements in their sport teach practical courses. For example, the study course "Specific Sports Fitness (basketball)", "Biomechanics of Movement" is taught by acting lecturer I. Ikstens, who also works for the team "TTT Rīga" as a physical training coach. The study course "Specific Sports Training Methodology (Basketball)", "Sports Games" is taught by Agris Galvanovskis, Head of the Latvian Basketball Union Coaching Commission.

The teaching staff of the short cycle (first level) study programme for modules (tennis and volleyball) that were added after the licensing of the programme are Mg.paed. I.Kuzmina-Rimša and Mg.paed. A.Misirova. Both lecturers are high level professionals with great experience in their sport. I.Kuzmina-Rimša holds a Master's degree in Educational Management.

Aleksandra Misirova teaches courses of the volleyball module. She has a Master's degree in Pedagogy, as well as experience in the academic field working as a lecturer at the Latvian Academy of Sports Pedagogy. A.Misirova has also worked as a volleyball coach for the Latvian women's national team, Jūrmala Sports School, Minussa Volleyball School, etc.

All module teachers are high-level professionals in their respective sports, which significantly enhances the quality of studies. Students have the opportunity to learn both theoretical and practical knowledge to enter better the coaching labour market.

Regular classroom visits are carried out to ensure the quality of teaching. Training of the teaching staff for distance learning is organised. All elected academic staff also carry out research work in the field, by leading or participating in externally funded research projects, or by carrying out research related to the study process, which are funded by the FEPA national study and science base funding. A significant proportion of the academic staff of the UL carries out research in projects formally outside their faculty, mainly in the institutes of the UL. The themes of the academic staff's scientific research or creative work are topical and related to the content of the study programmes and the corresponding study courses. Research results are published in internationally accessible and peer-reviewed journals or are applied in practice or included in innovative activities. Students are also involved in scientific research on topics that are topical and related to the study programme, the study objectives and the expected learning outcomes. The administrative staff plays an important role in the implementation of the study field "Sports". The study administrator of the study programme works in close communication with programme directors. From the administrative side, the executive director of the faculty has an important role, providing necessary information regarding financial options e.g. opportunities for using sports facilities, and purchasing new equipment or learning materials.

For the future perspective of the study field "Sports", it is thought about in advancing research in sports. In the Spring semester of 2024, 3 vacancies for the position of researcher will be announced that will contribute to the further quantity and quality of research.

Annex SF-10. List of the teaching staff involved in the implementation of the study field "Sports" at the University of Latvia presents the teaching staff. The Curriculum Vitae of the teaching staff can be found in Annex SF-11. Curriculum Vitae of the faculty members of the study field "Sports".

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

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

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

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

Table 2.3.8.1

Examples of key tasks performed by student support units/staff

Structural unit/staff	Key responsibilities
FESP Student Council	Organises different events, involve FESP students in activities, communicate with the teaching staff.
Sports centre	Provides substantial support to UL athletes by providing dual career benefits - tuition fee discounts, social guarantees, etc.
Tutor	Informs students of the developments in the study process, provides individual support to those students who face difficulties entering academic environment of the UL and initiates adaptation and team-building measures.
Programme assistant, study administrator	Provides study advice, assists in day-to-day issues related to the study process, files study records, and advises on the ULIS.

Mentor	A senior student who helps first-year students adapt to the study environment and share their experience.
Student Council (SC)	The purpose of the SC is to represent the UL students and to defend their rights and interests. The SC represents the students' interests in academic issues by electing student representatives to the decision-making bodies of the UL, considering issues related to the study process and its improvement.
Study programme director	Organises and manages the development of a study programme in accordance with the requirements of the specific scientific or economic sector, cooperates with employers and internship sites in matters of study content, evaluates and approves individual study modules and individual study plans, etc.
Department of Study Service	Organises the admissions process, advises the staff and students on mobility programmes, study, social and cultural issues, advises and organises career coaching and consultancy. Organises adaptation measures for students provides training for tutors, mentors, organises cooperation with employers, etc.

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

The Career Centre provides the following services to students:

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

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

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

promoting interactions with domestic students.

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

The main support staff for students are the Programme Director and the Study advisor. They advise and help with organisational issues and, as far as possible, ensure student satisfaction. The student council promotes the recruitment of student mentors. As a number of high-achieving athletes are studying in the sports field, the staff of the UL Sports Centre/Club and senior student-athletes are also involved as mentors to support their dual careers.

The faculty also offers psychological support. This is a relevant and necessary help, as the study process can create additional emotional pressure, which can be handled with the help of the relevant staff. In addition, the Faculty provides a number of support measures. For example, free car parking, copying, printing services, water, tea, coffee, etc.

All of the above services are available to students at UL branches, subject to prior contact with specialists. Consultations are organised both in person in Riga or at the regional branches, and remotely via the "MS Teams" platform. On-site counselling in the branches is provided by the branch managers and study advisors, as well as by the teaching staff who are having classes on that day.

2.4. Scientific Research and Artistic Creation

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

The University plays an important role not only in the development of the Latvian higher education system, but also in the growth of the country's economy, providing studies and research that are up-to-date, based on the unity of higher education and science. The University of Latvia actively participates in solving topical problems of the state and society, taking care of a healthy environment and lifestyle. The UL focuses its efforts on providing quality studies and developing its niches of scientific excellence, building structures open to interdisciplinary and transdisciplinary research and studies, ensuring high return on invested resources, sustainable and environmentally friendly use of resources. The UL is developing as a modern international academic centre, creating an environment and infrastructure for excellence in studies, research and innovation.

Fundamental and applied research in the study field "Sport" is in line with the goals of the University of Latvia, the field of study and the level of scientific development. This is evidenced by the projects and publications carried out by the teaching staff and researchers involved in the study field, including publications indexed in *Web of Science* or *Scopus*. Research in the fields of sport, technology and public health is carried out in close cooperation with several research fields, developing scientific and applied research. Sport and public health research is carried out at the Faculty of Education Sciences and Psychology and its research institutes and centres (the

Education Research Institute and the Scientific Institute of Pedagogy), research related to pedagogical activities, including coaching activities and methodology. In the Faculty of Biology, research is mainly related to the physiology of physical exercises. In the Faculty of Medicine (Institute of Clinical and Preventive Medicine, Institute of Cardiology and Regenerative Medicine), it is the research related to public health and environmental health, cardiac health of young people, athletes, and functional capacity; in the Faculty of Computer Science - Laboratory of Perceptual and Cognitive Systems various cognitive abilities are studied in relation to athletic performance, etc.

The study field also implements applied and fundamental research of current interest in Latvia, commissioned by business companies, local governments, and ministries (Ministry of Education and Science, Ministry of Health). The topics of the studies are up-to-date, correspond to the research directions and provide the necessary coverage for the implementation of the study process, for example, 'Planning of the teaching process and lessons in the field of physical activity and health'; 'Development and growth of physical and mental qualities of elite athletes'; 'Sports activities in Latvian higher education institutions'.

Within the framework of the annual international scientific conference of the University of Latvia, each year the Faculty of Education Sciences and Psychology, together with the Faculty of Biology, organises the section "Sport for the Sustainability of Society". Various research dissemination events are organised with the participation of the FESP, such as the annual event "Scientists' Night", the Hackathon of Innovation Sport and Active Lifestyle Ideas "SportLab 2022".

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

Scientific and applied research in the study field "Sport" is closely linked to the study process, complementing and improving it. The teaching staff involved in the study field work in science alongside the study process and participate in the achievement of project results. Study courses included in the study programmes are related to the research areas of the teaching staff. They integrate their research experience, proven results and developed methods into their study courses, thus ensuring that students acquire continuously up-to-date knowledge and skills.

For example, the findings of the project "Impact of weight reduction on obesity-induced changes in B-cell metabolism and function" are incorporated in the study course "Sport and Nutriment", "People and Technology, Quality of Education" into the course "Sports Education". "More than gold" (MTG) contributes to the study course "Sports Policy". "Improving the competences, skills and competences of staff involved in health care and promotion" complements the study course "Health Promotion and Gerontology", etc. Because of synergy, the study field "Sport" provides science-based studies, using modern and competitive educational technologies, as well as promoting the scientific activity of students and staff. Access to databases of scientific publications allows the development of study courses using the latest research findings. In several study courses, the teaching staff introduce students to scientific articles relevant to the content of the course.

The "Sport, Technology and Public Health" and "Sports Coach" study programmes include courses that introduce students to the selection and analysis of specialised literature, the methods used in research, as well as the processing, reflection and presentation of research results, such as "Sports Research"; "Sport Psychology"; "Basics of Physical Activity and Load", etc. In some courses, this is achieved by including writing of reports or performing individual research assignments in students'

independent work (see course descriptions). At the end of the studies, under the supervision of the teaching staff (supervisors), final theses are prepared, respectively a bachelor's paper and a qualification paper, within the framework of which students choose their own research topic. The paper is developed using the knowledge and skills acquired during the study process, as well as the latest scientific knowledge and methods, and the analysis of scientific articles. The final paper is presented and defended as an integral part of the study process.

During the study process, students are encouraged to participate in scientific seminars and conferences. Students are eager to participate as listeners in the sessions of the sections of the UL annual conference corresponding to their field of study. Authors of excellent final papers, together with their supervisors, are motivated to present the results of their research at the conference. The implementation of the programmes of the study field in several faculties, where several research centres are also located, significantly expands the opportunities for students to integrate into the academic and research environment of the University, greatly facilitates the conduct of interdisciplinary research, as well as the use of equipment and laboratory facilities necessary for research for the final paper. This encourages them to continue their studies at the next level.

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

The faculty and students of the study field "Sport" are involved in the development and implementation of several projects. The most important ones, directly related to the field of sport, are Erasmus+ project "More than Gold" (01/08/2019.-31/12/2020), the aim of which was to develop dual career guidelines for university students – athletes. Assoc.prof. I.Ābelkalns, as well as 4 students of the study programme "Sport, Technology and Public Health" and 2 students of the short cycle (first level) programme "Sports Coach" participated in the implementation of the project. Participation was mainly related to the creation of the research base and the compilation of results. The project "Yong Ordinary and Disable sports Athletes Mentors (YODA) (20/05/2019-31/12/2020) was implemented with the participation of asoc.prof. I.Ābelkalns, lecturers R.Parandjuks, A.Klempere-Sipjagina and I.Miškuna. The project involved three student-athletes, who participated in the process of piloting the project results working under the supervision of mentors of foreign partners (Spain, Lithuania, and Portugal). The aim of the project was to develop informative training materials for dual career mentors. Prof. J.Porozovs, assoc.prof. I.Ābelkalns, assoc.prof. A.Golubeva and lecturer A.Klempere-Sipjagina participated in the project "Lifestyle towards active Ageing" (LifeAge) (17/05/2019- 31/12/2020). The project involved six students from both programmes who participated on a voluntary basis. Students' duties included tasks related to the measurement of seniors. The Latvian Council of Science (LZP) project "Comprehensive assessment and support programme to reduce the screen time related health risks in adolescents" under the supervision of prof. J. Porozov engaged two volunteer students from the short cycle (first level) study programme.

By participating in these projects, students were able to apply the knowledge gained in theory on data processing, physical performance tests and assessment, as well as to develop the acquired competence in relation to the objectives of the study field. International cooperation is important for both study programmes, as it ensures the scientific qualification of the teaching staff, orientation in the world trends in the field represented, and the final papers present topics of

scientific relevance. For example, in the study programme "Sport, Technology and Public Health" such papers as "Problems caused by athlete's loss of identity after the end of professional sports career"; "The importance of quality sleep for sports athletes"; "The impact of the introduction of the video assistant referee system on the Latvian Football Super League matches". In the short cycle (first level) study programme "Sports Coach" - "Technical preparation and capabilities of football players of different biological maturity levels"; "The impact of sound on basketball free throws", etc.

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

According to the information available in the *Web of Science* and *Scopus* databases, in the period from May 2019 to May 2023, 121 *Web of Science*/101 *Scopus* scientific publications have been indexed for the faculty members involved in the field of study. The number of publications is indicated in the Annex: Annex SF-13. *The quantitative data on scientific and/or applied research activities relevant to the study field "Sport" of the UL during the reporting period*, while the list of publications is summarised in the Annex: Annex SF-14. *List of publications, patents, works of artistic creativity of the teaching staff of the study field "Sport" of the UL during the reporting period*. Analysing the data, it can be concluded that some publications are indexed in both databases; therefore, each of them is listed separately in the report. The data show that the average number of publications in the period under review is 28 *Web of Science*/ 22.5 *Scopus*. The highest figures were reached in 2020 and 2021, when the number of publications indexed in *Web of Science* increased to 36 and in *Scopus* to 31. This is probably due to the Covid -19 pandemic, which gave more time to the teaching staff to produce scientific articles. The scientific quality of the teaching staff is also reflected in the Hirsch index, where 16 out of 24 faculty members elected to academic positions are rated with the Hirsch index, 11 of whom are indexed with a factor of three (3) or higher.

Each year, the teaching staff participates in the "Sport for Public Health" section of the International Scientific Conference of the University of Latvia, as well as in sections related to their sub-disciplines, where they share their research in the field of sport and health. After the conference, the lecturers have the opportunity to publish their scientific research papers in the Proceedings of the FEPA (from 02.01.2024. FESP) "Human, Technologies and Quality of Education". Teaching staff have participated in several important conferences (more than 100 conferences and published their scientific articles more than 150 times). A slight drop in participation in conferences was seen in 2020 when the pandemic started, travel was limited and remote conferences were not yet implemented. Teaching staff participate in peer review of international research articles in various journals. Several professors of the study field "Sport" are experts of the Latvian Council of Science (LZP) in "Social Sciences - Economics and Business", "Medical and Health Sciences - Health and Sport Sciences", 9 faculty members have participated in Erasmus+ projects directly related to sport and public health, health and physical activity.

2.4.5. Specify how the involvement of the students in scientific research and/ or applied research and/or artistic creation activities is promoted. Provide the assessment and description of the involvement of the students of all-level study programmes in the

relevant study field in scientific research and/ or applied research and/or artistic creation activities by giving examples of the opportunities offered to and used by the students.

At the end of their studies, students of the study field "Sport" develop scientific works (qualification and bachelor papers). Students choose the topics of their final papers according to their interests and recommendations of the supervisor. The topics are related to the latest trends in training methodology and in the field of sport and health. The authors of best final papers are invited to attend conferences with their supervisors and share their research. This collaboration results in students' improvement of their presentation and research skills. In the short cycle (first level) higher education study programme "Sports Coach" four papers and five papers from the first cycle (Bachelor) study programme "Sport, Technology and Public Health" were selected for further development in the reporting period. The final papers are available in the e-learning environment of the University - Final papers (Submission and defence of final papers). Many students write their final papers in the context of their practices or work assignments at their work/practice sites. As mentioned in the previous section 2.4.3, a number of students are involved in various research projects. In the future, it is planned to involve students in projects from the beginning of their implementation, so that the results can be included in students' final papers.

During the practice, students have the opportunity to participate in various continuing education seminars organised by the institution where they are on practice or where the institution participates, for example: the Latvian Anti-Doping Bureau, the Latvian Basketball Union, the Latvian Football Union.

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

On 8-10 April 2022, the teaching staff of the study field "Sport" in cooperation with the Innovation Centre of the University of Latvia (LUMIC) implemented a sports idea Hackathon "SportaLab2022". The basic idea was related to the creation of innovations in the field of sport that both facilitate and increase the quality of the study process in the context of physical activity. In this way, aspects of relevance to society such as physical activity and active recreation are highlighted. Seven teams (3-4 participants each) attended the hackathon competition, three of which represented the study field "Sport". The Hackathon is a three-day "mind-moving" marathon where, under the guidance of professional mentors, teams have the opportunity to create new, sustainable and innovative ideas in response to a specific challenge. The main prize of the competition went to the team of students from the short cycle (first level) programme "Sports Coach", who presented and justified the use of technology in training planning.

Similar types of innovation and new developments are also being implemented in partnership with employers. For example, different types of applications are used at Salaspils Sports School for the training process, which are mainly developed in the study environment of the study field "Sport".

Students of the study course "Entrepreneurship" of the study programme "Sport, Technology and Public Health" participated in the competition "Economics of Entrepreneurship". The Business

Incubator and the Faculty of Business, Management and Economics of the UL in cooperation with the patrons created it, and there students had the opportunity to gain experience and prove their knowledge and skills in entrepreneurship related to the field of sport.

2.5. Cooperation and Internationalisation

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

The cooperation of the study field "Sports" with other higher education institutions is mainly related to scientific research. For example, several scientific studies and publications in cooperation with the Latvian Academy of Sport Education (LSPA) - Ābelkalns, Porozovs, Klempere-Sipjagina, Plakane, Šmite. The cooperation is based on common research interests, as well as students can also participate in research according to their study results.

The UL has established a Sports Council, which acts in an advisory capacity. The Council has participated in the development of the Sports Policy of the University of Latvia. It was approved by the Decision No. 2-3/12 of the UL Senate of 31.01.2022. The Sports Policy of the University of Latvia has been developed in close alignment with the vision and strategic plan of the UL, which contributes greatly to the development of the study field. It is important that the Sports Council of the University of Latvia is composed of representatives of the sports sector. These are name J. Cipruss (Latvian Basketball Union), J.Buks (Latvian Olympic Committee), Head of the study field "Sport" I.Ābelkalns, Director of the Master's study programme "Sport Science" L.Plakane, as well as the Director of the UL Sports Centre and representatives of the UL faculties and administration.

Employers and representatives of professional organisations in the field were involved in the development and implementation stages of the study programme "Sport, Technology and Public Health" and the short cycle (first level) study programme "Sport Coach". They gave suggestions for the content and structure of the programme, encouraging the inclusion of specific content relevant to the field, offering practice opportunities, considering other opportunities for cooperation, such as lecturing on specific topics, leading study field trips, excursions, supervising coursework, participating in a quality assurance stage of the programme, evaluating quality assurance procedures, etc.

Taking into account the interdisciplinary orientation of the first cycle (bachelor) study programme "Sport, Technology and Public Health", the development process involved specialists in the field of sport, technology and public health, as well as representatives of other fields. The director of Jūrmala Sports School, the director of Salaspils Sports School, the sports director of the Latvian Football Federation, a member of the Coaches Commission of the Latvian Basketball Union, the Chairman of the Board of Metta Football School, and the director of LU Sports Centre advised the programme development in the field of sport (see Annex: *Annex SF-15. List of cooperation*

agreements in the study field "Sport" at the University of Latvia.)

There is active cooperation with the field in the implementation of study programmes, study programme directors actively consult with representatives of the sport and health sector on the development of study courses, including practice work and final paper. Students are regularly taken on study excursions, for example, to the Latvian Council of Sports Federations, the Latvian Olympic Committee, the Latvian Sports Museum, etc. This ensures the achievement of the objectives of the study field, which would allow in professional activity promoting the awareness of society (including children and young people) about the relationship of sport both with the health of the individual and the economic growth of the country, which is based on scientific research.

Most of the specialised or qualification study courses are taught by the academic staff who are permanently working in the field, in sports and health organisations such as the Latvian Basketball Union, Latvian Football Federation, Salaspils Sports School, Riga Children and Youth Sports School, Latvian University Sports, "Aqua Fitness therapy", "Aiwa Clinic", etc. The choice of specific organisations is related to the specifics of the study courses. Specialists/Employers of the field are involved in the final examination committee of the study programme "Sports Coach" as well as in the council of the study field.

Cooperation partners are selected according to the study results in respective study programmes, as well as in order to ensure studies, research and professional competence in the field of sports, that is aimed at excellence and interdisciplinarity.

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

Lecturers from two foreign universities participated in the development of the study programme "Sports, Technology and Public Health": F. Kobiela (The University of Physical Education in Krakow), and L. E. Radu (Alexandru Ioan Cuza University of Iași). These universities implement similar sports programmes and lecturers have already established close scientific cooperation with the UL.

The teaching staff participates in several international Erasmus+ projects such as "More than Gold", "Young Ordinary and Disable sports Athletes Mentors (YODA)". As mentioned in section 2.4.3, students are also involved in projects where they can develop their knowledge and skills. For the study programme "Sport, Technology and Public Health", two courses - "Sports Policy" (Philosophy of Sport), "Somatic and Functional Assessment of Movement" - are taught by faculty members from the University of Zagreb, Croatia and the University of Iași, Romania, see Annex: *Annex SF-16. Statistical data on foreign students and teaching staff in the study field "Sport" at the University of Latvia*. Erasmus+ exchange students from Germany, Spain, Austria, who have come for mobility in other study programmes of the UL, have participated in the study process, in some study courses ("The History of Physical Education, Sport and Olympic Movement"; "Athletics and Sports Games"; "Basic Physique").

Student mobility rates in the study field, as well as in the UL as a whole, are relatively low, as can be seen in the Annex: *Annex SF-17. Statistical data on outgoing and incoming student mobility*, only one student from the short cycle (first level) study programme "Sports Coach" participated in Erasmus+ mobility in Portugal. Both programme directors and teaching staff of each study course regularly motivate students to go on study mobility to one of the partner universities of the University of Latvia, with which cooperation agreements are concluded and which implement sport studies. During the meetings, exchange students and the foreign lecturers talk about the possibilities of mobility for career development. After discussions with students, the main reasons why students are not active in international mobility are: fear of losing their job (several students are employed in parallel with their studies), lack of confidence whether they will be able to endure longer periods in a foreign environment, lack of confidence whether they will be able to pass the academic requirements. The teaching staff, in turn, indicate heavy academic and practical workloads as a reason for their passivity towards mobility. The pandemic also had an impact on their willingness to participate in the exchange.

The academic staff of the UL and the FESP are offered the opportunity to go on Erasmus+ *Mobility Programme* exchange programmes to partner universities both as lecturers and as researchers. Within the framework of the projects, there is an opportunity to establish cooperation contacts and develop joint projects. Programme directors organise meetings for the teaching staff and students with Erasmus+ coordinators of the UL, FESP, who explain the opportunities and benefits of mobility.

The teaching staff have used the Erasmus+ *Mobility* and have visited foreign universities such as *Coimbra University* (Portugal), *Alexandru Ioan Cuza University* (Romania), *Huelva University* (Spain). Cooperation has also taken place from foreign universities, the University has hosted teaching staff from *Huelva University* (Spain), *Istanbul*, *Maltepe University* (Turkey), see Annex 11 (*Annex SF-11 Statistics on incoming and outgoing mobility of teaching staff*). Close cooperation has been established with partner universities involved in Erasmus+ projects, the most important partners being *Catolica San Antonio de Murcia University* (Spain), *University of Rome Foro Italico* (Italy), *University of Lapland* (Finland). By working in international projects, the teaching staff and students get to know more about different cultural backgrounds and scientific trends in teaching, which contribute to the achievement of the objectives.

Foreign cooperation partners are selected to achieve goals and study results of study programmes in the field of sports. Opportunities are selected that make it possible to deepen and further develop both international and interdisciplinary research in sports science, as well as provide an opportunity for students to study sports topics and skills from the perspective of other countries, while improving their English proficiency.

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

Teaching staff regularly travel abroad to participate in scientific conferences, projects and to promote international cooperation in the study fields and science. Such communication is an opportunity to promote the study field, to motivate foreign teaching staff and students to cooperate, to visit Latvia and participate in the practical and scientific development of the study

field "Sport". Communicating with colleagues from other countries makes it easier to evaluate the pros and cons of the programmes. In the process of cooperation, two foreign lecturers F.Kobiela from the *University of Physical Education in Krakow* (Poland) and L.E.Radu from *Alexandru Ioan Cuza University* (Romania) participated in the development of the study programme "Sport, Technology and Public Health" and were involved in the implementation of two study courses. Due to the heavy academic workload, F. Kobiela has now ceased this collaboration, but on his recommendation, the Philosophy of Sport section of the "Sports Policy" course is taught by assist. Prof. M.M. Škerbič from the University of Zagreb. It should be noted that M.M. Škerbič is also the head of the European Association of Philosophers of Sport. The main problems with attracting foreign specialists to the study programmes are the inability to compete on salaries and the provision of on-site study. There is an opportunity to participate in the Erasmus+ *Staff Mobility for Training* programme, which L.E. Radu will use in the future.

During the reporting period four teaching staff from foreign universities participated in Erasmus+ mobility two from Spain and two from Turkey, see Annex SF-18. *Statistical data on incoming and outgoing mobility of teaching staff in the study field "Sport" at the UL*. One professor participated as a guest professor in both study programmes in the field of sport, as well as in discussions with students and the teaching staff. For the other the visit to the UL was more related to research in the field of sport, therefore the guest shared his experience with final year students and in a separate seminar with *PhD* candidates. The Turkish academic staff members came to establish cooperation with *Maltepe University* (Turkey) in the context of sports study programmes. During the visit, meetings were held with students, teaching staff and FESP management.

During the mobility, students are told about the opportunities to study sports programmes at the University. At the moment (20.04.2023), there have been no foreign students in the study field. Some students have expressed interest in studying sport at Master's level, so they have been referred to the Faculty of Biology, to the director of the Master's programme "Sport Science". No foreign students have shown interest in the study field "Sport", therefore it is not possible to analyse the incoming mobility of foreign students. This is because the language of instruction of the study programme is Latvian. At the same time, it should be noted that the teaching staff of the programme have adequate knowledge of English to teach study courses individually and/or in small groups to students who have arrived within the framework of international exchange programmes, as has been the case in some study courses.

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

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

At the time of licensing, both sports study programmes were included in the study field "Education, Pedagogy and Sport" and no recommendations were made in relation to the field.

However, analysing the recommendations for each study programme separately, it should be noted

that the main recommendations in the study programme "Sports, Technology and Public Health" are related to the continuous academic growth and advancement of qualification, as well as to promote a continuous increase in the number of research activities in the field of sports and health, see annex: *SV-19.annex. Report on the implementation of the recommendations for the study field "Sport"*. As indicated in the previous sections, the number of publications indexed by the Web of Science/Scopus is gradually increasing, also the teaching staff regularly continues to educate themselves. Employers from some sports organisations are involved in the management and implementation of the study programme. As one of the recommendations is related to the expansion of management courses in the programme. After discussions with students and teaching staff, it has been agreed that in the free elective part C students will be offered a study course related to the advertising marketing "Creating the Design of Advertising PR Campaigns". If this study course will significantly help to implement the goals of the study field and the programme, then the course will be further developed for inclusion in the restricted elective part B.

On the other hand, at the time of licencing the short-cycle (first-level) programme, the main recommendations were related to the supplementing of study courses with the specifics necessary for the sports coaches. In 2022 the occupational standard came into force, as agreed at the meeting of the Tripartite Cooperation Sub-Council for Vocational Education and Employment of 14 December 2022, Minutes No. 7. As a result all study courses of the study programme were updated in accordance to the occupational standard. Also, a cooperation agreement has been concluded with the Latvian Academy of Sport Education (LASE) regarding the transfer of students to another study programme in another university in case the study programme is terminated.

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

On 3rd August, 2022, the decision of the Study Quality Commission (No. 2022/13-I) was received regarding changes to the study field and study programme. The decision was made regarding the increase of the number of specialisations in the short-cycle professional higher education study programme "Sports Coach" (classification code 41813) by including tennis and volleyball specialisations. The Academic Information Centre (AIC) appointed an external expert from the field of sports, who together with the AIC representative evaluated the availability of the base, teaching staff and other resources in order to successfully ensure the inclusion of tennis and volleyball specialisations in the content of the study programme. After the analysis of the conclusions presented by the invited federations, graduates, students, representatives of regional branches and faculty management, a positive decision was made to include the two new specialisations in the content of the study programme. Consequently, the part of elective courses of limited choice (B) was supplemented with 10 new credit points (15 ECTS) and 4 new courses in each specialisation module.

The AIC also indicated two recommendations - one short-term and the other - long-term. The short-term recommendation was to enroll students in the new specialisations - tennis and volleyball within 6 months. Already in study year 2022/2023 5 students in tennis and 7 students in volleyball specialisations were enrolled. Long-term recommendation was related to the expansion of admission criteria till next accreditation period. In the study year 2023/2024, the necessary

procedures were taken to include the grade of the learning subject "Sports and Health" as an additional assessment criteria, which would provide an advantage to students with higher grade.

Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)	SV-1.1-1.5. Branch ENG.7z	SV-1.1-1.5 Filiāles.7z
List of the governing regulatory enactments and regulations of the higher education institution/ college	SV-2-LIST-OF-NORMATIVE-ACTS.docx	SV-2-NORMATIVU-SARAKSTS.docx
The management structure of the higher education institution/ college	SV-3-Structure of the UL Governance.docx	SV-3-LU-PARVALDES-SHEMA.docx
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	SV-4-DEVELOPMENT-PLAN.docx	SV-4-ATTISTIBAS-PLANS.docx
The management structure of the study field	SV-5-Scheme of the management of the UL study field.docx	SV-5-VIRZIENA-PARVALDES-SHEMA.docx
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	SV- 6.1;6.2. AGREEMENT_LSPA_LU ENG.7z	SV-6.1;6.2. VIENOŠANĀS PAR STUDENTU PĀREJU.7z
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	compensation_policy_statement_Sport.docx	25.03.2024 - 71-61_5 - Rektora apliecinājums par kompensāciju SV "Sports".edoc
Standard sample of study agreement	SV-8- Study Agreement.doc	SV-8-STUDIJU-LIGUMA-PARAUGS.pdf
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	surveys.zip	Studejoso_absolventu_darba_deveju_aptauju_rezultatu_analize.zip
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	SV-10-LIST-of-TEACHING-STAFF.xlsx	SV-10-MACIBSPEKU-SARAKSTS(1).xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	SV-11-CV_eng.docx	SV-11-CV (LV).docx
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	SV-12-FEPA-CONFIRMATION-STATE-LANGUAGE-Sports.docx	SV-12-APLIECINAJUMS-LATV-VAL(1).edoc
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)	SV-20-Confirmation of the English language skills of at least B2 level.edoc	SV-20-Apliecinājums par Angļu valodas prasmi vismaz B2 līmenī.edoc
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	SV-13-PUBLICATION-DATA_Eng.docx	SV-13-PUBLIKACIJU-DATI.docx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	SV-14-LIST_of_PUBLICATIONS.docx	SV-14-PUBLIKACIJU-SARAKSTS.docx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	SV-15-COOPERATION-AGREEMENTS.docx	SV-15-SADARBIBAS-LIGUMU-SARAKSTS.docx
Statistical data on the teaching staff and the students from abroad	SV-16-FOREIGN-STUDENTS-TEACHING_STAFF.docx	SV-16-ARVALSTU-STUDENTI-MACIBSPEKI.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	SV-17-MOBILITY-STUDENTS_Engl.docx	SV-17-MOBILITATE-STUDENTI.docx
Statistical data on the incoming and outgoing mobility of the teaching staff	SV-18-MOBILITY-TEACHING_STAFF_Engl.docx	SV-18-MOBILITATE-MACIBSPEKI.docx
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	SV-19-RECOMMENDATIONS.docx	SV-19-REKOMENDACIJU-PARSKATS(1).docx
An application for the evaluation of the study field signed with a secure electronic signature	accrediation_application_sport.docx	Iesniegums AIC studiju virziena "Sports" novērtēšanai.edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		

The curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Other annexes

Name of document	Document
Latvijas Universitātes profesoru padomes nolikums	Latvijas Universitātes profesoru padomes nolikums.pdf
Kārtība par nevēlēto mācībspēku un zinātnieku pieņemšanu darbā Latvijas Universitātē	Kārtība par nevēlēto mācībspēku un zinātnieku pieņemšanu darbā Latvijas Universitātē.pdf
Par fakultātes nosaukuma maiņu (PPMF - IZPF)	Par fakultātes nosaukuma maiņu (PPMF - IZPF).edoc
On the Change of the Faculty Title	On the Change of the Faculty Title.docx
LU rīkojumss Par Pedagoģijas, psiholoģijas un mākslas fakultātes nosaukuma maiņu	LU_rīk_Par Pedagoģijas, psiholoģijas un mākslas fakultātes nosaukuma maiņu.edoc
Latvijas Universitātes Kvalitātes rokasgrāmata	Latvijas Universitates Kvalitates rokasgrāmata_03.01.2024..pdf
University of Latvia Quality Managements Handbook	University of Latvia Quality Managements Handbook.pdf

Sports, Technology and Public Health (43813)

Study field	<i>Sport</i>
ProcedureStudyProgram.Name	<i>Sports, Technology and Public Health</i>
Education classification code	<i>43813</i>
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Ilvis</i>
Surname of the study programme director	<i>Ābelkalns</i>
E-mail of the study programme director	<i>ilvis.abelkalns@lu.lv</i>
Title of the study programme director	<i>Dr.SC.admin Vadībzīnātņu doktora grāds izglītības vadībā</i>
Phone of the study programme director	
Goal of the study programme	<i>To provide students with the opportunity to pursue higher academic education in sport science by facilitating the acquisition of theoretical knowledge and skills in sport science and related science disciplines in order to promote the development of students' competence to make decisions and solve problems in sport research and professional practice.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To provide opportunities for the acquisition of the basic and specialised knowledge necessary for sports science specialists on the structure of the human body, physical fitness, movement analysis and the body's adaptation to physical load.</i> <i>2. To promote understanding of sport as a cultural and historical part of society.</i> <i>3. To promote interdisciplinary understanding of sport and its role in the health care system, the role of physical activity in primary prevention of diseases and in the quality of human life.</i> <i>4.To ensure successful application of the acquired theoretical knowledge in scientific research, to promote the ability to develop a sound and correct research in the field of sport in accordance with the basic principles of research.</i> <i>5. To promote motivation for lifelong continuing education, contributing to the competitiveness of young sports professionals in the current changing socio-economic conditions of the Latvian and international labour market.</i>

Results of the study programme	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Understands the key concepts and patterns in the field of sport science, the role of sporting activities today in different age and ability groups and in historical perspective; 2. Explains the socio-economic aspects of the sport sector and the factors shaping the sport policy, demonstrates an understanding of scientific categories, theories, identify research directions; 3. Analyses the interrelationships between different scientific disciplines and their relevance to sport science; 4. Describes methods of assessing physical fitness, types of tests, understands the application of ICT in the assessment of physical fitness, identifies causes of sports injuries and determines prevention measures. <p>Skills:</p> <ol style="list-style-type: none"> 5. Evaluates a person's physical development, functional abilities, work capacity and level of physical fitness, doses physical load according to the body's abilities and state of health, using sports technology; 6. Plans and implements sports work at different levels, complying with the requirements of the regulatory documents; 7. Searches scientific literature in databases and analyse information, conducts scientific research in sports science, cooperates with practitioners and researchers in the field of sport in order to solve problems of current relevance to the field; 8. Speaks in front of an audience, expresses the personal opinion in a reasoned manner, prepares and presents information on issues of current interest in sports science and practice, understands the interests of the client. <p>Competence:</p> <ol style="list-style-type: none"> 9. Independently structures one's own learning, guides one's own further education and professional development and that of the subordinates; 10. Evaluates the impact of his/her professional activities on society, public health, promotes and popularises the development of sport, in interaction with other scientific disciplines and develops innovative and data-based solutions for the development of sport science and the professional field.
Final examination upon the completion of the study programme	Bachelor's paper

Study programme forms

Full time studies - 3 years - latvian

Study type and form	Full time studies
Duration in full years	3
Duration in month	0
Language	latvian

Amount (CP)	120
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor of Health Sciences in Sport</i>
Qualification to be obtained (in english)	-

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

Since the licensing of the study programme, the parameters of the study programme have remained essentially unchanged, with the exception of the Bachelor's degree to be awarded, which needs to be changed from a *Bachelor of Social Sciences in Sport Science* to a *Bachelor of Health Sciences in Sport*. The change is based on the assessment given by industry representatives from the Latvian Council of Sports Federations, the Latvian Athletics Union, the Sports Union of Latvian Higher Education Institutions, as well as employers of the profile of the programme and the preparation of graduates for work in the field of sport as public health, and therefore they suggested to include health science in the title of the degree. Graduates also perceive that a Bachelor of Health Sciences in Sport would be more in line with the study outcomes and the field of employment. In addition, the Cabinet of Ministers No. 595 "Regulations on the groups, branches and subbranches of Latvian science ", which include the learning outcomes of the study programme and study courses, also include the sector groups "Medical and Health Sciences" in the Health and Sports Sciences sector. Looking at the content and distribution of the study courses of the programme, more than 70% of the course scope (76 (114 ECTS) credit points out of 108 (162 ECTS)) is covered by study courses in the field of health and sports sciences. The programme includes study courses of 26 (39 ECTS) credit points in health sciences:

1. Modern Public Health 2CP (3ECTS)
2. Human Functional Anatomy 2CP (3ECTS)
3. Human Physiology 4CP (6ECTS)
4. Sports Hygiene and Rehabilitation 4 CP (6ECTS)
5. Epidemiology 2 CP (3ECTS)
6. Basics of Biochemistry in Sport 2 CP (3ECTS)
7. Motion Biomechanics CP (3ECTS)
8. Health Promotion and Gerontology 2 CP (3ECTS)
9. Sports and Nutriment 2 CP (3ECTS)
10. Introduction to the Basics for Physiotherapy and Manual Investigation 2 CP (3ECTS)
11. Sports and Extreme Conditions Physiology 2 CP (3ECTS)

In turn, study courses of 50 (75ECTS) credit points pertain to Sports Science:

1. Sports Training Methodology and Modelling 4 CP (6ECTS)
2. Basics of Physical Activity and Load 2 CP (3ECTS)
3. Sports Education 2 CP (3ECTS)
4. Basic Physique 2 CP (3ECTS)
5. Recreation and Forms of Terrain Sports 4 CP (6ECTS)
6. Motor, Somatic and Functional Assessment 2 CP (3ECTS)
7. Sports Games 6 CP (9ECTS)
8. Sport Psychology 2 CP (3ECTS)
9. Sports Policy 4 CP (6ECTS)

10. Sports Ethics 2 CP (3ECTS)
11. Multimedia for Sports 4 CP (6ECTS)
12. Starptautiskā terminoloģija sportā 2 CP (3ECTS)
13. International Terminology of Sports Science 2 CP (3ECTS)
14. Law and Sports 4 CP (6ECTS)
15. Applied Technologies for Sport 2 CP (3ECTS)
16. Sports management and Organization of Events 4 CP (6ECTS)
17. Adapted Physical Activities 2 CP (3ECTS)

Overall, the content of the study programme "Sports, Technology and Public Health" is interdisciplinary, with a strong focus on health and sport sciences, while technology and social science thematic blocks are offered both as separate study courses and in the form of transversal skills and competences. The content of the study programme is described in more detail in the programme description section *Analysis of the content of the study programme*.

Taking into account that the study programme is an academic bachelor's programme, it should be awarded a bachelor's degree. According to the Cabinet of Ministers Regulation No. 595 "Regulations on the groups, branches and subbranches of Latvian science", the programme corresponds to the branch of Health and Sports Sciences, which includes such subbranches as Sports Medicine and Rehabilitation, Theory and History of Sport, Sport Pedagogy, etc.; and in accordance with Cabinet Regulation No. 240 "Regulations on the State Standard of Academic Education", which stipulates that the degree to be awarded corresponds to the study results achieved in the relevant field of study, the degree to be awarded in the programme shall be considered to correspond to the Bachelor of Health Sciences, and in accordance with Cabinet Regulation No. 322 "Regulations on the Classification of Latvian Education", part 813 of LRE code 43813 of the programme corresponds to the educational programme group "Sport".

Based on the above considerations, the UL took a decision to change the Bachelor of Social Sciences in Sport Science to a Bachelor of Health Sciences in Sport.

With regard to the content of the study programme, changes have been made to the programme in order to facilitate the relevance of the course content to the latest developments in sport and other related sciences and to ensure a student-centred study process. The organisation and content of studies are updated based on an annual self-assessment, as well as on the basis of proposals submitted by the teaching staff, students, graduates and employers, and taking into account changes in legislation and regulations. In case of changes in the content of study courses, introduction of new study courses or updating of the content of existing study courses, the director of the study programme contacts the teaching staff of the specific study courses and organises the development of a new study course description or updating of the existing one.

During the reporting period, changes were made to some study courses. The changes were mainly made to improve the quality of study courses in line with modern scientific requirements. At the start of the programme, we found that the law course "Introduction to Law" 4CP (6 ECTS) was very general and inappropriate for the needs of the study programme "Sport, Technology and Public Health". As a result, the course "Law and Sport" 4CP (6 ECTS) was developed as a field-appropriate course. Based on the recommendations of the programme graduates and supervisors of the Bachelor's paper, the course "Methodology and Research Methods in Education" 2CP (3 ECTS), which did not provide students with sufficient knowledge and skills in scientific research, was replaced. A new study course "Sports Research" with 4CP (6 ECTS) was developed to provide students with high quality knowledge, which they can apply in sport science research. To balance the total number of CP, the content of study courses of the programme was analysed. The analysis revealed that students have sufficient knowledge of working with MS Word and Excel programs. Not

to duplicate the content of the study course "Applied Technologies for Sport" 4CP (6 ECTS), content adjustments were made and a new study course "Applied Technologies for Sport" 2CP (3 ECTS) was developed, thus not disrupting the total number of credit points in the programme. The analysis of the learning outcomes led to developing a new technology-appropriate study course "Multimedia for Sports" 4CP (6 ECTS) has been created, replacing the study course "Information Management Systems" 4CP (6 ECTS). The updating of the study courses allowed stating that the study courses "Foreign Language (English) I" and "Foreign Language (English) II" did not meet the expected learning outcomes of the study programme "Sport, Technology and Public Health" and the study field "Sport". As a result, new study courses "International Terminology in Sports" 2CP (3ECTS) and "International Terminology of Sports Science" 2CP (3ECTS) have been developed.

The transition to credit points in terms of the European credit transfer and accumulation system in the study programme takes place in accordance with the Article 93 of the Law on Higher Education Institutions until December 31st, 2024.

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

The study programme "Sport, Technology and Public Health" (43813) is designed in accordance with the Cabinet of Ministers Regulation No. 322 "Regulations on the Classification of Latvian Education". The first two digits of the code (43) refer to academic education (bachelor's degree) to be followed by general or vocational secondary education. The duration of full-time studies is three to four years. The third, fourth and fifth digits of the code are based on the subject group, subject area and programme group of education and its comparison with the classification of education and training sectors. The programme corresponds to the third level of classification, and the thematic group of education Sport (813).

The Bachelor's study programme "Sport, Technology and Public Health" corresponds to the study field "Sport", as the programme is structurally and substantively developed with a focus on sport science and subordinated to other related study blocks, including sport pedagogy studies. According to the existing fields of study, the study field "Sport" is the only field of study that directly includes sport studies. The title of the programme also indicates that the programme is oriented towards sport science without highlighting individual specialisations. At the bachelor level, it is essential to provide knowledge in the fields of health and sport sciences that will enable students to enter a professional career and choose to study at the next level. An additional condition for deciding to include the programme in this field of study is the experience of the main structural unit implementing the study programme the Faculty of Education, Psychology and Art (from 02.01.2024. Faculty of Education Sciences and Psychology), University of Latvia. The FEPA (from 02.01.2024. FESP) has the experience not only in implementing the sport studies (for more than 26 years the Faculty has been implementing the study programme "Teacher", sub-programme "Sport Teacher"), but also experience in providing inter-faculty studies and research, promoting the effective inter-faculty cooperation processes envisaged in the programme, exchange of experience and opportunities to develop new forms of cooperation in studies and research.

In April 2018, the University of Latvia received an invitation from several Latvian sports federations (Latvian Hockey Federation, Latvian Football Federation, and Latvian Volleyball Federation) to find opportunities for the development and implementation of new study programmes in sports science, sports medicine, sports education, management and other sports-related fields. It is necessary taking into account the need for sports specialists with a strong and broad base of higher education knowledge, skills and competences in sports and related fields of science. This is justified by the demand for sport professionals, given that sport and the sport industry have become a rapidly growing socio-economic sector, encompassing not only specialised professional knowledge, but also increasingly broader groups of society at different age levels.

On 20 December 2018, the Senate of the University of Latvia adopted a decision to establish a Bachelor's study programme "Sport, Technology and Public Health" to be implemented 3 years as a full-time study programme in the Latvian language with 120 credit points. Before the establishment of the study programme "Sport, Technology and Public Health", a comparison of different similar study programmes in Europe (Lithuania and Portugal) was carried out. The analysis of foreign experiences highlights the example of Lithuania, where it is designed as a European interdisciplinary bachelor's programme in physical activity and lifestyle, allowing students to acquire a wide range of knowledge. Graduates have competences in sport, education, psychology, public health and management. The Portuguese example, on the other hand, focuses more on sport science, with students gaining competence and knowledge in the field of sport. All the reviewed programmes are completed in three years with 180 ECTS, and students at the end of their studies develop and defend their bachelor's paper.

The **aim** of the study programme "Sport, Technology and Public Health" is to provide students with the opportunity to pursue higher academic education in sport science by facilitating the acquisition of theoretical knowledge and skills in sport science and related science disciplines in order to promote the development of students' competence to make decisions and solve problems in sport research and professional practice.

The **objectives** of the study programme are

1. To provide opportunities to acquire the basic and specialised knowledge necessary for sports science specialists about the structure of the human body, physical fitness, movement analysis and the body's adaptation to physical load.
2. To promote understanding of sport as a cultural and historical part of society.
3. To promote interdisciplinary understanding of sport and its role in the health care system, the role of physical activity in primary prevention of diseases and in the quality of human life.
4. To ensure successful application of the acquired theoretical knowledge in scientific research, to promote the ability to develop a sound and correct research in the field of sport in accordance with the basic principles of research.
5. To promote motivation for lifelong continuing education, contributing to the competitiveness of young sports professionals in the current changing socio-economic conditions of the Latvian and international labour market.

The objectives are in line with the implemented study programme: the study programme is based on the needs of the labour market, to create an interdisciplinary programme that is regularly reviewed. The expedience of the study programme has been praised by industry experts from sports schools - Salaspils, Cesis, Tukums, etc., sports federations - Volleyball, Athletics, Basketball, etc., and the Olympic Committee. The implementation of the study programme "Sport, Technology and Public Health" contributes to these objectives by providing students with interdisciplinary courses such as Motion Biomechanics, Sports and Extreme Conditions Physiology, Sports Management and Organisation of Event, Health Promotion and Gerontology, Multimedia for Sports,

Sport Psychology, Entrepreneurship, Sports Policy, etc. The aim and objectives of the study programme correspond to the objectives set by the UL study field "Sport". In order to facilitate students' participation in European mobility, the study programme invites experts and visiting lecturers from foreign universities (University of Zagreb (Croatia) and University of Iasi (Romania)), as well as motivates students to join one of the mobility programmes offered by the University. In this way, students are introduced to the experience of foreign universities and critical thinking is encouraged.

The admission requirements for the programme are based on the admission regulations of the University of Latvia issued in accordance with the second part of Article 46 of the "Law on Higher Education" and Cabinet of Ministers Regulation No. 846 of 10.10.2006 "Regulations on Requirements, Criteria and Procedures for Admission to Study Programmes". The admission requirements include secondary education, with the results of centralised examinations in Latvian, mathematics, English or French, or German taken into account in the competition. The conditions of the evaluation criteria of the admission competition, the formulae for calculating the competition marks and the admission procedure are stated in the admission rules of the current academic year. They are published on the UL portal <https://www.lu.lv/en/admission/admission-procedure/>.

Upon starting studies at the university, students conclude an agreement (for a model in accordance with the Cabinet of Ministers Regulation No.70 of 23.01.2007 "Provisions to be included in the Study Agreement", see Annex: *Annex SV-8. Model agreement for studies at UL*). Upon graduation from the programme, graduates receive a diploma for completion of the study programme (for a sample of the diploma and its annex to be issued in accordance with the Cabinet of Ministers Regulation No. 202 of 16.04.2013 "Procedure for Issuing State Recognised Documents of Higher Education", see Annex: *Annex BSP-1. Model diploma and its annex of the Bachelor's study programme "Sport, Technology and Public Health"*.)

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

Higher education in the field of sport is essential for society, as it provides an opportunity to acquire higher education also for those students who do not want to pursue a career as a sports coach or teacher, but want to deepen their understanding of man, improve their communication skills - to acquire knowledge that will be useful in many different spheres of activity.

Taking into account the increasing opportunities for sporting activities, the ageing population and the awareness of the importance of physical activity in maintaining public health and preventing diseases, the turnover and investment of financial resources and the growing demand for skilled human resources in sport and related sectors, the study programme "Sport, Technology and Public Health" is considered necessary and sustainable from the perspective of graduate employment. The acquisition of methodological, management and planning, data management, technological and communicative, critical analytical and other skills required in the field of sport, which are included in the programme, provides opportunities for finding employment in sport-related fields. After completing the programme, graduates can continue their studies or start a professional career. Study opportunities for graduates of the programme are related to studies in professional and academic Master's level sport study programmes, see Table 3.1.3.1, as well as, taking into account the interdisciplinarity of the acquired education, it is possible also in Master's programmes in social or health sciences at the UL or other universities and colleges in Latvia and abroad.

Table 3.1.3.1

Opportunities for graduates to study at higher education level

No	Higher education institution	Programme, level	Degree/qualification obtained
1	UL	Master's study programme "Sport Science"	Master of Health Science in Sport
2	UL	Master's study programme "Management Sciences"	Master's degree in Management Science
3	UL	Master's study programme "Education Management"	Master's degree in Education
4	UL, RSU, LLU	Master's study programme "Nutrition"	Master of Health Science in Nutrition
5	LSPA	Professional Master's study programme "Sport Science"	a professional Master's degree in Sport Science and the specialist in education and sports work with one of the qualifications as a sports teacher, or a sport manager, or a recreation specialist or a senior sports coach
6	LSPA	Professional Master's study programme "Healthcare professional in sport"	a professional Master's degree in Health Care with one of the qualifications as a sport physiotherapist or a specialist in adapted physical activities in rehabilitation
7	RSU	Master's study programme "Public Health"	Master of Health Science in Health Care
8	University of Jyväskylä, Finland	Master's study programme "Biology of Physical Activity" (in English)	Master's degree in Sport Science

9	University of Sport, Lithuania	Master's study programme "Physical activities and Public Health" (in English)	Master's degree in Public Health
10	University of Sport, Lithuania	Master's study programme "Sport Physiology and Genetics" (in English)	Master's degree in Life Sciences

Based on the acquired knowledge, skills and competences, graduates of the programme can choose to continue their studies at the next level of education, or obtain a qualification by studying in the short cycle (first level) study programme "Sports Coach" or start a professional career as employees in sports education institutions and organisations at the international, national and local levels. They can work as data analysts in sport and fitness laboratories; in public health, sport administration and policy as sport methodologists, planners, leading managers; in municipal and national sport administrations as consultants; and in the consultation, development and planning of individual and team training programmes as technical analysts (video scouting technologies, digital video editing, various measurement technologies, etc. c.).

Summarising the data on the choice of graduates' studies at the higher level, it can be concluded that from the first graduating cohort three graduates continue their studies in the Master's study programme "Sport Science" at the University of Latvia, one in the Master's study programme "Educational Management" at the University of Latvia. Three graduates continue their studies to obtain the qualification of Sports Coach, Physiotherapist. Graduates, who have chosen the work experience, work in such sports organisations as the Latvian Basketball Union, Salaspils Sports School, Sigulda Sports School, Gulbene County Children and Youth Sports School, "Decatlon", Jelgava Secondary School of Technology, etc. Four graduates are now continuing to pursue high-performance sport. When analysing the results of the employer surveys, it can be concluded that in 80% of cases the organisations are satisfied with the skills and knowledge acquired by the graduates at the UL.

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

During the reporting period, there has been stability in the number of students enrolled (30-35 students). Young people who have not decided what they want to become after secondary education but are interested in sport mainly choose the programme. Starting from the third year of enrolment, there is a positive trend of graduates (5) from the short cycle (first level) higher education programme "Sports Coach" continuing their studies in the bachelor programme "Sport, Technology and Public Health". In this case, students are transferred to further study semesters after admission, with prior recognition of the study results achieved in the previous study stage, as

this study programme is included in the list of agreed study programmes of the University of Latvia.

The dropout rate is mainly due to voluntary withdrawals (14) (change of place of residence, family circumstances, and four students changed their minds about choosing another study programme). In the reporting period, 10 students were withdrawn for not fulfilling the obligations of their study agreement because they failed to fulfil the study programme requirements on time. It should be noted that four students have resumed and continue their studies after a one-year break. A relatively high dropout rate is related to the failure to fulfil the obligations of the study agreement, which is manifested in the failure to fulfil financial obligations on time (7). More information on the dynamics of the student population is available in the Annex: *Annex BSP-2. Statistical data on students enrolled in the Bachelor's study programme "Sport, Technology and Public Health"*.

Covid-19 restrictions related to the need for vaccination certificates resulted in students not starting their studies, as well as restrictions and gaps in distance learning resulting in an increase in the number of dropouts in the academic year 2021.

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

3.2. The Content of Studies and Implementation Thereof

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

The aim of the study programme "Sport, Technology and Public Health" is to provide students with the opportunity to pursue higher academic education in sport science by facilitating the acquisition of theoretical knowledge and skills in sport science and related science disciplines in order to promote the development of students' competence to make decisions and solve problems in sport research and professional practice.

Having mastered the study programme, students have acquired comprehensive and specialised knowledge, skills and competences relevant to sport science in accordance with the Latvian Qualifications Framework (LQF) and the European Qualifications Framework (EQF) level 6. Having completed the study programme, the student will have acquired the following **learning outcomes**:

Knowledge:

1. Understands the key concepts and patterns in the field of sport science, the role of sporting activities today in different age and ability groups and in historical perspective.
2. Explains the socio-economic aspects of the sport sector and the factors shaping the sport policy, demonstrates an understanding of scientific categories, theories, identify research directions.
3. Analyses the interrelationships between different scientific disciplines and their relevance to sport science.
4. Describes methods of assessing physical fitness, types of tests, understands the application of ICT in the assessment of physical fitness, identifies causes of sports injuries and determines prevention measures.

Skills:

5. Evaluates a person's physical development, functional abilities, work capacity and level of physical fitness, doses physical load according to the body's abilities and state of health, using sports technology.
6. Plans and implements sports work at different levels, complying with the requirements of the regulatory documents.
7. Searches scientific literature in databases and analyse information, conducts scientific research in sports science, cooperates with practitioners and researchers in the field of sport in order to solve problems of current relevance to the field.
8. Speaks in front of an audience, expresses the personal opinion in a reasoned manner, prepares and presents information on issues of current interest in sports science and practice, understands the interests of the client.

Competence:

9. Independently structures one's own learning, guides one's own further education and professional development and that of the subordinates.
10. Evaluates the impact of his/her professional activities on society, public health, promotes and popularises the development of sport, in interaction with other scientific disciplines and develops innovative and databased solutions for the development of sport science and the professional field.

Based on the recommendations of the experts of the Quality Assurance Department of the UL, the learning outcomes were reduced to 10, compared to the outcomes specified in the document for programme licensing (2019).

The study programme "Sport, Technology and Public Health" of the University of Latvia is implemented in accordance with the national education standard, see *Annex BSP-3. Compliance of the Bachelor's study programme "Sport, Technology and Public Health" with the academic education standard*. The study programme "Sport, Technology and Public Health" offers the possibility to obtain a Bachelor's degree in Sport Science within three years. The scope of the programme is 120 (180 ECTS) credit points and is intended to be implemented as a full-time full-time study programme in Latvian.

The study programme "Sports, Technology and Public Health" is based on three study blocks: Sport Science (46KP/ 69ECTS - 38%), Technology (10KP/ 15ECTS - 8%) and Public Health (20KP /30ECTS - 17%):

1. Courses and content in the field of sport, which provide students with basic and specialised knowledge in the field of sport and related sciences as well as knowledge, skills and competence in theories, principles, regularities, latest research in the field and in an interdisciplinary perspective:

Sports Training Methodology and Modelling 4KP(6ECTS)

Basics of Physical Activity and Load 2KP (3ECTS)

Sports Education 2KP (3ECTS)

Basic Physique 2KP (3ECTS)

Recreation and Forms of Terrain Sports 4KP (6ECTS)

Motor,Somatic and Functional Assessment 2KP (3ECTS)

Sports Games 6KP (9ECTS)

Sport Psychology 2KP (3ECTS)

Sports policy 4KP (6ECTS)

Sport's Ethics 2KP (3ECTS)

Basics of biochemistry in Sport 2KP (3ECTS)

Sports and Extreme Conditions Physiology 2KP (3ECTS)

Sports management and organization of events 4KP (6ECTS)

International terminology in sports 2KP (3ECTS)

International Terminology of Sports Science 2KP (3ECTS)

Law and Sports (6ECTS)

2. Technology study courses and cross-cutting themes related to the use of technology in sports research, the sports industry, the sports hall, in work with adapted physical activity, data acquisition, analysis, and monitoring of various daily life activities and sports competitions:
Multimedia for sports 4KP (6ECTS)

Applied Technologies for Sport 2KP (3ECTS)

Adapted Physical Activities 2KP (3ECTS)

Motion biomechanics 2KP (3ECTS)

Communication and Cognitive Sciences 2KP (3ECTS)

3. Public health study courses and cross-cutting themes focusing on socio-economic aspects affecting the quality of life, sporting performance and health of the wider society:
Modern public health 2KP (3ECTS)

Human Functional Anatomy 2KP (3ECTS)

Human Physiology 4KP (6ECTS)

Sports Hygiene and Rehabilitation 4KP (6ECTS)

Epidemiology 2KP (3ECTS)

Health Promotion and Gerontology 2KP (3ECTS)

Introduction to the basics for physiotherapy and manual investigation 2KP(3ECTS)

Sport and Nutriment 2KP (3ECTS)

The study plan covers three years (six academic semesters) of full-time studies. During the first two

years of study, students mainly study compulsory subjects, thus forming a coherent foundation of sport science, the regularities of science development, theories of different disciplines and the basic principles and methodology of research work. At the end of the second year of study, students develop their first scientific research - course work. In the third year of study, students study mostly compulsory elective subjects, which complement the understanding of different sport fields and sub-fields, and at the end, they develop and defend a bachelor's paper. Work on the bachelor's paper starts at the beginning of the third year. In the fifth semester, students perform various practice tasks. The study plan can be found in the Annex. *BSP-4 Study plan of the Bachelor's study programme "Sport, Technology and Public Health"*. Further information on the content of the study courses and learning outcomes, can be found in the course descriptions, see *Annex: BSP-5. Course descriptions of the Bachelor's study programme "Sport, Technology and Public Health"*.

The structure of the programme is the following:

1) Compulsory part (Part A), which comprises 88 CP (132ECTS) of study courses. The compulsory part includes:

- Basic sport study courses (42 CP/ 63ECTS), the acquisition of which provides continuous mastering of the foundations of sport science, regularities of science development, theories of various fields and basic principles and methodology of research work.
- Technology and public health basic courses (28 CP/ 42ECTS), the acquisition of which provides a continuum of the foundations of sport science, regularities of science development, theories of different fields and basic principles and methodology of research work.
- Practice (6 CP/ 9ECTS), the tasks of which are performed successively in the fifth semester of studies based on the skills and knowledge acquired in the previous study courses.
- Coursework (2CP/ 3ECTS), which students work out in the fourth semester of studies, after they have acquired knowledge in the compulsory subjects of study.
- Bachelor's paper (10CP/ 15ECTS), which students develop in the final year of their studies by analysing theory, conducting research, processing, analysing and interpreting research data.

2) Restricted elective part (Part B), consisting of courses of 24 CP (36 ECTS) which students can choose from the 26 CP (39 ECTS) offered according to their research interests. The courses in the free elective part are closely linked to the basic courses in sport science included in the compulsory part and allowed for an in-depth exploring of several fields depending on students' interest. This principle helps students to choose the future direction of their education after graduation from the Bachelor's degree programme, to obtain a qualification (sports coach, sports teacher), or in further studies at the Master's level, where knowledge of sport science is deepened, as well as current issues in sport science from an interdisciplinary perspective are explored.

3) The free elective part (Part C) consists of 8 CP (12 ECTS). Students may choose courses of Part C of the free elective option from the restricted elective Part B of any UL study programme or the offered Part C, depending on their interest. If graduates of the programme continue their studies to obtain a qualification, e.g. sports coach, sports teacher, and the Part C courses are chosen according to the option, this allows obtaining the qualification in a faster way.

The study programme is oriented towards providing students with knowledge and skills. The content is designed to provide students with knowledge of both theoretical frameworks (e.g. "Basics of Physical Activity and Load", "Sport Psychology", "Human Physiology", etc.), practical nuances (e.g. "Basic Physique", "Multimedia for Sports", "Sports Games", etc.) and current developments in the field ("Sports Policy", "International Terminology of Sport Science", "Modern Public Health", etc.), as well as to develop their research skills. The content of the courses is designed in such a way as to ensure that there is no overlap with other courses and that there is continuity of learning. The study courses are designed to achieve the objectives of the study programme, see Table 3.2.1.1.

Table 3.2.1.1

Relationship of the content of study courses to the objectives of the study programme

Objectives of the programme	Study courses
To provide opportunities for the acquisition of the basic and specialised knowledge necessary for sports science specialists on the structure of the human body, physical fitness, movement analysis and the body's adaptation to physical load	Basic Physique, Basics of Physical Activity and Load, Human Functional Anatomy, Human Physiology, Basics of Biochemistry in Sport, Developmental Psychology, Sports Games, Recreation and Forms of Terrain Sports, Modern Public Health, Sports Training Methodology and Modelling, Motion Biomechanics, Sports and Extreme Conditions Physiology, Adapted Physical Activities, Motor, Somatic and Functional Assessment, Introduction to the Basics for Physiotherapy and Manual Investigation
To promote understanding of sport as a cultural and historical part of society	Sports Policy, Developmental Psychology, Sports Games, Recreation and Forms of Terrain Sports, Modern Public Health, Sports Training Methodology and Modelling, Adapted Physical Activities, Motor, Somatic and Functional Assessment, Sports Ethics
To promote interdisciplinary understanding of sport and its role in the health system, the role of physical activity in primary prevention of diseases and in the quality of human life	Basic Physique, Basics of Physical Activity and Load, Human Functional Anatomy, Human Physiology, Basics of Biochemistry in Sport, Developmental Psychology, Sports Games, Recreation and Forms of Terrain Sports, Modern Public Health, Sports Training Methodology and Modelling, Motion Biomechanics, Sports and Extreme Conditions Physiology, Adapted Physical Activities, Practice, Bachelor's Paper, Introduction to the Basics for Physiotherapy and Manual Investigation, Sports Hygiene and Rehabilitation, Health Promotion and Gerontology, Epidemiology

To ensure the successful application of the acquired theoretical knowledge in scientific research, to promote the ability to develop a sound and correct research in the field of sport in accordance with the basic principles of research	Practice, Bachelor's Paper, Course Paper, Sports Research, Developmental Psychology, Basics of Physical Activity and Load, Human Functional Anatomy, Human Physiology, Sports Education, Epidemiology, Sport Psychology, Communication and Cognitive Sciences
To promote motivation for lifelong continuing education, contributing to the competitiveness of young sports professionals in the current changing socio-economic conditions of the Latvian and international labour market	Practice, Bachelor's Paper, Course Paper, Sports Research, Developmental Psychology, Modern Public Health, Sports Training Methodology and Modelling, Sports Policy, Motor, Somatic and Functional Assessment, International Terminology in Sports, International Terminology of Sport Science

In order to analyse the relevance of study courses and study outcomes, a mapping of study courses and outcomes was carried out, see *Annex: BSP-6. Mapping of courses of the Bachelor's study programme "Sport, Technology and Public Health"*. For the mapping of the study programme, a matrix was created in *Excel* software. The achievable results of the study program were revealed on the horizontal axis, and the achievable results of each study course on the vertical axis. As a result, it is clearly shown how the content of the study courses is connected with the results of the study program. After formulating the aim, objectives and learning outcomes of the study programme in terms of knowledge, skills and competences, and identifying the necessary content-appropriate study courses, the study courses were developed.

The information included in the study courses derives from the goals and achievable results of the study course. These goals and outcomes derive from the programme's objectives and achievable results.

The mapping results show that the planned results of the study courses included in the study programme correspond to the achievable results of the study programme, which justifies the thoughtful inclusion and implementation of the courses in the study programme.

The mapping verified and demonstrated which learning outcomes of the study programme were achieved in study courses. The mapping resulted in specifying the formulation of the outcomes of the study programme and study courses. Employers and the teaching staff discussed the content of study courses in the context of the programme outcomes, improved the developed study courses taking into consideration trends in the labour market and sports science, as well as, in order to avoid duplication of their content and ensure their continuity and complementarity. The repeated mapping of the programme and course outcomes demonstrates that all learning outcomes are being achieved through the implementation of study courses.

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

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

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

Studies employ a variety of knowledge acquisition and consolidation methods, such as introductory lectures, interactive lectures, consolidating lectures, and problem-oriented lectures. Practitioners and professionals from different institutions ("Introduction to the Basics for Physiotherapy and Manual Investigation" - L.Zenfa- Medical Centre ARS physiotherapist; "Sports Hygiene and Rehabilitation" - L.Strauta – Health Centre Bīķernieki physiotherapist; "Sports Games" - A.Galvanovskis – Head of the Coaches Commission of Latvian Basketball Union, etc.) are invited to teach individual lectures in study courses to promote the unity of theory and practice. Practical assignments, seminars, individual, pair and group work, discussions and project development, study tours to industry organisations are widely used. Practical tasks - "Multimedia for Sports"; "Basic Physique"; "Applied Technologies for Sport", etc., seminars, individual, pair and group work- "Developmental Psychology"; "Entrepreneurship"; "Sports and Nutriment, etc., discussions and project development- "Sports Management and Organization of Events"; "Motor, Somatic and Functional Assessment"; "Sports Training Methodology and Modelling", etc., study tours to industry organisations – "Sports Policy"; "Sports and Extreme Conditions Physiology", etc.

Employers, e.g., E.Fogelis, Head of the Latvian Council of Sports Federations; A. Trumpe, director of Salaspils Sports school; E.Kļaviņš, Head of the Children's Sports Club; A.Brūne, director of Sports museum are involved in the implementation and improvement of study courses. They are invited to conduct separate seminars, often classes are organised as study visits, etc.

To promote the development of students' research competence, students in successive courses have an opportunity to analyse and deepen their research on the issues of interest in the given field. In order to promote dual careers of high-achieving athletes, senior student-athletes are involved in the counselling of first-year students, thus familiarising student-athletes with the various nuances of the study process. Student mentoring was successfully implemented by P.Kaupe, K.L.Krieviņa.

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

To help students in achieving learning outcomes – in acquiring and consolidating knowledge, skills, and competence – student-centred methods dominate in the study process. Methods that facilitate students' communication in the implementation of study tasks, solving real-world problems, modelling situations support the study process, therefore study courses "Elocution and Communication Skills", "International Terminology in Sports" are offered to students in the first semester.

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

The student-centred approach is followed in updating the study programme and the respective study courses, paying special attention to meaningful formulation of learning outcomes, thus promoting a dialogue between the teaching staff and students on the content of studies, forms, and methods of organisation. Well-formulated learning outcomes, on the other hand, promote students' understanding and co-responsibility for their own learning, self-assessment, and understanding of the assessment they receive. During the study process, lecturers use methods, examination forms and assessment criteria that are appropriate to the study goal and intended learning outcomes.

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

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

The study programme "Sport, Technology and Public Health" uses teaching methods that are in line with the aims of the entire study programme and the student-centred education approach. Students put into practice theory-based examples.

The chosen forms, methods and techniques are based on aspects of interactive learning, learning-by-doing and blended learning. Students themselves have the opportunity to try out the methods of the above methodological approaches - to engage in group work, case analysis, to try out different variations of working with the text, to discuss, to try out games and creative, strategic tasks, to create new digital tasks, as well as assessment techniques using different platforms, applications. Students are encouraged to use workshops, webinars.

In order to learn effectively, students are introduced to both the most relevant theories and the latest research findings (e.g. on sports work in the field of health, the latest technologies applied to sport science, intelligence, development, learning approaches, relationships). Based on the topic of the lesson, students raise and discuss different possible or real problems in the context of everyday teaching work and create solutions. Such tasks combine both individual and group work. The discussions are successful because students have different lengths of experience in sports work and it is appreciated that the exchange of experiences during lectures is invaluable and relevant, especially for students with less experience. An important aim of the learning process is to encourage self-reflection on one's own chosen methods, their effectiveness and to be able to relate

them to theory and research-based insights (both in oral discussions and in individually written and submitted essays). For example, in the course "Sports Training Methodology and Modelling ", one of the tasks is the peer assessment of movement skills in pairs, based on defined criteria, which contributed to the development of students' structured and grounded assessment skills. The classes end with a reflection, and lecturers organise a discussion on what has been learnt.

The study process encourages students to get involved in research and social activities in society initiated by the academic staff, thus gaining significant experience through practice acquired during the studies, for example, in the European Structural Funds projects "More then Gold" and "LIFE age".

The study programme is designed to meet the objectives of the study programme through the achievement of individual course outcomes, following the principles of student-centred education.

The programme uses a variety of teaching methods:

- lectures and seminars, which use not only different methods of information transfer, but also discussions, group work and other forms of active learning that complement the theoretical material on topical issues in sport science;
- independent work - reports, essays, analysis of scientific articles, preparation of presentations, observations and analysis, collection and analysis of interviews, self-analysis, etc;
- research projects and presentations;
- preparation and defence of research papers.

Teaching methods are chosen according to the aim and objectives, specifics and intended learning outcomes of each course. It should be emphasised that the teaching staff use lectures not only as reporting, but also integrate active learning methods in it, stimulating discussions and organising work in small groups. Active learning methods are widely used in seminar classes. Through these methods, the teaching staff of the study programme "Sport, Technology and Public Health" create a democratic and free atmosphere in the learning process, which, in turn, stimulates the personal development of the students. Moreover, it is possible to use these methods more and more frequently as students have access to a wider range of study literature, which they can read themselves. The workload for students is therefore equivalent to 40 academic hours.

The evaluation system used in the Bachelor's study programme "Sport, Technology and Public Health" complies with the Procedure for the Organisation of Examinations in the Study Courses of the University of Latvia (29.05.2015., Senate Decision No. 211). The assessment of knowledge during the semester is based on the assessment of tests and independent works. The total mark of the interim examinations constitutes no less than 50 % of the total mark of the course. Oral/written examinations at the end of the course form no less than 10 % of the total mark. Consequently, the assessment of students' knowledge and the control of independent work are carried out during the semester in parallel with the studies, i.e. the assessment is continuous. This provides, firstly, a feedback between the student and the lecturer in the given study course, allowing the lecturer to assess the level of mastery of the sections of the course that have already been completed, and hence the quality of teaching. Secondly, it ensures the real, continuous studying. The requirements for receiving credit points for each study course and their contribution to the overall course grade are stated clearly in the course description and are communicated to students during the first two classes.

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

Students take an exam at the end of every study course. Students take the exam orally or in writing, using knowledge tests and problem analysis to assess the practical application of the knowledge acquired.

Specific assessment criteria have been developed for course papers and bachelor's paper. The assessment of the bachelor's paper consists of several stages - the theoretical part and finally the final defence of the bachelor's paper. This multi-stage evaluation system allows following the development and implementation of the students' research project. It also ensures that the work is carried out qualitatively and one of the planned outcomes of the study programme is achieved - the ability to independently and correctly develop a research that is in line with the basic principles of scientific research and the principles of sports ethics in sport science.

In general, the teaching staff have developed adequate forms and systems of assessment. The teaching staff are available to students for face-to-face or e-consultation (*MS Teams*). They also always answer questions by e-mail or in the e-learning environment.

Due to the Covid-19 remote learning process, a lot of attention was paid to the use of laboratory work, experiments and simulations in the virtual environment (creating videos, photo collages, analysing documents).

In addition to knowledge and skills, the assessment of the acquired competence is of particular importance for the assessment of learning outcomes. Students must demonstrate in theory and practice their experience in developing creative and practical assignments covering all elements of the content area, in reasoned discussions about sport and health and technology processes, with sport workers and the wider public. They have to show their expertise in modelling physical activity activities in practical application and in suggesting innovative proposals to improve the understanding of sport, health and technology processes.

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

In accordance with the Regulations of the Study Programmes and Continuing Education Programmes of the University of Latvia (24.04.2027, Senate Decision No.102), the programme includes a 6-credit student practice. The aim of the practice is to improve the student's professional skills and competence in a professional environment, as well as to strengthen and supplement the knowledge according to the specifics of work in the fields of sport, technology and public health.

In order to promote the understanding of the most important concepts and regularities of sport science, during the practice students are encouraged to participate in the UL scientific conferences, defences of doctoral thesis, master's papers and bachelor's papers at the University, where they can receive information about current events in the field of sport in Latvia and the world. During the practice, students develop an individual research project, discuss it, thus demonstrating their ability to apply the acquired knowledge in scientific research and their ability to obtain independently,

select, analyse and critically evaluate information from various sources and use it. Students use analytical and critical thinking, as well as a scientific approach to problem solving, when developing the research project and demonstrate effective communication skills during project discussions.

During the practice, students demonstrate their understanding of research ethics by collecting sport research data and participating as research participants.

To foster further professional development and career planning in the field of sport, during the practice, seminars are held in which representatives of various sport institutions discuss their professional experiences with the students, and the students learn about the work of these professionals in their workplaces. The practices are organised in such a way that students get to know the real-life processes in the practice placements, which helps them to acquire theoretical knowledge in their further studies. The aim is to consolidate and develop theoretical knowledge, independently develop professional skills and competences based on the knowledge acquired during the studies, and to fulfil the duties assigned by the practice supervisor in the practice placement, integrating into the activities of the organization where the practice takes place. During the practice, the student is required to prepare a practice report and submit it to the practice supervisor of the University for review in accordance with the practice timetable.

The academic practices included in the programme are therefore most directly linked to the learning outcomes to be achieved.

The total amount of the practice is 6 credit points (9ECTS), i.e. 6 weeks full-time (40 hours per week) practice in sports organisations outside the University. The practice is carried out in accordance with the practice agreement, which defines the goals, tasks, evaluation procedure of the practice achievements, as well as the duties and responsibilities of the parties. The aim of the practice is achieved based on the acquired knowledge, skills, abilities and previous experience.

The student chooses the practice placement from the offered organisations with which the UL has concluded bilateral cooperation agreements, or independently chooses the practice placement, which is agreed with the director of the study programme. In this case, students conclude a tripartite agreement. Currently, the following institutions are ready to provide practice placements for students of the programme and have concluded agreements with the UL:

- Jūrmala Sport School;
- Salaspils Sports School;
- Latvian Football Federation;
- Latvian Basketball Union.

The practice regulations can be found in *Annex: BSP-7. Regulations of the internship of the Bachelor study programme "Sport, Technology and Public Health"*.

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

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

Bachelor's papers in sport and health have been developed in line with the study content. Several students started researching their ideas already in the 4th semester when they developed their course paper. During their practices, they carried out empirical research, which resulted in high quality bachelor's papers. In their papers, students investigated issues of sport methodology (13), management (7), health and physical activity (18) and technology (7), which is particularly relevant given the lack of research on the possibilities of sport and technology in everyday life in Latvia. For example, for sports technology, the paper "Possibilities of using digital athlete monitoring systems in sports schools" was developed. The practical contribution of the paper was appreciated by A.Trumpe, the director of Salaspils Sports School. Two bachelor's papers "Comparative analysis of spatial ability in different sports" and "Effect of sleep quality on cognitive performance of students" received the UL Rector's recognition for the excellent bachelor's papers. Bachelor's papers "Assessment of muscle strength and power characteristics using dynamic strength and relative strength indices" and "Determination of anaerobic speed reserve in football players" pertain to the field of assessing physical ability. Examples related to other fields are- in the field of health "Effect of diet and physical activity on pain during menstruation"; in the field of sports management - the bachelor's paper "Role of Olympic centres in the development of sports in Latvia and improvement of physical health of population". One paper studied the issue of coaches' remuneration: "Development of a remuneration model for coaches of Latvian basketball sports schools", etc. All these papers were also evaluated by directors of Master study programmes, experts in the field (assoc prof. L.Plakane in "Sport Science", prof. A.Ozola in "Educational Sciences").

3.3. Resources and Provision of the Study Programme

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

The infrastructure and material and technical support necessary for the implementation of the study programme provides for a wide involvement of the premises and laboratories of the UL faculties, using their material and technical facilities, sports facilities, as well as the rental of premises outside the University. The venue of lectures is taken into account when planning the study process, so that students do not have to move to several lecture venues during the day.

The theoretical part of the study programme is implemented in the premises of the Faculty of Education Sciences and Psychology, Faculty of Business, Management and Economics, Faculty of Biology and Faculty of Medicine of the University of Latvia. Wireless internet access is provided in all premises, as well as the possibility to use the bibliographic collections of the science branches and computer rooms of the faculties for data processing. Practical study courses are carried out in the laboratories of the Faculties of Biology, Medicine and Faculty of Education Sciences and Psychology, where various functional tests and studies are carried out. Laboratories are equipped with specific high-level functional equipment, such as a high-resolution portable sonograph Ge

Logiq E BT12 (General Electric, USA), a cardiopulmonary system *Master-CPX*, an anthropometric system for determination of total fat mass in athletes, 3D scanning equipment and other industry-specific material and technical equipment. The technological equipment also includes four computer classes with a total of 95 computers, as well as free-access copiers and computers, colour and more than 20 black-and-white laser printers, scanners, photocopiers, functional testing instruments, etc., necessary for the implementation of the study process.

Classrooms are constantly being renovated and new classrooms are being set up, and technical equipment (whiteboards, overhead projectors, data projectors, classroom sound systems, TV and video equipment) is being purchased and installed.

In order to provide the necessary infrastructure for the practical sports study courses, the programme is implemented in premises outside the University of Latvia, i.e. practical classes are conducted in SIA "Rimi Olympic Centre". The classes take place in the sports training centres of Latvian sports teams so that students can observe, assist and analyse sports training processes.

The Faculty library(s) contains appropriate literature for the implementation of studies based on current scientific knowledge and the requirements of the professional field and for the development of scientific research, and meets the requirements of the regulatory normative documents governing the relevant profession. The UL students and academic staff have access to scientific databases where the latest research in the field of sport is available. At the beginning of each semester, by mutual agreement with the head of the FESP library, practical seminars on the use of library resources in the study process (databases, use of the Union catalogue, ordering foreign sources, etc.) are organised for students.

The Library of the University of Latvia develops its collection in accordance with the study field and scientific work, the requirements of the study programme. The acquisition of e-resources is a priority in the process of adding information resources to the collection. The new acquisitions are made in accordance with the centrally allocated funding of the UL, which is approved annually by the UL ordinance. The allocated funds are used for the purchase of books necessary for the study process, for the subscription to databases in the field and for the subscription to periodicals.

The Library purchases information resources based on orders placed by the academic staff of the University, which are entered in ULIS and are approved by the Dean of the Faculty or the Executive Director. Anyone interested may also suggest purchasing a particular publication for the collection by submitting his or her proposal orally or in writing to the programme director or the lecturer of the course for consideration. If the Dean/ED of the faculty concerned supports the proposal, the Library purchases the publication recommended by the interested party.

In line with the UL Strategic Plan, the UL Library is increasing the share of e-resources and developing remote access to e-resources.

Methodological support:

The UL normative documents anticipate the procedure of providing students with access to the content of study courses in the UL information system and e-learning environment. This provides opportunities to present easily and in a modern way the study and methodological materials to students in various formats and ways according to the study task and needs. It also ensures quick and easy communication between the teaching staff and students in the course, receive and discuss submitted works, as well as follow their progress and receive all the information necessary for their studies. The e-learning environment of the UL provides the possibility to organise various self-assessment tests and to generate their results in the framework of the study course. In parallel, the University has developed a motivation system that promotes the development of serious e-learning courses, incorporating both self-learning elements and the use of various educational tools

of the digital environment, thus ensuring an efficient and modern study process.

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

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

Revenues of the programme

To ensure the necessary funds for the implementation of the study programme “Sport, Technology and Public Health”, the UL uses a state budget grant from the Ministry of Education and Science and tuition fee. Report on student (prospective) distribution by study types and annual income is presented in Table 3.3.3.1.

Table 3.3.3.1

Number of students in the programme and annual income

Type of study	LV state funded	LV for tuition fee	EU/EEA/Swiss citizens* for tuition fee	Others** for tuition fee	Total	State subsidy	For tuition fee LV and EU/EEA/Swiss citizens	Fee for citizens of other countries	Annual income
	number	number	number	number	number	EUR	EUR	EUR	EUR
	1	2	3	4	5	6	7	8	$1*6+(2+3)*7+4*8$
FTS (Latvian)	15	59	-	-	74	1 793	2 000	-	3 793
Total	15	59	-	-	74	1 793	2 000	-	144 896

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

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

Programme costs

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

Programme costs for the **full-time regular studies in Latvian (FTS)**

For calculations, the implementers of the full-time regular study programme “Sport, Technology and Public Health” uses data of the academic year 2023/2024 – number of students on 01.10.2023, study plan/normative acts and structure of the involved academic staff. Based on this data, the total cost of the programme is 144 896 EUR per year, and its structure (percentage distribution) presented in Table 3.3.2.2.

Table 3.3.3.2

Percentage breakdown of costs in the study programme

Expenditure item	% of total
Teaching staff costs	62 %
General staff	6 %
Other payments	
Infrastructure expenditure	5 %
Property and services	1 %
Indirect costs	26 %
TOTAL COST	100%

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

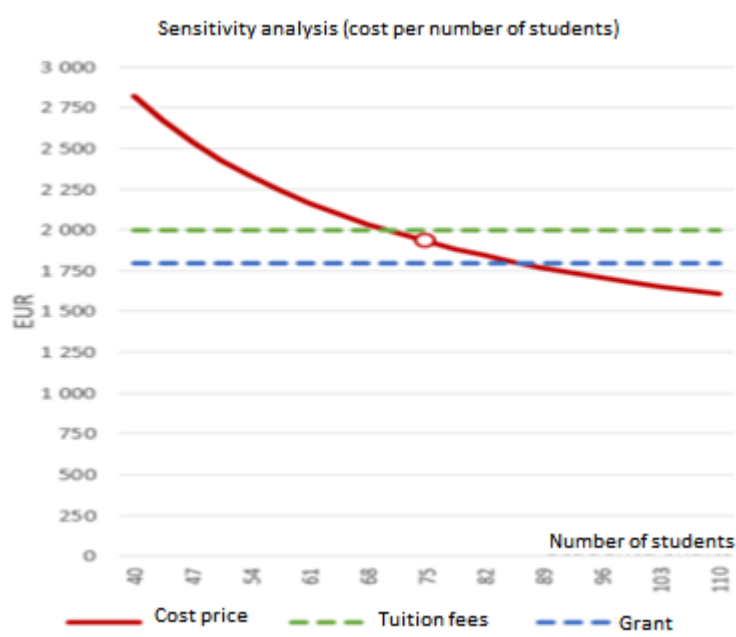


Fig. 3.3.2.1. Prime cost per number of students of the study programme “Sport, Technology and Public Health”

Based on the structure of the cost and total number of 74 students, the cost of study programme

per one student (prime cost) is 1944 EUR per year.

For the programme to be profitable, the minimum number of paying students should be at least 71 (the intersection point of the red line and green line) or state funded number of students – at least 85 (the intersection point of the red line and blue line).

Summary of the revenue and expenditure of the programme

Table 3.3.3.3 summarises the expected number of students, revenue, expenditure, result and profitability (result against revenue, %) of the programme for all forms of implementation.

Table 3.3.3.3

The result of the program

Type of study	Total	Total revenue	Total expenditure	Result	Profitability
	number	EUR	EUR	EUR	%
FTS (Latvian)	74	144 896	143 872	1 024	2%
Total	74	144 986	143 872	1 024	2%

The data in the table below demonstrate that the University has sufficient resources to implement the study programme and ensure its further development. In addition, the development of the programme can be financed from the income received from lifelong learning and other services, as well as from the financial resources accumulated by the faculty. The faculties also receive financial support for programme development from the Study Quality Improvement Fund of the University of Latvia. The faculty assesses and revises annually the tuition fees and costs in the light of cost increases.

In order to alleviate the financial situation, several study courses are taught together with study courses of other programmes. Mainly, joint study courses are implemented with the short cycle (first level) higher education study programme "Sports Coach" (36CP (54ECTS)), both of which are included in the list of agreed study programmes of the University of Latvia. Several theoretical study courses, such as "Entrepreneurship" (4CP/ 6ECTS), "Developmental Psychology" (2CP/ 3 ECTS), "Stress Management" (2CP/ 3ECTS), "Environment Protection" (1CP/ 1.5ECTS), "Civil Protection" (1CP/1.5ECTS) are planned together with other UL study programmes, while seminar classes are held separately.

3.4. Teaching Staff

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

how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.

Taking into account the interdisciplinarity of the programme, its connection with the needs of the labour market and global trends in sport, the implementation of the programme involves highly qualified and relevant teaching staff from several faculties of the University of Latvia, foreign universities and the branch. In total, 34 lecturers are involved in the implementation of the Bachelor's study programme "Sport, Technology and Public Health", for 76.5% of them work in the UL is the main place of employment, see Table 3.4.1.1. Of all the academic staff involved in the programme, 52.9% have PhD degrees (4 Dr. Psych, 4 Dr. Biol, 3 Dr. Sc.Admi, 3 Dr. Paed, 1 Dr. Medi, 1 Dr. Sports, 1 Dr. Phil and one PhD in Epidemiology), which allows students to delve into and understand the interdisciplinarity of the study programme.

Table 3.4.1.1

Teaching staff involved in the study programme

Professors	3
Asoc.professors	6
Assist.professors	5
Lecturers	8
Teachers	8
Foreign teaching staff (guest assoc. prof. and assist.prof.)	2
Having PhD degree	16
Having master's degree	17
Doctoral students	5
UL as the main place of employment	22
UL as the side work	12

As already mentioned, the programme involves academic staff from various faculties of the UL: Faculty of Education, Psychology and Art (from 02.01.2024. Faculty of Education Sciences and Psychology) (12), which has been successfully implementing sports teacher sub-programmes within several teacher programmes for more than 26 years as well as Faculty of Biology (3), Faculty of Medicine (4), Faculty of Computer Science (1), Faculty of Business, Management and Economics (1), Faculty of History and Philosophy (1) and Faculty of Law (1), which provide quality study opportunities in the respective field of science. Two lecturers have been recruited from universities of the European Union, namely associate professor Liliana Elizabeta Radu from the University of Iași Alexandru Ioan Cuza in Romania and assistant professor Matija Mato Škerbič from the University of Zagreb, Croatia. Ten of the lecturers are professionals active in the field, such as L. Zenfa teaches

"Introduction to "the Basics of Physiotherapy and Manual Investigation" (2CP/ 3ECTS) and advises students on empirical research for scientific papers, Dr. Paed. L.Strauta teaches the courses "Adapted Physical Activities" (2CP/ 3ECTS) and "Sports Hygiene and Rehabilitation" (4CP/ 6ECTS) and supervises students' final papers, A.Valtere teaches the course "Elocution and Communication Skills" (2CP/ 3ECTS). Several sports service staff/coaches I.Miskova, A.Misirova, K.Kazaks are involved in teaching practical sports courses. The programme director regularly advises the invited teaching staff on the current pedagogical processes at the UL and in higher education.

As it can be seen, the composition of the academic staff of the programme also complies with the requirements set out in the third paragraph of the first part of Article 55 of the "Law on Higher Education Institutions" that the implementation of academic study programmes is carried out by no less than five professors and associate professors, who have been elected to academic positions at the respective higher education institution. See *Annex BSP-8 Confirmation of the Head of the study field on the compliance of the teaching staff with the requirements of the Law on Higher Education*.

The total number of professors and associate professors in the study programme "Sport, Technology and Public Health" is 9, or 26.5%.

To ensure the quality of teaching, regular lecture observations are carried out, student surveys are analysed; the training of the teaching staff, including training on ensuring distance learning, and experience exchange events are organised.

All elected academic staff members also carry out research work in the field, either by leading or participating in externally funded research projects, or by carrying out research related to the study process, funded by the Faculty, national study and science base funding. A significant part of the academic staff of the UL carries out research in projects formally outside the FESP, mainly in the institutes of the University of Latvia, e.g. assist.prof. L.Mihno, lect. K.Kiris - at the FESP Scientific Institute of Pedagogy, assist.prof. E.Leonova - Institute of Clinical and Preventive Medicine, asoc.prof. L.Plakane – UL Institute of Cardiology and Regenerative Medicine, prof. J.Šķilters - Laboratory of Perceptual and Cognitive Systems, etc. Topics of scientific research or creative work of academic staff are up-to-date and related to the content of the study programme and its corresponding study courses. The results of the research of the academic staff are published in internationally available and peer-reviewed journals, or they are practically used or included in innovative activities, see: *Annex SF-14. List of publications, patents, works of artistic creativity of the faculty members of the study field "Sport" for the reporting period*.

Students are also involved in scientific research, in themes that are topical and related to the study programme, study objectives and expected learning outcomes. During the reporting period, eight students were involved as volunteers in the research activities of the academic staff asoc. prof. I.Ābeļkalns, prof. J.Porozovs in the implementation of the European Structural Funds projects "More than Gold" and "LIFE age". Five students participated in the research of lect. Z.Šmite, I.Ikstens and prof. J.Šķilters, using the experience acquired in their studies. Six students of the programme took part in the innovative sports and active lifestyle hackathon of ideas "SportLab 2022", which was organized by lect. R. Parandjuks together with the Innovation Centre of the University of Latvia. Its aim was to offer new, innovative solutions related to the organisation of sports activities, as well as to promote young people's interest in sport, sport technologies and active lifestyle.

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

Thinking about the renewal process of the teaching staff, since the programme licensing (2019), five lecturers have terminated their employment with the University of Latvia, and PhD students (R.Parandjuks, G.Bīlande, A.Klempere-Sipjagina, T.Stepiņš) continue their work. These teaching staff members have knowledge and experience in research and thus contribute to the development of students' research skills, as well as integrate the results of their research activities into the study courses they teach.

Due to the increased workload at the UL and having the administrative posts, six lecturers do not continue to teach in the study programme "Sport, Technology and Public Health". They recommend PhD students and lecturers from the field to deliver their study courses. For example, prof. L. Ozoliņa Molla, taking the position of Dean of the Faculty of Biology, is replaced by a PhD student, lect. Z.Šmite, prof. A.Ozola - Head of the Department of Educational Sciences and Innovation, replaced by a PhD student, lect. K.Kiris, prof. I.Odiņa - Head of the programme "Teacher", in her place is assist.prof. E.Latkovska etc. Assist. prof. L.Mihno has successfully completed her doctoral studies and is fully participating in the implementation of the programme. She teaches the study courses "Sports Research" (4CP/ 6ECTS), "Applied Technologies for Sport" (2CP/ 3ECTS) and "Sport Management and Organisation of Events" (4CP/ 6ECTS), as well as supervises several course and bachelor's papers according to her qualification in the field of social sciences.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

3.4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).

3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

Cooperation between teaching staff is facilitated through meetings, during which the programme director informs them of the desired course of action.

Meetings are held in which the teaching staff and the programme director agree on the stages of acquiring the respective sports and topics to be covered in the specific study courses. This communication makes it possible to avoid duplication of topics in different study courses.

An important mechanism of cooperation is the analysis of the results of the annual student surveys. Based on the feedback provided by the students, the programme director indicates to the teaching staff the improvements to be made, the aspects that need to be improved, as well as gives long-term recommendations.

Currently, the student-teaching staff ratio in the study programme “Sport, Technology and Public Health” is 22.5 students per PLE lecturer load, or 1.8 students per lecturer.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	BSP-1-DIPLOMA_English.docx	BSP-1-DIPLOMS-AR-PIELIKUMU.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	BSP-2-STUDENT STATISTICS English.docx	BSP-2-STUDENTU-STATISTIKA(1).docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	BSP-3-COMPLIANCE_TO_STANDARD.docx	BSP-3-ATBILSTIBA-IZGLITIBAS-STANDARTAM.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	BSP-6-COURSE-MAPPING.xlsx	BSP-6-KURSU-KARTEJUMS.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	BSP-4-STUDY-PLAN_Eng.docx	BSP-4-STUDIJU-PLANS(1).docx
Descriptions of the study courses/ modules	BSP 5 Annex. Descriptions of courses(1).docx	BSP 5.Pielikums Kursu apraksti.docx
Description of the organisation of the internship of the students (if applicable)	BSP-7-PRACTICE-REGULATIONS.docx	BSP-7-PRAKSES-NOLIKUMS.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	26.03.2024 - 30-37_5 - Declarations AL55 Sports, Technology and Public Health.edoc	26.03.2024 - 30-37_6 - Apliecinājums AL55 Sports, tehn. un sab.ves. 43813.edoc

Sports Coach (41813)

Study field	<i>Sport</i>
ProcedureStudyProgram.Name	<i>Sports Coach</i>
Education classification code	<i>41813</i>
Type of the study programme	<i>First level professional higher education study programme</i>
Name of the study programme director	<i>Rihards</i>
Surname of the study programme director	<i>Parandjuks</i>
E-mail of the study programme director	<i>rihards.parandjuks@lu.lv</i>
Title of the study programme director	<i>Mg.Edu. Izglītības zinātņu maģistra grāds</i>
Phone of the study programme director	
Goal of the study programme	<i>To provide students with the opportunity to acquire the knowledge, skills, competence in sport necessary to work as a sports coach with the qualification of sports coach in accordance with the national and international requirements of professional competence.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To promote the acquisition of comprehensive and specialised knowledge and understanding of the facts, theories, patterns and technologies in sport.</i> <i>2. To promote an interdisciplinary understanding of sport as part of society's culture and its role in the health care system, the role of physical activity in the primary prevention of diseases and in ensuring the quality of human life.</i> <i>3. To promote an understanding of the nature of the professional activity of the sports coach in sports practice and in the development of the sports sector.</i> <i>4. To promote the acquisition of forms, methods and technologies of organising sports training, providing opportunities for their practical application in the study process and in practice.</i> <i>5. To promote the ability to evaluate and improve one's own professional activity, to cooperate with others, to plan and organise work in order to perform specific tasks of a sports coach.</i> <i>6. To facilitate the development of critical thinking and sound decision-making skills in solving various problem situations and performing tasks in the work of a sports coach.</i> <i>7. To promote the development of independent learning and self-education skills, to encourage motivation for lifelong continuing education, promoting the competitiveness of young sports professionals in the current changing socio-economic conditions of the Latvian and international labour market.</i>

Results of the study programme	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Understands the terminology, theories, regularities and technologies of the sport field and sees how they can be applied in professional practice. 2. Describes the methods and technologies of sports training, justify their choice and application in practice. 3. Understands the legal and conceptual principles of the sport sector in the professional activity of a sports coach. 4. Describes the duties and rights of a sports coach. <p>Skills:</p> <ol style="list-style-type: none"> 5. Justifies and selects the most appropriate technologies, methods and techniques for the development and evaluation of sports training programmes and plans in sports coaching practice. 6. Analyses, assesses the individual characteristics and abilities of the target group, plans, and organises the sports training process according to the assessment. 7. Communicates their professional activities to clients, colleagues, professionals of the field and the general public. <p>Competence:</p> <ol style="list-style-type: none"> 8. Formulates and analyses practical problems in the work of a sports coach, selects the necessary information and, in compliance with the basic requirements of professional ethics, uses it to solve clearly defined problems in the planning, organisation and evaluation of sports training. 9. Plans, organises, conducts and evaluates the training process in a specific sport, using appropriate methods and taking into account the individual needs and abilities of the target group in the sport training process. 10. Performs advisory and educational work in the sports training process, demonstrating and promoting a positive and active attitude towards sport and physical activity.
Final examination upon the completion of the study programme	Qualification paper

Study programme forms

Full time studies - 2 years - latvian

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	82
Admission requirements (in English)	Secondary education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	Sports coach

Places of implementation

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

Part time extramural studies - 2 years, 5 months - latvian

Study type and form	<i>Part time extramural studies</i>
Duration in full years	2
Duration in month	5
Language	<i>latvian</i>
Amount (CP)	82
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Sports coach</i>

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

Since the licensing of the programme (19.04.2019, Licence No - 04047-108), several changes have been made to the content of the study programme "Sports Coach". Firstly, the study programme has been supplemented with two new modules - tennis and volleyball, the inclusion of which was approved by the decision of the Study Quality Commission of the Academic Information centre (AIC) No. 2022/13-I. The tennis and volleyball modules were created in response to the demand of the respective sports federations for the training of new coaches at the University of Latvia, because in tennis and volleyball, as in other sports, the training of professional coaches is a topical issue. Both the Latvian Tennis Federation (LTS) and the Latvian Volleyball Federation (LVF) have pointed out in their discussions that, in general, the average level of education of coaches (mainly category C) is inadequate and insufficient, especially when working with children and young people. Category C can be obtained in an average of six months, which is not sufficient to acquire the necessary skills, knowledge and competences required in the field of sports pedagogy, as well as to acquire knowledge such as anatomy, physiology, sports psychology, pedagogy, sports specialisation, etc. The LTS and the LVF consider that coaches should have at least a short cycle (first level) higher education in the field of sport, to acquire knowledge such as anatomy, physiology, sports psychology, pedagogy, sports specialization, etc. LTS and LVF believe that coaches should obtain at least a short-cycle (first-level) higher education in the field of sports, within the framework of which it is possible to acquire knowledge within 2 or 2.5 years.

From the academic year 2023/2024, a fifth module, Physical Fitness, has been added to the "Sports Coach" study programme. This was created to respond to the demand from the representatives of different sports in relation to the relevance of general physical fitness in the modern sport system. The specialisation was approved by the Study Field Council of Faculty of Education, Psychology and Art (from 02.01.2024. Faculty of Education Sciences and Psychology), as well as by the Faculty Council. The amount of the change is 12.5% of the total study programme, as it was at the time of the changes, i.e. 10CP (15 ECTS) out of the total 80CP (120 ECTS) of the study programme. Taking into account that in summer 2022 the study programme "Sports Coach" was reviewed by an external expert, the changes made do not exceed 20% of the total scope of the study programme and could be approved based on the decisions of the Study Field Council of the Faculty and the Faculty Council.

In the "Sports coach" study programme, a part of free elective study courses for 2 credit points (3 ECTS) was created, as a result the total amount of the programme has been increased to 82 CP (123 ECTS). On the other hand, the study course "Track and Field Athletics and Sports Games" 2 KP (3 ECTS) was included in the elective courses of limited choice.

The "Sports Coach" study programme also includes a free elective part. Based on Paragraph 9 of the Transitional Provisions of the Law on Vocational Education, the course content of the study programme "Sports Coach" includes the elective study course "Sports Activities I". At the same time, the study course "Athletics and Sports Games" has been transferred from the restricted

elective part of the programme to the free elective part.

The changes in the study programme "Sports Coach" were made based on the occupational standard "Sports Coach", developed in 2022, (agreed at the meeting of the Tripartite Cooperation Sub-Council for Vocational Education and Employment of 14 December 2022, Minutes No. 7). The occupational standard specifies that students must learn two foreign languages, so a new course of study "International Terminology in Sports" 2CP (3ECTS) was developed. In this course, students acquire an in-depth knowledge of English on sport-related topics as well as a basic knowledge of German.

The transition to credit points in terms of the European credit transfer and accumulation system in the study programme takes place in accordance with the Article 93 of the Law on Higher Education Institutions until December 31st, 2024.

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

Until 2024, the study programme "Sports Coach" is implemented in the study field "Education, Pedagogy and Sport". The study process is based on the basic principles of sports pedagogy, which allows students to acquire the knowledge and skills necessary to manage the training process of children and young people. As part of the current accreditation process, a new study field called "Sport" is being developed. The study programme "Sports Coach" is one of the two study programmes that make up the study field "Sport". The aims and objectives of the study field "Sport" are closely related to the basic principles of the study programme "Sports Coach". One of the primary objectives of the study field "Sport" is to develop practice-based studies, contributing to the implementation of the main sport policy directions - children and youth sport, including student sport (dual career), high-performance sport and recreational sport. Students of the study programme "Sports Coach" acquire all the necessary skills, knowledge and abilities through both theoretical and practical study courses, complemented by three practices. Another defined aim of the study field "Sport" is to contribute to the growth and development of knowledge in the field of sport, ensuring the training of highly qualified sports professionals, while students of the "Sports Coach" study programme are practising sports coaches. Several of the graduates are high-level professionals working in regional or Riga sports schools, which indicates the close interconnection between the study field "Sport" and the study programme "Sports Coach".

The code 41813 of the study programme "Sports Coach" corresponds to the provisions of the Latvian Classification of Education (13.06.2017 Cabinet of Ministers Regulation No. 322). The regulations define the Latvian Classification of Education, including descriptions of knowledge, skills and competences corresponding to the levels of the Latvian Qualifications Framework. The first digits of the programme code correspond to the first level of professional higher education; the last three digits of the code correspond to the thematic area of education - services and the group of educational programmes - sport. The title and content of the study programme correspond to the Sport Coaching Profession Standard and qualification requirements (approval date 14.12.2022).

The study programme "Sports Coach" provides students with the opportunity to acquire the knowledge, skills, competence in sport necessary for the work of a sports coach with the qualification of a sports coach in accordance with the national and international requirements of professional competence. The qualification - Sports Coach of the programme "Sports Coach" gives the opportunity to work in professional sport education institutions as sports coaches, thus performing the function of sports service, which corresponds to the second part of the programme code. Graduates are eligible to submit their diploma to the Latvian Council of Sports Federations Register and obtain a category B coach licence for a period of five years.

The aim of the study programme - to provide students with the opportunity to acquire the knowledge, skills, competences in sport necessary to work as a sports coach with the qualification of a sports coach in accordance with the national and international professional competence requirements - is consistent with the title of the study programme "Sports Coach" and provides students with the necessary skills, competences and knowledge to work in the field of sports pedagogy. To achieve the aim, the following **objectives** are set:

1. to promote comprehensive and specialised knowledge and understanding of the facts, theories, patterns and technologies of sport,
2. to promote an interdisciplinary understanding of sport as part of society's culture and its role in the health care system, the role of physical activity in the primary prevention of diseases and in ensuring the quality of human life,
3. to promote an understanding of the nature of the professional activity of the sports coach in sports practice and in the development of the sports sector,
4. to facilitate the acquisition of forms, methods and technologies of organising sports training, providing opportunities for their practical application in the study process and in practice,
5. to promote the ability to evaluate and improve one's own professional activity, to cooperate with others, to plan and organise work in order to perform specific tasks of a sports coach,
6. to facilitate the development of critical thinking and sound decision-making skills in solving various problem situations and performing tasks in the work of a sports coach,
7. to promote the development of independent learning and self-education skills, to encourage motivation for lifelong continuing education, promoting the competitiveness of young sports professionals in the current changing socio-economic conditions of the Latvian and international labour market.

The following study **outcomes** are planned as a result of mastering the programme:

Knowledge:

1. Understands the terminology, theories, regularities and technologies of the sport field and sees how they can be applied in professional practice,
2. Describes the methods and technologies of sports training, justify their choice and application in practice,
3. Understands the legal and conceptual principles of the sport sector in the professional activity of a sports coach,
4. Describes the duties and rights of a sports coach.

Skills:

5. Justifies and selects the most appropriate technologies, methods and techniques for the development and evaluation of sports training programmes and plans in sports coaching practice.
6. Analyses, assesses the individual characteristics and abilities of the target group, plans, and organises the sports training process according to the assessment.

7. Communicates their professional activities to clients, colleagues, professionals of the field and the general public.

Competence:

8. Formulates and analyses practical problems in the work of a sports coach, selects the necessary information and, in compliance with the basic requirements of professional ethics, uses it to solve clearly defined problems in the planning, organisation and evaluation of sports training.
9. Plans, organises, conducts and evaluates the training process in a specific sport, using appropriate methods and taking into account the individual needs and abilities of the target group in the sport training process.
10. Performs advisory and educational work in the sports training process, demonstrating and promoting a positive and active attitude towards sport and physical activity.

The aims and objectives of the study programme "Sports Coach" are based on the guidelines developed in the profession standard "Sports Coach" on goal formulation, development of training plans, communication skills and other relevant knowledge, as well as are related to the aims and objectives of the study field "Sport".

The admission criteria are based on the skills and competences required for the profession of sports coach:

- Previous education: secondary education.
- The conditions of the evaluation criteria for the admission competition, the formulae for calculating the competition marks and the admission procedure are laid down in the admission rules of the current academic year. They are published on the UL portal <https://www.lu.lv/en/admission/admission-procedure/>.

Upon admission to the study programme "Sports Coach", students are assessed based on the results of centralised examinations (CE) in mathematics, Latvian language and a foreign language, as well as the average of all passed CE results. Knowledge in the relevant CEs indicates the potential ability of the student to understand all the skills and competences required for the profession of a sports coach, i.e. formulating the objectives and targets of training plans.

The study programme "Sports Coach" offers two types of study forms - full-time face-to-face (FTS) studies are implemented in Riga and part-time extramural (PTE) studies are implemented both in Riga and in the regional branches of the University of Latvia. FT studies last 2 years or 4 semesters, while PTE studies last 2.5 years or 5 semesters. Both study plans are sequential and structured, following the requirements of the respective study form. In the modules, the courses (basketball, tennis, football, volleyball, general physical training) are planned in a modular way and the practices (Introductory Practice, Practice I, Practice II) are planned in a way adapted to the forms of study. In the process of learning the modules, PTE students, in addition to face-to-face lectures in Riga, acquire knowledge independently by performing tasks given by the teaching staff according to the form of study.

It is important that from the academic year 2022/2023, students were admitted to the PTE group in Riga, which gives the opportunity to form a group of students bringing together interested students from the regions as well as from Riga.

Looking to the future, it is planned to extend the study field "Sport" with a bachelor-level study programme "Sports Teacher", which would allow creating a logical sequence for the students of the study programme "Sports Coach". The University of Latvia has 26 years of experience in training future sports teachers, so it would only be logical to create a similar programme. In this case,

students of the “Sports Coach” programme would have two options to continue their academic development within their field of study - in the Bachelor's degree programme “Sport, Technology and Public Health” or in the possible study programme “Sports Teacher”. The second motivation for the development of the “Sports Teacher” programme is the increasing shortage of sports teachers in schools. A review of the various job vacancy portals (www.kurdarbs.lv (available only in Latvian), <https://izglitiba.riga.lv/lv/izglitiba/vakances/skolu-vakances> (available only in Latvian) etc.) shows that currently (10.07.2023) more than 50 sports teachers are wanted in Latvian schools. The two professions (sports coach and sports teacher) are related, but they work at different levels of education. Sports coaches are eligible to work in professional sports education institutions, which is not compulsory education, while sports teachers work in general education institutions, which is compulsory up to Grade 9. However, a number of areas to be acquired are similar or even the same for both professions: communication skills, child and youth psychology, anatomy, physiology, etc. Therefore, it would be possible to provisionally equate approximately 30CP (45 ECTS), which would allow graduates of the “Sports Coach” programme to continue their studies already in the 2nd year of the “Sports Teacher” programme. It is important that in this way, the UL could ensure that students can upgrade their academic qualifications and continue their studies at the UL.

When evaluating the purpose, tasks and the awarded degree of the study program "Sports coach", it is essential to emphasize the unifying aspects of the study process, i.e. the studies are organized in such a way that the student acquires all theoretical and practical knowledge, skills and abilities, thus successfully realizing the standard content of the profession.

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

The goal of the Latvian sports policy, as defined in the Sports Policy Guidelines 2022-2027, is to increase the proportion of the Latvian population that engages in physical or sporting activity at least 1-2 times a week. The same document also identifies a number of problems that require a quick and qualitative solution, such as insufficient physical activity of Latvia's population and awareness of the importance of physical activity for maintaining and strengthening health, insufficient quality of sports lessons, lack of appropriate environment and infrastructure for physical activity and sport, etc. According to the Central Statistical Office, in 2022, the average person in Latvia spent only 158 min. per week on physical activities, which is insufficient for good health and well-being.

The World Health Organisation has recognised that one in three children aged 6 to 9 is overweight. It is true that this problem of childhood obesity affects developing countries more, which Latvia does not want to resemble, and it has practically no impact on Finland and the Scandinavian countries, which Latvia would like to resemble.

Changes in daily routines have influenced the childhood obesity and physical inactivity - distant schooling, limited opportunities for sporting activities. Restrictions and home-living for children in 2020-2021 reduced organised physical activity, most people developed sedentary lifestyles, children spent a lot of time in front of screens of their gadgets and stress led to cravings for calorie-rich foods. In Latvia, 32% of children are overweight or seriously obese and less than one fifth of children and young people take part in sport and regular physical activity (various estimates range from 16-20%). Smoking among children and young people has increased significantly in Latvia over the last two years, especially cigarette and electronic smoking. The content of the “Sports Coach”

study programme highlights a number of guidelines that can have a direct and positive impact on today's unhealthy lifestyle trends:

- sports coaches cultivate healthy lifestyles;
- sport is integrated into the daily life of the family through children and young people, which helps to promote physical activity also among their parents;
- physical activity tends to correlate with a reduction in harmful habits, including smoking and unhealthy eating.

A number of courses in the "Sports Coach" study programme address the issue of sedentary behaviour in children and young people and its consequences. The factors influencing physical inactivity also have an impact on the possibilities for sports coaches to implement their knowledge, so the study process already covers the nutritional aspect (study course "Sport and Nutriment"), the importance of physical activity and the recommended dosage for different exercises (study course "General Physical Fitness") or the relationship between the development of general awareness and physical culture in children and young people (study course "Sports Hygiene and Rehabilitation").

Graduates of the "Sports Coach" study programme are eligible to work in public and private sports schools, sports centres or sports clubs. Graduates make a significant contribution to the Latvian economy by working with different age groups and promoting sport as a way of life. In this way, the overall medical system is less burdened, as members of society are more able to understand the impact of physical activity on their health, which correlates with the ability to perform work duties and be a productive member of society in the context of economic well-being. For starting studies in the short cycle (first level) higher education study programme "Sports Coach", students conclude a study agreement in accordance with the Cabinet of Ministers Regulation No. 70 of 23.01.2007 "Regulations to be Mandatorily Included in the Study Agreement", see Annex: *Annex SF-8. Sample of study agreement at the University of Latvia*. Having completed the study programme, students are issued a diploma and its annex in accordance with the Cabinet of Ministers Regulation No. 202 of 16.04.2013 "Procedures for Issuing State Recognised Documents of Higher Education", see Annex: *Annex PSP-1. Model diploma and its annex of the short cycle professional higher education study programme "Sports Coach"*.

The profession of sports coach is essential for the success of a country in thinking about improving overall health, which can also contribute to economic development. More than 5000 coaches are registered with the Latvian Sports Federation Council in various sports. Approximately 50% work with the C category, which can be obtained within a period of 6 months. Sports officials and coaches have pointed out that it is not possible to acquire all the necessary knowledge related to the coaching profession in such a short period of time. This problem has become particularly acute after the approval of the new profession standard "Sports Coach". It specifies a wide range of required knowledge and competences that cannot be acquired in a 6-month period. Upon graduation from the study programme "Sports Coach", students who study for 2 or 2.5 years, have mastered all the necessary knowledge related to the content of the profession standard, as well as obtain category B in the Latvian Council of Sports Federations' Register of Coaches.

Comparing the statistics from other Baltic countries, it can be concluded that the number of coaches in Latvia is in a similar proportion to the population. In Latvia, Lithuania and Estonia, the average number of people per coach is around 350. However, in both Estonia and Lithuania the majority of coaches have at least a college education, while in Latvia half of the registered coaches work with a category C certificate. For example, in the Lithuanian basketball system, only those with a Bachelor's degree in sports education can work as a coach, thus contributing to the education of coaches.

The study programme "Sports Coach" is vital for the Latvian sports system, as it can serve as a

primary educational place for coaches with C category. The second aspect is that there are only two universities in Latvia that offer equivalent education, but each of them has its own direction. The study programme "Sports Coach" specialises in training for specific sports, which is an important support for the sports concerned. The federations of the sports with which the cooperation agreements have been concluded (Latvian Basketball Union, Latvian Football Federation, Latvian Tennis Union, and Latvian Volleyball Federation) have also shown their acceptance and initiative to help with the development of each module. Another important factor is the possibility to study in regional branches that is not offered by other Latvian universities for equivalent study programmes. The location of regional branches on the map of Latvia has been thought out to allow students to study from nearby towns. For example, so far more than 10 students from Liepāja have chosen to study at the Kuldīga branch. A similar situation exists in the Madona branch, where students come from Jekabpils, Pļaviņas, Vecpiebalga and other towns.

The surveys analysed in relation to employers and graduates' feedback on the "Sports Coach" study programme show positive trends. Both groups of respondents (graduates and employers) indicated that they value positively the quality of the "Sports Coach" programme. It should be noted that the relevant survey data was obtained from schools in Riga and other regions, which indicates a contribution to the improvement of the sport education system in Latvia as a whole. It is important that all the graduates surveyed are working in their chosen profession after graduating from the "Sports Coach" study programme. This shows that there is a need for qualified coaches in Latvia and confirms the quality of the study programme "Sports Coach".

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

Statistical data on students of the study programme "Sports Coach" can be assessed as satisfactory see Annex: *PSP-2. Statistical data on students of the short cycle professional higher education study programme "Sports Coach"*. In the previous years of studies, student groups were open:

- Tukums branch (study years 2019/2020 and 2020/2021);
- Madona branch (study years 2019/2020, 2020/2021 and 2021/2022);
- Kuldīga branch (study years 2019/2020, 2020/2021, 2021/2022 and 2023/2024);
- Riga, FTS (study years 2019/2020, 2020/2021, 2021/2022, 2022/2023 and 2023/2024);
- Riga, PTE (study years 2022/2023 and 2023/2024).

Every academic year, students are enrolled in the "Sports Coach" study programme at both the FTS and the PTE studies.

In some years, there is a relatively high dropout rate of students who decide not to continue their studies or graduate later than planned. Communication with students who decided to discontinue their studies or to take a study break revealed the main reasons for this choice:

- financial situation (11 students);
- Covid-19 impact (5 students);
- personal situation (family, etc.) (10 students).

On the positive side, students who have not successfully passed the state examination (development and successful defence of the qualification paper) or have chosen to interrupt their

studies return to their studies at later stages and successfully complete their studies and receive the diploma.

Table 3.1.4.1

Student and graduate statistics, by the location of the programme implementation

Study year	Location of the programme implementation and study format	Enrolled students	Graduates
2019/2020	Riga (FTS)	6	4
	Kuldiga (PTE)	12	9
	Madona (PTE)	15	5
	Tukums (PTE)	12	10
2020/2021	Riga (FTS)	7	4
	Kuldiga (PTE)	17	4
	Madona (PTE)	20	7
	Tukums (PTE)	15	9
2021/2022	Riga (FTS)	15	9
	Kuldiga (PTE)	19	-
	Madona (PTE)	15	-
2022/2023	Riga (FTS)	13	9
	Riga (PTE)	31	-
2023/2024	Riga (FTS)	14	-
	Riga (PTE)	30	-
	Kuldiga (PTE)	16	-

An analysis of Table 3.1.4.1 shows that the number of students enrolled is satisfactory, but a higher number of graduates would be advisable. Currently, more than 10 students are in the process of interrupting their studies because they have not been able to combine their studies with active coaching. A potential solution to this problem is to schedule study classes in the first part of the day at both PTE and FTS taking into account that sports coaches most often work in professional sports education institutions, where the training process is planned in the afternoons and evenings. This means that students can attend lectures in the mornings and/or during the day. Another

explanation for the relatively high dropout rate is the sufficiently intensive content of the study programme and its quality requirements. In response to this risk of dropout, the programme is implementing the following activities:

- assesses the requirements of individual courses and supports students in their learning;
- closer communication with students at the start of their studies, highlighting the opportunities to choose the most appropriate modules, study formats, study content.

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

3.2. The Content of Studies and Implementation Thereof

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

The content of the study programme "Sports Coach" includes all the necessary skills, knowledge and competences that are included into the professional standard "Sports Coach" (date of approval 14.12.2022). In the compulsory part of the courses, the aim and main objectives of the courses are closely linked to the overall nature of the programme. The aim of the programme states that students will have the opportunity to acquire all the necessary skills to enter successfully the coaching labour market after graduation. This is achieved through a series of courses in which future coaches acquire the necessary pedagogical skills, sport-specific and anatomical knowledge, as well as their experience is consolidated in various practices. The psychological aspect of coaching is of great importance, which is also emphasised in the professional standard "Sports Coach", therefore the programme includes a specialised study course "Sports Psychology", taught by associate professor Aleksandrs Koļesovs, aimed at enhancing students' understanding of the main aspects of sports psychology - behavioural patterns of athletes, age-specific features of the psychological sphere, etc.

The compulsory part of the study courses also includes the study course "Sports Education", taught by associate professor Sanita Baranova and lecturer Rihards Parandjuks. The aim of the study course is intertwined with the aim of the study programme "Sports Coach", as it updates the acquisition of knowledge in sports pedagogy, promotion of understanding of pedagogical principles and sports education in general. This way, students are better able to understand the role of sports

education in the planning and implementation of the training process. For the relevance to the professional standard, see Annex: *PSP-4. Compliance of the short cycle professional higher education study programme "Sports Coach" with the professional standard.*

The study programme "Sports Coach" is designed in accordance with the regulations on the national standard for higher professional education, see Annex: *PSP-3. Compliance of the short-cycle professional higher education study programme "Sports Coach" with the national standard for professional higher education.* All the specified parameters of the programme and the defined objectives are in line with the requirements and the nature of the study programme "Sports Coach". Parameters (in ECTS credits) specified in the National Standard for Professional Higher Education are the following:

- the scope of the study programme is between 120 (180 ECTS) and 180 (270 ECTS) credit points (equivalent to 123);
- study courses - a total of at least 84 (126 ECTS) credit points, but not exceeding 75 % of the total study programme (corresponding to 84 and 75 %);
- study courses for general knowledge - not less than 30 (45 ECTS) credit points (corresponding to 30);
- courses in the field of study - not less than 54 (81 ECTS) credit points (equivalent to 54);
- practice - not less than 24 (36 ECTS) credit points (equivalent to 24);
- qualification paper - not less than 12 credit points (18 ECTS) but not more than 10 % of the total study programme (corresponding to 12 and 10 %);
- the study process involves practical implementation of at least 30 % of the study courses. The tasks of independent work and the ways of controlling their performance are specified in the course descriptions of the programme.

The content of the module courses (basketball, football, tennis, volleyball, general physical fitness) plays a central role in the content of the study programme "Sports Coach". Module courses are clustered in small groups of students, which allows students to acquire in-depth knowledge in a specific sport.

Defined learning outcomes for each module:

- Basketball - The student is able to independently design a basketball training plan in both the long and short term. The student evaluates critically the necessity and applicability of different basketball exercises in basketball training. The student conducts basketball training and coaching and integrates the acquired knowledge and skills in conducting basketball-training processes at different age levels.
- Football - The student is able to design a football training plan taking into account the skills, knowledge and experience of the target audience. The student plans the training process independently. The student is able to integrate and apply the acquired knowledge and skills in managing training processes at different age levels.
- Tennis - The student understands the basic principles of tennis. He is able to teach this to others and correct inaccuracies in the execution of exercises or elements of the game. He manages the tennis training process and analyses long-term training plans. The student is able to referee singles and doubles tournaments at various levels.
- Volleyball - The student is able to list the various techniques of volleyball elements and their correct execution and application. He is able to define the process and structure of training in volleyball. The student analyses critically training plans and can correct them if necessary.
- General physical fitness - The student understands the role of fitness in the training process in different sports. He knows and can define a wide range of fitness exercises. He can construct a training outline integrating elements of physical fitness.

Experienced practitioners who provide students with sport-specific knowledge teach the relevant

courses. The football module has attracted a practitioner, Dmitrijs Kohans. The courses taught are "Specific Sports Class Modelling and Managing (football)", "Specific Sports Training Methodology (football)", "Specific Sports Fitness (football)". D. Kohan has a Master's degree in pedagogy and more than 10 years of experience as a football coach. He is currently a football coach at one of the leading football academies in Latvia and is the chief methodology specialist training young football coaches.

The basketball module study courses "Specific Sports Class Modelling and Managing (Basketball)", "Specific Sports Training Methodology (Basketball)", "Specific Sports Judges and their Activity (Basketball)" are taught by lecturer Agris Galvanovskis. He is currently the head of the Latvian Basketball Union Coaches Commission, a coach with more than 20 years of experience. A. Galvanovskis is the head coach of the Latvian U16 national team in 2023, and in his coaching career, he has worked with professional teams both in Latvia and abroad.

Acting lecturer Ivars Ikstens delivers one course in the basketball module. ("Specific sports Fitness (basketball)". I. Ikstens holds a Master's degree in nutrition and is the current physical fitness coach of the Latvian women's national basketball team. He is responsible for developing the fitness guidelines of the Latvian Basketball Union. I. Ikstens is one of the lecturers in the general physical fitness module, teaching the course "Testing and Analysis of Physical Exercise".

All four courses of the volleyball module ("Specific Sports Fitness (volleyball)", "Specific Sports Class Modelling and Managing (volleyball)", "Specific Sports Judges and their Activity (volleyball)" and "Specific Sports Training Methodology (volleyball)" are taught by acting lecturer Aleksandra Misirova. The lecturer has a Master's degree in pedagogy, more than 10 years of experience as a volleyball coach, including working as the coach of the youth national team. Currently, A. Misirova is also a member of the Board of the Latvian Volleyball Federation, thus being responsible for the entire volleyball module of the study programme "Sports Coach"; she is aware and understands the volleyball-related problems in the coaching profession.

Irina Kuzmina-Rimša, an experienced practitioner with a Master's degree in pedagogy, teaches the tennis module. Courses taught are "Specific Sports Fitness (tennis)", "Specific Sports Class Modelling and Managing (tennis)", "Specific Sports Judges and their Activity (tennis)" and "Specific Sports Training Methodology (tennis)". I. Kuzmina - Rimša is a coach with more than 10 years of experience working with both professional tennis players and children and youth. Currently she is also the development director of the Latvian Tennis Union.

The courses listed above form the content of the respective modules, which are delivered by highly qualified professionals with relevant training and extensive experience. The content of the modules and the timetable for the study work can be found in the study plan of the study programme - Annex PSP-5. *Study plans of the short-cycle professional higher education study programme "Sports Coach"*. The composition of the teaching staff involved in the study courses of the modules is well thought out and makes the study programme "Sports Coach" unique in the Latvian education system, as it offers specialisation in specific sports, while acquiring knowledge from high-level practitioners. The module study courses included in the content of Part B are the uniqueness of the study programme "Sports Coach" and are able to prepare high-level sports coaches. The teaching staff of the module courses can explain in detail and demonstrate all the necessary knowledge related to the nuances of the work of a coach in a particular module. The module courses are primarily organised as joint lectures for PTE and FTS students, which allows having groups of 5-8 students in all modules. Other module classes for FTS students are organised according to a study plan to be carried out in accordance with the requirements of the respective study format. The total number of students in the modules is sufficient to allow for the most detailed study of all the knowledge and skills required for a particular sport. This teaching model ensures that students

acquire the necessary knowledge and skills in their chosen sport. The modular approach has been deliberately chosen to ensure quality, rather than a general learning of many sports over 2 or 2.5 years, which cannot be considered a meaningful learning process.

The management of the "Sports Coach" study programme has chosen a quality assurance orientation, which is confirmed by the results of employer and graduate surveys. In this way, it is possible to ensure a higher number of students in the near future, as the training of high-level professionals is expected to increase visibility, which may also improve the financial situation.

The content of the study programme "Sports Coach" is in line with modern labour market trends, as it prepares coaches of high quality. This education is necessary for coaches to be eligible to work in professional sport education institutions. According to the available vacancies (information collected on 08.04.2023), Latvia currently needs more than 150 coaches in various sports, which indicates that the study programme "Sports Coach" is vital for the Latvian sports education.

For descriptions and mapping of the study programme courses (modules), see the annexes:

- Annex PSP-6. *Course descriptions of the short cycle professional higher education study programme "Sports Coach";*
- Annex PSP-7. *Course mapping of the short-cycle professional higher education study programme "Sports Coach".*

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

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

During the study courses and examinations, both oral, written, and combined study and assessment methods are used. The corresponding methods are used in all modules.

Studies employ a variety of knowledge acquisition and consolidation methods, such as introductory lectures, interactive lectures, consolidating lectures, and problem-oriented lectures. Practitioners and professionals from different institutions are invited to teach individual lectures in study courses to promote the unity of theory and practice. The study programme "Sports Coach" also involves visiting lecturers on several occasions, which makes the study process more valuable. In the study course "Introduction to Sports Rights" (2KP, 3ECTS), several lectures have been held with lecturers

Beatrise Bitane and Jānis Siliņš, who are lawyers and explained to future sports coaches the topics of banned substances in the training process, gave the interpretation of the binding regulatory enactments and other related topics. For the tennis module, visiting speakers from the tennis environment were invited, who highlighted various tennis-related topics, such as beach tennis or adapted tennis for people with reduced mobility. Visiting lecturers were L. Didriksone, N. Novikova and N. Timofejeva. Visiting lecturers have also been involved in the basketball module, providing students with in-depth knowledge on basketball training methodology (guest lecturers- E. Šlesers and G. Endzels. Practical assignments, seminars, individual, pair and group work, discussions and project development, study tours to industry organisations are widely used. Employers are involved in the implementation and improvement of study courses (they are invited to conduct separate seminars, often the classes are organised as work experience visits, etc.).

Practical tasks are most often implemented in module study courses - "Specific Sports Class Modelling and Managing" (2KP, 3ECTS), "Specific Sports Training Methodology" (4KP, 6ECTS). In these courses, students implement training plans by developing outlines and conducting training.

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

To aid students in achieving learning outcomes – in acquiring and consolidating knowledge, skills, and competence – student-centred methods dominate in the study process. The study process is supported by methods that facilitate students' communication in the implementation of study tasks, solving real-world problems, modelling situations. The study programme "Sports Coach" uses methods that are as close as possible to real-life practice in the field of sports pedagogy. In order to give students the best possible understanding of sports training, practical lectures are given to the invited target audience, who can be guided through a set of exercises or a specific part of the training. The target audience is children and young people who train on a daily basis in one of the sports education institutions with which a cooperation agreement has been concluded to support the study programme "Sports Coach". This practice is most often used in the football module courses, where the study process is carried out together with young football players from the Riga Football School. Similar methods are used in other modules as well. Primarily, students are taught teaching skills that are further adapted to the respective sport, age group and level.

It should be noted that the practical lessons of all modules are implemented together in Riga. Regional branch students are informed about this type of study process at the beginning of their studies. The UL Regional Center has prepared an agreement, by signing which the student agrees to take part of the study process in Riga. Therefore, students of FTS and PT extramural studies take study process together, while the rest of the lectures are conducted by FTS students according to a plan, which is most often conducted in small groups. It should be noted that this is a positive aspect because it is possible to ensure an individual approach between the teaching staff and the student.

Taking into account that the students of the regional branches take the practical lessons of the modules in Riga, the infrastructure available to all students is the same. If in future more students will be admitted and the regional branches will also have about 10 students in each module, then the available infrastructure of local sports schools and sports centers is adequate to provide practical lecture training in all regional branches, in all modules.

Theoretical study courses, such as "Sport Psychology" (2KP, 3ECTS), "Sports Education" (2KP, 3ECTS), play an important role in the study programme "Sports Coach"; therefore, the physical environment of studies is gradually being improved: classrooms are easily convertible for group work, individual work; students can use digital technologies. Lecturers mostly use methods that encourage students' active participation, critical thinking and reflection. For example, the course "Sports Management and Organisation of Events" (4KP, 6ECTS) involves critical evaluation and analysis of events, which contributes to students' understanding of different organisational

processes. The e-study environment is used in the study process and to promote independent studies. Each study course has an e-study environment (*Moodle*) where students have access to materials from classes, task descriptions in addition to course-related learning materials, as well as study tasks (tests, forums, seminars, conferences, etc.). All interim and final assessment grades of the study courses are recorded, justified and made available to students in the e-study environment.

The student-centred approach is followed in the regular revision of study courses, with particular attention paid to the meaningful formulation of learning outcomes, as well as to fostering a dialogue between lecturers and students on study content, forms of organisation and methods. Correctly formulated learning outcomes, in turn, promote students' understanding and ownership of their own learning, self-assessment and understanding of the assessment received. In the study process, lecturers use methods, forms of examination and assessment criteria that correspond to the aim of the study course and the intended learning outcomes.

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

Following the principles of student-centred studies, student mobility (recognition of learning outcomes) is promoted. Students engage in academic research and social activities initiated by the academic staff, thereby gaining extensive experience and evaluating gained knowledge and skills in practice, for example, European Structural Funds projects "More than Gold" and "LIFE age". Students of the study programme "Sports Coach" have participated in these projects on a voluntary basis, studying and analysing the data obtained in related courses, such as "Sports Hygiene and Rehabilitation" (2KP, 3ECTS). By implementing internal quality assurance policies, students are encouraged to participate actively in the improvement of the study process. There are procedures and regulations for submitting student proposals and complaints and reviewing student appeals. The results of student surveys are evaluated and considered for the improvement of the study process. Students are eager to express their proposals for the improvement of study programmes and processes in discussions with teaching staff and programme directors.

So far, there have been two appeals related to the assessment of the final paper in the "Sports Coach" programme. In both cases, the appellant had the opportunity to present his/her claims, which were heard by the Appeals Commission. In both cases, the members of the commission considered that there had been no errors in the examination procedure of the final paper and that the process had been carried out in accordance with the requirements, therefore the appeals were rejected.

The "Sports Coach" programme includes a number of practical courses, such as "Specific Sports Fitness" (2KP, 3ECTS), "Physical Fitness" (2KP, 3ECTS) and others. Their implementation and the assessment of students' performance are adapted accordingly compared to other study courses. The process and assessment of practical study courses depend on the work plan and criteria established by the teaching staff and specified in the course description. In order to obtain credit points, students most often have to perform one of the tasks of the theoretical part (make a presentation, report, test, etc.), as well as to be able to perform the specific requirements of the course. For example, in practical classes, students need to develop a training plan or a set of exercises that they need to be able to conduct. Due to modelling and conducting the training, the student understands the specifics of the training, and after the training sessions is conducted, the process is analysed. Considering all the assessment criteria listed, the lecturer has a basis for assessing the competence of a particular student in the given study course.

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

The study programme "Sports Coach" provides for three complementary practices - Introductory Practice (2KP, 3ECTS), Practice I (6KP, 9ECTS) and Practice II (8KP, 12ECTS). Students are required to undertake all practices at a professional sports education institution by signing a tripartite agreement on the terms and conditions of the practice. Students are free to find their own practice placement; however, in cases where this is not possible, the University of Latvia provides it. Students have to do all three practices in the chosen module; thus, gradually, starting with the Introductory Practice and finishing with the Practice II, the student is acquainted and learns practical knowledge related to the work of a coach, which both the mentor and the practice supervisor help the student to acquire. The practices are carried out in parallel with the module study courses, thus systematically providing students with the opportunity to learn both theoretically and practically all the skills related to the coaching profession.

Students of the football module can do their practice at the "Riga Football School". For basketball module students - at the basketball school "Riga", for tennis - at the tennis club "Enri", for volleyball - at the Jūrmala Sports School. In exceptional cases, students may also do their practice in other sports clubs or sports schools. In the newly created module "General Physical Fitness", students also have to do their practice in sports schools. Students are required to analyse, model and conduct training sessions in any sport, in the context of the basic tasks of general physical fitness, as specified by the practice supervisor or mentor, in accordance with the course descriptions and the practice regulations.

At the end of the 2022/2023 academic year, 21 students had chosen to do the practice at a partner sports school or club. The most frequent - 8 times - students have done their practice at "BS Riga". Regional sports schools are represented in a relatively high number of cases, chosen by students from the UL regional branches. The most popular choice is Kuldīga Sports School, which has been chosen by students 53 times. The director of the study programme points out that this type of practice is acceptable, but it is recommended to choose a different sports school for each of the three necessary practices in order to learn from several coaches. However, given the overall student workload, students are allowed to do all three practices at the same sports school, which is often a nearby regional sports school. Ideally, this type of practice develops regional sport, which can contribute to the overall development of sports schools outside Riga, which is one of the primary tasks of the UL regional branches. However, in many cases students from the regions have chosen to do their practice in a partner sports club or sports school. For example, a practising football coach from Smiltene, did the study course "Practice I" at the Riga Football School, or a PTE student from Limbaži did her "Introductory Practice" study course at the "Enri" tennis club. For students from the regions, this type of practice is cumbersome due to time and financial resources, but it is recommended. During the 4 years of study, 8 times students from the regions have chosen to do one of the practices with a partner sports school or club in the Riga area.

For students of regional branches, the practice opportunities are more related to where they live. Consequently, practices are provided in regional sports schools, which have responded positively to this opportunity. Sports schools that provide practice placements for these students have already been consulted during the licensing process of the "Sports Coach" study programme.

Practices are one of the biggest advantages of a given study programme. Their content and sequence is designed to give students an initial idea of the nature of their chosen profession. Later on, students have the opportunity to assist a coach or be a head coach. In parallel, depending on the particular sports school or sports club, students are also involved in organisational work, e.g. planning games, organising events, etc. The regulation on the practice can be found in the annex: *PSP-8. Regulations of the practice of the short cycle professional higher education study programme "Sports Coach"*.

During the practice, students apply the knowledge acquired during the study process in a chosen sport. For example, in the course "Specific Sports Training Methodology" (4KP, 6ECTS), students work on being competent and knowledgeable in the design and planning of basketball, football, tennis, volleyball or general fitness training. The relevant knowledge is integrated into the practice process. The target group chosen by the students is recommended at different age levels in order to give students a better understanding of the specification of coaching work in relation to different ages and the application of relevant methods.

Students are awarded a grade for their practice based on the mark given by the practice supervisor, taking into account also writing and defending of a practice diary. The content of the practice diary should include an analysis of the observation of training sessions, summaries of the training sessions conducted (or assisted) and an analysis of the documentation of the sports school.

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

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

Students of the study programme "Sports Coach" must pass a final examination by elaborating and successfully defending a qualification paper. The topic of the qualification paper must be related to the student's chosen module - basketball, football, tennis, volleyball or general physical fitness. Working on the qualification paper, the student studies a topic related to the coach's areas of work - analysis of training loads, communication aspects in the training process, etc. An important aspect of the qualification paper is the employers' recommendations in relation to the current developments and potential improvements in the sport concerned. In cooperation with the supervisor, students analyse possible research problems that could be innovative and make a real contribution to sports education.

Students choose the topic of their qualification paper voluntarily in consultation with their supervisor. Students have the right to choose a respective supervisor for the successful completion

of their qualification paper.

The empirical basis of the research is developed during the study courses "Practice I" (6KP, 9ECTS) and "Practice II" (8KP, 12ECTS), when students have the opportunity to explore current problems related to the specific features of training processes and potential solutions for different age groups. As part of the qualification paper, the student should be able to raise a problem related to coaching and propose a meaningful solution to it using different research methods. Working on the qualification paper, the student has to develop both theoretical and empirical parts of the research, which complement each other, and at the end, recommendations for coaching work are developed based on the data obtained and the discussion gathered from the opinions of different authors. In this way, the qualification papers developed by students have a high added value.

The composition of the defence board of the final papers, which assesses the relevance of qualification papers, has been selected taking into account both the interests of employers and the context of the modules. Students are assessed by analysing the real contribution of the qualification paper to the labour market and its relevance to current trends in sports education in Latvia. So far, the committee has included professionals in the field, Artūrs Biezais, Head of the Education Department of the Latvian Football Federation, Anita Trumpe, Director of Salaspils Sports School, Kārlis Grauds, Basketball Coach of Basketball School "Rīga", as well as three teaching staff of the University of Latvia.

During the past 4 years of study, the most relevant topics of the qualification papers have been related to sports training methodologies of modules:

- analysis of football training methods (tactical, integral solutions in game and training methodology) - 35%;
- analysis of basketball training methods (tactical, integral solutions in game and training methodology) - 25%;
- general fitness aspect of the sport - 25%;
- comparison of two sports and analysis of the results obtained - 5%;
- other - 10%.

Several of the qualification papers are considered a major contribution to the development of training methodology in the respective sport. For example, the results of the paper "Developing the quality, speed and accuracy characteristics of the football team's performance based on analytical indicators" provide football coaches with important insights into the importance of the relevant physical characteristics and their potential use in the design of everyday football training.

The members of the defence board, who represent both different sports and employers, also note the high benefit of the qualification papers developed by the "Sports Coach" study programme. The members of the board accept the high contribution of the qualification papers and point out current trends that should be further explored.

Analyzing the gradings of the final thesis, it can be concluded that their range is wide. The most frequent grades students have received are 7 (good) or 6 (almost good). During the previous years of study, one final thesis has been defended, which has been graded with a grade 10 (with distinction).

3.3. Resources and Provision of the Study Programme

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

The study programme "Sports Coach" is implemented at the premises of the Faculty of Education, Psychology and Art, University of Latvia, Riga, Imantas 7. līnija 1. For the needs of the study programme "Sports Coach", books are purchased every academic year, which are useful for both the teaching staff and the students. The most frequently used books, purchased since 2020, are *High Performance Training For Sports, 2nd Edition- David Joyce & Daniel Lewindon, Essentials Of Physical Performance In Elite Basketball – Luka Svilar, Elaine Roque, Professional Volleyball Player, Professor of Physical Education, Collegiate Volleyball Coach* u.c. The primary focus is on the literature of module sports, thus allowing students to gain a deeper understanding of the theoretical nuances of the respective sports. The list of literature is updated annually to meet the needs of the "Sports Coach" study programme, taking into account the topicality of the field. These are compiled by the programme director and passed on to the FESP Library Manager, who orders the necessary books.

The sports equipment available in the FESP sports hall plays an important role in ensuring the quality of the study programme "Sports Coach". Practical lectures are organised in the sports hall for several study courses, e.g. "General Physical Fitness", "Specific Sports Class Modelling and Managing" (volleyball), "Specific Sports Fitness" (volleyball), etc. The equipment is purchased every year by assessing the needs and surveying the teaching staff who use the sports hall for practical lectures. The programme director evaluates the necessity of the equipment needed and, in agreement with the FESP executive director, adds sports equipment each academic year. Major purchases since the licensing of the "Sports Coach" study programme:

- two multi-purpose (handball, football) goals;
- 20 football balls;
- 20 volleyball balls;
- a volleyball net;
- 3 plyometric boxes (for jumps) of different heights;
- 20 metres of resistance rubber, etc.

The director of the "Sports Coach" study programme, together with the teaching staff and the executive director of the FESP, carefully assess the current priorities for practical courses, as the equipment required is often financially expensive. Consequently, purchases are prioritised according to the current needs. For example, in order to improve the quality of the methods of developing speed in the course "General Physical Fitness", jumping or plyometric boxes were purchased to enable students to better understand the technical execution of the required movement.

Separate study courses - "Basics of Biochemistry in Sport" and "Human Functional Anatomy" - are implemented at the Academic Centre of the University of Latvia, Jelgava iela 1.

Specialised courses are held at the FESP sports hall or the Olympic Centre on Grostonas Street. The Olympic Centre offers the specialised infrastructure of the respective sport for the study process. For example, an indoor artificial football pitch or a basketball hall. The UL structural unit "Sport Centre" provides financial support.

The tennis module courses are held at the Olympic Centre or the “Enri” Tennis Club. Both the Olympic Centre and the “Enri” Tennis Club have the necessary infrastructure to provide students with everything they need to learn the tennis training methodology - tennis courts, racquets, tennis balls and specialised equipment. This is provided based on a contract concluded between the UL and LTS. Taking into account that LTS is committed to provide the necessary equipment to the students of the tennis module in the study process, the maximum number of students allowed per one academic year is 50 students in the tennis module. This number is acceptable for the successful and qualitative completion of the planned study process.

The practical courses of the other modules are also organised in a suitable infrastructure with all the necessary sports equipment.

Provision of regional branches. The existing educational and technical facilities allow to fully ensuring the conditions necessary for theoretical and practical learning of study courses included in the study programme. The study rooms have high quality visual equipment - whiteboards, interactive boards, document cameras, screens, multimedia projectors, and laptops, audio and video equipment. A wireless internet network is available in all the premises of the UL (including regional branches), providing access to laptops, tablets, personal data carriers and smartphones. An internal fixed computer network provides communication between students, lecturers and administrative staff. Practical training for various team sports is provided with the support of the municipalities in sports centres and complexes, as well as using the sports equipment and sports halls of the municipal educational institutions. For example, students of the Kuldīga branch of the study programme "Sports Coach" carry out practical training in a multi-purpose athletics arena located at Dzirnavu iela 13. Using the relevant infrastructure, students can exercise both general fitness and specialisation elements. In other branches, such as Madona and Tukums, practical courses are conducted in the sports halls of sports schools or sports centres, which have sufficient capacity for training in practical activities.

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

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

Revenues of the programme

To ensure the necessary funds for the implementation of the study programme “Sports Coach”, the UL uses a state budget grant from the Ministry of Education and Science and tuition fee. Report on student (prospective) distribution by study types and annual income is presented in Table 3.3.3.1.

Table 3.3.3.1

Number of students in the programme and annual income

Type of study	LV state funded	LV for tuition fee	EU/EEA/Swiss citizens* for tuition fee	Others** for tuition fee	Total	State subsidy	For tuition fee LV and EU/EEA/Swiss citizens	Fee for citizens of other countries	Annual income
	number	number	number	number	number	EUR	EUR	EUR	EUR
	1	2	3	4	5	6	7	8	1*6+(2+3)*7+4*8
FTS (Latvian)	4	19	-	-	23	1 793	1 800	-	41 372
PTE	-	56	-	-	56	-	1 440	-	80 640
Total	4	75	-	-	79	1 793	3 240	-	122 01

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

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

Programme costs

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

Programme costs for full-time regular studies in Latvian (FTS)

For calculations, the implementers of the full-time study programme “Sports Coach” uses data of the academic year 2023/2024 – number of students on 01.10.2023, study plan/normative acts and structure of the involved academic staff. Based on this data, the total cost of the programme is 41 372 EUR per year, and its structure (percentage distribution) is presented in Table 3.3.3.2.

Table 3.3.3.2

Percentage breakdown of costs in the study programme

Expenditure item	% of total
Teaching staff costs	62 %
General staff	6 %
Other payments	
Infrastructure expenditure	5 %
Property and services	1 %
Indirect costs	26 %
TOTAL COST	100%

In Figure 3.3.3.1, the red line (vertical axis) depending on the number of students (horizontal axis) visually represents the prime cost of the study programme, indicated average weighted tuition fee (green line).

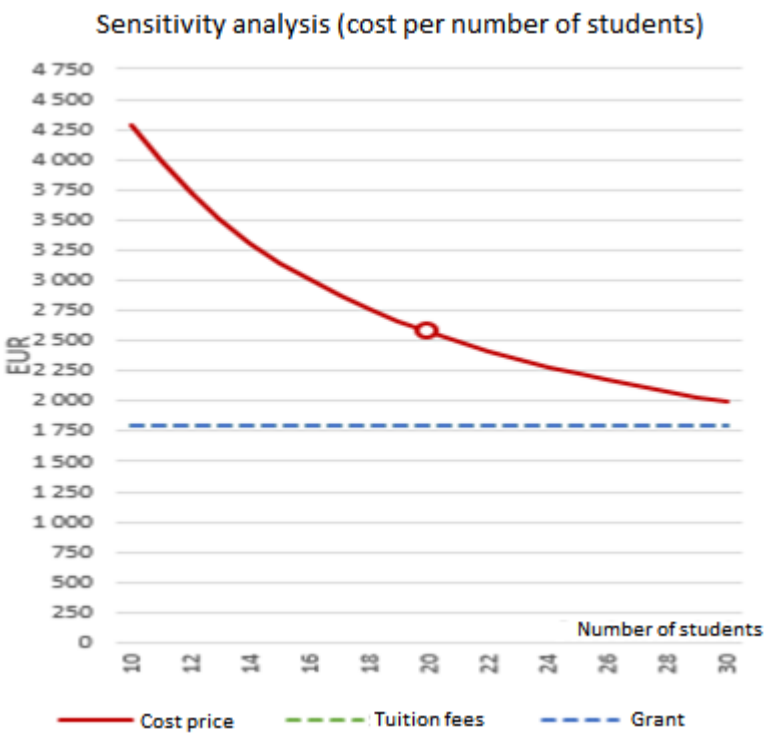


Fig. 3.3.3.1. Prime cost per number of students of the“Sports Coach” programme

Based on the structure of the cost and total number of 23 students, the cost of the study programme per one student (prime cost) is 2 347 EUR per year.

For the programme to be profitable, the minimum number of paying students should be at least 32 (the intersection point of the red line and the green line) or state funded number of students – at least 32 (the intersection point of the red line and the blue line).

In the cost report of the FTS study programme, the sum of the grants and the sum of the programme fees is the same, so the lines merge in the graph. The number of FTS students should be recommended to be higher in future academic years; however, in the current situation, the FTS format of studies is necessary for the programme to be fully fledged and to be able to offer the coaching profession to students in different study formats. Within its financial capacity, the PTE is able to compensate the costs of the FT studies, so that the programme is cost-effective in the overall financial situation.

Programme costs for **part-time extramural studies (PTE)**

For calculations, the implementers of the PTE study programme “Sports Coach” uses data of the academic year 2023/2024 – number of students on 01.10.2023, study plan/normative acts and structure of the involved academic staff. Based on this data, the total cost of the programme is 80 640 EUR per year, and its structure (percentage distribution) is presented in Table 3.3.3.3.

Table 3.3.3.3

Percentage breakdown of costs in the study programme

Expenditure item	% of total
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Teaching staff costs	51 %
General staff	5 %
Other payments	12 %
Infrastructure expenditure	5 %
Property and services	1 %
Indirect costs	26 %
TOTAL COST	100%

In Figure 3.3.3.2, the red line (vertical axis) depending on the number of students (horizontal axis) visually represents the prime cost of the study programme, indicated average weighted tuition fee (green line).

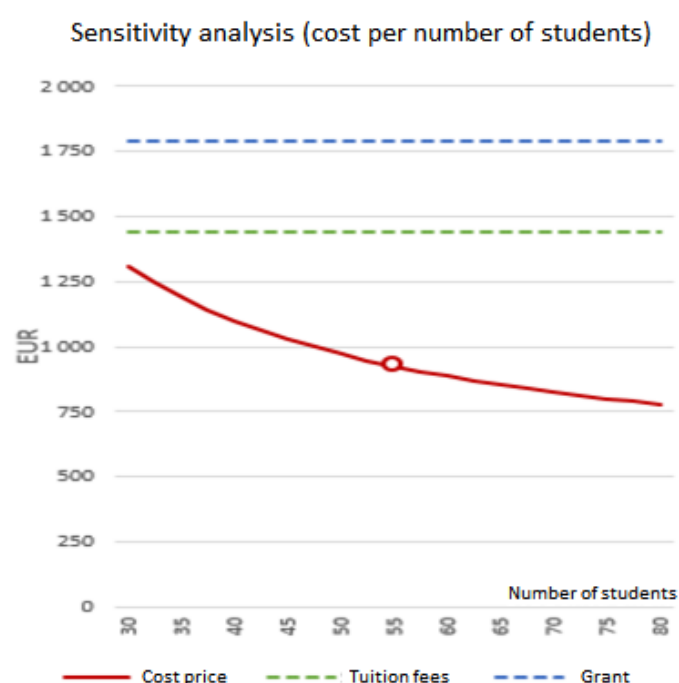


Fig. 3.3.3.2. Prime cost per number of students of the “Sports Coach” programme

Based on the structure of the cost and total number of 56 students, the cost of the study programme per one student (prime cost) is 917 EUR per year.

For the programme to be profitable, the minimum number of paying students should be at least 30 (the intersection point of the red line and the green line).

Summary of the revenue and expenditure of the programme

Table 3.3.3.4 summarises the expected number of students, revenue, expenditure, result and profitability (result against revenue, %) of the programme for all forms of implementation.

Table 3.3.3.4

The result of the program

Type of study	Total	Total revenue	Total expenditure	Result	Profitability
	number	EUR	EUR	EUR	%
FTS (Latvian)	23	41 372	53 983	-12 610	0%
PTE	56	80 640	51 355	29 285	36%
Total	79	122 012	105 338	16 674	14%

The data in the table below demonstrate that the UL has sufficient resources to implement the study programme and ensure its further development.

To ensure cost-effective implementation of study programmes, a minimum number of students is set, new student groups are formed and the study process is organised as efficiently as possible, both face-to-face and remotely.

A number of financial savings measures are being implemented to make more efficient use of available financial resources. 17 study courses with a total volume of 36CP (54ECTS) are implemented together with the other study programme of the study field "Sport" - "Sport, Technology and Public Health". In this way, both teaching staff and infrastructure resources are more rationally used.

Economic resources are also planned meaningfully in the context of modules, as some of the module courses are organised jointly for the two study formats (FTS and PTE). This also includes branch students who have to travel to Riga to study the respective courses. Students are informed about this type of planning at the start of their studies.

Taking into account that the practical lessons for the modules are learned in Riga, the costs are optimized from a financial point of view. Therefore, the minimum number of students to create a module is 3 people (for all groups together). There is a possibility that if the teaching staff does not see opportunities to implement the study process with the relevant number of students, then the student may have to change the module, however, this type of practice has not been observed.

In addition, the development of the programme may be financed from income received from lifelong learning and other services, as well as from the financial resources accumulated by the structural unit, which are sufficient to support the study process. The faculties also receive financial support for programme development from the Study Quality Improvement Fund of the University of Latvia. The faculty evaluates annually the tuition fees and costs, which are revised in the light of cost increases.

3.4. Teaching Staff

3.4.1. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting docents, visiting lecturers, and visiting assistants) involved in the implementation of the

study programme with the conditions for the implementation of the study programme and the provisions set out in the respective regulatory enactments. Provide information on how the qualification of the teaching staff members contributes to the achievement of the learning outcomes.

The qualifications of the teaching staff involved in the "Sports Coach" study programme are appropriate in both academic and practical terms. The teaching staff is composed of experienced academic staff and knowledgeable practitioners. The academic staff with high academic degrees teach theoretical study courses. For example, the study course "Civil Protection" is taught by professor Juris Porazovs, the study course "Sport Psychology" by associate professor Aleksandrs Koļesovs, associate professor Ilvis Ābeļkalns teaches the study courses "Basics of Physical Activity and Load" and "Practice II", and associate professor Līga Plakane teaches the study course "Sports and Extreme Conditions Physiology".

The teaching staff of the study programme "Sports Coach" is also based on continuity. Degree candidates or doctoral students teach several study courses. Rihards Parandjuks teaches such study courses as ("Athletics and Sports Games", "General Physical Fitness"). Another study course "Applied Technologies for Sports Coach" is taught by Kaspars Kiris, a candidate for a degree.

Teachers with extensive experience and achievements in their sport teach practical courses. For example, acting lecturer Ivars Ikstens, who also works as a fitness coach for the team "TTT Rīga", teaches the course "Specific Sports Fitness (basketball). Agris Galvanovskis, Head of the Coaches Commission of Latvian Basketball Union, teaches the study course "Specific Sports Training Methodology (Basketball).

The teaching staff of the modules added after the licensing of the programme (tennis and volleyball) are Mg.paed. I.Kuzmina-Rimša and Mg.paed. A.Misirova. Both the lecturers are high level professionals with great experience in their sport. I.Kuzmina-Rimša has obtained a Master's degree in Educational Management and starting from the academic year 2023/2024, she will start her studies in the doctoral programme "Educational Management" at the University of Latvia. The topic of her dissertation is "Opportunities of Tennis Integration in the System of Comprehensive Schools".

Aleksandra Misirova teaches the Volleyball module. She holds a Master's degree in Pedagogy and has academic experience as a lecturer at the Latvian Academy of Sport Pedagogy. She teaches study courses on volleyball specialisation training. A.Misirova has also worked as a volleyball coach for the Latvian women's national team, Jūrmala Sports School, Minusa Volleyball School, etc.

All module teachers are high-level professionals in their respective sports, which significantly enhances the quality of studies. Students have the opportunity to acquire both theoretical and practical knowledge to enter more successfully the coaching labour market. The level of lecturers' qualification is of key importance for the achievement of the aims and objectives of the study programme "Sports Coach". The high qualifications of the teaching staff enable students to learn and understand the nuances related to the specific sport, which allows them to start better their professional activity.

In the context of guest lectures, the focus is on the involvement of professionals in the study process. So far, several guest lectures (5) have been in the basketball specialisation, as the UL basketball system can be used to attract high-level professionals. For example, guest lecture on the importance of education in basketball sports system - Guntis Endzels (head coach of BK LU, 25.11.2021), technology involvement in basketball training process - Gundars Gailītis (assistant coach of BK LU, 27.05.2021), key technical details of training young players - Edijs Šlesers (head

coach of BK LU2, 25.02.2021), etc.

Table 3.4.1.1

Teaching staff in the study programme "Sports Coach"

Position	Number
Teacher	7
Lecturer	7
Assistant professor	3
Associate professor	4
Professor	1
Leading researcher	1
Research assistant	1
TOTAL	24

Analysing the positions of teaching staff in the study programme "Sports Coach", it can be concluded that 14 teaching staff are elected by the University of Latvia, while 10 teaching staff are recruited as practitioners from the coaching environment for whom work in the UL is the side job. However, the composition of the elected academic staff is sufficient for a stable and predictable implementation of the programme. This academic staff consists of 7 lecturers, 3 assistant professors and 4 associate professors. (see Table 3.4.1.1)

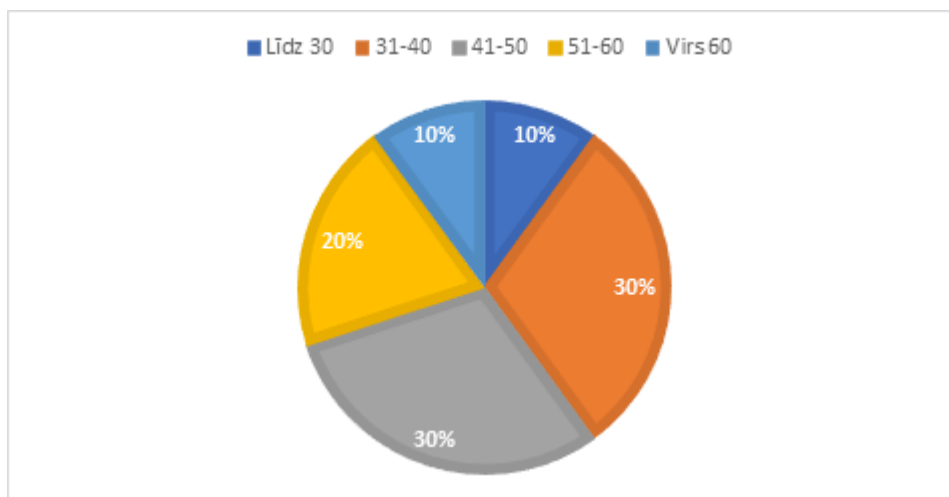


Figure 3.4.1.1. **Composition of the teaching staff by age in the study programme "Sports Coach"**

The composition of the teaching staff in terms of age is balanced and sustainable (see Figure 3.4.1.1), with more than half of the programme's teaching staff aged between 31 and 50. On a positive note, several assistant and associate professors are under 40 years of age, which indicates a good perspective for the development of the programme in the context of resources of the teaching staff and their career development. It should be noted that we have been able to ensure the same composition of teaching staff for students of both Riga and regional branches. There may

be minimal changes in teaching staff in individual study courses, but this does not fundamentally affect the quality of studies.

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

The composition of the teaching staff has been changed in some courses due to objective factors. For example, the study courses "Specific Sports Class Modelling and managing (football)" and "Specific Sports Training Methodology (football)" until 2020/2021 were taught by Andrejs Gluščuks, who, due to becoming the head coach of the football club Metta/LU, was unable to combine both positions. Now the coach of Riga Football School Dmitrijs Kohans teaches the respective study courses. Changes have also been made in the football module course "Specific Sports fitness (football)", where, after analysing the feedback from students, a decision was taken to change the lecturer (the course is taught by Dmitrijs Kohans).

The study course "Basics of Biochemistry in Sport" was taught by assist. prof. Evita Rostoka; however, from the second semester of 2020/2021, the course is taught by assist. prof. Elīna Ļeņonova. The rotation was made because the workload of Evita Rostoka was too heavy at the UL and it may affect the quality of the study process. Taking into account the competence of the lecturer, changes were also made in the study course "Biomechanics of Movement", which is currently taught by acting lecturer Ivars Ikstens, while "Introduction to Sports Rights" is taught by lect. Liene Lelde Rieba. Assist.prof. Ausma Golubeva has terminated her employment with the University of Latvia, so Dr. Luīze Strauta teaches the course "Sports Hygiene and Rehabilitation".

In general, the analysis of the composition of the teaching staff of the study programme "Sports Coach" shows that it is well considered and balanced, as the teaching staff include both high-level lecturers who have published *Web of Science/Scopus*-indexed publications in the relevant field and experienced practitioners who are specialists in their sport. The Latvian Football Federation, Latvian Basketball Union, Latvian Tennis Union and Latvian Volleyball Union helped to attract specialists to the programme. As a result, students get highly qualified teaching staff who are able to find the necessary middle way between science and practical work, which is a vital factor in this study programme.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

3.4.4. Information on the participation of the academic staff, involved in the implementation of the doctoral study programme, in scientific projects as project managers or prime contractors/ subproject managers/ leading researchers by specifying the name of the relevant project, as well as the source and the amount of the funding. Provide information on the reporting period (if applicable).

3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

Cooperation among the teaching staff is facilitated through joint meetings and separate module meetings, during which the programme director informs the staff of the desired course of action. In the field of sport pedagogy, it is essential to develop a logical and planned course content that rather complements each other than overlaps.

Additional emphasis is placed on meetings of the module teaching staff, in which they and the programme director agree on the stages and topics of the respective sport to be covered in the specific study courses. This is important because, given that the module teachers of the “Sports Coach” study programme are practising coaches, it is necessary to give additional emphasis to the various methodological guidelines related to the study process. For example, in the process of acquiring practical study courses, students should primarily be able to teach rather than demonstrate the movements or exercises themselves.

An important cooperation mechanism is the analysis of the results of annual student surveys. Based on the feedback provided by the students, the programme director indicates to the teaching staff the improvements to be made, the aspects that need to be strengthened, as well as long-term recommendations.

The student-faculty ratio is 1:9.3 (in terms of students’ number per FTS (full time equivalent) of the teaching staff).

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	PSP-1-SAMPLE-of-DIPLOMA.docx	PSP-1-DIPLOMS-AR-PIELIKUMU.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	PSP-2-STUDENT-STATISTICS.docx	PSP-2-STUDEJOSO-STATISTIKA.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	PSP-3-COMPLIANCE-with_EDUC-STANDARD.docx	PSP-3-ATBILSTIBA-IZGLITIBAS-STANDARTAM .docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	PSP-4-COMPLIANCE-with-PROFES--STANDARD.docx	PSP-4-ATBILSTIBA-PROFESIJAS-STANDARTAM.docx
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	PSP-7-MAPPING-COURSES.xlsx	PSP-7-KURSU-KARTĒJUMS_.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	PSP-5-STUDY-PLAN-1.docx	PSP-5-STUDIJU-PLANS-1.docx
Descriptions of the study courses/ modules	PSP 6 Annex (2).zip	Sporta treneris 6.pielikums (2).zip
Description of the organisation of the internship of the students (if applicable)	PSP-8-PRACTICE-REGULATION.doc	PSP-8-PRAKSES-NOLIKUMS.doc
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		