

APPLICATION

Study field "Education and Pedagogy" for assessment

Study field	<i>Education and Pedagogy</i>
Title of the higher education institution	<i>Rīgas Stradiņa universitāte</i>
Registration code	<i>3391702042</i>
Legal address	<i>DZIRCIEMA IELA 16, KURZEMES RAJONS, RĪGA, LV-1007</i>
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Self-evaluation report

Study field "Education and Pedagogy"

Rīga Stradiņš University

Self-evaluation report	2
Study field	4
1. Information on the Higher Education Institution/College	4
2.1. Management of the Study Field	25
2.2. Efficiency of the Internal Quality Assurance System	36
2.3. Resources and Provision of the Study Field	52
2.4. Scientific Research and Artistic Creation	76
2.5. Cooperation and Internationalisation	90
2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures	95
Annexes	100
Other annexes	102
Supervision (47142)	103
Study programme	105
3.1. Indicators Describing the Study Programme	105
3.2. The Content of Studies and Implementation Thereof	113
3.3. Resources and Provision of the Study Programme	121
3.4. Teaching Staff	124
Annexes	129
Health, Physical Activity and Security (42141)	130
Study programme	134
3.1. Indicators Describing the Study Programme	134
3.2. The Content of Studies and Implementation Thereof	143
3.3. Resources and Provision of the Study Programme	152
3.4. Teaching Staff	156
Annexes	162
Sport and Education Specialist (41141)	163
Study programme	167
3.1. Indicators Describing the Study Programme	167
3.2. The Content of Studies and Implementation Thereof	177
3.3. Resources and Provision of the Study Programme	185
3.4. Teaching Staff	189
Annexes	195

1. Information on the Higher Education Institution/College

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

The Latvian Academy of Sport Education (LASE) is an academic and professional state higher education and research institution, established on 6th September 1921. It operates in accordance with the Law on Higher Education Institutions, the LASE Constitution, and regulatory acts governing its activities. LASE is the only sports higher education institution in the country that ensures the unity of study and scientific research in sports science and healthcare in sports, based on the "Latvian National Development Plan 2021-2027," the "Latvian Sustainable Development Strategy until 2030," the "National Industrial Policy Guidelines 2021-2027" (NIPP), the "Science, Technology Development and Innovation Guidelines 2021-2027" (ZTAIP), the "Education Development Guidelines 2021-2027" (IAP), the "Smart Specialisation Strategy" (RIS3), the "Digital Transformation Guidelines 2021-2027" (DTP), the "Sports Policy Guidelines 2022-2027" (SPP), the "Regional Policy Guidelines 2021-2027" (RPP), and the "Public Health Guidelines 2021-2027" (SVP). These frameworks ensure that students achieve academic and scientific degrees, professional qualifications, and promote innovation in sports science and healthcare in sports. As an applied sciences university, LASE is a higher education and research institution that, in accordance with higher education standards, implements higher education programmes at all levels. LASE is a research institution registered in the register of research institutes on 9 May 2006 with registration number 172075. LASE's legal address is Brīvības iela 333, Riga.

Rīga Stradiņš University (RSU, information [in Latvian](#), [in English](#)) is a state-established higher education and research institution under the supervision of the Ministry of Health of the Republic of Latvia and has been closely integrated into the national healthcare system already since 1950. On 15 April 2002, RSU was registered with the Register of Higher Education Institutions, registration No 3341702042. It was accredited on 13 December 2001. RSU is the third largest university in Latvia with a strong international orientation – in October 2023, 27.4% of RSU students were from foreign countries. RSU's legal address is Rīga, Dzirciema iela 16, but RSU's study programmes are also implemented at other addresses, for example in the recently built building at Konsula iela 21 (200 m from RSU's main building), in the building at Baložu iela 14, as well as at Kuldīgas iela 9C. All buildings are fully suitable for the work of the higher education institution. Lecture auditoriums and rooms are equipped with modern equipment, ensuring high-quality study process, including online lectures

RSU is one of the best-rated institutions of higher education in Latvia, as evidenced by, for example, various international university rankings. RSU ranks third among all Latvian higher education institutions in the *Times Higher Education (THE) World University Rankings*. RSU scored the most in international outlook (62.7) placing it the second in this category among all the universities of Baltic countries included in this ranking. In the *QS World Universities 2022* ranking, RSU is ranked 801st-1000th in the world, the second best ranking among higher education institutions of Latvia. In the comparative approach ranking of higher education institutions, U-Multirank World University Rankings 2022, RSU received a total of 12 highest (A) and nine (B) ratings, while in the U-Multirank World University Ranking 2021-2022 by Subject in the medical rating, RSU received a total of nine (A) ratings, as well as was nominated in the Innovative forms of assessment category and was ranked 25th among the best universities of the world. RSU has also been highly ranked in the international ranking of academic and research institutions *SCImago Institutions Rankings 2022*,

where it is ranked 1st in Latvia and 641st in the world (35 places higher than in 2021).

RSU has been recognised as the highest-quality higher education institution with the best reputation in Latvia for eight years in a row (information [in Latvian, English](#)) in the reputation survey of higher education institutions carried out by research company *Kantar TNS*. The value of the RSU diploma, as well as the university's ability to provide students with the knowledge and skills needed in the labour market, are consistently the most highly valued among the Latvian population.

In accordance with the Cabinet of Ministers' regulations No 903 of 13 December 2022 "On the Reorganisation of the Latvian Academy of Sport Education," as of 1 July 2024, Rīga Stradiņš University will take over the Latvian Academy of Sport Education, which will continue to exist as a structural unit of Rīga Stradiņš University (hereinafter referred to as LASE). The successful merger of both higher education institutions is based on their similar understanding of the importance and quality of higher education (see Table 1).

Table 1. Comparison of LASE and RSU visions, missions, and objectives

	LASE	RSU
Vision	To become an internationally recognised university in the field of "Medical and Health Sciences" and Health and Sports Science, functioning as the coordinating centre for these fields at the national level, while preserving its historical identity.	To be the leading search university in Europe, a hub of talent and a place of excellence in research and practice-based education and experience.
Mission	To create, accumulate, and transfer knowledge based on research and innovation to students, with the aim of fostering a harmonious, intellectually and physically developed society, and promoting physical activities and the popularity of sports.	To ensure creation, accumulation and transfer of knowledge valued by the international scientific community and to offer excellent, inclusive and sustainable educational opportunities in the fields of health, life and social sciences in order to fulfil the lifelong potential of everyone.

Operational goals

To provide students with the opportunity to obtain higher academic and higher professional education and training, to develop sports science and research in healthcare in sports, and to cultivate culture, in order to preserve the intellectual and physical potential necessary for the Republic of Latvia (LR), promoting and ensuring the harmonious development of the nation.

1. Creation of locally and internationally significant research results;
2. The implementation of education relevant to societal and individual needs to enhance overall human capital capacity.

Development directions	<ol style="list-style-type: none"> 1. Development of the study process and learning environment. 2. Scientific activity and innovation. 3. International and national cooperation. 4. Development of the student sports environment. 5. Optimisation of the university's structure and infrastructure. 	<ol style="list-style-type: none"> 1. Integrity of research and placement. 2. Modernisation of the learning process (digitisation, introduction of innovations, simulation-based learning approach, etc.) for effective achievement of learning outcomes; 3. Promoting academic integrity. 4. Cooperation and sharing of resources with local and foreign higher education institutions. 5. Development of interdisciplinary cooperation of industries with professional organisations. 6. Alignment of study programmes with the development of the economy and sectors. 7. Promoting the exportability of higher education and science. 8. cooperation between higher education institutions in the implementation of StP, combining resources for extending the study, research and innovation potential. 9. Monitoring of the quality of studies and activities for targeted improvement.
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The strategic direction of LASE and RSU focuses on continuous growth in ensuring the quality of studies by combining the resources of both universities, thereby expanding the potential for research, quality assurance in education, and innovation. This is evidenced by the joint work of university lecturers within research projects, the creation of new knowledge and values, and their integration into the learning process. The unified strategic direction of LASE and RSU ensures the continuous improvement of study quality.

From 2017 to 2019, the study programme (StP) Development and Consolidation Plan was developed at RSU (approved by RSU Presidium on 4 January, 2019, minutes No. 3-1/2/2019, approved by the Evaluation Commission for StP Development and Consolidation Plans established by the Ministry of Education and Science (MoES), MoES letter No. 4-6e/2018/3795), which was implemented with the support of the project “Reducing study programme fragmentation and promoting study internationalisation at Rīga Stradiņš University” (information in [Latvian, in English](#)). During the project development, 19 existing study programmes were consolidated by 30 November

2023, and six new study programmes were developed and launched. Overall, at the time of the university merger, RSU has 10 study field and 59 study programmes.

In late 2022, preliminary work for the reorganisation of LASE began, and on 1 July 2024, it will be integrated into the ecosystem of research universities - within the structure of RSU. As of 1 July 2024, RSU and LASE together implement 11 study fields and 62 study programmes (see Table 2).

Table 2. Number of study fields and study programmes after consolidation

Title of the study field	StP RSU	StP LASE	Total StP
1. "Health Care"	25	2	27
2. "Life Sciences"	2		
3. "Information and Communication Sciences"	6		
4. "Education and Pedagogy"	1	2	3
5. "Sports"	2	3	5
6. "Social Welfare"	3		
7. "Sociology, Political Science and Anthropology"	5		
8. "Law"	3		
9. "Management, Administration and Real Estate Management"	6		
10. "Psychology"	2		
11. "Internal Security and Civil Protection"	4		
Total:	59	7	62

The total number of fields after consolidation would essentially remain unchanged. However, the previously existing study field "Education, Pedagogy, Sports," which was implemented at both universities, has been divided into two separate fields due to amendments to Annex 1 of the Cabinet of Ministers' Regulations No 793 "Regulations on the Opening and Accreditation of Study fields" dated 11 December 2018: Study fields in higher education have been divided into two: "Education and Pedagogy" and "Sports".

The demographic crisis has impacted the overall decrease in the number of applicants in Latvia. Consequently, as of 1 October 2023, the total number of students at LASE was 1255, which is 5.2% lower than the previous year (see Figure 1).

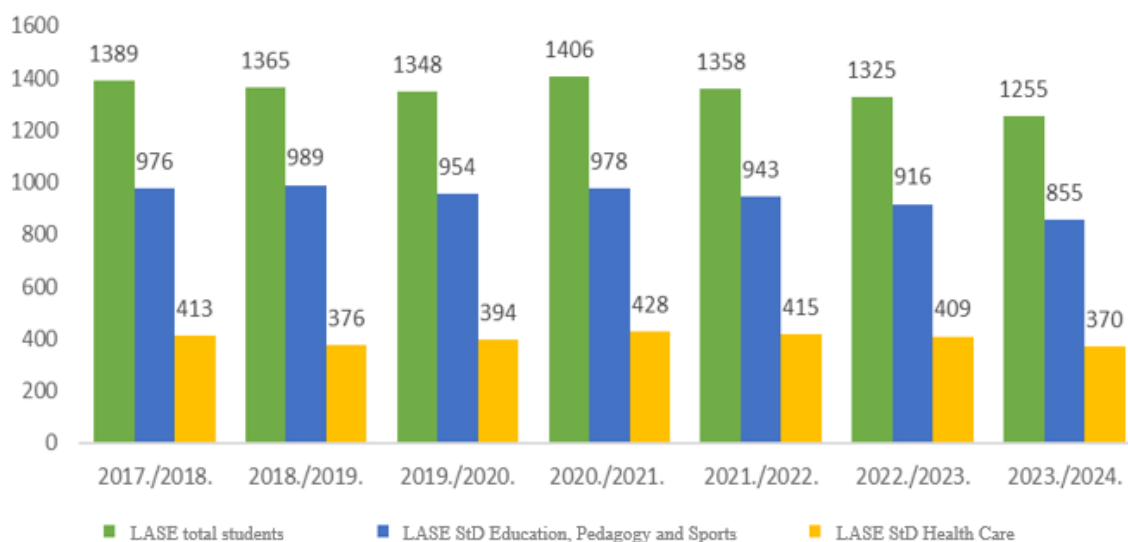


Figure 1. Total number of students in the study fields implemented by LASE over the last nine academic years

The approach to StP management implemented by RSU has contributed to the provision of high-quality and sector-relevant StP offer as evidenced by the increasing number of applicants and students in the StFs implemented by RSU (see Table 3, Figure 2), especially considering the demographic crisis and the decline in the total number of applicants in Latvia. On 1 October 2023 the total number of RSU students was 10,663.

Table 3. Total number of students in the study fields implemented at RSU over the last nine academic years

Study field	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023	2023/ 2024
Health Care	5 285	5 652	6 043	6 222	6 306	6 707	7 316	7 708	7 912
Law	1 139	1 105	1 084	993	847	704	778	718	654
Management, Administration and Real Estate Management	207	225	226	243	218	261	334	366	407
Education, Pedagogy and Sports (henceforth implemented as two fields: "Education and Pedagogy" and "Sports")	236	232	228	235	266	285	273	226	174

Sociology, Political Science and Anthropology	234	227	230	252	285	311	338	291	278
Social Welfare	138	146	126	143	150	125	120	100	88
Information and Communication Sciences	428	396	369	397	365	425	420	395	393
Psychology	66	111	121	143	167	279	391	461	558
Life Sciences	6	6	6	6	6	5	10	9	23
Internal Security and Civil Protection	0	0	45	82	101	146	157	162	176
Total	7 739	8 100	8 478	8 716	8 711	9 248	10 137	10 436	10 663

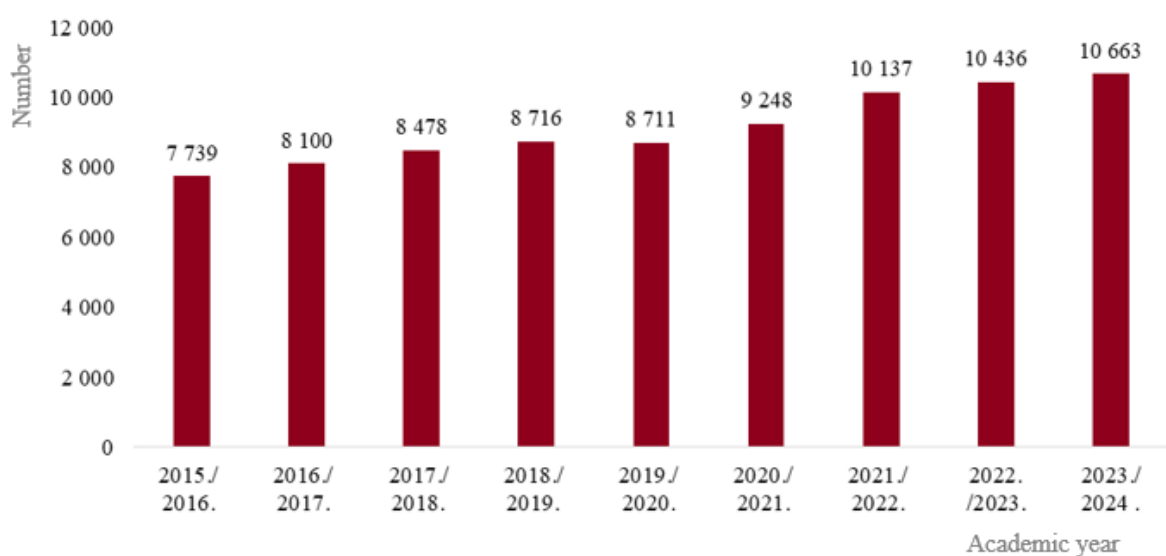


Figure 2. Total number of students in the study fields implemented by RSU over the last nine academic years

During the reporting period, LASE developed new study programmes in teacher education within the field “Education and Pedagogy.” These include the professional bachelor’s study programme “Health, Physical Activity, and Security” (42141) and the short-cycle professional higher education study programme “Sports and Education Specialist” (41141; 41813). These programmes align with the principles for structuring and content development of pedagogy study programmes outlined in the informational report “Proposals for Ensuring Teacher Education in Latvia that Meets the Requirements of a Conceptually New Competence-Based Education” (available only in Latvian). This opinion was given on 23 July 2020 by the Advisory Council for Teacher Education established by the Ministry of Education. The established study programmes correspond to the specific support objective 8.2.1 of the Operational Programme “Growth and Employment” “To reduce fragmentation of study programmes and strengthen resource sharing”.

RSU Development Strategy 2022-2027 is available on RSU website (information in [Latvian](#), [English](#)). The main development goals of RSU are innovative studies in a modern environment and research into health, life and human sciences, including social responsibility for sustainable development of the university and society, twinning for integration in the labour market and internationalisation and reputation for international recognition.

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

In line with RSU mission and vision, as well as the main development goals set out in RSU Strategy 2022-2027, RSU Development Plan has been developed, consisting of six action lines:

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

Each action line has its own sub-goal, key objectives and actions to be taken, as well as key impact indicators and target values to monitor the progress in implementing the Strategy.

In the process of consolidation between RSU and LSPA, the main objective was to implement structural changes in the study and research units to promote interdisciplinarity, collaboration, and resource sharing in both education and research. The consolidation process focuses on research quality, interdisciplinarity, international collaboration, and cooperation with the industry and sector.

The consolidation process involves the purposeful development of a unified development strategy and the creation of development plans for the newly established units. In developing the strategy, the history and traditions of LSPA are taken into account, a strengths and weaknesses analysis of the organisation is conducted, and risks and challenges related to the quality of study programmes and research, as well as infrastructure development, are evaluated.

Considering RSU's status as a Science University, one of the strategic tasks is to review the responsibilities, tasks, and motivation system for LSPA lecturers, ensuring greater intensity of research work, more active involvement in national and international research projects, and increasing the quality and quantity of research outcomes. Another important area of focus is the greater integration of research into the study process, during which the content of study programmes and courses is reviewed, and students' involvement in research projects is encouraged.

In line with RSU's development strategy, the international dimension is being strengthened in both research and study areas. Special attention is given to the digitalisation of the study process, with the development of educational technology usage in the study courses implemented by LSPA, as well as enhancing the pedagogical digital competencies of lecturers.

Overall, it should be noted that no significant changes are made to RSU's development strategy in the consolidation process, as it has already placed a strong emphasis on interdisciplinarity, which is especially important in the field of "Education and Pedagogy", where sports pedagogy studies and research play a central role.

Enclosed:

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

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

As amended at the Council meeting of
20 March 2024, Minutes No. 1-P-1/2/2024
Enter into force on 21.03.2024.

RĪGA STRADIŅŠ UNIVERSITY ADMINISTRATION



Figure 3. Administration of Rīga Stradiņš University

The current RSU Senate was elected at the meeting of the Constitutional Assembly on 23 September 2021. The composition complies with the regulations of RSU Senate: The Senate is composed of 31 senators, including the Rector *ex officio* and 30 elected senators, including 23 academic staff representatives (15 professors and associate professors and 8 other academic staff representatives), 6 student representatives and one RSU general staff representative.

Efficient management and supervision of operational tasks at RSU are carried out by four Vice-Rectors: Vice-Rector for Health Studies, Vice-Rector for Studies, Vice-Rector for Administration and Development, Vice-Rector for Science, and their subordinate structural units of studies, science, administration and management.

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

RĪGA STRADIŅŠ UNIVERSITY ORGANIZATIONAL STRUCTURE

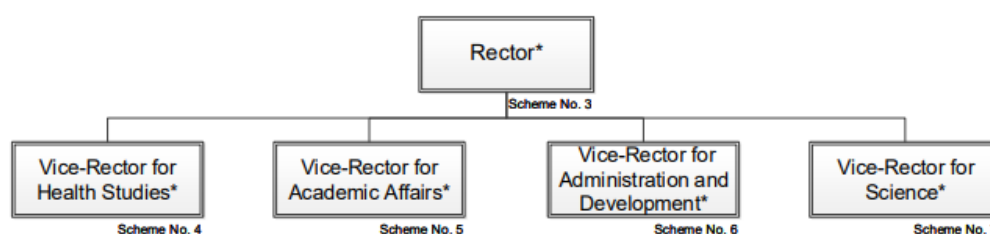


Figure 4. Organisational chart of Rīga Stradiņš University

Participation of external partners in decision-making

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

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

The Study Quality Council is composed of both the management of the StF/StP, lecturers and student representatives, as well as representatives of employers. The Council evaluates the compliance of the content of the study programme with the requirements of the legislation of Latvia and the EU, public interests and the requirements of the labour market, as well as the long-term development of the respective study field. See Section 1.4 for more information on the activities of this Council.

Faculty Councils are composed of academic staff, student representatives and employers. The composition of the Faculty Council is approved by the Senate on the basis of the proposal from the Dean of the Faculty.

The Alumni Association (information in [Latvian](#), [English](#)) unites former graduates of various generations of Rīga Medical Institute, Medical Academy of Latvia and RSU. The Alumni Association is a contact point between graduates, students, academic staff and sectoral representatives. Mutual cooperation of the involved parties is essential for the improvement of study quality and research, development of the sector and purposeful guidance of students' professional activity. The Association promotes the involvement of RSU graduates in lifelong learning activities.

Participation of students in the management process

The Student Union (SU) (information in [Latvian](#), [English](#)) represents the interests of students in the Constitutional Assembly, Academic Arbitration Court, Senate, Faculty Councils, Ethics Committee, Loan Granting Committee, Scholarship Awarding Committee, Library Council, Museum Council, Rectorate, Dean's Council, Study Quality Councils and the Committee for Recognition of Learning Outcomes Achieved in Prior Learning or Professional Experience. Student representatives have the right of veto in Faculty Councils; the right of suspended veto in matters affecting students' interests

in the Senate.

Interests of international students at RSU are represented by the International Students' Association (information in [Latvian](#), [English](#)).

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

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

The Student Union is financed from the University budget in the amount of not less than one two hundredth part of the annual budget of the University (in accordance with Section 53, Paragraph 4 of the Law on Higher Education Institutions of the Republic of Latvia (available in [Latvian](#), [English](#))). At the end of each calendar year, RSU Student Union presents the use of the budget of the current year and the budget estimate for the following calendar year to RSU management, and it is accepted by the Rector.

Participation of structural units in decision-making

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

The governance structure of the study field and the corresponding study programmes is geared towards development of the study field (see Section 2.1, Paragraph 4.1 "Development Plan of Study field" and Paragraph 4.2 "Governance Structure of Study field"), decision-making is efficient; the support provided by administrative and technical staff ensures that all the needs of the study programmes corresponding to the study field are met.

RSU LASE management

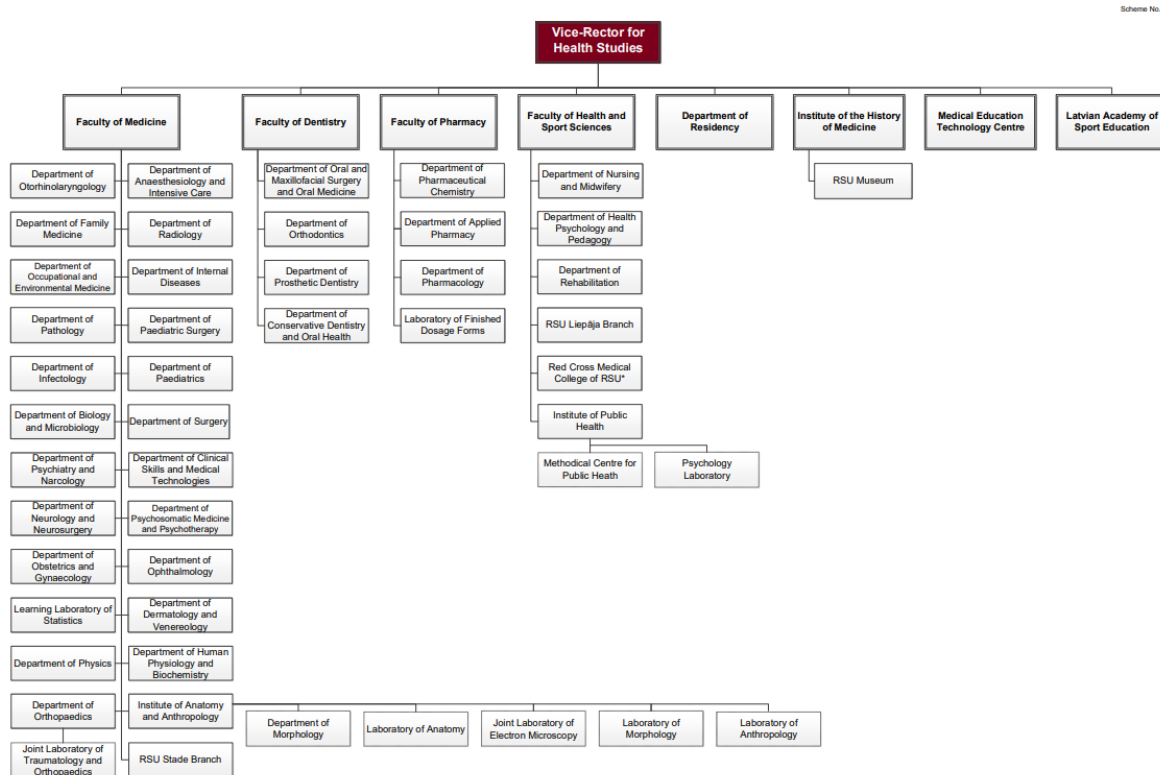
According to the RSU LASE Regulations (approved on 13 June 2024, Minutes No. 1-PB-2/371/2024, see Annex 1.4), LASE is an academic and organisational structural unit (see Figure 5) established to organise study and scientific activities in one or more thematically related fields, in line with the objectives of the research university. LASE is directly subordinated to Vice-Rector for Health Studies. The structural unit is led by a Director who is responsible for the overall functioning of LASE, the achievement of its goals, and the fulfilment of its tasks. The duties of the Director are currently performed by Assoc. Prof. Kalvis Ciekurs.

LASE is also governed by a Council – a collegial management body that, under the Director's leadership, performs the tasks specified in Latvian regulatory acts and other internal regulations. The Council consists of the Director, council members (academic staff), representatives of employers or other professional organisations, and student representatives.

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

1. to cooperate with other RSU departments, individuals, institutions and organisations in Latvia and abroad;
2. to cooperate with other RSU structural units in matters concerning the provision and development of the study process in the study fields implemented by the LASE, including the consolidation of similar study programmes;
3. to request and receive documents and information from the University departments, other state and local government institutions, as well as from other persons in the cases stipulated by the regulatory enactments, which are necessary for the successful provision of the LASE activities;
4. to receive the necessary financial, material and technical support for the successful functioning of the LASE in accordance with the budget of the unit or the funding allocated by the State;
5. to participate in the work of working groups and collegiate bodies established by the University in accordance with the University's internal regulations;
6. make proposals to the University management on matters within the competence of the LASE;
7. to involve employees working in other departments of the University in the realisation of the objectives, in agreement with the employee concerned and the head of his/her department;
8. to organise consultations with representatives of the University departments on issues related to the activities of the LASE.

The departments of the Latvian Academy of Sport Education, as structural units, will be designated as sub-units of LASE from 1 July 2024 during the consolidation transition period defined by the reorganisation. These sub-units will carry out the objectives and tasks set forth in the University's Department regulations. No other sub-units will be established within LASE.



* The Red Cross Medical College of RSU is under the authority of the Rector. The College is supervised by the Faculty of Health and Sports Sciences

Figure 5. Structural units under the management of the Vice-Rector for Health Studies

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

In order to ensure the academic activity and the quality of studies, academic departments employ study support staff providing support to students and academic staff, as well as ensuring the circulation of documentation. Depending on the type of the structural unit and the study courses taught, the positions for the training support staff are planned by the Head of the structural unit, but the general principles at RSU are developed and maintained by the Human Resources Department. Responsibility areas of the support staff in accordance with the respective position include support to study process and methodological work, support to research and clinical work, support to the department office work etc., as needed. Systems technical issues are addressed by the Information Technology Department, the matters of the study process are supported by the Academic Affairs Department, Student Services and the Faculty Office, which also provide feedback in communication with students.

Enclosed:

Annex 1.1 List of internal laws and regulations in accordance with the basic activity processes of RSU, which also includes links to documents).

Annex 1.4 Regulations of the Rīga Stradiņš University Latvian Academy of Sport Education

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

Annex 23.1. "Compliance of the study programme with the 1st part of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG")

Annex 4.2 Management of the study field at RSU

Annex 5. Activities of the Student Union

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

LASE's current quality policy

In the spring of 2020, LASE once again achieved the status of an excellent organisation in providing a quality management system. LASE began its work on improving the management system in 2016, in accordance with the "Investors in Excellence"^[1] standard requirements. The British quality standard "Investors in Excellence" requires re-certification of the management system every two years to regularly assess the organisation's improvement and ensure the certificate's reliability. This quality standard is based on the EFQM Excellence Model (European Foundation for Quality Management Excellence Model), recognised globally as one of the leading models of excellent management. By identifying key priorities and taking action to achieve them, "Investors in Excellence" helps continuously improve achievements, set and achieve balanced, positively measurable goals through effective and efficient leadership, resource management, and results-oriented activities in line with the following main elements of the "Investors in Excellence" standard: leadership, resource management, service delivery, and achievements.

LASE's quality policy^[2] was developed based on the "LASE Development Strategy 2023-2027". The higher education quality policy was determined by the LASE Senate meeting held on 7 November 2019, which adopted the "Latvian Academy of Sport Education Study Quality Management System

Policy". The Latvian Academy of Sport Education Study Quality Management System Policy[3] was part of LASE's quality management system, which, together with other policies and process sets, ensured coordinated planning and implementation of LASE activities (see Figure 6).



Figure 6. Implementation of the LASE quality policy

The main strategic direction of internal quality assurance is to ensure excellence and sustainability, continuous improvement and control, contributing to the realisation of the mission of the LASE by defining the principles by which the high quality of the LASE's activities can be ensured. The basic concept of the strategy is: conviction and commitment of the management and staff at all levels; active organisation and implementation of the study process; development of staff qualifications; applied, purposeful, equality-based management; results-oriented, increasing relevance in society. To promote its development, the Latvian Academy of Sport Education implemented comprehensive quality management, which included: quality of education, efficiency of management and the Academy's social activities.

Quality education is made up of three areas: the learning process, research and creativity, and innovation. Creativity and innovation are characterised by the development of new study processes, programmes, technologies and methods, as well as the enhancement of the relevance and effectiveness of existing ones to ensure its sustainability. The quality structure of education at LASE is characterised by:

- Approval, supervision, control, development of study programmes and the degrees and qualifications to be awarded. LASE procedures for the development and approval of study programmes. The relevance of the programmes to their objectives, including expected learning outcomes. Qualifications referenced to the appropriate level of higher education in the National Qualifications Framework and also referenced to the appropriate level of the European Qualifications Framework for the European Higher Education Area. Procedures for admission, recognition and completion of studies that are fit for purpose, where students are mobile both within and between higher education systems. Continuous monitoring and periodic evaluation of programmes to ensure that the objectives are being met and that they meet the needs of students and society. Review ensures continuous improvement of programmes. Keeping all stakeholders informed of the measures implemented.

- Measures for monitoring and assessing student learning, assessment criteria, their application and improvement. Programmes are implemented in such a way as to encourage students to take an active part in shaping the learning process; the assessment of student performance is consistent with this approach.
- Quality assurance of lecturers' competence in research, creativity and innovation, other measures to improve lecturers' qualifications. Procedures for recruitment and staff development are fair and open.
- Provision and support (assistance) for students. Adequate funding to support learning and teaching activities and to guarantee an adequate and easily accessible range of learning resources and student support.
- The information system of the LASE. The LASE collects, analyses and uses the necessary information for effective programme management and other activities.
- Public information on the activities of the LASE. Clear, accurate, objective, up-to-date and easily accessible information on the activities of the LASE, including the study programmes offered, is published on a regular basis.

In the LASE quality management system, procedures were established that defined the creation, licensing, and accreditation of study programmes, facilitating the development of both new study fields and new study programmes. There were also procedures for the preparation and approval of course schedules and study plans, as well as the preparation and management of timetables. The LASE quality management system included procedures regulating the study process—admission, study progress, placements, ERASMUS+ exchange opportunities, final and national examinations. Additionally, there were procedures for evaluating lecturers, surveying students, graduates, and employers, as well as procedures supporting the learning process, including personnel management, financial management, IT, library and resource management, document management, project management, information circulation, public information management, and the management of research and scientific processes. Some of these internal regulatory documents—admission rules, internship regulations, final examination procedures, data storage in the LASE information system—will remain in effect during the LASE reorganisation transition period (until 31 May 2026, according to RSU Rector's Decree No 1-PB-2/429/2024 (see Annex 1.3)).

Until now, the development and enhancement of the LASE quality assurance system involved the following parties: external partners, the LASE Advisory Board, LASE administration, structural units, lecturers, and students. At the strategic management level, an analysis of LASE resources and opportunities, as well as the development and, if necessary, improvement of the development strategy, takes place. At the general quality management level, the conformity of study programmes and services to market and employer demands, regulatory requirements, and their trends is assessed, problems and shortcomings are addressed, a quality development plan is devised, and its implementation, control, and improvement are ensured. At the study process quality management level, the study quality requirements and satisfaction are investigated, the quality of the study process is managed, including monitoring, control, and improvement, and resource management is implemented.

Representatives nominated by the LASE Student Council were actively involved in the development, implementation, control, and improvement of the internal regulatory acts of the LASE quality assurance system. These representatives participated in the activities of the LASE Constitutional Assembly, the LASE Senate, the LASE Study Council, the Scholarship Allocation Committee, the Study field Councils, and other institutions.

Implementation of the quality policy at RSU

The universities have established a coherent quality policy, and following the LASE reorganisation,

this will be implemented as a joint quality policy. One of the goals of LASE, as a structural unit of RSU, is to fulfil the common tasks of RSU as defined in the RSU Constitution, the RSU Development Strategy, and other internal regulatory documents, including the implementation of the RSU quality policy.

The RSU quality policy (information available in [Latvian](#), [English](#)) is a quality assurance system that helps achieve the goals and outcomes of the direction and its corresponding study programmes. This system ensures the continuous implementation of the field "Education and Pedagogy". The RSU quality policy is based on the university's strategy and values and includes four key principles: quality, partnership, a student-centred approach, and education and experience based on research and practice. Both RSU staff and students are involved in the implementation of the quality policy. In general, study quality assurance is a multi-level system (see Figure 7).

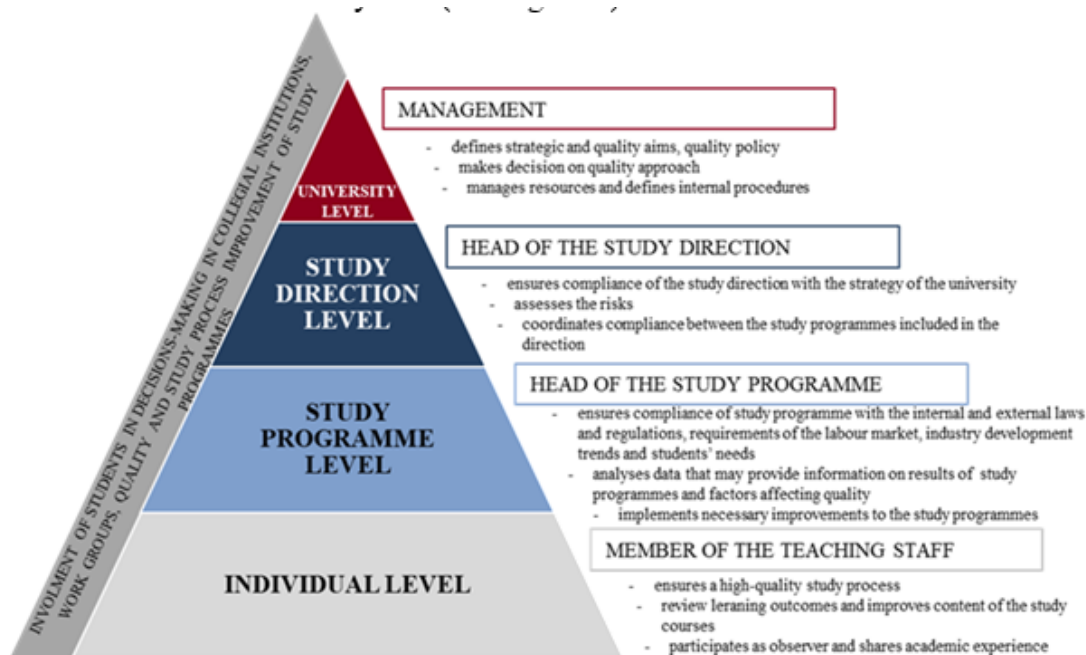


Figure 7. Quality assurance of RSU study process and outcomes

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

According to the approved study quality assurance system, at the StP level, the director of the StP is responsible for ensuring that the content of the StPs complies with internal and external laws and regulations, requirements of the labour market, sectoral development trends and needs of students; for analysing data that can provide information about factors affecting learning outcomes and the quality of the StPs, and for making necessary improvements to the StPs. Quality indicators of the StPs that are directly linked to the remuneration of the StP Directors are measured annually. This aspect promotes accountability and motivates the StP Directors to achieve higher quality standards defined.

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

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

- Law on Higher Education Institutions
- Education Law
- Academic Regulations I - Regulations for undergraduate studies and Master's studies (available [in Latvian](#), [English](#))
- Academic Regulations III - Regulations for Doctoral Studies (available [in Latvian](#), [English](#))
- Regulations on Writing and Defence of Qualification Paper, Student's Research Paper, Bachelor's Thesis and Master's Thesis (available in [Latvian](#), [English](#))
- Process Description No 6 "Assessment and Submission of Learning Outcomes", etc. (available in [Latvian and English](#)).
- Analysis of student academic performance that is carried out twice per academic year after the end of the study semester. As a result of monitoring academic success, risks to successful study process and reasons for exclusion are identified, on the basis of which it is possible to take preventive actions.

In 2016, an international external assessment of the implementation of student-centred learning approach at RSU was done by a group of assessment experts of the project *Peer Assessment of Student-Centred Learning (PASCL)*. Report of PASCL experts on the implementation of student-centred approach at RSU is available both in [Latvian](#) and [English](#). This was an EU-level project promoted by the European Students' Union in cooperation with other European higher education organisations, whereas the expert visit to Riga was initiated by RSU Student Union. RSU is one of the few higher education institutions in Europe that took an institutional decision to get involved and was chosen within the framework of the PASCL project.

The expert opinion described RSU as a student-centred higher education institution that actively involves students in the improvement of the study process. The report also contained recommendations on how to further promote student engagement in the study process and improve the understanding and implementation of the student-centred approach at all levels at institutional level, which RSU has used to improve the handling of student feedback on learning, improve the e-studies environment, update assessment approaches and enhance the effectiveness of internal communication. Since RSU participation in the PASCL project, various aspects of student-centred learning have been regularly put forward as guiding principles in the planning of the work of the Study Administration, agreeing on the ongoing projects with the aspects of student-centred learning to be improved.

The procedure for assessing the achievements of students and the learning outcomes is incorporated in the description of each study course. The course leader is the one who decides on the assessment system in their course. The criteria for passing a course are most often the successful completion of final and interim assessments, active participation in seminars and discussions, independent work, and demonstrating acquired skills in various practical situation simulations, among others. Before the course begins, students are informed about the expected learning outcomes, the assessments that will validate the achievement of these outcomes, and the criteria for evaluating these assessments. In the RSU e-learning environment, the faculty office support staff prepares the assessment evaluation lists, which are provided to the lecturers at the end of the course. After the examination, the staff lecturer in person or the invited lecturers, assisted by the staff of the Faculty Office, post the final grades in the e-environment, which is linked to the personal accounts of the students. Each student sees information related to studies and their assessments in their personal account.

Quality policy during the transition period

Considering that there is a transition period for the gradual transition of the LSPA work process organisation to be integrated into the RSU processes and systems, the full integration of the LSPA

into the RSU quality system is planned for the next ISO 9001 quality management system certification cycle. The next recertification of the quality management system is planned for 2026, which coincides with the end of the LSPA transition period. Until the end of the transition period, the compliance of the LSPA with the RSU processes will be progressively monitored and assessed during internal quality audits.

[1] <https://www.investorsinexcellence.com/> , <https://www.latviaexcellence.lv/novertesana>

[2] “LASE Development Strategy 2023-2027” (available in Latvian only https://lspa.lv/files/2024/LSPA_ATT%C4%AAS%C4%AABAS_STRAT%C4%92%C4%A2IJA_2023-2027.pdf)

[3] https://lspa.lv/files/2019/Studiju_kvalitates_parvaldibas_sistemas_POLITIKA_2019.pdf (Latvian only)

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	RSU has established policies and procedures to ensure the quality of higher education, as determined by internal regulatory documents described in Sections 1.3, 2.1.1, 2.2.1, and 2.2.2 of the Self-Assessment Report and Section 1.1 of Annex 23.1 (Compliance of RSU Study Programmes with Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)). These documents also define the quality mechanisms for the study process at RSU, which apply to all study programmes, and since the academic year 2024/2025 they apply to the study programmes implemented by LASE.
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<p>2.</p>	<p>A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed.</p>	<p>RSU has developed a mechanism for the development, internal approval, monitoring and periodic review of the University's STPs, which is described in paragraphs 2.2.1, 2.2.2 and 2.2.3 of the Self-Evaluation Report and Paragraphs 1.2, 1.7 and 1.9 of Annex 23.1 (RSU study programmes compliance with Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)) and applies to all STPs.</p> <p>It is supervised by the Centre for Educational Growth (CEG), and at the same time it also conducts improvements of the system, provides support to the directors of the study programmes and fields in this process taking into consideration its experience within the framework of its competence.</p> <p>An example of this is the StPs developed under the Specific Support Objective, which are described in Latvian and English.</p> <p>The improvement and development of the StPs have been implemented upon drafting the development plan for the StF (Annex 4.1.).</p> <p>The implementation of the plan is discussed at the meeting of the Quality Council of the study field and/or at the meetings of the Faculty of Health and Sports Sciences Council.</p> <p>The process of the development of study programmes has been constantly monitored by analysing students' academic performance, number of students, drop-out rate, technical facilities, assessment, work quality of the academic staff and other essential indicators. From the academic year 2024/25, data from study programmes implemented at LASE are also collected and analysed using the same approach as for other study programmes at RSU.</p>
<p>3.</p>	<p>The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.</p>	<p>For criteria, conditions and procedures for the assessment of students' academic performance, which enable reassurance of the achievement of the intended learning outcomes, see Section 2.1.5 and Annex 17.1 (Compliance of the study programme with the National Education Standard (for each study programme)) and paragraph 1.3 of the Annex 23 (Compliance of RSU study programmes with Part 1 of the Standards and Guidelines for Quality Assurance. From the academic year 2024/25, the LASE also follow the criteria, conditions and procedures for the evaluation of RSU students' achievements.</p>

<p>4. Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.</p>	<p>Internal procedures and mechanisms for ensuring the qualifications of the academic staff and the work quality are described in Sections 2.3.5, 2.3.6, 2.3.7 and in Paragraph 1.5 of Annex 23 (Compliance of RSU study programmes with Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)). Each year compliance assessment is conducted, and the mechanisms are reviewed. As of the academic year 2024/25, the LASE follows the RSU internal procedures and mechanisms for the qualification and quality assurance of academic staff, but the LASE's existing internal procedures are applied through internal normative acts that remain in force during the transition period.</p> <p>The LASE has established internal procedures and mechanisms to ensure the qualification and quality of the staff, and the "LASE Regulations on Academic Staff Positions" has been approved and implemented,</p> <p>"Regulations on Elections of Academic Staff of the LASE" , "Regulations of the Council of Professors of the Health and Sports Science Sector of the LASE" (these internal normative acts of the LASE remain in force during the transition period until 31 May 2026 in accordance with the RSU Rector's Decree No 1-PB-2/429/2024 (see Annex 1.3)).</p>
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<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>	<p>For the information on student academic performance, see Section 2.1.5.</p> <p>For the information on graduate employment, see Section 3.1.3 (for each study programme).</p> <p>For the information on graduate feedback mechanisms, see Sections 1.2 and 2.2.4.</p> <p>Information on student and graduate satisfaction with the study programmes can be found in Section 2.2.3 and annexes: 21.1. Results of the evaluation questionnaires for study programmes and courses, 21.2. Results of graduate questionnaires, and 23.1. RSU study programmes' compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1, points 1.7 and 1.9.</p> <p>Information on the effectiveness of academic staff can be found in sections 2.3.7 and 2.4.4, 3.4 (for each study programme), and in the annexes: 6.1. Basic information about the academic staff involved in the implementation of the "Education and Pedagogy" study field, 6.2. Biographies of the academic staff, 6.3. Compilation of statistical data on incoming and outgoing mobility of academic staff during the reporting period, 6.4. List of academic staff publications for the reporting period, and 24.7. Analysis of the composition of lecturers (for each study programme).</p> <p>□ Information on available study resources and their costs can be found in sections 2.3.1, 2.3.2, 2.3.3, 2.3.4, and 2.3.8, and in the annexes: 23.1. RSU study programmes' compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Part 1, point 1.6, 23.2. Evaluation of the informational and methodological base of library resources for the implementation of the "Education and Pedagogy" study field according to the guidelines' requirements, and 23.3. Evaluation of the informational and methodological base for IT resources.</p> <p>Information on the key performance indicators of the university can be found in sections 1.1, 1.2, and 1.3, and on the RSU website in Latvian and English.</p> <p>LASE ensures that information on student performance is collected and analysed. This data is compiled and available in the LASE information system. The collection and storage of data are regulated by the "LASE Student Information System - LASE IS Security and Data Protection Regulations" (this internal LASE normative act remains in force during the transition period until 31 May 2026, in accordance with RSU Rector's Decree No. 1-PB-2/429/2024 (see Annex 1.4)).</p>
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<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>	<p>The higher education institution ensures continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance system. This is described in Sections 1.3, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2 and Annex 23.1 (Compliance of RSU study programmes with Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)), see Annex 23.1. The StF Development Plan in Annex 4.1, the Study Programme Management Structure Chart in Annex 4.2 and the Recommendation Implementation Plan in Annex 11.</p>
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2.1. Management of the Study Field

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

The aim of the study field "Education and Pedagogy" is to prepare qualified specialists for work in educational and pedagogical environments, who:

- Promote the physical, emotional, and social development of preschool-aged children and individuals with special needs, adapting physical activities within the context of education;
- Are capable of implementing competency-based education in the fields of health, physical activity, and safety, preparing students for active and responsible participation in society, particularly in the areas of national defence and health education;
- Provide professional supervision support to individuals, groups, and organisations, promoting professional growth, improving the work environment, and reducing the risk of burnout, especially in the fields of education and social care.

The achievement of the study programme outcomes included in this study field ensures that graduates are theoretically and practically prepared to work with children, young people, and professionals to promote educational quality, health, physical activity, safety, and well-being in society. Graduates will be suitable for work at various educational levels, as well as in professional contexts, intentionally and purposefully continuing to foster both sustainable personal development and contributing to societal progress through their competent professional activities.

The relevance of the objectives of the StF to the scope of the University's activities has been established in two new development plans - the Plan for Quality of Studies and Development of Study Programmes (approved by the RSU Senate on 13.02.2024) and the RSU Science Development Plan (approved by the RSU Senate on 13.02.2024).

The Study Quality and Study Programme Development Plan, viewed in the context of external consolidation processes, emphasises the aspiration to strengthen the quality of studies and research at the VSZF and the LASE. Relevant indicators for this are:

1. Increasing research activities and achieving measurable high-quality results in collaboration with the Science Administration;
2. Diversification of faculty income and measures to ensure the profitability of all programmes;
3. Pedagogical development programme for lecturers;
4. Integration of LASE into the RSU Study Programmes Quality Management System;
5. External quality assessment (licensing, inclusion of programmes in the study field).

Evaluation of the interconnection between the study field and the included study programmes

The study programmes included in the study field ensure continuity. By completing the short-cycle study programme “Sports and Education Specialist,” it is possible to obtain a qualification as a teacher or sports coach. Graduates who wish to continue their professional development in the field of education have the opportunity to pursue the professional bachelor’s study programme “Health, Physical Activity, and Security,” where they can obtain a professional bachelor’s degree in teacher education. Those choosing to continue their studies at the second cycle level can enrol in the professional master’s study programme “Supervision” to obtain a master’s degree in pedagogy and a qualification as a supervisor.

Collaboration is organised between different study programmes – students of the master’s study programme “Supervision” provide consultations (supervisions) to bachelor’s students as part of their placement. This provides support and educational information on organising academic work and addressing current issues related to student practice (starting professional careers). Such collaboration ensures that students at both study levels learn from practice. During the supervision practices, students have the opportunity to learn from experience and analyse their professional activities, integrating the acquired insights immediately into their work. This approach promotes proactive problem-solving among students and develops the ability to learn from their own and others’ experiences.

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

Table 5. **SWOT analysis of the Study Field**

Internal factors	
Strengths	Weaknesses

- High-quality study programme content
- Experienced, qualified, and professional academic and research staff
- Relatively stable student number dynamics
- Student-centred, research and practice-based approach in the field of sports
- Professionally oriented study programmes significant for the development of Latvia's economy
- Unified and professional academic and scientific activities that ensure the transfer of knowledge to students and play an important social role in promoting the health, physical activity, and sports participation of the Latvian population
- Long-term and stable cooperation with employers, providing students with potential job opportunities and high-quality internships in sports education with an interdisciplinary approach in pedagogy and sports sectors
- A modern Health Care Research Centre in sports with available capacity provides opportunities for scientific research in sports education for scientific and academic staff, students, and cooperation partners
- Extensive infrastructure to support the study process in sports education

- Insufficient recruitment, competition, and progression of academic staff and researchers towards achieving productive outcomes in securing projects and fostering interdisciplinary collaboration with other universities and industry partners in research and publications
- Student dropout rates in undergraduate programmes and a low number of international students
- Inadequate integration of digital solutions in academic and scientific activities and poor digital data management in supporting the study process
- Underutilisation of systematic, internationally recognised professional development for academic and scientific staff in pedagogical and scientific activities
- High teaching load for academic staff, insufficient support system for preparing projects and scientific publications, and limited administrative staff capacity
- Difficulties in engaging foreign lecturers due to limited financial resources
- Scientific activities primarily focused on national short-term projects
- Achievements in scientific activities are sporadic

External factors

Opportunities

Threats

-
- The EU strategy and Latvia's Recovery and Resilience Mechanism envisage the modernisation of the material and technical base of higher education and scientific institutions, improving resource utilisation efficiency, ensuring equitable access to higher education, enhancing the quality of academic and scientific activities, and increasing resources and opportunities within the planned research university ecosystem.
 - National policy promotes international cooperation and competitiveness in higher education and science, as well as physical activity and sport as means to enhance quality of life and maintain health.
 - Interdisciplinary cooperation and scientific development in pedagogy, sports, and healthcare, aligned with societal and economic development and market needs, are encouraged through participation in national and international scientific and educational projects, fostering international recognition and long-term collaboration, and the creation and commercialisation of innovative services and products.
 - The negative impact of the consolidation process of sectoral universities on the future development of sports education includes reduced funding for programme implementation, increased tuition fees, and decreased interest in self-funded study places.
 - Low state funding for higher education and science.
 - Lack of a unified vision in science across sectors and poorly developed interdisciplinary cooperation in pedagogy, sports, and healthcare, coupled with an unstable demand from the sports sector for research on the development needs of sports education.
 - Limited financial resources for securing academic staff and their recruitment, an increasing average age of academic staff, and slow generational turnover.
 - Restricted availability of financial instruments for infrastructure renewal and modern development of the study environment, and lack of experience in applying innovation commercialisation tools in sports.
 - Unfavourable demographic trends in the country may lead to a sharp decline in the number of students.
 - Unstable and unpredictable long-term funding for research.
 - Changes in legal/regulatory acts, particularly those negatively impacting students in Latvia.
 - Insufficient results from centralised exams for prospective students in the context of declining demographic indicators.
 - Industry development trends will lead to a shortage of highly qualified specialists.

The development plan for the "Education and Pedagogy" study field for the next four years (see Annex 4.1) was formulated during the consolidation process of LASE and RSU in the spring of 2024. This was based on the approved development strategies of both universities, with participation from representatives of both institutions. The goals set out in the development plan for the "Education and Pedagogy" study field aim to address weaknesses and avoid threats, while also capitalising on opportunities such as increasing scientific research capacity, enhancing study quality, strengthening ethics and academic integrity, promoting student participation, ensuring synergy between the study process and the sector in line with medium and long-term labour market and sector development trends, improving student support systems, strengthening and supporting academic staff, ensuring digital transformation, fostering international cooperation and

the development of internationalisation, and promoting the visibility of study programmes.

The study field is integrated into the RSU LASE structure, and its development and threat mitigation opportunities include:

- Continuously improving the development strategy of the study programmes in the study field, taking into account changes in the labour market and major sector development trends in Latvia, the European Union, and worldwide;
- Enhancing the content of study programmes and courses, developing and introducing new courses, improving collaboration projects and agreements with various educational and scientific research institutions in Latvia and abroad, municipalities, and private institutions, developing cooperation with foreign universities through student and faculty exchange programmes, developing joint scientific research projects involving students, and continuing to conclude cooperation agreements;
- Improving the material base with equipment, technologies, and information tools that meet modern requirements, paying special attention to the availability of the latest scientific and periodical publications in the field;
- Raising the scientific and methodological qualifications of academic staff, and attracting qualified guest lecturers to deliver specific courses within the study field's programmes;
- Preparing and publishing methodological and teaching literature in the national language;
- Conducting and analysing regular surveys of students and employers to evaluate the study process, and developing further education and lifelong learning programmes.

Enclosed:

4.1. Annex. Development Plan for the Study field.

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

Management (governance) structure of the study field "Education and Pedagogy", its efficiency

The management of the study field and the corresponding programmes are carried out in accordance with the Process Description No 35 "Planning and administration of the study process" (Rector's decree of 31.07.2020).

The management structure is composed of:

- Academic structural unit - RSU LASE, Faculty of Health and Sports Sciences;
- Study Quality Council - the quality council of the study field "Education, Pedagogy and Sport", which also includes students;
- Head of the study field - dr.paed. Assoc.Prof. Prof. Nora Jansone-Ratinika, Andra Fernāte is involved in the preparation of accreditation documents from LASE.
- RSU LASE Council, Council of the Faculty of Health and Sports Sciences
- StP Quality Councils, composed of representatives of employers and students;

- StP directors:
- Mg.paed. Baiba Pumpiņa (StP "Supervision")
- Dr.paed. Inta Bula-Biteniece (StP "Sports and Education Specialist" and "Health, Physical Activity and Security")
- lecturers of study courses.

The effectiveness of the management structure can be found in the context of RSU Quality Policy (available in [Latvian](#), [English](#)), against certain quality criteria, and the achievement of the aims of the study field and the relevant study programmes.

RSU quality indicators include the institutional level, the content level, the individual level (students, lecturers) and the employers' perspective, a total of 14 criteria.

Students' satisfaction with their studies, indicators of the academic achievement, student participation in the development of the StP, as well as graduates' employment in the sector and employers' feedback on student work during placements or graduates' competence, indicate the effectiveness of the management structure and process in achieving the set goals.

The role of the director of the study field and director of study programmes

The director of the StP is responsible for developing/updating the StP content, planning the acquisition of the StP and preparing the plan for approval by the Council of Deans. The director of the StP is responsible for ensuring the examination of knowledge, skills and competences and their compliance with the learning outcomes; is responsible for the organisation of placement, cooperates with the lecturers and students of study courses, cooperates with employers to find out the satisfaction of employers with the competences of the graduates.

The role and responsibility of the head of the direction include coordinating the operations of study programmes to ensure they complement each other and each aligns with the overall goals and objectives of the direction. The head of the study field familiarises themselves with the structure and content of each programme to assess their relevance and suitability within the field. The head evaluates the demand for study places in various programmes, student dropout rates, the extent and trends over the years, and the reasons behind them. The head keeps abreast of sector developments in the country, the demand for different specialists from institutions, and provides ideas for creating new study programmes in the field when there is a rational basis for it. Simultaneously, the head identifies opportunities for resource sharing among existing programmes.

It is also crucial to perform a financial analysis of the study programmes' operations. In times of insufficient funding for optimally financing educational programmes, the head of the study field draws the attention of programme directors to specific financial indicators of the programmes and involves finance, personnel, or other specialists in data analysis to jointly decide on measures to improve and/or maintain the profitability of the study programmes. Overall, the head manages the structure, quality, and development of the study field and ensures its alignment with the economic interests of the relevant sector.

In close collaboration with programme directors, the head of the study field also compiles and analyses the results of the study programmes, prepares reports and summaries, develops guidelines for the study field's development plan, organises the work of the quality council of the study field, prepares contracts with external partners, and performs a range of other relevant management tasks.

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

A system has been created and procedures have been developed/introduced at RSU for the admission of students, recognition of the study period, professional experience, previously acquired formal and non-formal education and assessment of students' achievements and learning outcomes, and they are logical and effective.

Admission to RSU is based on admission requirements for the respective study level, approved by RSU Senate for the particular academic year. RSU has admission regulations for each level of study. Admission Regulations are available on the RSU homepage in [Latvian](#) and [English](#), and in Annex 1. See Annex 23.1, Paragraph 1.4 for more information: Student matriculation, progress of studies, recognition and certification of qualifications. In the 2024 summer admissions, the admission rules published on the RSU website did not yet include information on two study programmes - "Health, Physical Activity and Security" and "Sport and Education Specialist". The admission information for these programmes was published on the LASE website. After the integration of the LASE and RSU websites, the information will be available on the RSU website.

RSU ensures admission procedures corresponding to the aim that are based on previously defined and published admission regulations. Admission Regulations are reviewed and updated annually by the Academic Affairs Department in cooperation with the directors of the study programmes.

RSU admission policy, matriculation procedures and criteria are implemented consistently; applicants are admitted based on open and equal competition. RSU ensures an equal admission process: uniform admission regulations are established for all candidates with specific and previously known requirements, rooted in relevant national terms and conditions and legal principles. That way, the rights of the most suitable applicants to study in their selected StP are ensured. RSU fulfils its obligation to accept the documents submitted by applicants and to decide on their compliance with the requirements mentioned in annexes to the Admission Regulations. RSU also announces the admission results in accordance with the provisions of the Admission Regulations and organises the conclusion of study contracts with the applicants who have won the competition. After the conclusion of the study contracts and fulfilment of the defined applicant's obligations, RSU ensures the matriculation of these applicants.

Recognition of qualifications is based on cooperation with other higher education institutions, quality assurance agencies and the national ENIC/NARIC Centre (Academic Information Centre) to ensure coordinated recognition of qualifications in the country. Appropriate qualification procedures are based on the practice of recognition of qualifications at a higher education institution, which is consistent with the principles of the Lisbon Convention on the recognition of qualifications.

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

It should be emphasised that the Recognition Committee is composed of a student delegated by

the Student Union, thus ensuring full participation of students in the decision-making process.

Enclosed:

Annex 24.2. A statement that the higher education institution will provide opportunities for students to continue their studies in another StP or at another higher education institution (a contract with another accredited higher education institution or college) if the implementation of the StP is terminated.

Annex 24.3. A document attesting that the institution of higher education guarantees the compensation for losses to students if the study programme is not accredited or the licence for the StP is withdrawn due to the action of the higher education institution or college and the student does not want to continue studies in another StP.

Annex 24.8. Study contract sample

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

Overall, since the consolidation of RSU and LASE, a targeted review and alignment of the various internal frameworks has been ongoing. As far as possible, all RSU internal regulations also apply to the RSU LSPA. A separate list of internal regulations has been established for the transition period, which is applicable for the academic year 2024/2025. As regards the study process, it includes documents on the implementation of placements, regulations on the development of coursework, regulations for studies according to an individual study plan, admission rules.

Students can find the criteria, conditions and binding procedures for the evaluation of students' performance in the Academic Regulations I (documents available in [Latvian](#) and [English](#) under section "Studies"), which is also applicable to RSU LASE. Requirements for defining and evaluating learning outcomes – knowledge, skills, competence – are included in the Process Description No. 6 "Evaluation and Submission of Learning Outcomes" (See Annex 1) The assessment criteria of each specific course and the lecturer's requirements are detailed in the specific Course description. For each course of study, a unique course description or "contract" is drawn up between the lecturer and the student, in which the student, at the start of the course, can find all the lecturer's requirements, tasks to be performed, assessment criteria, etc., or all the information describing the course and the results to be achieved. RSU LASE course descriptions are included in the RSU Course Description System. When the new RSU course description system becomes operational, both RSU and KASE will need to update their existing course descriptions in line with the new RSU requirements.

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

When assessing written and practical works, students are always given feedback on the

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

The overall assessment of the study course most often includes several parameters – participation of the student in lectures, involvement and quality of answers in seminars, as well as in practical classes, quality of drafting of the report, quality of essays and other written works (e.g. mini tests), examination result. However, the teacher specifies the exact assessment system to be used in each particular study course in the particular course description and the assessment criteria are presented to students at the beginning of each module. This type of system excludes the possibility for a student to obtain a successful assessment by learning only for an examination and therefore stimulates them to study systematically, throughout the module, making the knowledge acquired more lasting and durable.

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

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

Creative, research, practical and self-reflective works are assessed in accordance with the aims of each study course and the evaluation criteria of the course with which the lecturer introduces to the students at the beginning of the course. The criteria for research papers are available in the Methodical Guidelines for Research Papers, which were improved and updated in 2023 for both undergraduate and postgraduate StP students (information in [Latvian](#) and [English](#)).

2.1.6. Description and assessment of the academic integrity principles, the mechanisms for compliance with these principles, and the way in which the stakeholders are informed.

Specify the plagiarism detection tools used by providing examples of the use of these tools and mechanisms.

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

RSU has clearly defined principles and mechanisms for academic integrity, with a Code of Ethics and an Ethics Committee that deals with cases of misconduct and disputes on the basis of complaints. The Integrated Academic Integrity Policy states that the following actions are considered misconduct: (1) Plagiarism and self-plagiarism: submission of work that does not correctly use and acknowledge the sources of other authors is strictly prohibited. This includes both unintentional misconduct and deliberate plagiarism that appropriates the work or ideas of others; (2) use of unauthorised aids: the use of unauthorised materials in coursework, examinations and mid-term examinations is an offence that may result in different sanctions depending on the seriousness of the offence; (3) misrepresentation and misuse of academic resources: Knowingly providing false information or damaging academic and other resources (e.g. books, IT resources) are considered serious breaches of academic integrity.

To strengthen the management of academic integrity, the RSU Academic Integrity Policy has been developed, which includes explanations of academic integrity and its violations, handling of violations and applicable actions. RSU has developed and approved a document "Methodological guidelines for references and list of sources and references used in a paper" (available in [Latvian](#) and [English](#)), which explains to students the principles of using other authors' works and making proper references. In order to promote academic integrity and to make it easier for lecturers to check student works, RSU has introduced and uses the Unified Computerised Plagiarism Control System of Latvian higher education institutions to check the originality of the content of each paper and RSU has purchased a license for the content originality checking tool *Turnitin* for wider use (since 2015). To facilitate its use not only for the evaluation of final papers, but also for the evaluation of interim examinations, the tool has been integrated into the RSU e-learning environment. Example of application: all the coursework prescribed, as well as all final papers and individual course reports must be submitted in e-learning at the relevant study course where it is requested to upload papers to *Turnitin*. After the papers are uploaded, the results on the originality (matching) of the papers are available on e-learning, which show both the overall percentage of similarity and visually demonstrate matching places in the paper itself, identifying also the sources used that match some part of the text. Paper supervisors evaluate the results of the matching taking into account the RSU manual on the use of *Turnitin* (available only in [Latvian](#)) for academic staff, which sets out the principles for interpreting the results (page 7 of the manual). Taking into consideration these results, the supervisor of the respective work evaluates whether the work submitted complies with the principles of academic integrity and makes an assessment accordingly or informs the student if the work needs to be corrected. The evaluation of *Turnitin* results takes into account that a relatively high (above 20%) similarity with other sources may not mean that the submitted work shows signs of plagiarism, but indicate a lack of contribution from the author, namely the author has used other sources of information and correctly referred to them, but the work lacks the author's analysis, argumentation and interpretation, which the supervisor also points out to the student when giving the assessment or returning the work for correction.

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

RSU has developed and implemented process description No.48 "Verification of Originality and Monitoring of Academic Integrity of Students' Final Papers, Residents' Research Papers and Doctoral Theses", which explains the steps of verification of originality of final theses in step-by-step detail. RSU's actions in case of a breach of academic integrity are governed by the following normative acts:

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

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

- Form No AG-1 "Academic Integrity Violation Form for Interim Course Examinations"
- Form No AG-2 "Academic Integrity Violation Form for End-of-Course Examinations"

Disciplinary proceedings are regulated by the Regulations "Regulations of the Internal Procedure of Studies of Rīga Stradiņš University" (approved by the RSU Senate on 21 April 2020, Minutes No.2-1/3/2020).

Introduction of academic integrity in the programmes of the study field "Education and Pedagogy":

- students at all levels learn the basic principles of academic integrity in a variety of courses. In addition, students have access to video lectures offered by the RSU Library;
- The Director of the StP is obliged to inform about the principles of academic honesty and the procedure for prevention at RSU (plagiarism cases are the joint responsibility of the Programme Group Leader and the lecturer of the specific course or paper supervisor; a register of plagiarism is maintained, recording each case; in case of repeated plagiarism, the student is potentially expelled);
- all papers or final stage papers (semester papers, bachelor's theses, master's theses) are uploaded to the e-learning environment and checked using the Turnitin tool;
- most of the coursework is also examined using the tool;
- regular consultations with RSU Student Union on issues of academic integrity take place.

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

- Introduction of plagiarism checking technology: the LASE now uses the RSU Turnitin system, which allows for more efficient and transparent originality checking of all coursework;
- Harmonised policies and procedures: the LASE has adopted the RSU Academic Integrity Policy Guidelines, ensuring a consistent approach to dealing with student misconduct and sanctions;
- Regular training: awareness of the principles of academic integrity is promoted among lecturers and students by offering practical training and resources for both checking originality and improving academic writing skills.

To promote a unified approach to defining, identifying, reviewing, and applying sanctions for breaches of academic integrity, RSU has developed an initiative to create a culture of academic

integrity and a framework for adhering to its principles in collaboration with other higher education institutions in Latvia. This initiative is part of the Ministry of Education and Science's specific support objective 8.2.3, "Ensuring Better Governance in Higher Education Institutions."

The main activities within the framework of the support system development are:

- Promoting prevention, which strengthens adherence to ethics and academic integrity principles. This includes developing a unified e-study course, in-person training and discussions at the university, educational self-study materials, and self-assessment tests. Three main target groups have been identified for this activity: students, lecturers, and research staff.
- Improving the internal system – developing and refining RSU's internal regulations, which organise the definition and implementation of ethics and unified academic integrity management principles for students, lecturers, and research staff. The internal regulations define types of violations, detail the procedure for reviewing violations, and specify applicable actions and sanctions, thus promoting transparency and consistency in decision-making. In the event of a conflict of interest or dispute, a committee may be formed to review the specific case of the alleged violation.

To promote the alignment and adherence to the fundamental principles of ethics and academic integrity in Latvia, a collaboration between several Latvian higher education institutions has been established. This collaboration aims at reinforcing unified principles, developing shared materials, and continuing cooperation in promoting ethics and academic integrity and resolving related issues at the national level. Currently, RSU has formally signed a strategic partnership agreement with RSU Red Cross Medical College, the University of Latvia, and Riga Technical University.

A new challenge to academic integrity in the modern study process is the advent of artificial intelligence. To address the challenges and risks posed by the widespread use of artificial intelligence in relation to academic integrity, RSU CEG has developed guidelines titled "Artificial Intelligence in Higher Education," which in section "2.1. Artificial Intelligence and Academic Integrity" explain the risks and proper use of AI tools in the academic environment.

Additional information on RSU involvement in matters related to academic integrity:

- 03.20219. article "Integrity is an inseparable part of academia" (available in [Latvian](#), [English](#)),
- 11.2019. article of "Seminar on Academic Integrity and Ethics in Higher Education" (available only in [Latvian](#)),
- RSU Academic Integrity Policy (available in [Latvian](#), [English](#)).
- Guidelines: Artificial Intelligence in Higher Education (available in [Latvian](#)).

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 continuous improvement, development, and operational efficiency of the study field and its corresponding study programmes are ensured by: researching the requirements of external

regulatory standards and normative acts in the field, monitoring changes, and evaluating compliance; developing, implementing, and periodically updating internal guiding documents; planning and conducting internal quality control; controlling the processes of development, implementation, and evaluation of study fields and programmes; identifying, recording, and analysing discrepancies found during inspections; analysing complaints and suggestions from students and other stakeholders; implementing improvements and evaluating their effectiveness; researching satisfaction among students, graduates, employers, and LASE staff, and analysing survey data; preparing and presenting reports on the operational efficiency of study fields.

The effectiveness of the internal quality assurance system was assessed by collecting and analysing the above data from the various parties involved in quality assurance and making decisions on the necessary steps for further quality improvement at the following levels: the LASE Programme Management, the LASE Board of Studies and the LASE Senate. For example, the data from the employer surveys were analysed in the LASE departments and the assessment, proposals for improving the quality of study programmes were presented to the LASE Board of Studies and the LASE Board of Studies, for example, mapping was introduced in the course descriptions of the study programmes under assessment to assess the current compliance of the study outcomes of study courses with the specific requirements mentioned in the occupational standards, thus ensuring the implementation of the proposals mentioned in the employer surveys for improving the quality of the study process. The internal normative document "Procedure for development, updating and use of descriptions of study courses at the Latvian Academy of Sciences" was discussed at the LASE Study Council and further submitted to the LASE Senate for approval. The procedure was approved by the LASE Senate on 5 October 2023.

The policy and strategy of LASE's internal quality assurance system are based on the European Standards and Guidelines for Quality Assurance in Higher Education adopted in the Bologna Process in 2005, the standards and guidelines offered by the European Association for Quality Assurance in Higher Education (ENQA) in the 2005 Bergen Communiqué, and the recommendations of the European Parliament and Council dated 15 February 2006.

The internal quality control and management of the study field are based on the principles and criteria of the European Foundation for Quality Management (EFQM) model and the Deming cycle "Plan-Do-Check-Act" (see Figure 8): management and strategy of the study field, management of people (academic staff, students), resource management, study and research management, student satisfaction, employer satisfaction, and impact on society. Based on the evaluation of observations, documents, and surveys, it can be noted that the evaluation of various criteria mostly corresponds to the system-oriented (Stage 3) and chain-oriented (Stage 4) stages. In some cases, the highest levels (Stage 5 - Total Quality Management) are partially achieved.

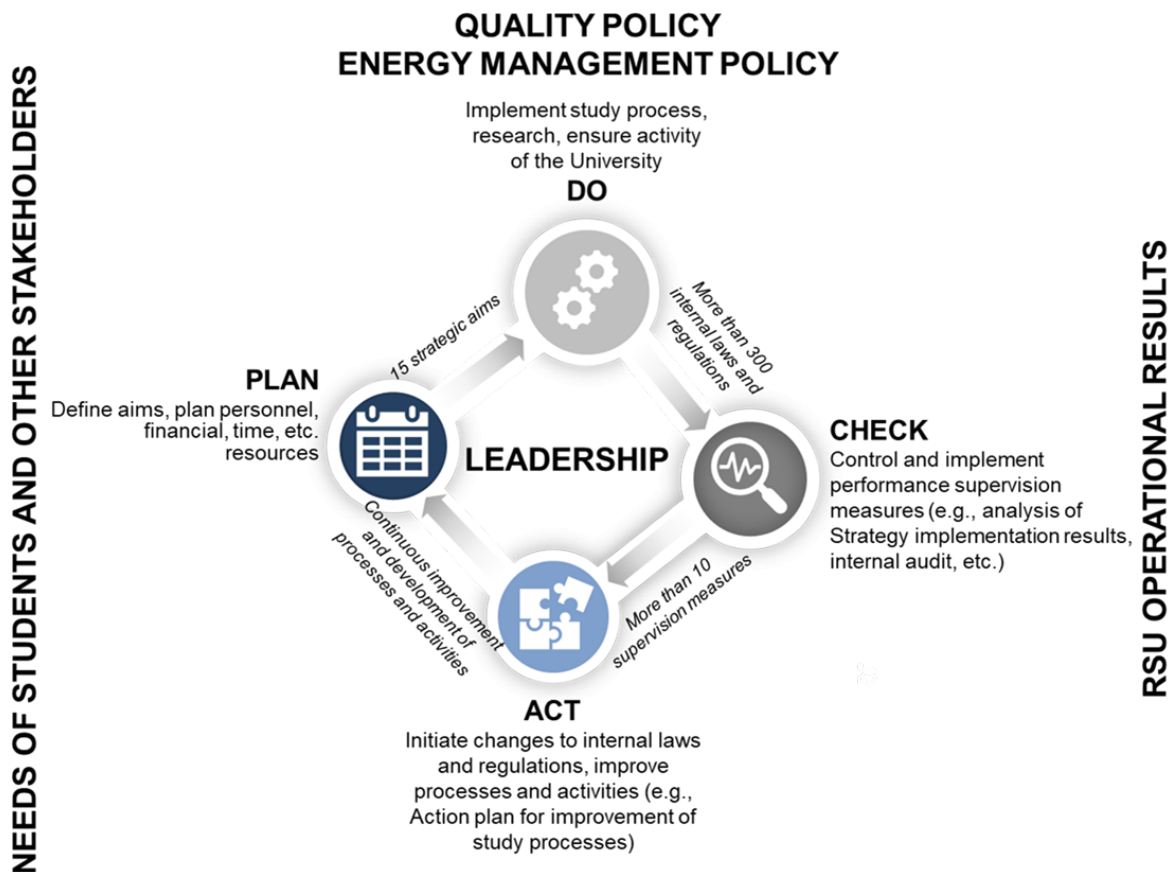


Figure 8. Implementation and application scheme of the internal quality system

The fundamental principle of LASE's internal quality assurance policy is that internal quality assurance should be considered as the management of a continuous improvement process. To promote the further development of the Latvian Academy of Sport Education, comprehensive quality management has been implemented, encompassing: educational quality, operational efficiency in the academy's public activities, and educational quality in three areas: the study process, research, and creativity and innovation. Creativity and innovation involve the development of new study activities, programmes, technologies, and methods, as well as enhancing the value and effectiveness of existing ones to ensure sustainability.

The main strategic direction of LASE's internal quality assurance is to ensure excellence and sustainability through continuous improvement and control. The core concept of the strategy includes the commitment and enthusiasm of management and staff at all levels, the active organisation and implementation of the study process, the development-oriented enhancement of staff qualifications, practical and goal-oriented leadership based on equality, effectiveness, and the increase of societal value.

Overall supervision of studies in the study field is carried out by the LASE Study Department. Quality management focuses on the evaluation of teaching staff and the assessment of study courses/programmes. The quality evaluation system has three objectives: LASE's strategic objective, the overall objective of the Education and Pedagogy study field, and the objectives of the study programmes and courses. Both the objectives and tasks are linked to academic potential and material resources, with an emphasis on future prospects in line with labour market demand.

In general, supervision of RSU activity is ensured by carrying out activities that are integrated into everyday activities, such as assessment of work quality, distribution of duties and responsibilities, coordination of documents. At the same time, targeted control measures have been introduced, which are implemented at different periods throughout the year.

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

To ensure the supervision of the processes taking place at the University, an analysis of the fulfilment of process quality criteria is carried out once a year. For example, one of the criteria in Process Description No 6 “Evaluation and Submission of Learning Outcomes” is: “The entry of assessment for mid-semester examinations and end-of-course examinations in e-studies is ensured in the following time periods:

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

The results are reviewed at the management meeting – the Rectorate, where decisions are made regarding future activities.

To continuously monitor the quality of studies, data related to studies, such as student performance, the dynamics of student numbers, and the results of evaluations of study courses and programmes, are regularly collected (annually or per semester, depending on the data). These data are gathered and analysed centrally, producing data reports and analyses that are accessible to faculty deans and vice-deans, heads of study fields, and programme directors. Self-service data analysis solutions are being developed and improved, providing automatic data collection and visualisation on the RSU Academic Portal. For example, each lecturer has access to evaluation survey reports for their study courses and programmes on the Academic Portal.

Information about RSU study quality indicators is compiled and published annually, including key RSU study development indicators aligned with RSU's strategic goals, helping to assess the development dynamics of study programmes towards achieving these goals.

Information about study quality indicators is regularly presented and reviewed in RSU collegial institutions, such as faculty councils, the Deans’ Council, and the Rectorate. The data and their analysis results are used for the improvement of study programmes and the development of action plans. Once a year, programme directors prepare a report on the development of their study programme, including conclusions on the main quality indicators of the programme and their dynamics, as well as describing planned steps for improvement and development. These reports are approved by the study quality councils and presented to the Deans’ Council. The existing system ensures comprehensive supervision of study quality with control measures throughout the year.

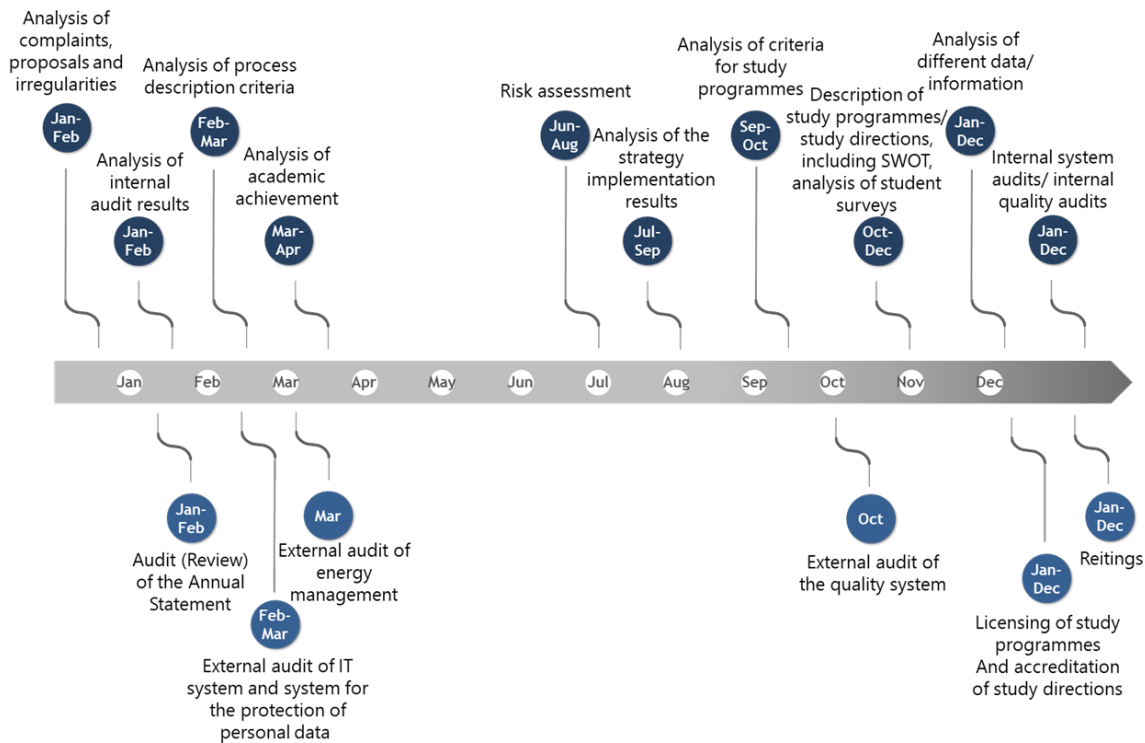


Figure 9. Internal quality control measures

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

Additionally, see Section 3.2.3 on the assessment of the implementation of the StP in the description of the StP.

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

During the period of accreditation of the LASE, the procedure for development, internal approval, changes and periodic review of study programmes was in force, which was established in the "Regulations on Development and Approval of Study Programmes", approved at the LASE Senate meeting on 18 June 2009, "Procedure for Development, Update and Use of Study Course Descriptions at the LASE", approved at the LASE Senate meeting on 5 November 2015.

The management of the development and implementation of study programmes at LASE had so far been ensured by the Study field Councils ("Regulations on the Management of Study fields at LASE," approved by the LASE Senate on 3 November 2016, available only in [Latvian](#)). Students, alumni, employers, and external experts were involved in the development, annual evaluation, and improvement of study programmes through participation in Study field Councils, the Study Council, the Senate, and through surveys.

Based on the LASE development strategy and the "LASE Study Programme Development and

Consolidation Plan 2018-2024," new study programmes have been developed during the reporting period. The necessity, usefulness, and alignment of these programmes with the development strategy were assessed by various LASE units and collegial institutions, including the Study Council, the Rectorate, and the Senate.

Both the development and approval and implementation of the StP at LASE prior to consolidation and at RSU involve several stages from labour market research and identification of the relevance of the study programme to the approval of the licensing documentation for the StP.

The analysis of the content of the study programme is carried out every academic year at both LASE and RSU, with regular data analysis and a programme review at the end of the year. Programme development takes into account the recommendations of students, graduates, industry representatives, lecturers, programme directors, improving the courses of study of the respective programmes. The views of students are taken into account in discussions with students to ensure and improve the quality of the study process.

The analysis of the study content of the LASE has so far taken place in the presence of lecturers, programme director, head of the field, head of the relevant department, specialists in educational work. Students, graduates, employers are involved in the development of study programmes and the improvement of study fields within the framework of the programme self-evaluation process.

The implementation of the study programme and its quality monitoring is ensured by the study programme director by evaluating the study process, study results, analysing the results of student surveys, changes in labour market trends and current developments in the field and the world. The Director of the study programme shall analyse and summarise the results of student, alumni and employer surveys and organise the elimination of identified shortcomings and the further development of the study programme.

Given the new professional standards approved during the reporting period, such as those for trainers (approved on 14 December 2022 by the Professional Education and Employment Tripartite Cooperation Sub-Council meeting, available in [Latvian](#)) and teachers (approved on 12 June 2020 by the Professional Education and Employment Tripartite Cooperation Sub-Council meeting, available in [Latvian](#)), the requirements included therein have been integrated into the study programmes. These have been reviewed, and the study courses are being improved to ensure that the achieved study outcomes align with the knowledge, skills, and competencies defined in the professional standards.

Previous LASE data from student, alumni, and employer surveys indicate that the study programmes implemented generally meet labour market requirements. Analysis of survey data shows that students are satisfied with the content of the study courses. At the beginning of a study course, lecturers introduce students to the course content and inform them about the assessment criteria. The work of lecturers is highly appreciated – lecturers present study courses in a structured manner, and students value the collaboration-oriented communication. As a shortcoming, students have noted the partial availability of learning materials in the e-environment. To address this issue, a survey will be conducted among lecturers to supplement and upload learning materials to the e-environment. Analysis of the information and data confirms that graduates start working in the industry after completing their studies. Many work in the profession, with some continuing their studies at the master's level while working. Employer survey analysis indicates that the strategy, structure, and implementation of the study programmes meet employer requirements, and graduates are competitive in the labour markets both in Latvia and Europe.

RSU has established the procedure for development and internal approval of StPs, supervision of their operation and periodical inspection. These requirements are determined in the Regulations for

Development and Approval of New StP at Rīga Stradiņš University and in detail - in Process Description No 34 "Updating and Development of Study Courses, Study Programmes, Study fields" (a link is available in Annex 1) in accordance with the requirements of external laws and regulations. Necessity, usefulness, and compliance of a new StP to the set aims are evaluated by the Centre for Educational Growth and the Vice-Rector for Studies, whereas the licensing documents of the developed StP, as well as accreditation documents and documents for implementation of changes are coordinated by several RSU structural units and collegial institutions, including the Study Quality Council, Faculty Council, Council of Deans, Rectorate, and Senate. Supervision over the implementation of a StP and its quality is ensured by the director of the study programme by evaluating the study process, learning outcomes, analysing the results of student surveys, changes to the trends in the labour market, and current events in the sector and world. Several administrative units are involved in the supervision of study quality, including the Centre for Educational Growth (CEG) (information in [Latvian](#) and [English](#)), the Academic Affairs Department (information in [Latvian](#) and [English](#)), the Human Resources Department (information in [Latvian](#) and [English](#)), and the Quality Assurance and Internal Audit Department (information in [Latvian](#) and [English](#)).

The development and approval of study programmes (StP) until submission to the Higher Education Quality Agency (AIKA) involve specific sequential activities carried out by the StP developer (usually the StP director) in collaboration with the CEG study development project manager and coordinator. These activities include informative, supervisory, coordinating, and organisational functions, providing necessary support during the programme development, as well as content creation and content expertise functions, listed in section 1.2 "Programme Design and Approval" of Annex 23.1 (Study Programme Compliance with Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), information in [Latvian](#) and [English](#)). For example, such a process is currently underway in the development of new programmes in the field of study "Sport", where the content of the programmes has been discussed with employers' representatives and the design of the study programmes is being modelled.

Annual revision process of StPs and study fields is regulated by the instructions by the Administration of Studies, and its goal is to prepare a summary of the annual study process quality monitoring. For more information see Annex 23.1, paragraph 1.9 "Inspection and regular review of programmes".

The annual report of the study field is drawn up in accordance with the aforementioned procedure for the annual review process of StPs and fields. Programme directors and members of the Quality Council of the study field participate in the preparation of the report on the study field. The report includes an analysis of significant development indicators and achievable results for study programmes (StP), as well as a development plan for the study field and an implementation plan for the recommendations from the expert evaluation procedures. Additionally, it includes guidelines from the Higher Education Quality Agency's Study Quality Commission, as outlined in the final decision of the procedure.

Reports on the study field are prepared using various information sources. These sources help to comprehensively analyse the study programmes, evaluate previous changes, and identify further improvement opportunities. The main information sources include the dynamics of student numbers, student success rates and evaluations in study courses, feedback from students, results from final-year student surveys regarding the overall study programme, feedback from graduates and employers, and feedback from lecturers on completed and planned improvements in study courses.

The different information sources help to identify improvements by analysing trends and the effects

of previously made changes. For example, the dynamics of student numbers can reveal whether certain study programmes are more popular than others and whether admission requirements need to be adjusted. Student success rates and evaluations in study courses can indicate areas where students face difficulties and where teaching materials or methods may need improvement. Feedback from students, graduates, and employers can provide valuable insights into how well the intended outcomes of each study programme are being achieved. Meanwhile, feedback from lecturers on completed and planned improvements in study courses can help assess whether and how these improvements have impacted students' learning experiences.

Within the structure of VSZF, there is a specific position of Study Programme Quality and Development Manager, whose primary task is to oversee the quality and content of study programmes, monitoring the quality of all VSZF-implemented StPs and analysing various quality indicators of study courses in a coordinated framework. These indicators include student-filled course evaluation questionnaires, in conjunction with other quality management system criteria and strategic goals of the field. Since June 2024, this position has been held by Solvita Kławińska-Makrečka.

In the context of the consolidation of LASE and RSU, the VSZF serves as the integration unit, supporting the continued implementation of programmes transferred from LASE into the RSU framework. To ensure the quality of this process, a working group comprising representatives from RSU and LASE has been established to evaluate and align the content of the transferred StPs with those implemented by RSU. The goal of external consolidation is to integrate LASE into RSU, creating a unified health and sports science ecosystem that, within 3-5 years, will provide high-quality, internationally competitive, research-based higher education and good governance. To achieve this goal, business processes will be merged, study programme content will be evaluated to eliminate duplication, the latest methods and technologies will be incorporated, standards-compliant and safe infrastructure will be ensured, and staff training and research development will be supported.

Overall, the content of StPs within the "Education and Pedagogy" study field has been carefully tailored to meet regulatory requirements, the programme's objectives, and the intended outcomes. Simultaneously, the programme content is aligned with the recommendations of the industry (employers) and the latest trends in scientific development. At the start of each academic year, lecturers conduct an audit of course/module content and implement necessary innovations and improvements. The director of the study programme group and the organiser of the study process monitor and provide necessary support and motivation for this process. Additionally, the anticipated student evaluations serve as an incentive for lecturers to update the relevant course content.

The StP content is designed following a complementary chain principle, starting with foundational or introductory courses in the first year and progressing to more specialised and highly detailed courses in subsequent academic years. This process culminates in the preparation of a final (bachelor's or master's) thesis, which serves as evidence of the student's ability to synthesise and demonstrate all the knowledge acquired during the previous semesters.

It is important to emphasise that student feedback is gathered in two stages: after each study course (gathering opinions about the specific course and lecturer) and upon graduation (gathering opinions about the entire programme and study process as a whole). The first stage is necessary for the operational monitoring of study quality, while the second stage helps to evaluate the overall utility of each specific programme and its alignment with the student's expectations and future plans.

To summarise, it can be concluded that each HEI has so far implemented its own quality monitoring system. With the accession of the LASE to the RSU, it is planned to continue with the approaches

and systems developed at the RSU, but these may also be modified and developed in cooperation with LASE colleagues, taking into account examples of good practice and developments.

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.

LASE Procedure for Submitting and Handling Student Complaints and Suggestions Prior to Consolidation

The procedure for submitting and handling student complaints and suggestions is outlined in the "LASE Document Management Regulations" and the "Procedure for Submitting and Handling Proposals and Complaints at LASE." Students can submit suggestions and complaints regarding the study process and other matters. A student can submit an application electronically or in person at the LASE office, where it is registered. If the application is submitted in writing, it must include:

- The applicant's name, surname, and study programme;
- The email address to which the response should be sent;
- The essence of the matter and specific facts (time, involved persons, etc., if any).

Upon receiving a written application, a LASE office employee determines the respondent based on the topic, registers the application, scans it, and electronically sends it to the responsible department for a response. Upon receiving an electronic application, the responsible employee checks whether the content matches the chosen topic and ensures the application reaches the correct recipient. If necessary, it is redirected to the appropriate recipient. Responses to student suggestions and complaints are provided within ten working days from the receipt of the application. The review period may be extended if objectively necessary, but not longer than one month from the receipt of the application. The head of the responsible department monitors the compliance with the review period, compiles application statistics at the end of the academic year, and submits them to LASE management and the Quality Management Department.

The Quality Management Department analyses the application statistics and evaluates the process of handling applications based on the feedback provided by the applicants. Most frequently, student complaints (appeals) have been received regarding evaluations in state examinations. The Rector of LASE establishes an Appeals Commission by order, comprising at least three persons (the Commission Chair and at least two members). The Appeals Commission reviews the complaint and gives its evaluation within ten working days. A detailed decision of the Appeals Commission is sent to the student. Complaints from students have also been received regarding the content, volume, and assessment of study courses. In case of student complaints, the course lecturer explains the situation. Meetings are organised for students with the programme director and involved lecturers, and if necessary, the Head of the Study Department and the Vice-Rector for Studies may also participate. Constructive student suggestions are implemented in the study process, such as increasing the number of contact hours.

The conditions, procedures, and appeals process for evaluating study results are also outlined in

the "Regulations on the Basic Principles and Procedures for the Evaluation of LASE Study Programmes." The director of the study programme is responsible for developing the requirements and evaluation criteria for professional study state examinations. These are reviewed by the Study Council and approved by the Vice-Rector for Studies. Students have the right to appeal to the Rector regarding the final examination procedure or evaluation within one working day of the announcement of the evaluation. The Rector of LASE establishes an Appeals Commission by order, comprising at least three persons (the Commission Chair and at least two members). The Appeals Commission reviews the complaint and provides its evaluation within seven working days. The Commission is composed of the Head of the Internal Quality Assurance System Management Centre (Commission Chair), the Head of the Study Department (Commission Member), the Head of the Department (Commission Member), the Head of the Study field (Commission Member), and the Programme Director (Commission Member). To avoid conflicts of interest, persons involved in evaluating the specific state examination (state examination commission members, supervisors, and reviewers) may not participate as members of the Appeals Commission in the review of the relevant appeal. If the Commission Chair is ineligible to participate in the review of a specific case, the Rector of LASE appoints another member of the Appeals Commission as the Chair by order. The applicant of the appeal and the chair or co-chair of the state examination commission, as well as a representative of the student self-government, may be invited to the Commission meeting if necessary. The Commission may involve experts in the appeal review if necessary.

If students submit suggestions for improving the study process, the recipient of the suggestion contacts the Rector. The suggestions are reviewed at an administrative meeting, considering the feasibility of their implementation, the required resources, and other relevant factors. The applicant of the suggestion is informed of the decision in writing to the email address provided in the application.

RSU Procedure for Submitting and Handling Student Complaints and Suggestions

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

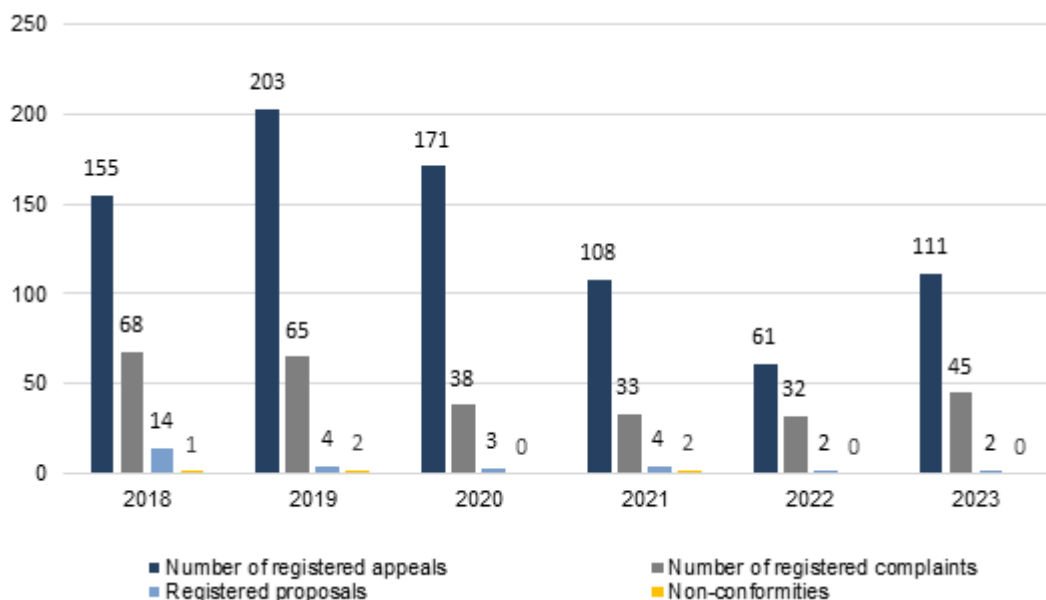


Figure 10. Total number of appeals, complaints and proposals registered at RSU from 2018 to 2023

In 2023, 45 complaints, 111 appeals and two proposals were registered in the structural units. Compared to the previous year, there has been an increase in complaints. When assessing the overall content of RSU complaints, it was found that most complaints were about the implementation/quality of the study process (16 complaints) and the process of knowledge testing (7 complaints). In 2023, 3 complaints were registered which were not observed before - complaints about student relations (ignoring, mobbing, unfair treatment).

In 2023, compared to 2022, the number of appeals has increased by 50 units, which is equivalent to the number of appeals in 2021. In the reporting year, there were changing trends in the structural units where appeals were registered. The largest number of appeals was submitted in the Faculty of Medicine (75 appeals), the Faculty of Dentistry (11 appeals) and the Faculty of Law (7 appeals).

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

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

LASE's Previous Mechanism for Collecting Study Field Data

To ensure the continuous review and improvement of study programmes within the study field, and to identify the strengths and weaknesses of the study process, LASE has established a data collection and analysis mechanism. This mechanism includes: collecting and analysing data on student profiles, academic performance, dropout rates, and their causes, which are reviewed in academic and collegial institution meetings and included in self-assessment reports; distributing and analysing survey questionnaires to assess the satisfaction of students and graduates with the implementation of the study programme (content, quality of lecturers' work, objectivity of the

assessment system, availability of information, career opportunities), which are reviewed in academic and collegial institution meetings and included in self-assessment reports; collecting and analysing employment data of graduates, which are reviewed in academic and collegial institution meetings and included in self-assessment reports; evaluating the lectures conducted by lecturers and analysing the evaluation results, which are reviewed in academic and collegial institution meetings; analysing the effectiveness of academic staff work (evaluated in relation to election to the position, based on survey results, and assessing achievements in scientific research and other pedagogical activity criteria at the end of each academic year); keeping records and cost analysis of the available study materials and technical support; analysing LASE's key performance indicators, which are reviewed in the LASE Senate.

Based on the results of the data analysis, necessary improvements for the implementation of study programmes and the organisation of the study process are determined. Regular feedback is ensured from employers, professional practice supervisors, students, and graduates on the quality of the health care study programmes within the study field. The quality of studies is assessed based on the results of student surveys. Survey results, such as those conducted after completing a full course of a study subject, are compiled annually, analysed, and reviewed in department meetings and the LASE Study Council.

Improvements to programmes have been implemented following recommendations provided by students, graduates, and employers. The Study Department has provided information each semester to the Study Council about the students, including those who have been expelled and the reasons for discontinuing their studies. At the beginning of each academic year, the LASE Study Department compiles data on the number of students. This report consolidates data on both current LASE students and those admitted, graduates, academic staff, funding, and its utilisation.

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

- study programme plans and course descriptions have been migrated to RSU systems and are monitored in RSU procedures;
- admission of students was carried out in the RSU electronic admission system, so that admission results were analysed in the same way as in RSU;
- student data have been transferred to the RSU system, so that from this year the dynamics of student numbers are also collected and drop-out is monitored;
- staff contracts have been switched, so that lecturers' data are available in the RSU HR management system and can be analysed in the same way as in RSU;
- teaching events are planned in the RSU electronic planning system, so that data on the involvement of lecturers in study programmes can be analysed in the RSU routine;
- the study process is implemented in RSU E-studies, thus the content of E-studies is monitored
- grades are recorded in RSU E-studies, so that the success rate will be analysed in the same way as in RSU;
- Course and programme evaluation questionnaires will be completed in the RSU system, in the same way as before;
- research results of lecturers are collected in the RSU Pure system, so that at the end of 2024 they will be analysed in the RSU way;
- Quality indicators will also be collected for LASE programmes at the end of 2024;
- the alignment of lecturers' work scheduling is in transition, so lecturers' workloads are not yet analysed in the RSU procedure;
- the organisation of placements is monitored in the LSPA in the same way as before, as the LSPA placement regulations remain in force;
- RSU surveys will be used for graduate and employer surveys from the end of 2024 and the data will be analysed in the RSU way.

RSU's Mechanism for Collecting Study field Data

RSU regularly collects and analyses information (statistics) on study programmes corresponding to the study field "Education and Pedagogy" and uses it for the improvement of the study field. RSU has developed a system for centralised collection and analysis of key data related to the study process. The system has a clear division of responsibilities for data analysis at various levels (RSU institutional level, study field and programme levels, faculty and academic structural unit levels and study course level), drawing conclusions and providing feedback on the changes planned and implemented in the study process as a result of the analysis. To ensure data integration, data from different RSU information systems are periodically automatically backed up in a data storage room, where information can be analysed in different ways, integrating data from different disciplines. RSU collects data on general statistical indicators characterising the higher education institution, such as the number of students, student success rate, drop-out rates and its causes, as well as admission results. Key performance indicators have been developed and are periodically measured and monitored, and in-depth analysis of key indicators is ongoing.

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

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

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

The obtained statistical data are used to improve StD, for example, in the following ways:

- The number of applications for studies, including by programmes, is used to assess the awareness of the StD and its StP. In case of a decrease in the number of applications, possible reasons are analysed and changes are made to the StP and/or the publicity activities of the StP are strengthened.
- Statistics on study application priorities are used to identify opportunities for interdisciplinarity in the offer of the StPs.
- Study applications by regions and secondary schools are used to improve publicity activities in certain regions and secondary schools in the next period.
- Statistics on the number of study contracts concluded/students enrolled are used both for a more objective assessment of the number of applications in the future periods and, of course, for the analysis of student dynamics, which affect many other indicators (drop-outs, the number of graduates, the number of state-funded study places, publicity activities).
- Statistics on academic performance are used to analyse both the dynamics of the level of skills of students and the relevance of study courses to the needs of students, as well as to identify possible changes in the study course assessment system and the structure of content and learning outcomes, and possibly in the teaching the course in general.
- Drop-out statistics is analysed especially in the 1st year and during the programme period. Together with the reasons for dropping out, the drop-out statistics are used to identify possible gaps in demand for and supply of higher education, to conduct a gap analysis of students' expectations and, accordingly, to strengthen communication between lecturers, StP directors and support units and students on the relevant reasons for drop-out and how to address them (e.g. different tuition fee payment options, opportunities for individual

counselling during studies). The drop-out statistics are also analysed during the overall programme period along with the graduate statistics, which are used both in the publicity activities of the programme and in the overall assessment of the complexity and relevance of the programme.

- Statistics on the number of graduates are analysed together with the statistics on drop-outs of the overall period of the programme and are used in the publicity activities of the programme and in the assessment of the overall quality and relevance of the programme.
- Statistics on the types of tuition fee payment (loans, sponsorships, grants, own finances) are taken into account to a large extent together with the analysis of drop-out and its causes, used in communication with students to reduce drop-out risks and in publicity activities of programmes, as well as in cooperation with support departments in the management of programmes, for example by setting payment schedules, possible discounts, tuition fees.
- Status of study course descriptions - information about the status of study course descriptions is analysed to ensure regular updating of study courses, including updating of the literature and other sources given in the study course description.
- Results of study course evaluation questionnaires are used for the review of study courses and for evaluation and updating of the management of study courses every semester.
- Statistics on the causes of leaving studies are analysed together with drop-out statistics to minimise the drop-out risks, eliminating the reasons for leaving studies as much as possible. For example, the most common risks during the study process are academic and related to the study plan (motivation, combining with work, complex content, etc.), as well as financial, related to difficulties of paying tuition fees.
- Statistics on the number and qualification of the teaching staff are used to assess the compliance with regulatory requirements of programmes, publicity activities, identification of programme quality and strengthening of lecturer qualifications, financial calculations of the study process, etc.
- Distribution of types of lecturers' work - information on types of lecturers' work is analysed in order to plan the staff development of academic departments and to balance the pedagogical, research and methodological work of lecturers.
- Completion of E-studies: the completion of the e-learning environment (study materials and activities available to students, activity of the use of content, etc.) is analysed in order to identify and eliminate deficiencies in the availability of digital learning materials and activities and to provide support to teaching staff.

Mechanism for obtaining feedback from students

Student surveys are organised centrally at the higher education institution twice per academic year. Students fill in an anonymous electronic questionnaire for each study course completed in the semester, in which the content, results and organisation of the study course are evaluated, as well as the work of the teaching staff evaluated. The results of the questionnaire are available to all lecturers, as well as heads of departments and programme directors, in an aggregated form on the RSU academic portal (available only in [Latvian](#)). It is the responsibility of each study course leader to familiarise themselves with the results of the course survey and provide students with structured feedback on the identified strengths and weaknesses of the course, as well as the planned improvements to the study course, if any. The course leader submits the feedback to RSU academic portal and it is automatically published on the student portal MyRSU and on the e-study course, where it is available to both students who have completed the course and to students starting the course in the following academic year. Thus, students have access to the results of the previous course evaluation when starting the study course, as well as feedback from the course leader on the planned improvements to the study course.

Once a year, students of the last year of study fill in the study programme evaluation questionnaire to provide feedback on the content and learning outcomes of the study programme. This questionnaire is also anonymous and is organised electronically, and its results are automatically compiled and published on RSU academic portal, where they are available to the Directors of study programmes, Heads of study fields and deans of faculties.

The information obtained in the surveys is analysed at all relevant levels (at the level of the University, study fields and study programmes, departments and study courses), evaluated and discussed in collegial bodies (Faculty Councils, department meetings, Study Quality Councils and Council of Deans), where the experience gained and decisions taken on necessary changes in the implementation of the study course or programme.

Mechanism of obtaining and providing feedback from / to employers

Since April 2020, the RSU website has a section "For Employers" (in [Latvian](#), [English](#)). There is a questionnaire (in [Latvian](#), [English](#)), which is freely available to any visitor of the website, including RSU employers and cooperation partners.

In order to make it possible to create an up-to-date database of graduate employers, the "Employer" field has been included in the Statement of Commitment since 2020, which all graduates are obliged to fill in before graduation.

Twice a year, after the graduates have matriculated, a report is produced from which current employers are obtained. An individual e-mail is sent to all employers twice a year, in early February and July, inviting them to complete the questionnaire. Once the data is collected, RSU Career Centre staff compile and produce statistics and highlight recommendations. The survey results are presented and sent to the Council of Deans and Study Programme Directors.



Figure 11. Centralised employer survey

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

Table 6. Websites publishing information on the study field and the relevant study programmes

Study programme / Study field	RSU and LASE homepage sections[1] , where information about the study field and relevant study programmes is published:
Short-cycle professional higher education study programme "Sports and Education Work Specialist"	LASE website section on StP "Sports and Education Work Specialist" (only in Latvian)*
Professional Bachelor's (first cycle) study programme "Health, Physical Activity and Security"	LASE website section on StP "Health, Physical Activity and Security" (only in Latvian)*
Professional Master's (second cycle) study programme "Supervision"	RSU website section on StP "Supervision" (in Latvian , English)

* Once the LASE and RSU websites are aligned, the information will be available in a single format on the RSU website.

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

RSU employs a wide range of modern marketing communication tools that provide information about the higher education institution, which is a modern, open university and offers high-quality education.

RSU ensures presence of the university and high-quality content in traditional and digital media, such as a website that was reconstructed in 2017; strategic work is carried out with the audience on social media, and innovative solutions for communication with young people in social media are implemented. The StP brochure has been updated with the augmented reality app *Overly*. Digital media dominate in advertising campaigns, and the effectiveness of the selected advertising channels is monitored Advertising materials and channels are tailored to each respective target audience.

In the long term, relationships with secondary schools all over Latvia are being built, as well as opportunities for secondary school students to come into direct contact with RSU through the development of RSU Ambassador programme are offered, as well as the opportunity to attend lectures in programmes of interest, open days, tours, etc.

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

The information published on the University's website on the StP corresponding to the study field

corresponds to the information available in the official registers, provides all the basic information for applicants and students, and is published in all the languages of implementation of the StP.

Enclosed:

13.1. RSU integrated marketing and public relations communication activities.

[1] RSU website is managed by Department of Communication (information [in Latvian](#) and [in English](#)).

2.3. Resources and Provision of the Study Field

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

LASE's budget is mainly made up of State budget grants for studies and tuition fees. The income from the implementation of all study programmes is used jointly to finance the academic, scientific and administrative costs of the entire university. In accordance with the approved budget, a breakdown of costs is made according to their main types.

The main financing costs are salaries and other staff costs, which account for up to 79% of the programme income until 2023 and are used for staff remuneration, taxes, IT infrastructure maintenance, purchase of inventory and equipment and internship expenses.

In addition to the direct costs of delivering lectures and conducting classes, the study programme has to cover infrastructure maintenance costs (premises, IT solutions) and costs of other RSU common resources used in the StP (Student Services, Library, organisation of the study process, grant for the Student Union and other support and administrative functions).

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

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

- State budget grants for studies and social payments;
- Tuition fees and fees for courses;
- Funding for science (state budget and EU structural funds, international project funding, revenues from contract work, etc.);
- Income from other services, such as student dormitories, room and equipment rental, etc.

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

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

External funding comes from participation in various EU and national programmes and initiatives: "Horizon 2020" and "Horizon Europe", the largest EU research and innovation programmes, and funding opportunities such as the Joint Programming Initiatives, international cooperation programmes, the EU Structural Funds and other programmes. From local funding initiatives: National Research Programme and Fundamental and Applied Research Programme. External funding also comes from cooperation with the private sector (commissioned research, commercialisation projects).

RSU internal programmes are actively used, which are funded from RSU resources. The funding for internal research projects is allocated during the planning of RSU annual budget. Several internal funding programmes exist: grants for doctoral students, RSU internal grants, inter-university cooperation grants, aid to certain projects from RSU Alumni Association, cooperation with Boris and Inara Teterev Foundation.

Artistic creative activities (dance group and choir) are funded from:

- RSU own funds;
- Riga City Council co-financing.

In order to promote research and help researchers at the initial stage of their careers, RSU has established incentive schemes and practices:

- RSU internal grant system (approximately 400 thousand EUR per year);
- joint RSU and Riga Technical University (RTU) grant programme for multidisciplinary research;
- grants for post-doctoral students and researchers at the initial stage of their careers (European Social Fund);
- grants for doctoral students;
- co-financing for international cooperation networks and mobility (*Erasmus +*).

All RSU expenditure since the start of the incorporation of LASE is accounted for according to RSU financial accounting principles, which will allow for a more detailed analysis of expenditure. The incorporation of LASE will be effectively completed within 2 years and is currently in the process of "transition" and a full insight is not yet possible. A cost analysis and estimation in line with RSU standards will be possible once at least 12 months of financial data has been collected and the LSPA faculty has established study implementation plans/accounts (D-9, D-10 forms) for an

equivalent period.

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

RSU has identified the necessary infrastructure resources and material and technical support for the implementation of the study field "Education and Pedagogy" and has them at its full disposal. Access to resources is ensured for students and teaching staff. A unified system and procedures for the improvement and purchase of material and technical, methodological, informative and other facilities are established.

IT Service Centre

In order to ensure the continuous availability of IT resources for the study process, RSU established an IT Service Centre - IT support for students, administrative staff and teaching staff, providing answers to questions related to RSU IT systems. The applicant can ask questions via the IT user support system help.rsu.lv, e-mail: it@rsu.lv, or call tel. Working hours are from 7.30 to 20.00 on weekdays and from 9.00 to 16.00 on Saturdays.

WiFi

RSU staff and students have the possibility to use the *Eduroam* WiFi network free of charge. *Eduroam* has a free service that allows you to connect to the *WiFi* network in more than 6,000 locations in over 100 countries around the world: higher education institutions, research centres, educational institutions, schools and other research and educational facilities. Students may connect to the *Eduroam* wireless network using their username and password. RSU students may also use open access computers with provided access to student IT systems and Internet resources.

Infrastructure

Multimedia projectors, most of which are high-resolution interactive projectors connected to a sound system, are available in 193 lecture rooms for the use of audio-visual materials for studies. A centralised management system of the multimedia equipment in lecture rooms has also been set up. Ten computer rooms with more than 200 workstations are also available for the study process, both for specific courses and for electronic examinations and other types of knowledge tests:

1. 28 hybrid lecture rooms with automatic following the conducting of hybrid lectures and classes;
2. Eight lecture rooms for more than 100 students, equipped with the possibility of conducting online lectures and classes;
3. other auditoriums are equipped with standardised equipment, which includes interactive projectors or interactive TV screens and centralised management of multimedia equipment;
4. recording room for recording high-quality audio and video content for lectures and online events, as well as for recording podcasts or audio soundtracks;
5. there is a specially equipped studio for creating interactive content. Various technological solutions are available in the studio: green screen, interactive display and the first transparent learning glass in the Baltics, which can be used to prepare more engaging and enjoyable video lectures and classes.

The physical IT infrastructure of RSU consists of:

- RSU computer network located in 23 buildings, connections thereof, with a total of 3,142 network connection ports, 323 wireless network access points, including provision of wireless network at the Halls of residence;
- RSU uses the infrastructure and resources of the Latvian Academic Network Data Centre, that is supplemented with a secondary data centre located at RSU, consisting of 48 physical servers, four dedicated disk arrays, *VMware* virtual server infrastructure with more than 200 virtual servers, backup power system, cooling, data backup copy infrastructure;
- IT hardware and system monitoring system *Nagios*, *HP IMC*, *MS SCCM* with more than 2000 monitored devices and services;
- communication platforms - *MS Teams and Zoom* - available to all staff and students; Zoom is used as the main distance learning platform, where more than 74 900 lectures and classes have been delivered in 2022;
- *Panopto*: a video lecture recording system with more than 31,000 video recordings; an average of 30 new video learning materials are added per day and a total of more than 300,000 lessons are viewed per year;
- e-mail systems for staff: *Exchange* for staff ensuring management of the calendar and contacts; cloud service *Office 365* for students;
- *MS Active* directory-based electronic identity management infrastructure maintenance (one username and password for all centrally maintained IT systems);
- maintenance of the file server;
- maintenance of computerised workstations and computer rooms (2,144 computers, 456 printing equipment units, scanners and other equipment);
- maintenance of classroom equipment (193 permanently equipped classrooms);
- self - service copying / printing / scanning systems.

RSU lecturers and staff can use the Booker room reservation system, which is linked to the Timetable lecture and lesson planning system. In the Booker room reservation system you can find all the rooms for RSU teaching process, view the room occupancy, including lectures and classes, as well as make room and table reservations.

The lecture and lesson planning system "*Timetabler*" is a cloud-based service that provides an opportunity to schedule academic events for students and lecturers in a fast and efficient way.

The system provides the following functionalities:

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

The infrastructure and technical facilities established by RSU are equally available for all RSU StPs. More detailed information about the infrastructure and material-technical support can be found in Annex 23.3 "Assessment of the Information and Methodological Base for IT Infrastructure and Available Resources".

The learning environment, including both the physical spaces and material-technical support, is crucial for both the quality of the study process and the psycho-emotional well-being of students. This aspect has also emerged as important in the programme's student satisfaction surveys, where, alongside opinions on the lecturer's work and course content, feedback on the learning spaces - environment and technical support - is provided. It should be noted that over the past ten years, the learning environment and material-technical support have significantly improved, although the

level of student expectations continues to rise.

A student-centred approach and a modern study environment are fundamental principles that permeate the decisions and working methods of the programme directors and support staff for each programme direction. Both the content and form of studies are chosen to balance the priority of education quality with student capabilities. Each student group is addressed individually, and, if necessary, anonymous surveys are conducted. Students are also encouraged to report any difficulties immediately, whether related to the content or form of the study process, such as dissatisfaction with learning spaces, temperature issues, IT system problems, or other concerns. An individual approach and tailored solutions have been identified as the most effective tools for reducing student dropout rates and increasing motivation.

Studies are conducted both in-person and using remote communication tools such as Zoom, Panopto, and the MyRSU student portal. If necessary, not only study courses but also consultations and the process of developing and defending bachelor's/master's theses can be conducted online, for instance, if a student is on a justified long-term absence (health issues, being abroad). The situation caused by COVID-19 has acted as a catalyst for significant improvements in the digital literacy of both lecturers and students, enhancing skills in using various digital tools and programmes. RSU's overall capability to operate in an online mode (e.g., MyRSU student portal, E-study platform, or library resource availability) is also rated as excellent.

Infrastructure and Material-Technical Base at LASE's Brīvības Gatve Buildings

In connection with the consolidation of LASE with RSU, the material-technical base previously used by LASE has been audited (see Annex 23.4). In most cases, the condition of buildings and spaces has been assessed as satisfactory, but various significant improvements are needed, including critical ones such as installing fire alarm systems, improving ventilation systems, and setting up evacuation routes and lighting. These improvements are planned to be carried out in the coming years.

The material-technical base of LASE and its availability are appropriate for the specifics of the study field. The study support at LASE meets modern technological possibilities; all LASE auditoriums are equipped with computers, multimedia, and free internet access. Specialised auditoriums can also be used in the study process.

Facilities Available for the Study Process at LASE

1. "A" building (sports games hall, two gymnastics halls, a gym);
2. "B" building (sports games hall);
3. Two combat halls, physiotherapy hall;
4. Functional fitness hall;
5. Athletics hall and stadium.

Various improvements are also needed in these sports facilities to make them fully suitable for the study process.

Research Facilities at LASE

Appropriate, well-equipped research units are available to students and lecturers for implementing study programmes: LASE Sports Science Research Laboratory and LASE Health Care in Sports Research Centre. These are available for the study process and scientific research within the study process. Scientific research is an integral part of the study process, hence the availability of a scientific environment in the facilities, including scientific equipment, computers, audio/video tools, material-technical room equipment, and access to scientific databases.

Library Facilities at LASE

Students and lecturers have free access to the LASE library. The Sports Sector Library of the Latvian Academy of Sport Education (LASE) is a structural unit of the Academy that supports the study process and scientific activities at LASE, as well as provides access to the collection, databases, and information systems for health care, sports, and education specialists in Latvia and any library user. The Sports Sector Library of LASE is an accredited library (decision of the Latvian Library Council on 27 November 2019).

Health Care in Sports Research Centre Equipment

1. "Technobody Prokin 252" Dynamic balance device.
2. "Optojump Next" Infrared ground contact measuring device.
3. "Witty" time registration device.
4. "Vienna" test system.
5. "Polar Team Pro" heart rate monitoring for groups.
6. "Vyntus CPX" gas analysis + cardiogram.
7. "EKF Biosen" lactate and glucose analyser.
8. "Lode Excalibur Sport" + application on the computer.
9. "Lode" hand ergometer.
10. "Lode Rehab" cycle ergometer.
11. "Physiomed Con-Trex" isokinetic trainer.
12. "BTS SMART DX" infrared high-speed cameras.
13. "BTS FREE-EMG" electromyograph (16 channels).
14. "BTS P-6000" ground contact platforms.
15. "BTS G-Walk (G-Sensor)" gait sensor.

The utilisation intensity of LASE's premises is 9.8 m² per student, but the utilisation intensity of the equipment should be promoted, encouraging investment concentration, more intensive use of premises, and reducing fragmentation in modernisation projects. Information about the equipment of the Health Care in Sports Research Centre is available on the website (only in [Latvian](#)).

Enclosed:

23.3. Assessment of the Information and Methodological Base for IT Resources.

23.4. Evaluation of LASE Infrastructure Used by the "Education and Pedagogy" 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.

General information

The total area of library premises is 2044 m², including premises to serve readers – 1318 m² (290 places for readers, 33 computer places, wireless internet). The open-access subscription library has well-equipped premises, the possibility of taking books home using self-service machines; there are reading rooms for group and individual work. To ensure accessibility to disabled visitors, the Library has a lift from one floor to another in the main building. The Library is located in the main RSU building (Dzirčiema iela 16, Riga), and it has three service centres:

- RSU Red Cross Medical College (Riga, J. Asara iela 5) Library Information Centre for Latvian Health Professionals;
- Medical Education Technology Centre, (Riga, Anniņmuižas bulv. 26a);
- RSU Liepaja Branch Library (Liepaja, 24/26 Rinku Street);
- Latvian Academy of Sport Pedagogy Sports Branch Library (Riga, Brīvības gatve 333, "A" building, 5th floor, room 504).

Library services: A wide range of information resources, advice on searching for information, including searching by thematic requests. Information literacy classes included in study programmes and support for researchers (information in [Latvian](#), [English](#)). Students can communicate remotely with the Library on various issues by phone or using the system **help.rsu.lv**. Information resources that are not available in RSU Library collection can be ordered from other libraries using the **Interlibrary Loan (ILL) or the International Interlibrary Loan (IILL)**.

Each year, the Library environment is gradually improved and modernised; new technologies and services are introduced (self-service facilities with possibilities for users to issue the books to themselves, return the books, extend the period of use, view their user account, as well as print, copy and scan by using multifunctional equipment). Self-return facilities allowing to return the library books also outside the Library opening hours are located at the entrance of RSU building at Dzirčiema iela 16, and J.Asara iela 5.

Information resources

The collection consists of 536,200 physical units, including 248,200 books. Approximately **534,000 subscribed electronic resource units** are available in the subscribed databases (about 90% of which are e-books). Funding for purchasing resources is increasing. In 2023, the amount per library user was EUR 44. Approximately 91% of the budget spent on assembly of the collection are used for subscription to electronic resources/purchasing of e-books.

Table 7. **Total funding spent and funding spent on subscribed resources**

Year	2018	2019	2020	2021	2022	2023
Funding spent (EUR)	442 360	475 460	503 480	507 234	563 074	682 807
including subscribed resources	301 870	317 532	337,500	339 360	468,931	580,797

Databases

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

Statistics on the use of databases is high. It is evaluated once half a year. Statistic indicators on

the use remain high and tend to increase.

E-book databases have very high usage rates, for example the Ebook Academic Collection (EBSCO) has 49,365 items of information viewed in 2023. *Proquest Ebook Central Academic Complete* is the most used e-book database, with 141310 items viewed in 2023.

The most used database in 2023 was Encyclopedia Britannica (1,086,906 items viewed), where students and academic staff searched for a wide range of facts about important events, achievements in different fields, notable people and world events.

The e-resource provision for the study field "Education and Pedagogy" includes **five e-book databases and eleven full-text multidisciplinary journal databases**. E-books on education, pedagogy, supervision, sports teaching, sports medicine, sports physiology, sports psychology, fitness, sports nutrition, research methods and other relevant thematic areas are available in subscription databases ***ebook Academic Collection (EBSCO), Ebook Central (Proquest), ClinicalKey (Elsevier), AccessMedicine (McGraw-Hill), SAGE Research Methods***. For example, searching for the subject "Education" in the ebook Academic Collection (EBSCO) yields 32,746 e-books, while Ebook Central (ProQuest) has 12,580 e-books. Searching for the subject "Pedagogy" in the ebook Academic Collection (EBSCO) yields 3,573 e-books, whereas Ebook Central (ProQuest) has 1,121 e-books. Searching for the keywords "Sport Education" in the ebook Academic Collection (EBSCO) yields 756 e-books, while Ebook Central (ProQuest) has 620 e-books. Ebook Central (ProQuest) offers 1,337 e-books on the topic "Supervision," whereas EBSCO eBook Academic Collection has 1,444 e-books. Searching for the topic "Supervisor," Ebook Central (ProQuest) has 588 e-books, while EBSCO eBook Academic Collection has 814 e-books. The database ClinicalKey provides sections on "Health Supervision," "Supervision," "Health Behavior," and others. The subscribed multidisciplinary databases Ebook Central (ProQuest) and EBSCO eBook Academic Collection offer e-books from various publishers across different fields, ensuring a wide range of information results for searches on diverse subjects/keywords.

The library of the Latvian Academy of Sports Education currently subscribes to two e-book collections in the *Ebook Central (ProQuest)* database, while the RSU Library subscribes to the entire *Ebook Central Academic Complete Collection*, which also includes these two collections.

Full texts of scientific articles on education, pedagogy, supervision, sport pedagogy, research methods and other relevant subject areas are available in the subscribed databases: ***Academic Search Complete (EBSCO), ProQuest Central (databases of various scientific fields, as well as the special collection Education Database), Wiley Online Journals, Science Direct (Elsevier), SAGE Premier 2024***. Full texts of scientific articles on sociological and psychological aspects of education and sports pedagogy, sports medicine, sports physiology, sports psychology, fitness, athletes' nutrition, as well as the relation of education to medicine and health sciences are available in subscription databases: ***MEDLINE Complete (EBSCO), BMJ Journals, ClinicalKey journals (Elsevier), Communication Source (EBSCO), Sociology Source Ultimate (EBSCO), PsycARTICLES (APA)***. The Primo Unified Search Engine lists a total of 913 journal titles in the "Education & Careers" sector. Primo also contains 5 journals with the keyword "Supervision" and 101 journals with the keyword "Sport", as well as 34 journal titles in the "Sports Medicine" sector.

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

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

The Library's website, in the section List of recommended e-books (available in [Latvian](#) and

English), has started to collect e-books mentioned in study programmes - both purchased and from subscribed databases. Sections such as "Education and Pedagogy", "Health Education", "Health Management", "Health Sport and Fitness Management", "Research Methods", "Supervision", etc. have been created.

Procedure for additions to the Library collection and subscribing to databases

RSU has introduced and the Library has implemented the support process, which defines how to provide RSU study programmes and research activities with the necessary information sources and services. The Process Description defines the following: 1) planning of the information sources, evaluating the provision and stocking up; 2) measuring user satisfaction.

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

In order to improve the relevance of the Library collection to the needs of students, work is carried out on the bibliography of study courses, cooperation with the teaching staff to inform them about the provision of literature for study courses. Lecturers and students can also send their orders/suggestions for additions to the collection electronically to help.rsu.lv.

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

Primo, a unified search engine is used to manage E-resources, providing fast and streamlined search for e-resources. Information on databases is available also from RSU Student Portal *MyRSU*.

RSU students can access students' final papers and other RSU publications in the **institutional repository** on the *DSpace* platform.

From 2020, publications by RSU academic and research staff are entered into the new Research Activity Information System (RAS) *Pure* (a unique tool for searching research in RSU research areas). You can follow the news and current events of the Library on the *Facebook* profile "Rīga Stradiņš University Library".

RSU Library is an accredited library of national importance. The current accreditation was received in November 2021. The library resources and services are assessed as very good, meeting the demand of students and teaching staff to ensure successful completion of the relevant study course. Simple procedures have been introduced to suggest additions to the collection or to contact the Library about services. Both student and teaching staff surveys confirm good and very good assessment of the Library. In recent years, the Library has received both the Annual Award of the Student Union (as a testimony to students' satisfaction with the quality of resources and services) and the Annual Award of RSU Administration as the best department of RSU. Like other universities in the world today, e-resources are a priority for RSU Library.

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

Enclosed:

Annex 23.2 Assessment of the informative and methodological provision regarding library resources for the implementation of the study field

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

In the study process at LASE, the following information and communication technology solutions have been used:

- The Latvian Academy of Sport Education's course management system (CMS) (Moodle platform - currently transitioning to RSU Moodle),
- The Latvian Academy of Sport Education's Information System and MS Teams.

The e-learning environment, i.e. the Latvian Academy of Sport Education's course management system (hereafter - LASE CMS) (on the Moodle platform), has been used as a tool for organising the study process for each course. In the LASE CMS, lecturers upload course descriptions, course planning, course requirements, descriptions of independent work tasks, examination questions, study materials, and additional resources. The Moodle environment provides access to the main research directions of study assignments, practice tasks, final thesis topics, and other necessary study information. The LASE CMS facilitates the provision of study materials, submission of independent, assessment, and control works, as well as communication between students and lecturers, among other activities. The LASE CMS is accessible around the clock, regardless of the student's location, provided there is internet access.

Opportunities for updating and improving the informational and methodological base are linked to planned additional funding to ensure a diverse range of (including digital) learning resources in the LASE course management system and the introduction of new technological solutions for assessment and the creation of new technological solutions to enhance the effectiveness of information management in study programmes.

In remote learning, classes (lectures, seminars, colloquia, practical sessions, laboratory work, assessments, and virtual mobility events) and consultations are conducted using the Microsoft Teams platform or Skype (if Microsoft Teams is unavailable), using the auditorium specified in the class and consultation schedule. The use of other platforms is permitted with the approval of the programme director and notification to students. Communication between LASE and lecturers, as well as students, has been conducted via the LASE-provided email address with the domain name @LASE.lv. Remote study assignments are organised through the LASE CMS.

The quality of lecturers' work is assessed by analysing student survey results, the quality of e-learning courses on Moodle, and scientific and creative activities, methodological work, and professional competency development (annually).

The Latvian Academy of Sport Education's Information System contains students' personal information (contact details, information about contracts, finances), a study plan for the entire study period with grades for study work and final course assessments. In this system, students can view their grades for study work and final course evaluations.

Students and employees of RSU are provided with a well-developed IT infrastructure and IT services, which are constantly evolving in the light of increasing demand for IT from students and employees.

E-learning environment

One of the main sites used by RSU students is the e-learning environment. In the e-learning environment, all study courses implemented in all study plans are available, so e-learning can be used by any RSU lecturer, and students have access to e-learning courses that the student is studying or has previously studied. The e-learning environment is used as a tool for organising the study process in each study course - for uploading various materials, completing tests and homework, checking the originality of the content of submitted work and posting grades. In addition, the e-learning environment provides a calendar of upcoming events, the latest RSU news and discussion forums, study materials and all the latest information on what the course lecturer wants to share with students - various assignments, sample test papers, useful supplementary materials, etc.

In the e-learning environment, students can access not only the courses of the current semester but also the courses studied in previous semesters and the content of the previously completed courses corresponding to the programme of the particular students. RSU e-learning environment is available 24 hours a day, 7 days a week from any location with Internet access, including mobile devices. Student portal *MyRSU* is linked to the e-learning environment.

In the e-learning environment, lecturers create and upload interactive study materials using the H5P solution integrated into the Moodle platform, which allows for the addition of various types of interactions to the study materials. Popular interactive elements include video materials where lecture videos are supplemented with regular knowledge-check questions, interactive books where text and images are enhanced with interactions, and branching scenarios that develop decision-making skills by solving authentic problems, obtaining and interpreting information, and making decisions.

MyRSU Student Portal

RSU students have access to the MyRSU student portal, which consolidates the ability to view necessary information about their studies and use the e-services required for the study process in one place. MyRSU is available both via web browser and as a mobile app, offering a quicker and more convenient way to access all necessary university information. This includes e-learning materials and final course grades, lecture and session schedules, invoices, the application platform for restricted and elective courses, course and programme evaluation surveys and feedback, important contacts, access to Office 365 applications, and self-service print management (printing, scanning, copying). Through MyRSU, students can also extend their book loan periods and access RSU's subscribed databases. In the statements and submissions section, the student may request various statements, which will be signed with a secure electronic signature and sent to the student's e-mail address.

Remote lectures and final examinations

In the context of the global pandemic, the e-learning environment became the basis for interaction between the university and students. The e-learning environment offers the possibility to create online classes where the lecturer and students can meet virtually. These online virtual classroom meetings can also be watched later as a recording in the e-learning course. In some courses in the e-learning environment, students also have access to electronic tests for successful completion of the study course, which not only allow a quick and qualitative assessment of the students' knowledge, but can also be used as a tool that allows the student to master the course material with the help of the self-testing method. In each e-learning course, the lecturer can electronically record student attendance at lectures and classes, and the attendance data is automatically displayed in the e-grades section, thus providing a more convenient overview of the student's performance in the course. The e-learning environment is also used as a tool to register remotely for placements, tutorials, examination dates and times and other events.

Remote lectures and classes are mostly delivered via *Zoom*; video recordings are available using the *Panopto* service (RSU lecturers were provided with appropriate licences). Under these conditions, RSU lecturers demonstrate great IT skills. Not only the study courses, but also the process of developing, pre-defence and defence of the Master's theses takes place entirely online.

This experience leaves no room for doubt about the possibilities of implementing the study programmes in the form of distance learning. The e-learning environment is already being used as a tool to organise the study process in each study course and provides appropriate opportunities for the implementation of study programmes in the form of distance learning. Based on the experience of the global pandemic and in response to student interest and demand, the Bachelor's degree programme in Law was launched in 2022 in the form of distance learning. The experience of this study programme shows that RSU's material and technical base allows for high quality studies by distance learning. The experience gained in the implementation of the programme has allowed to improve the RSU processes and study methods for the implementation of distance learning programmes.

RSU has provided an opportunity for students to submit their final theses in video format using the *Panopto* service and ensures a secure environment for electronic examinations in RSU computer labs using the *Safe Exam Browser*. The *Safe Exam Browser* is integrated into e-learning (*Moodle*) and designed to increase security during examinations. When students use the *Safe Exam Browser*, it is not possible to perform actions such as copying, visiting other Internet links or apps, closing the test before it is submitted for assessment; the test cannot be minimised or the test window resized; key combinations and the right-click menu of the mouse are disabled, operating system menu bars are disabled, and messaging and screen-sharing links are disabled.

RSU academic staff can make video recordings of lectures and presentations. Links to ready-made video recordings can be posted in RSU e-learning environment as well as on other sites. The service is provided by the *Panopto* service. RSU academic staff can make live broadcasts of lectures and presentations. The service includes the possibility to create a link to the specific live broadcast in advance, which may be placed in RSU e-learning environment as well as on other sites.

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

Content originality checking tools

RSU academic staff and students have the possibility to use the *Turnitin* tool. *Turnitin* is the world's leading editing and anti-plagiarism tool. *Turnitin* is fully integrated into the RSU e-learning environment and provides a complete service for submission, correction, content originality and return of submitted work.

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

E-resources repository

The e-resource repository *DSpace.rsu.lv* stores digital research. This site contains articles, papers, conference proceedings and other documents in a variety of digital formats. The defended

Bachelor's, Master's and other final theses of RSU students have been accessible on the e-resource repository (DSpace) since 2020. The repository also regularly publishes various RSU publications in Open Access.

Repository for study materials

RSU has introduced a repository for study materials, which is a well-structured storage base for digital learning materials, where study materials for learning purposes developed at RSU or obtained as a result of cooperation are placed. These include presentations, video lectures, training videos, infographics, digital interactive scenarios, digital books and other types of information. Materials in the repository are structured by subject and collection, so that the necessary information can be found easily and quickly. Filters will allow you to search by author, year of creation, keywords or the format of the material, such as video, book, or presentation. Searching with the help of filters will provide an opportunity to narrow down the amount of information and quickly find the study material you need.

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

E-services for students

Upon starting studies at RSU, each student is assigned a username and, using the self-service facility available to RSU students, students obtain a password that can be used in RSU IT systems for students.

RSU offers its students to use *Office365*, providing an option to use full *Microsoft Office*, *OneDrive* file storage without additional fee. While studying at RSU, students have access to all the software necessary for a successful study process. The student can install *Microsoft Office* software: *Word*, *Excel*, *PowerPoint*, *OneNote* on five computers (*Windows* or *Mac*) and five mobile devices (e.g. a smartphone, a laptop and a tablet). Students may use *OneDrive* of 1 TB for automatic synchronisation of devices. With *Microsoft Office 365* synchronisation, RSU students can see their class and lecture timetable on their phones and other smart devices. The service is available using the built-in calendars on smartphones or via *Microsoft Outlook* application. Students can share files using RSU student account *OneDrive* cloud service.

RSU students and staff have access to a modern application system (JIRA) on help.rsu.lv to get the IT or other support they need.

Mapping system for study programmes

For more efficient study programme management, a study programme mapping system has been introduced, which provides a catalogue, descriptions, results and implementation plans of study programmes and study fields implemented at RSU. The system contains the following sections:

1. Study fields: study fields implemented at RSU and the study programmes included therein.
2. Study programmes: programmes implemented at RSU, their descriptions, learning outcomes and study plans.
3. Implemented programmes: a catalogue of programmes implemented at RSU (includes different types of programme implementation (full-time/part-time), languages (Latvian/English) and locations (Riga/Liepaja).
4. Comparison of study plans: an interface for comparing study plans to review the scope of changes in the programmes and their impact.
5. Requirement documents - documents governing the content of study programmes (Cabinet Regulations, Occupational Standards, etc.) and the requirements contained therein, which are used for mapping study outcomes.

Student information system

RSU administrative staff have the possibility to use the Student Information System (SIS), where all RSU student data is available, such as student admission data, final grades and study courses. The Academic Portal is the user interface of the Student Information System through which RSU academic staff, Directors of study programmes, Heads of departments and other staff involved in the educational process can access certain data sets located in the Student Information System.

Academic portal

The Academic Portal was developed for RSU needs to provide access to information from various RSU information systems related to the study process at RSU, such as register of study courses, clinical skills register, survey results, feedback to students related to the survey results, etc. The modular structure of the Academic Portal is based on the *Microsoft SharePoint* platform.

Improvement of digital skills

RSU Centre for Educational Growth regularly organises continuing education courses on both face-to-face and remote teaching and learning, as well as advises teaching staff on the application of appropriate pedagogical methods and optimal choice of e-learning support tools.

In order to improve the skills of the teaching staff, the IT Department regularly organises thematic training sessions on IT tools, as well as provides an opportunity to apply for online one-to-one consultations with experts in improving the digital skills of the teaching staff. Consultations are mostly provided using one of the communication platforms (*Zoom, MS Teams*).

Enclosed:

Annex 23.3 Assessment of the information and methodological provision regarding IT infrastructure and available resources

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.

LASE recruitment and employment processes for academic staff before reorganisation

According to the "LASE Human Resource Development Plan 2018-2024" (available only in [Latvian](#)), which was updated and approved by the Senate on 14 January 2021, emphasis has been placed on the recruitment, development, and renewal of academic staff. The plan is reviewed annually, and priorities are updated for the following year. Internal procedures and mechanisms for the recruitment and/or employment of academic staff have been established, regulated by the "LASE Academic Staff Position Regulations" (available only in [Latvian](#)), "Regulations on the Elections of LASE Academic Staff" (available only in [Latvian](#)), and the "LASE Faculty Council Regulations for Health and Sports Sciences" (available only in [Latvian](#)). LASE has implemented periodic evaluation procedures and criteria for academic staff. The recruitment and evaluation process has been transparent, effective, and is one of the prerequisites for high-quality study processes. An open competition has been announced for academic positions, with information published both in the official gazette "Latvijas Vēstnesis" and other media resources, such as the LASE website and EURAXESS. Academic appointments are made in accordance with legal requirements and the "Regulations on Academic Appointments". The selection of academic staff is based on the LASE

Academic Staff Position Regulations. LASE academic staff have all the rights and obligations specified in the Higher Education Law, the Labour Law, the Education Law, the Scientific Activity Law, the Vocational Education Law, the LASE Constitution, the LASE Workplace Regulations, the LASE Staff Code of Ethics, and other regulatory acts.

Regardless of the academic staff member's status at the university, candidate evaluation is conducted based on the following criteria:

- An application;
- Curriculum Vitae in Europass format;
- An academic staff department's assessment of the candidate's suitability for the position over the past six years;
- A list of publications relevant to the field of science (APA style);
- A report on work during the previous appointment period;
- A questionnaire regarding scientific and pedagogical qualifications and organisational competence;
- All supporting documents (copies of publications, certificates, credentials, statements about accepted publications, programmes, approvals, etc.) demonstrating suitability for the position;
- Compliance with the criteria specified in the questionnaire;
- Conducting an open class.

The candidate's application is discussed at the relevant department's meeting, assessing the candidate's study, research, and methodological work, professional development, sports, organisational work, and adherence to ethical standards, loyalty, and awareness of organisational values. The ethics, loyalty, and understanding of organisational values of the candidate are assessed based on specific criteria. Only the department's academic staff vote on the evaluation. The department's assessment is attached to the competition documents, regardless of the evaluation outcome. Individuals not employed by LASE must submit additional documents such as scientific degrees, titles, copies of educational documents, and other documents upon request.

To assess the candidate's suitability for LASE academic staff positions, the submitted materials are reviewed by the Academic Staff Committee, which presents its decision to the Senate with a recommendation.

Upon starting their role, new academic staff are introduced to the organisation of the study process, receive training on workplace safety and fire safety, have an email account created, and are provided with information about their work and support options.

RSU Recruitment and Employment Processes for Academic Staff

In developing and maintaining the activities of StP, RSU recruits academic and research staff in accordance with the provisions of Section 55(1)(3) of the Higher Education Law and the Scientific Activity Law. Academic and pedagogical staff with high qualification, relevant competence and good reputation are involved in the implementation of the study field and achievement of learning outcomes.

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

At the StP level, the duty of the director of the StP is to ensure the compliance of the content of the programme with internal and external laws and regulations, requirements of the labour market, sectoral development trends and needs of students, to analyse data that might provide information about factors affecting learning outcomes and quality of the StPs and to implement necessary

improvements to the StPs. At the StP level, StP quality indicators are measured, which are directly linked to the remuneration of the StP directors.

At RSU level, the management has the responsibility to set strategic and quality aims and quality policy, decide on the quality approach, manage resources and set the internal procedures. The system is monitored by both internal system and quality auditors and independent external experts. One of the indicators of study quality at the University level is the public attitude and opinion, as well as the popularity of RSU. This is regularly ascertained through participation in reputation surveys and brand evaluations.

More information on the processes for recruitment and/or employment of teaching staff is available in the Regulations on Academic Elections and Process Description No 29 "Election of Academic Staff" in Annex 1 and in Annex 23.1 "Compliance of the Study Area with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)", Part 1, Section 1.10.

As a result of the consolidation process, all RSU staff and employment processes apply to the LSPA as a unit of the RSU. The employment-related regulations of the LSPA that remained in force during the transition period can be found in Annex 1.3 "List of internal regulations of the reorganised Latvian Academy of Sport Pedagogy during the transition period".

RSU and LASE provide opportunities and encourage teachers to develop their professional skills and have promoted research activities, thus strengthening the link between education and science. They have played an important role in introducing innovative teaching methods and promoting the use of new technologies, and will continue to develop these areas.

Annex:

Annex 23.1. Compliance of the study programme with the 1st part of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

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

LASE previously operated under a unified system for ensuring the qualification and quality of academic staff, in accordance with the Cabinet of Ministers' Regulation No. 569 of 11 September 2018, "Regulations on the Education and Professional Qualifications Required for Educators and the Procedure for Continuing Professional Development of Educators", which stipulates that university academic staff must complete professional development programmes related to innovations in higher education, university didactics, or educational management, amounting to 160 academic hours (including at least 60 contact hours) by the end of their appointment term. Professional development may include relevant international mobility, as well as participation in conferences and seminars, which are documented by the submissions provided by academic staff. These requirements are included in the "Regulations on the Elections of LASE Academic Staff" and the

"Regulations of the LASE Faculty Council for Health and Sports Sciences".

LASE implemented a systematic approach to the professional development of academic staff, as outlined in the "LASE Human Resource Development Plan 2018-2024". Each academic year, this development process was specified further; for example, the "LASE Professional Development and Lifelong Learning Centre's Event Plan for 2024" and the "LASE Faculty Continuing Education Seminars and Inter-departmental Experience Exchange Plan for 2023/2024" were approved and implemented. Professional development included relevant international mobility. LASE was granted the ERASMUS Charter for Higher Education 2014-2020 (ECHE). LASE continues its activities under the ERASMUS Charter for Higher Education 2021-2027, providing opportunities for faculty participation and further professional competence development. Participation in ERASMUS+ education and sports programmes was a strategic component of the Academy, allowing for the modernisation and internationalisation of the full range of study programmes. Enhancing the quality of student and academic and general staff mobility, and participation in international higher education projects, supports the internationalisation of the unified European education area.

With ESF support, LASE ensured the enhancement of faculty foreign language competence, leadership skills, and internships with commercial entities up to 200 hours. LASE promotes faculty research activities by financially supporting participation in conferences and seminars, publishing research in internationally cited journals, and producing monographs, teaching, and methodological literature, as well as organising and leading seminars and courses outside the study process in the professional field (for employers and the public). Faculty members also participate in professional organisations, such as the Latvian Association for Educational Research (LAIP), the Baltic Sports Science Society (BSSS), the Latvian Sports Coaches Association, the Latvian Sports Teachers Association, and the Latvian Sports Psychology Association.

LASE systematically encourages faculty participation in continuing education events. LASE collaborates with other universities in Latvia and abroad, as well as research institutions and other educational establishments in Latvia.

The maintenance and enhancement of academic staff qualifications at LASE were implemented primarily in two areas: improving pedagogical qualifications and advancing research qualifications. All faculty members were invited to participate in LASE-organised qualification improvement events and to complete a continuing education programme of at least 60 contact hours during their appointment period. For instance, faculty pedagogical and research qualifications were also enhanced by participating in national and international scientific conferences and experience exchange events at other institutions, including foreign universities. Professional competence development was planned in each faculty member's individual annual research activity plan, with monitoring conducted at the end of each academic year as part of the individual report within the department and in a mid-term report after the autumn semester. Faculty members reported on the implementation of their qualification improvement plans at department meetings.

One of the document collections that characterises quality management at LASE is the individual academic staff document set. Documents are selected based on 10 criteria: scientific biography; works published in the last 6 years, conference presentations, project management and participation, research work, theses supervised and defended by the faculty member, student survey results on the faculty member's performance; administrative duties within LASE and other types of scientific, educational, journalistic, and creative activities.

In the field "Education and Pedagogy" during the review period, faculty members participated in professional English language development under project No. 8.2.2.0/18/I/006 "Enhancement of Academic Staff Competence in Strategic Specialisation Areas at the Latvian Sports Pedagogical Academy" and leadership competence development under the same project.

Until now, LASE faculty had access to:

1. Continuing education opportunities provided by the LASE Professional Development and Lifelong Learning Centre;
2. Access to LASE library resources and other library services;
3. The opportunity to participate in the Erasmus+ exchange programme and gain academic or administrative experience at one of the EU and associated higher education institutions;
4. The chance to enhance English language and leadership skills within the framework of LASE's ESF projects;
5. Opportunities to improve qualifications outside the LASE organisational budget.

Even after LASE's reorganisation and merger with RSU, the professional development needs of faculty will continue to be addressed. Faculty members will also have the opportunity to participate in experience or training exchange programmes and improve their language skills.

In the implementation of study fields and programmes at RSU, the pedagogical workload for involved faculty members is planned according to the study schedule of each academic year and semester.

Study courses can be organized in the form of modules, and the workload is reviewed according to the need and regulations. RSU promotes a balanced workload for lecturers, and promotes a healthy lifestyle to reduce and eliminate the risk of burnout among teaching staff.

Academic and research activities at RSU are carried out by distinguished and highly rated permanent employees elected to academic positions. In order to ensure comprehensive knowledge and skills that are valued on the labour market, in addition to permanent employees, teaching staff, who perform their duties as lecturers for a certain period of time, are recruited. The staff includes sectoral experts and teaching staff elected in other higher education institutions,

Annex 6.2 provides biographies of the teaching staff attached electronically (*Curriculum Vitae in Europass* format). Annex 6.1. (in Excel format) provides basic information on the teaching staff involved in the implementation of the study field, indicating their degree/qualification, election status at the university, StP and study courses they are involved in, and proof of proficiency in the national language and foreign language (if applicable). Annexes 24.6/24.7 show the analysis of the teaching staff data.

In order to ensure the fulfilment of functions in support of the training and study process, record keeping and quality management, human resources and financial management, solution of legal issues, RSU employs general and administrative staff. At the same time, the operating staff is responsible for the management of the buildings and the territory, for the development of the infrastructure, etc.

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

- Regulations on academic elections at Rīga Stradiņš University.
- Regulations on the Procedure for Inviting Visiting Lecturers to Rīga Stradiņš University.

The qualification of candidates for an academic position takes place according to the requirements for the position specified in the Law on Higher Education Institutions, the tasks of academic positions defined in RSU Constitution and the election process at RSU on the basis of the individual's:

- education,
- experience,
- competence,

- potential,
- achievements,
- scientific contribution,
- teaching skills,
- length of employment,
- recommendations of experts and sectoral representatives.

Career development of academic staff is one of the main ways, how RSU can influence the renewal of human resources for research and study.

RSU Centre for Educational Growth was established in 2014 to increase the quality of studies, modernise the study process and improve the competence of the teaching staff. Within the scope of its activity, it provides support for the improvement of the quality of studies by analysing the study process, providing support and advising teaching staff on StP, updating of courses according to current needs and organising pedagogical growth of academic staff in continuing education activities.

The education activities offered by the CEG are based according to the following thematic blocks:

- pedagogy (university didactics and education management),
- technology-enhanced learning and teaching (information and communication technologies, digitisation),
- transversal competences (e.g. skills in communication, collaboration, innovation, improvisation, interdisciplinary and data-driven research).

At the beginning of the activity, thematic activities focused mostly on defining learning outcomes, assessment of the learning outcomes and development of the pedagogical design of the study course, focusing on basic pedagogical regularities. Over time, these topics have been supplemented by a wide range of training activities for the improvement of pedagogical and digital skills of the teaching staff. The great work invested in upgrading of digital skills showed its efficiency during the pandemic with the onset of remote work. The Centre, in active cooperation with RSU Information Technology Department, carried out a huge number of training activities on the use of the communication platforms *Zoom*, *Teams*, the use of the e-learning environment *Moodle*, the organisation of remote group work in the *Miro* tool, the development of interactive digital scenarios in the *Twine* environment, the creation of self-testing tasks on the *H5P* platform and the use of many other digital tools in the study process.

CEG is mostly engaged in counselling activities on a daily basis, which, especially during the period of remote and hybrid learning, has provided significant support for the development of pedagogical and digital skills of the teaching staff and for the meaningful implementation of a technology-enhanced study process.

The most frequent thematic groups identified in the consultations are the following:

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

Lecturers involved in the implementation of the StP in the field "Education and Pedagogy" have access to the entire content of the continuing education offer, updated every semester at the Centre for Educational Growth (CEG). Contribution to the quality of the study process is provided by the fact that thematic studies are attended not only by the teaching staff, but also the support staff involved in the organisation of the study process in order to promote pedagogical understanding of the study process and strengthen effective cooperation with the students. Each semester of the academic year, up-to-date content is offered in different formats corresponding to the needs of the teaching staff.

So far, the Centre has developed more than 40 training sessions with different content, tailored to the goal to be achieved. These can include interactive workshops, seminars, conferences, think tanks, thematic cycles, guest lectures, simulation-based scenarios, etc. Since March 2020, the training has been conducted remotely, maintaining equal participation in face-to-face training activities, but also providing an opportunity for a wider range of participants to join the training activities. Every semester, the CEG offers lecturers more than ten different thematic courses in the amount of more than 140 academic hours, for which the interest is steadily growing.

In order to motivate lecturers to participate in continuing education activities and to take advantage of the training opportunities offered by the CEG, participation is included in the academic staff performance bonus criteria, which, if fulfilled, allow the lecturer to receive a monthly salary supplement. Thus, more and more lecturers are motivated to improve their knowledge and skills, ensuring a higher quality, more interactive and more innovative study process for students.

The return on competence development measures is reflected in improvements in the performance of study quality indicators, as well as in the evaluation of RSU external reputation, where RSU has been recognised as the university with the best reputation in Latvia several times in a row. RSU also attracts Kantar to conduct research on employee satisfaction. The evaluation of the English language training project was included in the RSU Employee Satisfaction and Engagement Survey questions in 2019, confirming that 85% of employees who participated in the survey (731 employees in total) consider the English language testing and training project as an opportunity to improve their skills. At the same time, with regard to ensuring the development of improvement of the lecturers' competences, most of the 367 lecturers - 86 % - answered affirmatively to the statement "I receive sufficient support for the improvement of my pedagogical competence".

Lecturers have access to:

1. Training provided by the Medical Education Technology Centre, the Career Centre, and the Human Resources Department;
2. Study courses offered by the Open University;
3. Access to materials available in the RSU library collection and other library services;
4. The opportunity to participate in the Erasmus+ exchange programme and gain academic or administrative experience at one of the European Union and associated higher education institutions;
5. The chance to participate in a competitive selection for the IT Excellence Programme for digital skills enhancement at the University at Buffalo, USA, for six months;
6. Qualification enhancement opportunities outside RSU within the department's budget.

Overall, it can be concluded that during the review period, systematic and regular activities were conducted to strengthen faculty capacity, which has been positively recognised (for more information, see Section 1.5 of Annex 23.1). LASE faculty members previously had access to:

1. Continuing education opportunities provided by the LASE Professional Development and Lifelong Learning Centre;

2. Access to LASE library resources and other library services;
3. The opportunity to participate in the Erasmus+ exchange programme and gain academic or administrative experience at one of the European Union and associated higher education institutions;
4. The chance to enhance English language and leadership skills within the framework of LASE's ESF projects;
5. Opportunities to improve qualifications outside the LASE organisational budget.

In the field "Education and Pedagogy" during the review period, faculty members engaged in professional English language development under project No. 8.2.2.0/18/I/006 "Enhancement of Academic Staff Competence in Strategic Specialisation Areas at the Latvian Sports Pedagogical Academy" and in the enhancement of leadership competencies under the same project.

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.

83 academic staff members are involved in the implementation of the study field. The qualification of academic staff involved in the implementation of study programmes is in line with the specific requirements of the study field, programme specifications, and implementation conditions, as well as with regulatory requirements. The academic staff are professionals in their respective fields and have demonstrated their competence in research within the industry.

LASE's academic staff are highly educated, well-trained, and most possess professional work experience. Faculty members regularly enhance their qualifications. Lecturers frequently participate in pedagogical qualification and skills seminars for university teachers. The scientific and professional qualifications of the faculty meet the requirements of the Higher Education Law. The majority of faculty members involved in the study programmes "Health, Physical Activity and Security" and "Sports and Education Specialist" hold a doctoral degree, primarily in pedagogy.

RSU has established, implemented, and adhered to procedures for attracting qualified faculty. There is ongoing monitoring to ensure that, within feasible limits, the academic and research workload of faculty is balanced. Specific professional and didactic development needs of faculty are identified, and appropriate development measures are utilised, with the effectiveness and efficiency of these measures being evaluated. Faculty also participate in both outgoing and incoming mobility, which adds value to the implementation of the study process and enhances the quality of education.

The teaching staff involved in the implementation of the StD and StPs plan their pedagogical workload according to the study programme for each semester and academic year. Mostly all study courses are organised in modules and the workload is reviewed according to the need and the provisions of the laws and regulations.

Combining the scientific and practical experience of the teaching staff with innovative information technology solutions, students can acquire a wide range of high-quality academic knowledge in current issues of political science and international relations, as well as develop the skills of independent scientific analysis, in line with the stated outcomes of the study programme. Full-time university lecturers are required to participate in research activity that are regulated by staff job

descriptions. Depending on the type of academic position, the proportion of duties and responsibilities of the employee in scientific and research activity has been determined.

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

Results of the research activity of the academic staff are summarised once a year and included in the research activity report. For some groups of the staff, they are related to the principles of remuneration and motivation. The achievements of lecturers are not only visible in their personal CVs, but can also be consulted in the RSU Scientific Activity Information Management System (ZDIS Pure), which adds, collects and maintains information on the results of the scientific activities of departments and academic staff.

RSU is constantly planning and implementing activities aimed at motivating the academic staff to engage in high-level scientific and research work, especially in the positions of associate professors and professors (the goal is to achieve the amount of research work in the amount of 60 % of the working time), which encourages new specialists to engage in sectoral research, and contribute to the overall development of science at national and international level.

Enclosed:

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

Annex 6.2 Europass Curriculum Vitae of the teaching staff

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

Annex 24.4. Evidence that the knowledge of the official language of the teaching staff involved in the implementation of the StPs corresponding to the study field complies with the provisions on the scope of knowledge of the official language and the procedure for testing the official language skills for the performance of professional and job responsibilities.

Annex 24.5. Evidence of the relevant foreign language proficiency of the teaching staff to be involved in the implementation of the StP at least at B2 level according to the Common European Framework of Reference for Languages.

Annex 24.7. Analysis of the composition of the teaching staff.

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

Although LASE will continue to operate as a department within RSU, its core functions and established practices will be maintained. During the study process, LASE has provided the following support to students:

- The LASE IT and Technical Support Centre addresses technical issues. A centralised support

system for the study process and information structure has been established—a help desk (it_helpdesk@LASE.lv)—which receives requests, processes them, and provides instructions to staff.

- The Study Department and departmental study process support specialists address study-related queries and ensure feedback is provided to students. The Study Department operates from 8:15 to 17:00 on working days.
- Access is provided to lecture materials and descriptions of practical work led by lecturers. Additionally, lecture materials are sent to the course's shared email addresses. This is explained by the fact that students come from various rural regions with different levels of IT technology support.
- Weekly individual consultations are organised on specific topics of the study course. IT technologies are used for personalised interaction with instructors. Lecturers strive to respond to student queries within 1-2 days. Additionally, materials on study course lectures are available in the library, in the form of textbooks, and certain sections can be copied and sent electronically to students based on individual requests. Individual consultations are also held remotely.
- For part-time students, study course requirements and educational materials are sent out in advance to support their learning and session work. Furthermore, assessment criteria for practical classes, seminars, colloquia, and control work are clarified.
- During qualification practice, students get acquainted with the work team, leading specialists, and potential workplaces after graduation. Employers are interested in attracting the best new specialists by offering targeted scholarships to encourage students to join their future workplaces.
- Psychological support is provided to students through consultations with psychology lecturers at the academy. The LASE Student Self-Government organises a week-long seminar, discussions, publications, and motivational events aimed at highlighting mental health issues within the study environment, offering support, and fostering community strength. Online lectures with industry specialists were held. Every student was given the opportunity to participate in educational seminars on burnout and motivation, and attend discussion evenings with public figures.
- Students with special needs are provided with individual study course support and assistant services during classes. Individual consultations for students with special needs are conducted both in person and remotely with the help of assistants. Study progress is supported not only by lecturers' individual responsiveness but also by practical help from study group members. Students with special needs are ensured access to educational buildings and classrooms. At the Latvian Sports Pedagogy Academy and its departments, including the Centre for Sports Health Research and the Sports Science Research Laboratory, facilities are accessible to individuals with special needs to ensure educational accessibility for all students.
- The LASE library is available to students, and all students are informed about the usage options at the National Library of Latvia, including subscriptions and access to information sources in the reading room. Computers with internet access are available in the library reading room. The library offers services such as help with bibliographic source searches, computers with alternative communication tools (digital magnifiers for individuals with visual impairments), access to the LASE Sports sector library's subscribed databases, black-and-white printing and copying, scanning (service rates approved by the LASE Senate), and consultations on finding printed materials, among other services.

RSU has recognised the necessary support for students and, based on student needs, has developed a functional support system. A student with special needs at RSU is someone with

functional limitations requiring adaptation of the study environment and process to create equal opportunities for higher education. RSU supports students with special needs through various stages related to their studies—choosing an appropriate study programme, enrolling at the university, and throughout the study process (study materials, examinations, etc.)—and creates an appropriate social and physical environment (e.g., accessibility of the Medical Education Technology Centre, information in [Latvian](#) and [English](#)). Support measures aim to promote the independence and inclusion of students with disabilities in the study process. Guidelines and support policies for students with special needs have been developed (information available in [Latvian](#) and [English](#)).

Since 2012, all RSU students can receive psycho-emotional support. This service was introduced to help students at the beginning of their studies to overcome adaptation problems, reduce emotional manifestations of stress, stress-related health disorders, psychosomatic disorders or illnesses, overcome difficulties in building relationships, and crisis situations. A human being is a single entity, and only an emotionally stable and balanced student rarely gets sick and achieves more. The availability of the service has been appreciated by both local and international students. The student can choose to attend group or individual visits with the resident doctor. The introduction of the service has helped to reduce the number of drop-outs, and has contributed to the effectiveness of study work by reducing student stress and adaptive disorders.

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

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

Since 2019, there has been a great cooperation with the National Library of Latvia (NLL) - “Take a class trip to the NLL and take part in a class of RSU Career Centre!”. Prospective students, i.e., secondary school students, are provided with the opportunity to learn about career choices, higher education options during the seminar, as well as to perform an express test developed at the Career Centre in cooperation with the specialists of the RSU Psychosomatics Clinic.

There is continuous cooperation with employers on several levels. In order to promote cooperation with employers’ organisations, their involvement in the education of future specialists, as well as to increase RSU student competitiveness on the labour market, meetings, guest lectures and excursions to cooperation companies and institutions are organised on a regular basis. Employers’ organisations give presentations where employer representatives tell about the career

opportunities in the respective organisation, offer RSU students and graduates the current vacancies, as well as give practical advice on how to succeed in the labour market.

2.4. Scientific Research and Artistic Creation

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

For the involvement of teaching staff and students of LASE in scientific research activities, research directions are defined according to study field. The defined priority areas are in line with the objectives of the study field and also with the development priorities of LASE. The priorities and achievements of the areas are analysed at the end of each academic year in the form of reports on research activities. Indicators to be achieved in each research area (e.g. number of publications in Web of Science or Scopus databases, number of publications in other databases, participation in conferences, number of student research, participation of students in conferences, number of student publications) are defined. The head of research direction is responsible for the indicators. The following research areas have been defined for the study field:

- Supervision needs in different professional fields;
- supervision in educational settings
- adaptation of supervision methods and techniques;
- professional competence of the supervisor;
- quality indicators of supervision;
- professional identity and competence of the teacher;
- Quality of pre-school and school education in the field of “Health and physical activity”;
- Quality of Vocational Education in Sport and its influencing factors;
- Competence of the Vocational Sport Educator;
- sport, sport education and socialisation;
- adapted sport education;
- Promoting public health - in sport education.

RSU is a modern research university in Europe providing excellent research and practice-based education and experience. The aim of RSU research is to produce research results of local and international significance. The main sub-goals are the following:

- increase in internationally high-quality research results,
- integration of research into the study process,
- a research process based on the synergic collaboration,
- digitisation of research processes,
- closer integration of science and study departments,
- ensuring a balanced development of internationalisation.

RSU's research objectives are implemented on the basis of the strategy; the current Development Strategy for 2022-2027 (available in [Latvian](#), [English](#)).

RSU researchers conduct not only fundamental and applied research, but also actively co-operate with business people in Latvia and Europe, as well as with other research institutions, providing research services and expertise. RSU supports and promotes interdisciplinary and cross-sectoral research, as well as data-intensive research and research involving the re-use of data.

RSU research is carried out on three research platforms: the medical platform, public health platform and social sciences platform, each of which conducts research in several groups of scientific disciplines, in priority science directions for the economy of Latvia and in areas determined by the health policy of Latvia and EU (information on RSU research platforms is available in [Latvian](#) and [English](#)). The research areas are being updated as policy documents are updated.

Public Health Platform

The RSU Public Health Platform cooperates synergistically with the RSU Medical and Social Sciences Platform to promote a comprehensive understanding of the RSU value of human research. The activities of the Public Health Research Platform are mainly carried out through the activities of the RSU Institute of Public Health, which aims to carry out scientific, educational, as well as activities related to the acquisition and development of scientific qualifications in the field of public health and health care organisation (more detailed information on the Institute's activities, implemented and active projects in [Latvian](#) un [English](#)).

RSU was highly rated in the “International Assessment of Scientific Institutions” carried out in 2019: “4” on a scale of 1 to 5. More detailed ratings were also given for individual RSU research platforms: medicine - 4, public health - 3, social sciences - 3.

In 2008, with the involvement of ERDF co-financing, the Technology Transfer Office (hereinafter - the TTO) was set up at RSU with the aim of developing and maintaining external relations with the private sector by providing information on RSU research activities and experience.

The TTO identifies and promotes RSU research capacity, deals with the protection and management of RSU intellectual property, as well as organises cooperation with the private sector (commissioned research, commercialized offers to companies, contact exchanges, exhibitions, etc.). In 2024, the functions of the TTO are divided between the RSU Innovation Centre and the RSU Research Department Project Unit.

Organisation of research at the University is governed by the Law on Scientific Activity. The highest collegial body in research is RSU Council of Science, a collegial body that acts independently and within the scope of its competence deals with and coordinates matters related to research activity (information is available only in [Latvian](#)). The functions and tasks of the RSU Research Council are defined by the Regulations of the RSU Research Council (approved at the RSU Senate meeting in 19 May 2020, available only in [Latvian](#)). functions of the Council of Science are to supervise the development and implementation of RSU research strategy and to coordinate the processes of scientific activity.

The Council of Science elects RSU Research Ethics Committee (information in [Latvian](#), [English](#)), which helps RSU teaching staff and students by advising and evaluating ethical aspects of medical research. The Research Ethics Committee complies with its regulations, laws of the Republic of Latvia and international law, and it is independent and autonomous in decisions taken.

RSU adheres to the **European Code of Conduct for Research Integrity** adopted by the European Academies of Sciences (ALLEA) (information in [Latvian](#), [English](#)). This document is a self-regulatory instrument of the European Research Community. The European Commission has recognised this Code of Conduct as the reference document for research integrity issues in all EU-funded research

projects.

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

At the level of operational administration the management of research activities is carried out by the Board of Science, that is chaired by RSU Vice-Rector for Science. Annual monitoring in research is ensured through annual compilation of the results of scientific activity of structural units. All data is retrieved from RSU Research Portal (available only in [English](#)). RSU Research Portal collects information on the results of scientific activity of RSU academic staff - publications, projects, awards, research activities, datasets, presentations, communication in the press and media and others.

The portal is publicly accessible and allows to display RSU achievements in research and academic work in one place, to visualise and communicate the results of scientific activity, as well as to share research results. RSU Research Portal facilitates cooperation with the university researchers and research groups, communication and dissemination of knowledge.

RSU Research Portal displays information connected to RSU Current Research Information System (*ZDIS Pure*), where information on the results of scientific activities of structural units and academic staff is added, compiled and maintained. The data accumulated in *ZDIS Pure* is used to generate reports, follow the progress of the goal of the structural unit, prepare research activity reports for external institutions, while reducing the administrative burden on researchers, structural units and staff

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

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

The integration of research results from academic staff and students in the study programmes of the field "Education and Pedagogy" is carried out using various methods and activities that promote student engagement, knowledge exchange, and the development of practical skills. For example, in the course "Qualitative Research in Sports and Health Education," students evaluate qualitative research problems in their chosen topic in pedagogy, sports, and health education. They also develop a qualitative research plan in their chosen topic, collect data, process the data in groups, analyse and evaluate the results, and draw conclusions.

Research conducted by faculty and students is used as teaching material in lectures and classes, thereby enhancing knowledge, providing practical examples of how research data can be used in professional practice, and helping students recognise the relevance of research. Each year, "LASE Scientific and Methodological Article Collections" (information only in [Latvian](#)) are published, featuring annual results from master's students' research in the publication "Physical Preparation Process in Master's Theses." These research results are accessible to students and the general public as they are freely available. LASE students can participate annually in the LASE student

scientific conference. Faculty have the opportunity to participate in the annual international scientific conference of the Latvian Academy of Sport Education, such as the 2024 conference "Sport Science and Health Care in Sport 2024."

In the "Supervision" course "Research Methodology," master's theses are included as teaching materials and examples, demonstrating how to identify research relevance, formulate research ideas, develop projects, and disseminate research results. Within the course "Master's Thesis," students collaborate on research project development, discuss industry trends, and present their work at various research stages. These teaching methods promote student independence, critical thinking essential for research, and the ability to collaborate.

Master's students in the "Supervision" programme are also involved in the creation of several books, writing articles on specific topics or including their research results in publications. For example, student articles are included in the book "Supervision in the Educational Environment" with the article "Professional Competence of Supervisors Working in Education"; in the book "Supervision in Health Care" with the article/research "Supervision as Learning and Professional Support in the Professional Qualification Improvement of Nurses"; in the book "Remote Psychological Assistance and Counselling" with the articles "Ethical, Legal, and Data Security Aspects in Remote Psychological Assistance and Counselling," "Informed Consent and Data Security Aspects," and "Digital Competence in the 21st Century." This fosters students' skills in scientific writing and research data dissemination, ensures knowledge transfer, and promotes the development of research-based practices.

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.

In the context of LASE programmes, it is worth mentioning that collaboration has been established with several partners: both among universities, through participation in various projects, and by participating in international scientific conferences. To promote international-level cooperation and enhance the international experience of academic staff, collaboration agreements have been signed with foreign universities (see Annex 7).

Within the framework of the study field and its corresponding programmes, international cooperation is ensured and purposefully developed. The scientific research of academic staff is monitored for its relevance to the study field, while also steering it towards a close connection with the RSU Scientific Development Plan, approved by the RSU Senate on 13 February 2024.

According to the Scientific Development Plan, each research unit responsible for science is expected to set specific indicators aligned with the RSU strategy for planning the achievement of results. These indicators include the number of publications in the *WoS* and *SCOPUS* databases, the proportion of these in Q1 scientific journals, collaborations with foreign partners, the number of defended doctoral theses, an increase in external income by millions of euros for scientific activities, including Horizon Europe, VPP, and FLPP programmes, as well as the creation of new scientific groups.

For targeted funding allocation, it is planned to review the distribution of base research funding

among all scientific units involved in research, continue the RSU internal grant programme, and direct the programme “Consolidation and Governance Change Implementation Grants” towards the development of priority topics defined by scientific units. Support for open-access publishing will continue to enhance the visibility of RSU research, and the incentives in the motivation programme will be revised to encourage publication in high-impact journals.

To monitor the achievement of planned results, regular meetings of the heads of scientific units are to be introduced.

Structural Changes

Structural changes include the introduction of research coordination in faculties and the consolidation of scientific units. From February 2024, the dean of the faculty will be responsible for planning and achieving scientific results in the faculties, while at LASE, this role will be filled by the unit director, equivalent to the position of a dean. The tasks of the faculty in the context of scientific activity are:

- conducting research in line with the priority research areas defined in the RSU development strategy and considering societal needs;
- promoting interdisciplinarity;
- ensuring the unity of study and research, quality, and the introduction of innovations;
- securing research resources, including through projects;
- involving prospective academic staff, including scientists;
- organising international cooperation;
- organising other activities related to scientific work and the dissemination of its results, etc.

Launch of New State Research Programmes

To fulfil the state's scientific order, RSU is initiating participation in 5 new state research programmes funded and overseen by the Ministry of Education and Science, the Ministry of Health, and the Ministry of Environmental Protection and Regional Development. A science communication specialist will be engaged, and a communication plan will be developed and implemented for the state research programmes.

ANM Research Projects/Grants

To create and strengthen excellence in units undergoing internal and external consolidation, grants for scientific excellence and capacity building are being implemented in the priority research themes defined by the unit leaders and in sports science. RSU's priority themes were defined based on the following principles:

- alignment with RSU's strategic specialisation;
- an active group of scientists who have secured funding or are actively preparing project applications (including international ones) and regularly publish in high-ranking journals;
- the presence of doctoral candidates (and defended doctoral candidates);
- the field being recognised as innovative in international scientific evaluation;
- RSU has the appropriate infrastructure for developing this field, or relatively small investments are needed;
- international cooperation – a wide network of collaborations or participation in an international consortium;
- cooperation with industry – technology transfer, patents, innovations.

Horizon Europe Project Applications

To increase the volume of Horizon Europe project applications and projects, funding is allocated for

writing projects, engaging consultants, and establishing a one-stop agency for project preparation. Each scientific unit, as well as tenure-track professors, will have specific result indicators for project application preparation and the amount of attracted funding. Measures will be taken to develop new interdisciplinary groups and international cooperation with strategically significant partners.

Preparation for International Evaluation

The preparation of a self-assessment report will begin. Firstly, data will be collected according to the evaluation structure and criteria set out in Cabinet Regulations No 619 "Regulations for the Implementation of Investment 3.1.1.5.i 'Improvement and Equipment of Educational Institution Infrastructure' of the European Union Recovery and Resilience Mechanism Plan". This will be done for RSU in three specialisation areas – natural sciences, medicine and health sciences, and social sciences. The preparation of the overall self-assessment report will begin, as well as the preparation of sections for individual units. The development of impact case descriptions for the social and economic impact in each main research direction will also commence.

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

A total of 130 international research projects were submitted for 2017-2021, 39 of which were funded. These include 13 projects under *Horizon 2020* and 9 are *ERA-NET* projects. Overall, the share of successful projects in *Horizon 2020* is 13% on average and 22% in *ERA-NET*, slightly higher than the EU average. The most important projects for the EU Structural Funds are related to infrastructure improvements, improvement of management processes and modernisation of the content of study programmes, strengthening the capacity of academic staff, reducing fragmentation of study programmes and promoting internationalisation of studies, as well as during this period RSU has welcomed foreign visiting researchers in its research community.

Doctoral School (information in [Latvian](#), [English](#)) – a one-stop agency – enhances research competencies by engaging guest lecturers who deliver lectures, provide consultations, and participate in Research Breakfast (information in [Latvian](#), [English](#)) and networking events for academic and scientific staff, where current research issues are discussed. The Doctoral School organises international webinar series involving guest lecturers and leading experts, such as a discussion and networking session for social platform representatives on "**Systems Thinking and its Impact on Research**", webinars on the application of FAIR data principles in health and social sciences, etc. To promote closer collaboration in research, RSU enters into cooperation agreements with leading scientific institutions.

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

Assessment of international cooperation during the reporting period

Over the past four years, international cooperation has been boosted by new cooperation agreements. The new cooperation agreements were concluded for study and practice mobility within the Erasmus+ projects. Both students and lecturers benefited. Participation of LASE and national universities in Erasmus+ projects:

- contributed to the implementation of the national qualification framework, which, in relation to the European Qualifications Framework, is based on the implementation of learning

outcomes;

- contributed to the design, implementation and evaluation of curricula, applying quality assurance and funding mechanisms, preparing students for the labour market;
- helped to introduce incentives for higher education institutions to invest in the continuous professional development of their staff, which contributes to the professionalism of lecturers.

Lecturers returning from mobility often use their new experience to improve their courses. For example, the organisation of students' examinations was improved by applying good practice and experience gained in Spanish universities. Every lecturer and university benefits from mobility by exchanging experiences, adapting and transferring them to their own university and improving their courses.

Mobility of lecturers provides opportunities to share experience and to implement education that meets the needs of society and individual needs in the study process to enhance the overall human capital capacity, therefore it is necessary to get acquainted with good practices, collect and share experience in the formation of research-interdisciplinary teams and implementation of activities to ensure the quality of the study process in the study programmes in the field of sports education. The formation of interdisciplinary research teams is a prerequisite for the creation of new knowledge and didactical approaches in the field of sport education. The exchange of experience in the formation of interdisciplinary research teams and the implementation of research activities in the study process contributes to the future cooperation of university staff and students in the creation of innovations in the field of sport education studies. This is evidenced by both collaborative research and projects. The most significant challenges were related to the timing of the COVID-19, as mobility was limited and some lecturers' language skills were a challenge for mobility. With the start of the transition to the new Erasmus platform in 2020, several challenges were also experienced, both in terms of digital literacy gaps for students and lecturers, gaps in support from the LASE IT service when working on the new platform, and in terms of dealing with partners' ability to work on the new platform.

The main benefits of international cooperation in the study programmes "Health, Physical Activity and Safety" and "Sport and Education Specialist" in the study field "Education and Pedagogy" are the initiation and implementation of various projects that contribute to the improvement of the quality of the study process, for example, The NordPlus project "Schoolyard Affordances for Physical Literate and Active Schoolchildren in Era of Digitalization" (SAPLACED), NPHZ-2021/10040, investigated and made recommendations on opportunities to increase physical activity in everyday school life. The recommendations "Ideas guide for good practices in physical education" (available only in [Latvian](#)) are available not only for RSU LSPA students in the implementation of the study content, but also for all teachers in Latvia and other project countries.

The lecturers involved in the implementation of the StP "Supervision" (K. Martinsone, K. Circenis, L. Vaivade-Kalnmeiere) have participated in the conferences organised by the Association of National Supervision Organisations in Europe (ANSE) (2023 in Hungary; 2022 in Latvia, 2019 in Italy). Participation in the conferences allows to update the trends in the field of supervision, to establish cooperation with foreign experts. In Europe, supervision training programmes are implemented in non-formal education, while in Latvia supervision can be studied in three master-level programmes at different universities. Consequently, there is limited possibility to establish direct cooperation with foreign universities in the field of supervision. Supervision as a form of professional development is implemented in many areas of professional development, including health care for nurses. For example, there are currently two active ERASMUS+ projects in this field: the Erasmus+ projects "EthCo - For better ethical safety in the future healthcare environment" (2022-2025) and "Comprehensive Geriatric Assessment Skills Education Programme for Nurses - Can You See the Big Picture? ("BigPicture")" (2024-2027). StP lecturer K. Circenis participates in the projects. At the

BigPicture project meeting in September 2024 in Greece, representatives of the University of Larissa (Greece) expressed their wish to conclude an Erasmus+ and BIP contract with RSU.

In 2019 a cooperation agreement was signed between Rezekne Academy of Technologies, Liepaja University, Palacky University Olomouc, Riga Stradiņš University, University of Niš, Vytautas Magnus University for the publication of the journal EDUCATION. INNOVATION. DIVERSITY (EID). Several articles on supervision have been published in the journal.

Lecturers continuously improve their pedagogical competence by participating in conferences and experience exchange trips, which promote international cooperation and mobility, allow lecturers to exchange experience, knowledge and best practices in other countries. In this way, intercultural understanding and communication are promoted, allowing to get acquainted with other cultures, languages and ways of life, as well as to develop intercultural communication skills and improve English language skills.

Enclosed:

Annex 7: List of cooperation agreements

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.

LASE's scientific research and creative work are organised in accordance with the LASE Development Strategy and the Scientific and Creative Activity Development Strategy. There are several priorities with defined action directions for each. To involve teaching staff and students in scientific research and creative activities, research directions are defined according to study fields, and specific indicators to be achieved in each research direction are established (e.g., number of publications in *Web of Science* or *Scopus* databases, number of publications in other databases, conference participation, number of student research projects, student participation in conferences, number of student publications). LASE teaching staff conduct scientific research in line with their scientific interests, current trends in the field, and the approved research directions at the university. The involvement of teaching staff in scientific research activities includes:

Providing methodological and informational support on research design, research methods, and IT solutions for research purposes, for example, by organising scientific seminars and methodological conferences.

- Participating in project implementation.
- Supervising doctoral theses.
- Supporting the preparation and publication of monographs.
- Organising scientific events, including international events, at the university.
- Providing financial support for the preparation of publications and participation in conferences.

LASE academic staff actively participate in the preparation of publications and conferences both in Latvia and abroad, such as the Baltic International Sports Science Conference and the European Educational Research Conference. Every year, lecturers participate in these international

conferences, presenting papers. They also take part in the International Scientific Conferences organised by Rīga Stradiņš University, Riga Technical University's International Scientific Conference, and the University of Latvia's International Scientific Conference, among others. Additionally, they actively participate in other international scientific conferences outside Latvia. LASE lecturers are actively involved in scientific research and publish their findings in citation databases.

For example:

- Volgemute K, Vazne Z, Krauksta D. An Intervention into Imagery and Self-Efficacy: Enhancing Athletic Achievements of Alpine Skiers. *Education Sciences*. 2024; 14(5):513. <https://doi.org/10.3390/educsci14050513>
- Ng, K., Klavina, A., Ferreira, J. P., Barrett, U., Pozeriene, J., & Reina, R. (2021). Teachers' preparedness to deliver remote adapted physical education from different European perspectives: Updates to the European Standards in Adapted Physical Activity. *European Journal of Special Needs Education*, 36(1), 98-113. <https://doi.org/10.1080/08856257.2021.1872848>
- Rutkauskaite, R.; Gisladdottir, T.; Pihu, M.; Kjonniksen, L.; Lounassalo, I.; Huovinen, T.; Gruodyte-Racienne, R.; Visagurskiene, K.; Olafson, O.; Kull, M.; et al. Schoolyard Affordances for Physical Activity: A Pilot Study in 6 Nordic-Baltic Countries. *Sustainability* 2021, 13, 11640. <https://doi.org/10.3390/su13211164>
- Klavina A, Veliks V, Zusa, A, Porozovs J, Aniscenko., A., & Bebrisa-Fedotova L. (2021). Problematic Internet Use Related Psychosocial Behaviors, Healthy Lifestyle and Subjective Health Complaints In Adolescents. *Health Behavior And Policy Review*, 8(5), 451-464(14). <https://doi.org/10.14485/HBPR.8.5.6>

During the reporting period, there have been changes in the number of publications, with increased attention on publications in internationally cited databases. This aligns with the priorities set in national education and science policy and the LASE development strategy. RSU's strategic directions and resources will continue to support this focus on increasing the number of publications in peer-reviewed journals.

RSU has developed mechanisms to promote the involvement of teaching staff in scientific research. Firstly, in the field "Education and Pedagogy," as well as in other study fields, the scientific and applied research goals of academic staff are clearly defined annually, in line with the academic and strategic objectives of each study programme, faculty, and study field. These activities are supported through the RSU Growth Portal. This platform facilitates interactions between managers and employees, aligning RSU's strategy with employees' individual goals and development aspirations, fostering discussions about growth. The RSU Growth Portal helps managers and employees effectively implement the performance management process, which is essential for promoting employee motivation, growth, competency development, and improving work quality in line with RSU's strategic goals. Secondly, with the definition of goals, the professional and career growth opportunities offered by involvement in scientific work are emphasised. Thirdly, the necessary support system is provided, such as access to databases, research grants, administrative and methodological support. Fourthly, a financial motivation system is employed – bonuses for high-quality publications. Professional support is also provided – training and seminars on research methodologies, project proposal writing, and dissemination of research results. A mentoring programme is also in place – the School of Junior Academics, which helps new teaching staff navigate research opportunities and encourages their involvement in scientific work. Additionally, attention is given to integrating research into the teaching process and content, as well as encouraging the involvement of students as research assistants in research projects, making it part

of their learning process and thus developing research skills and motivation to pursue an academic career.

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

RSU departments, the Research Department (information in [Latvian](#), [English](#)) and the Development and Project Department (information in [Latvian](#), [English](#)), regularly conduct various activities to engage lecturers in scientific work, offering not only specific scientific project opportunities but also practical support in both project preparation and implementation, as well as industry connections.

For a summary of the numerical information on the scientific research activities of the teaching staff involved in the implementation of the study field during the reporting period, see Annex 6.5: Summary of the publications by the teaching staff, experience within the sector, and participation in projects. For more information, see point 1.5 of Annex 23.1.

Enclosed:

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

Annex 13.2. Information on projects, in which RSU is involved.

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.

Participation of LASE students in scientific research and creative activity is an integral part of the study process. The incorporation of LASE into RSU will provide an opportunity for students to participate in RSU research activities. The main research topics of the RSU LASE students are related to the study of the impact of physical activity on students' emotional well-being and academic achievement, the role of the sports teacher in promoting healthy lifestyle habits among students, the study of the possibilities of promoting students' motivation in sports and health lessons. The research also includes an analysis of innovative approaches to sport education and an exploration of the development of pupils' socio-emotional competences in sport education. The sub-programme "Teacher of Sports, Health and National Defence Training" of the Professional Bachelor's degree programme "Health, Physical Activity and Security" offers topics covering the impact of national defence education on students' discipline and sense of responsibility, the development of civic awareness, the importance of physical fitness, as well as research into the integration of national defence education into the education system and aspects of optimising the learning of national defence education content. Students have so far had the opportunity to actively participate in the annual scientific conference of the LASE.

Mechanisms to promote the involvement of students in scientific research and/or artistic creation are in place at RSU, they function and are effective; students of all levels of programmes are involved in scientific research and/or artistic creation). In general, RSU students may engage in research activities in the following ways:

- vertically integrated projects that are designed to provide students with the opportunity to acquire the knowledge and skills necessary for carrying out research in an in-depth and practical way. More information about the VIP projects at RSU is available on the website (information in [Latvian, English](#));
- applying for Student Research and Innovation Grants (SRIG) to fund research projects aimed at supporting and motivating RSU students to conduct research. More information about the SRIG projects at RSU is available on the website (information in [Latvian, English](#));
- developing research skills by participating in the RSU business incubator B-Space (information in [Latvian, English](#)) PINK and INK programmes. More information about the programmes is available on the RSU website (information in [Latvian, English](#));
- participating in student research interest groups in various areas. Currently, 39 scientific interest groups have been set up and are active (information in [Latvian, English](#));
- applying for funding from the Students Union for research support to participate in conferences or seminars within or outside the country, as well as to publish a scientific article in an internationally cited journal (more than 10 students receive financial support to participate in conferences each year);
- applying on the student portal to a doctoral student of RSU to assist in the development of a research paper;
- participating in RSU international scientific conference "Research Week" (information available only in [English](#));
- presenting own research paper at the RSU International Student Conference (*International Student Conference, ISC*, information available only in [English](#)). *RSU ISC* is an annual project organised by the Student Union, which became international in 2015, and each year it attracts more and more students from different countries. In 2024, the conference reached new peaks, being organised for two days and involving more than 365 students with research work both in healthcare and social sciences. More information about RSU International Student Conferences is available on the RSU website (information available only in [English](#)).

Students have the opportunity to present their research at the annual conference "Health and Personality Development: an Interdisciplinary Approach" of the RSU Department of Health Psychology and Pedagogy (presented research papers "Supervision Experience of a Group of Female Managers", "The Use of the 3D Emotion Composition Method in Supervision for Conflict Resolution. ", "Quality criteria of professional activity of a supervisor, their constituent components and evaluation in the professional practice of supervisors"), at the RSU International Student Conference, as well as at the annual conference organized within the framework of the Supervision Days (presented such studies as "The use of virtual reality tools in supervision", adaptation of the method "3D emotion composition" for supervision - development of a digital tool, etc.) The main aim of the international conference "Society. Integration. Education" edition includes several publications (e.g. "Use of information technology in telesupervision: data security", etc.) indexed in CrossRef, Google Scholar, Worldcat databases. In this way, students' skills in disseminating and presenting research data are improved, both within the scientific community (university) and to the wider public. Working on the dissemination (presentation) of the research data, the basic principles of data visualisation are learnt. Participation in a conference, presenting research or an international publication is rewarded with a one-point grade increase or a research paper mark. Each year 2-4 students present their work at the conference, gaining a grade increase.

Students in bachelor's, master's, and doctoral study programmes can participate in the "Vertical Integration Project" course, where they develop competencies in interdisciplinary collaboration in organising and conducting research work, participating in specific research projects, and disseminating research results. For example, such collaboration led to the creation of a digital tool "3D Emotion Composition" for use in supervision (working online) to resolve conflicts. This enhances

the visibility of student research and contributes to the diversification of methods used in professional practice.

Students conduct research activities in collaboration with employers. Representatives of employers participate in the study programme quality board, where research topics significant to specific professional environments are updated at the beginning of each academic year. For example, a research project for the State Revenue Service (SRS) on the evaluation of supervision in a state institution has been implemented.

The most active RSU students are involved in the organisation of the RSU International Student Conference. Student research interest groups participate in the creation of workshops. RSU professors are involved in evaluation of the papers, whereas management and structural units are involved in various organisational issues.

Each year, a new team of organisers is created for this project; therefore, each year, the project manager faces a challenge to set a higher standard than the previous year, so the outcome depends on the vision and ambitions of the manager.

From April 2019, the annual Research Week (RSU Research Week 2021, RSU Research Week 2019) is organised, which includes an international scientific conference for researchers and students. It promotes the development of wider international cooperation, participation in research networks and associations, allows to attract international partners for joint projects, research and publications.

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

LASE has so far used a variety of solutions to strengthen its competitiveness and increase its efficiency. During the reporting period, a new E-learning organisation was introduced. Online lectures have been organised for LASE students according to the timetable. The lectures have also been recorded and made available to students throughout the semester. The materials required for the course, independent assignments, course descriptions and other information are available on Moodle and must be posted by the lecturer according to a set template. Students submit independent assignments, take tests using the e-learning tools. With the transition of LASE to RSU, there will be a transition to the RSU e-learning environment.

Certain boundaries are not defined for RSU pedagogical innovations, but their task is to change the usual way of learning and teaching in order to promote the quality of studies and enrich the learning experience of students. Learning and teaching innovations are a successful use of new ideas when reflecting on traditional learning and teaching approaches and methods, rebuilding them for the needs of the modern world. Consequently, no sign of equality with excellence is put on pedagogical innovations. Innovations can vary from one lecturer to another, while for someone the same innovation can be something big, for another it is something that has been done for a long time. However, the most important thing is that innovation changes the way of learning and teaching, creating a better study experience for students. Learning and teaching innovations are looked at in two perspectives: firstly, methodological innovations, i.e. Promotion of studies based on research, work environment, inquiry, projects, problem situations, and other approaches and

methods; second, technological innovation - the use of *H5P*, *Miro*, *Turnitin QuickMark*, 3D printers, augmented and virtual reality and other solutions to develop a technology-enhanced study process. To foster a culture of learning and teaching innovation, RSU not only organises training and best practice exchange sessions, but has also developed learning and teaching innovation guidelines (available only in [Latvian](#)), which have been validated among lecturers and received feedback that the guidelines help lecturers understand the full innovation cycle and start working on modernising their courses.

Support materials for learning and teaching innovations

RSU lecturers have access to the support material "Teaching and Learning Methods and Techniques" (available only in [Latvian](#)), which includes a wide range of different learning methods and techniques aimed at promoting active and self-regulated learning among students. The goal of this material is to encourage lecturers to evaluate and integrate these methods into their study courses to improve teaching effectiveness and the acquisition of learning outcomes. The methods and techniques included in the material enhance student engagement, foster their independence and responsibility for their own learning, and help achieve higher learning outcomes. It invites lecturers to critically assess and adapt the methods according to the specifics of their study courses and teaching approach, thus modernising the study process and making it more efficient and aligned with contemporary educational requirements.

Following trends in higher education development, the Centre for Educational Growth has developed the guidelines "Artificial Intelligence in Higher Education" (available only in [Latvian](#)), which provide a comprehensive introduction to the role of artificial intelligence (AI) in higher education. The guidelines offer lecturers practical recommendations for using, limiting, and learning about AI. They discuss the diversity of AI solutions, their suitability to pedagogical paradigms, ethical use, and the potential of AI to modernise the study process. The material encourages lecturers and students to responsibly experiment with generative AI tools while maintaining academic integrity and data privacy, and to evaluate the strengths and weaknesses, opportunities, and threats of integrating AI solutions. In addition to the developed teachings, the Centre for Educational Growth offers RSU lecturers various forms of learning activities (lectures, discussions, workstations) on integrating different AI solutions into the study process.

Mapping

According to the recommendations provided by experts during the accreditation of study fields, the mapping of the direction of Studies and Pedagogy (StP) was carried out in 2017–2018, which has now become part of RSU's StP management process and supports the implementation of student-centred learning. The mapping of StP includes an analysis of the correlation between the programme content, mainly the learning outcomes to be achieved within the programme, at the level of StP and study courses. The results of the mapping process of the STP - the maps obtained and the observations made are used for the improvement of the study programme, both for the improvement of the course content, outcomes and assessment methods, and for revising the overall plan of the STP.

Initially, the mapping is performed using *MS Excel* mapping tool developed by RSU CEG, which extracts data from descriptions of study courses of the relevant StP in RSU register of study courses. RSU STP planning IT system was supplemented with the mapping functionality, which was developed within the framework of the European Social Fund specific support target project "Improvement of management processes and modernisation of the StP content at Rīga Stradiņš University". At present, the mapping system is integrated into RSU IT systems and provides mapping of the learning outcomes of StP and study courses, monitoring the coherence of learning outcomes, mapping of StP against professional standards, external laws and regulations, as well as

any other documents describing the learning outcomes relevant to the programmes. (e.g. recommendations of international professional associations, UN sustainable Development Goals, etc.). The system development is continued by developing the RSU Study Course Catalogue system to implement the mapping of the programme study results against the course examinations, providing the possibility to monitor and analyse the achievement of the study programme results.

See Annexes 17.1 and 18.1 for the mapping results.

Boris and Ināra Teterev Foundation scholarships

Every semester from the academic year 2014/2015, RSU teaching staff have the opportunity to receive the target scholarship of the Boriss and Inara Tetereva Foundation: for development of new innovative study courses, modernisation of the existing study courses, as well as integration of international experience into RSU.

Activities of the Scholarship can be implemented in two ways: a young or experienced lecturer working individually or for the young lecturer working together with a mentor, where both target scholarship holders are equally responsible for both the process and the quality of the outcome of the work. The activities planned under the scholarship will take place over a period of four months, during which time lecturers will both implement innovative learning and teaching solutions such as gamification activities, digital scenarios and other interactive learning materials and resources, peer assessment activities, etc., as well as develop new study courses. During the Scholarship, teaching staff receive both pedagogical and technical support and financial rewards for the work done. Within the framework of the study programmes, teaching staff can also receive a special purpose scholarship for attracting guest lecturers to the study course, both for conducting individual lectures and classes, for student and doctoral student counselling, as well as for strengthening the professional continuing education of the teaching staff.

RSU Research Portal

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

The system replaces the method used previously, namely, the list of data that was created and stored in *Microsoft Excel* and *Word*. The possibility of multiple versions is replaced, data quality is improved, time is saved (for both academic and administrative staff, as data do not have to be submitted repeatedly to several units, but access is provided to both sides), and staff no longer need to submit data within a narrow timeframe, but the system can be accessed and data added at any time convenient for the staff member. The system offers a wide range of possibilities, including seeing one's "impression" or "fingerprint" (the most commonly used term in research results), exposing one's research results more widely to the public, as well as seeing one's true network of cooperation at the level of people and organisations (as well as its scale - national or global). The system facilitates the accounting and submission of scientific results to various external institutions, including submission to the Ministry of Education and Science (NZDIS system), creating the RSU annual report, which is used as a basis for calculating the base funding for science. In order to increase the quality of studies by using advanced technologies and e-solutions, RSU has set the following tasks:

1. to supplement the existing RSU Register of Study Courses in order to ensure vertical integration of the content of study courses that will provide a possibility to link topics of study courses within the framework of the StP supporting continuity of study courses. A dictionary

of keywords of study courses and visualisation of keywords will be developed that will show the related topics of the study courses;

2. to establish a link between the thematic planning of the course description and the corresponding course in the e-learning environment, where the lecturer would be allowed to choose whether the e-learning course should have the same thematic breakdown as the course description;
3. to use RSU library of audiovisual study materials, including descriptions of various learning objects, for example, clinical case descriptions, dissection cases, simulation scenarios, interactive training videos, etc., ensuring systematisation and collection of learning objects, as well as the possibility to share learning objects with other higher education institutions; thus making it easier for students to find the necessary simulation cases, clinical cases, and other learning objects they need.
4. to develop a new system that would make it more convenient for students to register for available elective courses at their convenience. Establishing a system would facilitate the work of the administrative staff, allowing students to be added to elective courses more easily and quickly;
5. to improve the Electronic Admission System by reducing the administrative workload, automating manual operations, improving the user interface, adding functionality, etc.

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

1. transition to electronic storage of student files. in accordance with the Cabinet Regulations No 203, student applications and requests and decrees concerning student movement and the study process may be stored only electronically. This will reduce the time taken to process documents, increase the efficiency of administrative work and the quality of data and reduce the use of natural resources;
2. purchase of additional HOP modules to provide availability of new e-services: expanding HOP functionality by introducing new e-services for staff, for example, record keeping of business trips, e-instructions, etc.
3. develop a quality and process management system. RSU Quality Assurance and Internal Audit Department already successfully uses the process management tool *QPR Enterprise Architect*. In May 2019, an agreement was signed, under which additional licenses were obtained to use the process modelling tool in a more comprehensive manner and to access the latest version of In 2023, the purchase of a new process modelling tool with more extensive functionality is planned, which will allow each RSU employee to view the created processes, adapt the website content to their needs, track changes made and monitor the activities under their responsibility, as well as ensure the accounting and monitoring of quality criteria

When evaluating the innovative solutions that are implemented to support the study process, it can be said that it is a continuous growth led by the RSU management and relevant departments.

2.5. Cooperation and Internationalisation

2.5.1. Provide the assessment as to how the cooperation with different institutions from Latvia (higher education institutions/ colleges, employers, employers' organisations,

municipalities, non-governmental organisations, scientific institutes, etc.) within the study field contributes to the achievement of the aims and learning outcomes of the study field. Specify the criteria by which the cooperation partners for the study field and the relevant study programmes are selected and how the cooperation is organised by describing the cooperation with employers. In addition, specify the mechanism for the attraction of the cooperation partners.

Within the study field "Education and Pedagogy," collaboration is undertaken with various Latvian institutions (universities, employers, employer organisations, municipalities, ministries, non-governmental organisations). This cooperation is organised with the aim of maintaining the involvement of the study field in societally significant activities, fostering dialogue with professionals in the field, and responding to changes in the labour market. This, in turn, helps achieve the goals of the study programmes and learning outcomes. The main criteria for entering into a cooperation are the partner's reputation, relevance to the aims and objectives of the field of study, and benefits for all partners.

In the "Supervision" study programme, collaboration with employers is established to provide learning practice by signing placement agreements. Employer representatives are involved in the Quality Council of the study field and study programmes, and they are invited to be part of the Qualification Examination and Master's Thesis Defence Commissions. Cooperation is also carried out with state administration institutions (e.g., the State Revenue Service) in conducting research projects within the scope of students' master's theses. In collaboration with other universities (e.g., RISEBA), conferences are organised ("Supervision Days" (information only in [Latvian](#))), thus promoting the profession and presenting data obtained from research. During the study process, meetings with representatives of professional organisations are organised for students to inform them about important current issues in the profession and to promote the integration of future professionals into the professional environment. Publications are placed in the publications of professional organisations ("Skolas Vārds," "Latvijas Ārsts," etc.). In collaboration with other universities (RISEBA, European Christian Academy) and the Latvian Supervisors' Association, the standard for the supervisor profession has been developed (available only in Latvian). Lecturers representing the study programmes are involved in a working group that collaborates with the Ministry of Health to propose legislative changes that will allow for more targeted planning of support and professional development activities for healthcare workers.

LASE has already established cooperation with various Latvian institutions: companies, state and non-governmental organisations, professional associations, universities, colleges, etc., and as part of RSU, it will continue to do so actively. The necessity for cooperation is determined by the common goals and tasks set by the institutions in the field, whose scope is broad and multifaceted, including addressing issues related to the employment opportunities of graduates, and LASE provides institutions with the necessary specialists. The main criteria for initiating cooperation are the partner's relevance to the field's specifics and the benefits for all partners. Employers are engaged by participating in industry associations (e.g., the Sports Medicine Association, the Latvian Employers' Confederation, etc.), participating in working groups organised by ministries (e.g., developing a sample basic course programme for general secondary education in the field of Sports and Health), and lecturers and administrative staff participating in professional and scientific conferences, as well as other events. The main areas of cooperation with employers are as follows:

- Participation in scientific research and creative activities;
- Participation in the development of study fields and study programmes;

- Provision of internship placements (see the list of concluded agreements in Annex 9);
- Organisation of methodological events;
- Organisation of guest lectures;
- Participation in state final examinations, including the reviewing of works.

In collaboration with higher education institutions, the emphasis is on scientific research and creative activities, staff qualification enhancement, and methodological events. The main areas of cooperation with higher education institutions are as follows:

- Participation in scientific research and creative activities;
- Organisation of methodological events;
- Participation in state final examinations, including the reviewing of works.

To date, LASE's cooperation partners in higher education institutions have included, for example, Riga Technical University, the University of Latvia, Rīga Stradiņš University, Liepāja University and Daugavpils University. For example, cooperation is taking place in the European Social Fund Plus project "Induction Year Support for Young Teachers after Teacher Qualification" (No 4.2.2.7/1/23/I/001) implemented by the project lead partner University of Latvia and project partners Daugavpils University, RTU Liepāja, Rezekne Academy of Technologies, Jāzeps Vītols Latvian Academy of Music, Latvian Academy of Sports Pedagogy. The aim of the project is to provide induction year support to graduates of pedagogy studies in the first year after graduation to ensure their further integration into the educational institution environment and to facilitate their retention in the teaching profession.

The selected cooperation areas ensure the achievement of the strategic goals of the study field, as diverse collaboration enhances the professional competence of lecturers, thereby also improving the quality of studies.

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.

LASE has collaborated with several foreign institutions: universities, governmental and non-governmental organisations, professional associations, universities, colleges, etc. The main criteria for entering into cooperation have been the partner's reputation, relevance to the aims and objectives of the study field, and benefits for all partners. The main areas of cooperation are participation in scientific research and creative activities and the organisation of guest speakers and guest lectures.

LASE started working as a cooperation partner in the Erasmus+ Sport Programme Collaborative Partnership project "European Physical Activity and Sport Monitoring System" (EUPASMOS, No. 2017-3322/001-001) in 2018. The Portuguese Institute of Sport and Youth is the coordinator of the nine-member country project. The aim of the project was to implement the European Monitoring Framework for Physical Activity and Sport by developing an integrated and common methodological

process to provide comparable, valid and reliable data on participation in physical activity and sport in the EU Member States. The project was coordinated by the Principal Investigator A. Kļaviņa and A. Fernāte. LASE faculty members and students actively participate in Nordplus - a programme established by the Nordic Council of Ministers, whose projects contribute to strengthening cooperation between the Nordic and Baltic countries by improving the education systems of the participating countries and introducing innovations into them, for example, prof. Ž.Vazne and prof. A.Fernāte and students were involved in the project "Schoolyard affordances for Physically Literate and Active Schoolchildren in Era of Digitalization (SAPLACED)" No. NPHZ-2021/10040.

The search for new cooperation partners in the field of international higher education institutions continues.

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

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

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

RSU students have the opportunity to go on an *Erasmus+* student mobility or international placement for a semester or a full academic year abroad by receiving a scholarship. The programme applies to all StP and all levels of higher education, including doctoral studies (information in [Latvian](#), [English](#)).

The *Erasmus +* programme mobility activity has been implemented among the countries of the programme. In total, more than 200 bilateral cooperation agreements have been signed, providing mobility of the students and staff in all cycles of studies: during Bachelor's, Master's, and doctoral studies. The partner universities are selected on the basis of information available on equivalent StPs and the language of instruction. One of the main conditions is that the courses of study must be coordinated during the student exchange programme in order to be recognised and added to the RSU Diploma Supplement of the relevant StP. As a result, a full study process is provided, complemented by experience from abroad. The *Erasmus +* programme mobility activity has been implemented among the countries of the programme.

RSU has been positively evaluated in the international environment. International ranking of universities QS World University Rankings 2022 has ranked RSU among the top 1000 universities in the world, particularly in terms of its ability to attract international students. RSU also regularly receives the highest "A" rating in various categories in the European Union's U-Multirank ranking of universities (information about the rankings in [Latvian](#), in [English](#)).

The university has also received other international recognitions. For example, as mentioned above, it was recognised as a student-centred higher education institution in the evaluation *PASCL* of the European Association of Students. In their 2016 study, the World Bank experts praised student

involvement in RSU decision-making, the presence of international students and strategic planning at the university.

The extensive network of *Erasmus* partner higher education institutions also proves the international recognition of RSU. In 2017, RSU received recognition from the National Education and Development Agency for the successful implementation of the European Commission's *Erasmus* programme.

Enclosed:

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

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

The attraction of international students at RSU occurs on two levels:

- Short-term mobility within the Erasmus+ programme for both bachelor's and master's level studies.
- Long-term mobility.

Various mechanisms and strategies are employed at RSU to attract international students and academic staff, including:

1. Establishment of International Partnerships and Cooperation Networks (see Annex 7)
 - Erasmus+ programme: offers opportunities for students and academic staff to participate in exchange programmes, promoting international mobility.
 - Bilateral cooperation agreements with foreign universities and research institutions: facilitate the exchange of students and academic staff.
2. International Study Programmes and Courses
 - Programmes offered in English, thereby attracting students from different countries who wish to study in an international environment.
3. Active Recruitment of International Students
 - Participation in international education fairs: university representatives regularly attend fairs and exhibitions to promote study programmes to international students.
 - Online and social media campaigns: digital marketing campaigns and the use of social networks help reach a wide audience worldwide.
4. Support Systems for International Students and Academic Staff
 - Mentor and support programmes: help international students and academic staff integrate smoothly into the new environment.
 - Cultural and language courses: assist international students in adapting to local life.
5. Organisation of International Scientific Events
 - Organisation of international scientific conferences and seminars: attract foreign researchers and students who wish to share their research and experiences.
6. Funding Opportunities
 - Scholarships and grants: tools to attract international academic staff.

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

Regarding the potential to increase the volume of mobility, it should be noted that students are often working individuals with limited opportunities to go on study or internship mobility for several months. However, it is positive that in recent years, there has been an opportunity for short-term mobility.

Students are informed about mobility opportunities both in the "Introduction to Studies" course and through information about Erasmus+ opportunities provided on the university's website (only in [Latvian](#)). Every year LASE lecturers and students participate in the international summer school "OSRESS", "OSRESS 2023" was organised by LASE lecturers - prof. Juris Grants, asoc. prof. Ivars Kravalis, asoc. prof. Ingrīda Smukā, asoc. prof. Inta Bula-Biteniece, asoc. prof. Kalvis Ciekurs, asoc. prof. Irēna Dravniece and prof. Andra Fernāte. The aim of the summer school was to promote the sustainability of active lifestyles. It was attended by 30 students and lecturers from 4 countries - Latvia, Spain, Poland and Lithuania.

The mobility of LASE faculty has increased by 43% in the reporting period after the COVID-19 pandemic, as already in the first half of 2024 more than 20 lecturers had gone on short-term mobility. The mobility of foreign lecturers in the field of study "Education, and Pedagogy" at LASE also increased gradually and exceeded the number of foreign lecturers before the COVID-19 pandemic, as already in the first half of 2024 there were 18 foreign lecturers involved in mobility. The active participation of lecturers in international mobility creates all preconditions for further mobility of students in the newly implemented study programmes.

Enclosed:

Annex 8.1 Statistical data on international students and teaching staff

Annex 8.2 Statistical data on student mobility

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

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

During the review period, the recommendations from 17 December 2011 for the study field "Education, Pedagogy, Sports" were implemented. At that time, there was only one first-level professional higher education programme, "Health Sports Specialist". These recommendations (see Annex 11) have been considered in subsequent years, including the addition of the "Supervision" study programme (licensed in 2014). Most of the expert group's recommendations were implemented during the review period and will continue to be taken into account. Achievements include:

- A mapping tool was developed to facilitate the alignment of study programme outcomes and course units. Programme mapping has become part of the study field's management process. Initially, mapping was conducted using Excel, but since 2022, the RSU study field planning IT system has been enhanced with mapping functionality, representing a significant improvement. System improvements are ongoing.
- Faculty members' skills in using e-learning platforms have been enhanced. This was supported by professional development courses on the e-learning environment and ensuring the quality of the study process, provided by RSU's CEG and IT departments. Currently, information on assessment criteria for study courses is available in all e-learning environments, addressing another of the expert group's recommendations.
- The library's collection in the field of pedagogy has been expanded, offering students five e-book databases and eleven full-text multidisciplinary journal databases.
- The infrastructure necessary for practical training has been improved. The reconstruction of the sports complex on Cigoriņu Street 3 continues.
- Faculty members are continuously improving their professional competencies, including language skills. During the review period, faculty members actively participated in English language training. An additional payment is available for those working with international students (faculty members in the English language stream who have achieved at least a B2 level in English).
- The system for recognising students' academic achievements has been reviewed and improved, and guidelines for environmental accessibility have been developed, including provisions for learning aids for students with learning disabilities.

RSU LASE has implemented the recommendations recommended by the Expert Group during the reporting period, which in turn have improved the quality of studies in terms of process, structure and outcomes. The quality of the study process has been influenced by such improvements as:

- The use of interactive teaching and learning methods in the study process has been expanded.
- Evidence-based assessment of learning achievements.
- Assessment criteria are available to students in the e-learning environment and on the homepage under 'Course Catalogue'.
- A Study Programme Board has been established, involving all types of stakeholders.
- Employers, alumni, members of professional associations and students were involved in the development and implementation of two new study programmes.
- The range of ways and methods of cooperation with employers and graduates was broadened: e.g. involvement in programme management, management of the field of study, implementation of internships, final examinations, development of professional standards.
- A modern RSU e-learning environment has been created in which e-learning can be successfully implemented.
- EU funds have been mobilised to improve the infrastructure of the RSU, to upgrade teaching facilities and intellectual and material resources, including the development of e-learning.
- Renovated the LASE sports library and increased the number of student places in the library. Access to the library for people with disabilities via lift.

The structural quality of studies has been affected by improvements such as:

- An appropriate learning outcomes (LOs) approach in the design, implementation and quality assurance of study programmes (SPs).
- New study programmes have been developed, with all courses of study included in the new curricula, in line with the updated occupational standards during the reporting period, eliminating fragmentation to ensure the acquisition of graduates' professional functions,

taking into account employers' recommendations and mapping courses of study in line with the updated occupational standards.

- The Health, Physical Activity and Safety programme starts in the first year of study, while the Sport, Health and Public Protection Teacher sub-programme follows the sequential model of teacher education.
- English language courses have been developed to promote the internal and external internationalisation of the Academy.
- Since 2011, students are offered study courses and opportunities to participate in ERASMUS+ mobility within the study programmes, staff can improve their foreign language in further training activities for foreign language development within the framework of projects and activities provided by the University, ERASMUS+ mobility.
- The improvement of students' foreign language skills is ensured in the offer of Part C study courses, the staff has been provided with opportunities to improve their foreign language competence both in courses within ESF projects and in activities implemented by the University to promote the quality assurance of the study process and the involvement of lecturers in international projects, international exchange of experience in the field of study programmes.

The following improvements have contributed to the quality of learning outcomes:

- An internal quality system based on learning outcomes and ESG requirements for quality assurance in higher education institutions (see Annex 23.1).
- Recognition of competences acquired through professional experience or learning outcomes from prior learning.

In accordance with the internal regulatory enactments, external experts are involved in the quality assurance of study programmes in the assessment of the learning outcomes achieved by students: final examinations, defence of internships.

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

In the professional bachelor's study programme "Health, Physical Activity, and Safety" (42141) (licensed 14 December, 2022) at LSPA, recommendations from the licensing expert group and the Quality Commission were implemented during the reporting period. These recommendations have enhanced the quality of the studies by reviewing the content of the study courses and eliminating possible overlaps in the content of health-related courses with other courses. Additionally, the quality of the processes for recognizing competencies gained through professional experience or previous education achievements has been improved. The implementation of internationalization principles in scientific research connected with the study process has been enhanced, providing opportunities for lecturers to publish in scientific work.

During the reporting period, LSPA had refined and submitted the study plans for all sub-programs of the short-cycle professional higher education study program "Specialist in Sports and Education" (41141; 41813) (licensed 4 October, 2023) to the Quality Commission. This ensures that elective courses do not include those mandatory for acquiring professional qualifications and allows

students the freedom to choose their courses. Work continues on regularly updating the necessary sports equipment for the study program in the short-cycle professional higher education study program “Specialist in Sports and Education.” New forms are being sought to involve both lecturers and students in international scientific conferences, Erasmus+ mobility, and other opportunities, such as improving the content of LSPA's international summer school (OSRESS) and implementing it. To broaden students' horizons and implement the internationalization principle of the study process in practice, a foreign guest lecturer and foreign sports industry professionals are expected to be involved in the study program in the second half of the 2024/2025 academic year. LSPA has found a partner—Daugavpils University—that could provide the opportunity to continue studies at the first level of higher education, with an agreement signed on July 25, 2023. From September 1, 2024, the program will transition to the European Credit Transfer and Accumulation System (ECTS).

The “Supervision” study programme was licensed on February 26, 2014, which was after the accreditation period. No recommendations were made within the framework of licensing this particular study program. The StP "Supervision" was licensed on 26.02.2014, which was in the post-accreditation period. No recommendations were made for the specific study programme in the framework of the licensing of the study programme. The professional master's programme "Supervision" was evaluated within the RSU study field "Health Care" from 4 July 2023 to 2 February 2024. The initiative to move the programme from the "Education, Pedagogy, and Sports" field arose because, prior to LASE's integration into RSU, splitting the field into "Education and Pedagogy" and "Sports" would have left the "Supervision" programme as the only one in the field, which would not have been practical. Despite significant interest in recent years, it had not been possible to form a viable student group (25 students).

Evaluation experts identified risks related to the programme's insufficient alignment with the "Health Care" field. Given the situation with LASE's consolidation into RSU, the programme was not progressed further for accreditation in the "Health Care" field but was instead decided to be retained within the "Education and Pedagogy" field along with two LASE teacher programmes. To implement the recommendations received in the evaluation, an implementation plan has been developed, detailed in Annex 11. This plan outlines that, although the study programme is currently not operational, various publicity activities will be carried out to ensure the programme's visibility. Plans include increasing student numbers through marketing activities, collaboration with professional organisations, and other initiatives. The plan also includes measures to increase student retention and reduce dropout rates. Additional support for students during the study process (psychological support, coaching, supervision) and motivational discussions with students each semester are planned. However, the impact of these recommendations on programme development in early 2024 cannot yet be fully assessed.

Taking into account that two new study programmes have been established and launched at LASE during the evaluation period and are included in the evaluated field of study "Education and Pedagogy", the implementation of the recommendations of the Licensing Expert Group and the Quality Commission is also being evaluated. In general, the process of implementation of the recommendations of the Expert Group and the Quality Commission at LASE contributed to the improvement of the quality of studies in terms of study content, as well as to the improvement of the processes of study organisation by improving the implementation of internationalisation principles and the linking of scientific research with the study process.

Annex 11. Implementation of the licensing experts' recommendations action plan for LASE Professional Bachelor's programme “Health, Physical Activity and Security” (42141)

Annex 11. Implementation of the licensing experts' recommendations action plan for LASE short cycle professional higher education study programme "Sport and Education Specialist" (41141);

41813)

Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)		
List of the governing regulatory enactments and regulations of the higher education institution/ college	1_Anx_List_of_Internal_Laws_and_Regulations.pdf	1_piel_ieksejo_normativo_aktu_saraksts.pdf
The management structure of the higher education institution/ college	3_Anx_RSU_Structural_Diagram.pdf	3_piel_RSU_strukturshema.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	4.1_Anx_Development_Plan_StD.pdf	4.1_pielik_Attistibas_plans.pdf
The management structure of the study field	4.2_anx_RSU management structure of study direction.pdf	4.2_pielik_StV_parvaldibas_strukturshema.pdf
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	24.1_Anx_Agreement_Stud_Cont.pdf	24.1_piel_vienosanas_stud_turp.pdf
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	24.3_Anx_Certification_of_Compensation_of_Losses_to_Students.pdf	24.3_pielik_Aplic_zaud_komp.edoc
Standard sample of study agreement	24.6_Anx_Stud_Contract.pdf	24.6_pielikums_Stud_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	12_Anx_Employer_Student_Graduate_Survey.pdf	12_piel_Darba_dev_studejoso_atsolv_apt.pdf
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	6.1_Anx_acad_staff_overview_ENG.xlsx	6.1_pielik_StV_parskats_docetaji_LV.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	6.2_Anx_Teaching_Staff_CV.pdf	6.2_piel_Macibspeku_biografijas.pdf
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	24.4_Anx_Certification_Regarding_the_Knowledge_of_Latvian.pdf	24.4_pielik_Aplic_valodas_zin_StV.edoc
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)		
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	06.5_Anx_Data_summary_publications_ENG.pdf	06.5_pielik_Datu_kopsavilkums_publikacijas_LV.pdf
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	06.4_Anx_Teaching_staff_publications_StD.pdf	06.4_pielik_Macibspeku_publicaciju_saraksts_StV.pdf
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	7_Anx_Cooperation_Agreements.pdf	7_pielik_Sadarbibas_ligumi.pdf
Statistical data on the teaching staff and the students from abroad	08.1_Anx_Stat_data_intl_stud_staff.pdf	08.1_pielik_Stat_Arvalstu_stud_macibsp.pdf
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	8.2_Anx_Stud_Mobility.pdf	8.2_piel_stud_mobilitates.pdf
Statistical data on the incoming and outgoing mobility of the teaching staff	06.3_Anx_summary_of_staff_mobility_ENG.pdf	06.3_pielik_macibspeku_mobilitates_apkopojuums_par_virzienu.pdf
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	11_Anx_Recommendation_impl_plans.pdf	11_piel_Rekomendaciju_iev_plani.pdf
An application for the evaluation of the study field signed with a secure electronic signature	Application_STD_Education_and_Pedagogy.pdf	iesniegums_studiju_virziena "Izglitiba un pedagogija" novertesanai.edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		

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

Other annexes

Name of document	Document
01.3_pielik_RSU_ieksejie_normativie_akti_un_regulejumi.pdf	01.3_pielik_RSU_ieksejie_normativie_akti_un_regulejumi.pdf
01.3_An_x_internal_regulations_not_available_online.pdf	01.3_An_x_internal_regulations_not_available_online.pdf
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Application_StD_Education_and_Pedagogy.pdf	Application_StD_Education_and_Pedagogy.pdf
Monthly_performance_supplement_for_teaching_staff.pptx	Monthly_performance_supplement_for_teaching_staff.pptx
Remuneration_for_scientific_performance.pptx	Remuneration_for_scientific_performance.pptx
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ANNEXES-Additional_Missing_Discrepancies_RSU-LASE.zip	ANNEXES-Additional_Missing_Discrepancies_RSU-LASE.zip

Supervision (47142)

Study field	<i>Education and Pedagogy</i>
ProcedureStudyProgram.Name	<i>Supervision</i>
Education classification code	<i>47142</i>
Type of the study programme	<i>Second-cycle (professional master's) study programme</i>
Name of the study programme director	<i>Baiba</i>
Surname of the study programme director	<i>Pumpiņa</i>
E-mail of the study programme director	<i>Baiba.Pumpina@rsu.lv</i>
Title of the study programme director	<i>Mg.paed.</i>
Phone of the study programme director	
Goal of the study programme	<i>To provide theoretically justified and practically applicable professional studies in order to prepare highly qualified and competitive supervisors in the changing socio-economic conditions and international labour market in accordance with the Standard of Professional Higher Education, ANSE (Association of National Organisations for Supervision in Europe) guidelines and the Standard of the Supervisor's Profession.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To provide students with in-depth theoretical knowledge and practical skills in the study process, in accordance with the competences required for the profession of a supervisor.</i> <i>2. To develop and broaden students' knowledge of research methodology, facilitate the development of topical research projects related to the profession of a supervisor, popularise the obtained data and inform the public about them.</i> <i>3. To foster cooperation with various state, municipal, non-governmental and private organisations in order to provide placement opportunities for students.</i> <i>4. To carry out scientific activities contributing to the development of the supervisor's profession (research, publications, books).</i> <i>5. To encourage further research activity of students - after obtaining the Master's degree to provide the right to study for a doctoral degree.</i>

Results of the study programme	<ol style="list-style-type: none"> 1. Able to demonstrate in-depth theoretical knowledge and understanding, as well as able to apply the latest technologies in adult education and counselling in practice. 2. Able to plan and implement research relevant to the basic principles of research and to the current issues of the profession, and to summarise and present the results in a reasoned manner, thereby contributing to the development of the profession. 3. Able to independently formulate and critically analyse professional dilemmas, to explain and discuss supervision in a reasoned manner with both professionals and non-specialists. 4. Able to independently organise, administer, manage and evaluate supervision processes at individual, group, team and organisational levels, applying appropriate methods in supervision. 5. Able to assess and analyse the efficiency of supervision, able to provide valid feedback to supervisees and the supervision client. 6. Able to practice ethical responsibility by understanding the potential impact of their own actions on individuals, groups and society as a whole. 7. Able to independently direct the development of their competences and further professional development.
Final examination upon the completion of the study programme	National (qualification) exam. Defence of Master's Thesis.

Study programme forms

Full time studies - 2 years - latvian

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	120
Admission requirements (in English)	Bachelor's degree or equivalent degree, or professional higher education with a qualification in the following thematic areas: Health care, healthcare services, social and human sciences, social welfare, teacher education and education sciences, business and administration, humanities. At least 2 years of relevant work experience and supervision experience required.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Professional Master's degree in Pedagogy
Qualification to be obtained (in english)	Supervisor

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

Table 1. Changes in the StP Parameters

No.	Parameter	Description and analysis of changes in StP parameters during the accreditation period	Planned changes within the assessment procedure
1.	Study direction	—	Changed to study direction (StD) "Education and Pedagogy"
2.	Title of the StP	—	—
3.	Code according to the Latvian Education Classification	47142	—
4.	Head of the StP	In 2014-2015, the head of the programme was dr. psych., professor K. Mārtinsone, in 2015-2016, the head of the programme was Dr. psych. J. Ļvina, in 2016-2018, the head of the programme was Dr. med. Kristaps Circenis From 2018 until now StP director is Mg. paed. Baiba Pumpiņa.	—

No.	Parameter	Description and analysis of changes in StP parameters during the accreditation period	Planned changes within the assessment procedure
5.	Academic degree of the head of the StP	Mg. paed.	—
6.	Objective of the StP	—	—
7.	Tasks of the StP	—	—
8.	Learning outcomes to be achieved	—	—
9.	Final examination upon the completion of the StP	From 2017 changes to National degree examinations have been introduced – the National qualification examination was introduced	—
10.	Type and form of studies	—	—
11.	Duration of implementation	—	—
12.	Language of implementation	—	—

No.	Parameter	Description and analysis of changes in StP parameters during the accreditation period	Planned changes within the assessment procedure
13.	Volume of the StP (CP)	—	In accordance with amendments to Section 1(8) of the Law on Higher Education Institutions, which entered into force on 11 October 2022, the transition to the European Credit Transfer and Accumulation System will be implemented until 31 December 2024.
14.	Admission requirements	—	Amended to include required work experience
15.	Degree to be awarded	—	—
16.	Qualification to be awarded	—	—
17.	Place of implementation	—	—

Table 1 demonstrates that several changes have taken place in the assessment period in the study programme (StP) “Supervision”.

The programme has so far been implemented by StD “Education, Pedagogy, Sports”. With the consolidation with LASE, the study programme was included in the study direction “Education and Pedagogy”. Since 2018, the director of the study programme has been Baiba Pumpiņa.

Since 2017, the procedure of National degree examinations has changed – a National qualification examination has been introduced, where students demonstrate their qualification in supervision.

Due to the centralised switch from the national to the international (ECTS) credit system, all study courses for which the total number of ECTS credits was not quantifiable in whole numbers were adjusted accordingly, and the number of contact hours was adjusted accordingly. The RSU Study Process Development Plan for Social Sciences and Health Studies, approved at the Senate meeting

on 13 February and 12 March 2024, stipulates that ECTS credits should be reflected in the study plans from the 2024 intake onwards. The transition to the ECTS credit system in each study programme is the responsibility of the programme directors. According to Article 1(8) of the Law on Higher Education Institutions (available in [Latvian](#), partially translated into [English](#)), one credit point corresponds to 25-30 hours of study work. Each lecturer assesses the amount of work within the course of study within the limits of the Law on Higher Education Institutions. Each lecturer has reviewed the content of his/her course and adapted it, both in terms of delivery format and content, to the new credit volume and the corresponding number of hours (for guidance, see Annex 28: Transition to the new credit system. Recommendations for study programme directors and course leaders. - 2024, RSU Centre for Pedagogical Development).

As part of the assessment procedure, the admission requirements are being revised to define the work experience required of applicants in line with the standards for supervision education of the European Association of National Supervision Organisations. It has been decided to state the admission requirements as follows: *Bachelor's degree or equivalent or professional higher education with qualifications in the following subject areas: Health Care, Health Services, Social and Human Sciences, Social Welfare, Teacher Education and Educational Sciences, Business and Administration, Humanities. At least 2 years' work experience in relevant fields and supervision experience required.*

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.

Supervision is related to the use of pedagogy, health care, management science, psychology in consultation. As a modern form of support in professional activities, supervision helps address dilemmas related to professional issues, promotes learning, raises issues related to wellness in the work environment, thus reducing burnout risks. Supervision inherently ensures lifelong learning – learning according to the qualification, certain needs and interests. The topicality of lifelong learning is determined by the rapid changes in society, as well as it should be mentioned that it is determined by several documents regulating adult education – the Sustainable Development Strategy of Latvia until 2030 (available in [Latvian](#) and [English](#)), the National Development Plan of Latvia until 2027 (available in [Latvian](#) and [English](#)), as well as the Education and Skills Development Guidelines until 2027 (available in [Latvian](#)). The name of the StP retains an internationally used term (supervision – English).

In accordance with the education classification code used in the Republic of Latvia, which is determined by CM Regulations No. 322 “Regulations on the Latvian Education Classification”, code 47 142 includes second level higher education (professional Master’s degree), which is to be implemented after acquiring the Bachelor’s or professional Bachelor’s qualification.

As mentioned in the national Encyclopaedia, supervision is advisory and educational support received by an individual, group or organisation in professional context in order to improve their professional competence, professional performance quality and foster professional growth.

Regular and systematic supervisions ensure a favourable working environment, create a space/place for professionals to reflect on and develop their professional activities, address various dilemmas related to professional activity, thus reducing the risk of burnout. The purpose of supervision is to create a favourable environment directed towards development and professional improvement, in which it is effectively possible to address the current challenges and improve cooperation in the team. As a result, areas for improvement, employees' training needs are identified. In addition, supervision can help learn from mistakes, put in order processes and avoid repeating mistakes in the future, which promotes confidence and improves service rendering.

As a result of mastering StP a professional Master's degree in pedagogy (Mg. Paed.) and a supervisor's qualification is obtained. The **aim** of StP to ensure professional studies that are theoretically well-grounded and can be applied in practice to prepare highly skilled supervisors, who could compete in the changing socio-economic conditions and the international labour market, according to the professional higher education standard, guidelines of the Association of National Organisations for Supervision in Europe (ANSE) and the Supervisor's professional standard. Knowledge of theories and methods of adult pedagogy enables graduates of the programme to realise their use in both their supervisor's practice and educational activity in general, thus creating a transformative learning paradigm, stimulating self-determined and self-directed learning through supervision and education. This ensures informal (daily) learning in the context of lifelong learning.

Tasks of the professional Master's study programme "Supervision":

1. To provide students with in-depth theoretical knowledge and practical skills in the study process, in accordance with the competences required for the profession of a supervisor.
2. To develop and broaden students' knowledge of research methodology, facilitate the development of topical research projects related to the profession of a supervisor, popularise the obtained data and inform the public about them.
3. To foster cooperation with various state, municipal, non-governmental and private organisations in order to provide placement opportunities for students.
4. To carry out scientific activities contributing to the development of the supervisor's profession (research, publications, books).
5. To encourage further research activity of students - after obtaining the Master's degree to provide the right to study for a doctoral degree.

Aims and tasks of StP correspond to the aim and Development Strategy of RSU, they are formulated in cooperation with professionals and employers. **Learning outcomes** of StP are the following:

1. Able to demonstrate in-depth theoretical knowledge and understanding, as well as able to apply the latest technologies in adult education and counselling in practice.
2. Able to plan and implement research relevant to the basic principles of research and to the current issues of the profession, and to summarise and present the results in a reasoned manner, thereby contributing to the development of the profession.
3. Able to independently formulate and critically analyse professional dilemmas, to explain and discuss supervision in a reasoned manner with both professionals and non-specialists.
4. Able to independently organise, administer, manage and evaluate supervision processes at individual, group, team and organisational levels, applying appropriate methods in supervision.
5. Able to assess and analyse the efficiency of supervision, able to provide valid feedback to supervisees and the supervision client.
6. Able to practice ethical responsibility by understanding the potential impact of their own actions on individuals, groups and society as a whole.
7. Able to independently direct the development of their competences and further professional

development.

The learning outcomes of the study programme are coordinated with the Supervisor's profession standard and formulated in conformity with the description of the knowledge, skills and competences of level 7 of the EQF in the Latvian education classification.

Applicants of the study programme "Supervision" are admitted according to competition results formed by weighted average grade in the diploma and results of the entrance examination. Entrance examination: structured interview to learn about the work experience and understanding of supervision.

StP admission requirements state that applicants need an academic or professional Bachelor's degree (or equivalent higher education) in the following thematic areas of education: Healthcare, Social welfare, Teacher training and education science, Business and administration, Social and behavioural science, Humanities, as well as professional experience in the relevant field of not less than 2 years and preferable experience in supervision. The code determines belonging to a group of educational programmes. Student admission is carried out in accordance with the Admission Regulations approved by the RSU Senate for the respective academic year and external regulations. In accordance with Paragraph 3 of Cabinet Regulations No. 846 "Regarding Requirements, Criteria and Procedure for Admission to Study Programmes" of 10 October 2006, the rules for admission to study programmes for the following academic year shall be drawn up, approved and published (also on the website) each year by 1 November. The technical procedures of admission have been developed and are described in Paragraph 7.1 of RSU Process Description No. 7 "Service Provision for Students". RSU applicants apply electronically on the website (in [Latvian](#)) and (in [English](#)). StP applicants are admitted according to competition results formed by weighted average grade in the diploma and results of the entrance examination. One of the important admission requirements is at least 2 years of relevant work experience and supervision experience. This requirement ensures an understanding of the specific nature of the work in the field, knowledge of the competences required of the professional, the need for professional development, and an understanding of how supervision can support the development of the professional in a lifelong learning context. The entry requirements are adapted to the interdisciplinary nature of supervision and ensure that the students admitted are prepared to participate actively in the learning process. This is in line with the aims, objectives and outcomes of the StP, which are formulated in accordance with the title of the programme and emphasise the central place of supervision in the learning process. The content of the programme (except for the course "Civil and Environmental Protection, First Aid") is directly related to the practice of supervision. The amendment of 3 October 2023 to the Cabinet of Ministers Regulation of 13 May 2014 No 240 "Regulations on the State Standard of Academic Education", Article 21.¹ stipulates that upon completion of the Master's study programme, the student is awarded a Master's degree corresponding to the study results achieved in the relevant field of study. As the study outcomes of the Master's programme (see parameters) are closely related to the knowledge, skills and competences required in pedagogy and supervision, graduates of the Supervision programme should be awarded the Master's degree in Pedagogy.

The study programme is 120 ECTS and the study duration is 2 years, which complies with Cabinet of Ministers Regulation No 322 "Regulations on Latvian Classification of Education", which stipulates that the duration of an academic master's study programme with the first part of the code "47" is at least one year. This study programme duration is sufficient for the achievement of adequate competences in supervision and pedagogy and for the implementation of the study programme objectives.

The size, duration and content of the programme are adapted to the fact that a large part of the

students involved in the programme have not studied pedagogy and supervision before (there is no bachelor level study programme in Latvia where supervision could be studied). These students study pedagogy and supervision in addition to their first education. The programme therefore also provides a general introduction to the key areas of adult pedagogy and supervision, as well as current trends in the field worldwide.

The programme admits students who have at least a first cycle higher education qualification in a nationally accredited study programme, which ensures that - in accordance with Cabinet of Ministers Regulation No 322 "Regulations on the Classification of Latvian Education" - the total duration of full-time study is at least five years.

Following the tradition of supervision, the admission rules do not restrict the field in which the student must have had prior training. This promotes the interdisciplinary approach inherent in supervision. The programme has admitted students with previous training in the humanities (e.g. law), health, social welfare, teaching and educational sciences, etc. In addition, it should be noted that some of the students entering the programme already have a previous Master's degree in one of the fields specified in the admission requirements.

Enclosed:

Annex 24.1. Model Diploma and Supplement Thereto.

Annex 24.8. Study Contract Sample.

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

Supervision is advisory and educational support received by an individual, group or organisation in a professional context to improve their professional competence and quality of professional activity and foster professional growth.

Latvia is one of the few European countries, where the supervisor's profession is developed as an independent profession. In 2014, the profession supervisor/consultant supervisor was included in the Classification of Professions. The supervisor's profession standard was revised and supplemented in 2019 in joint cooperation between the Latvian Association of Supervisors and three higher education institutions - RSU, RISEBA, and Christian Academy.

The need for supervisions was recognised and integrated into the law even before the creation of the profession. The social work sector was one of the first. The Law on Social Services and Social Assistance and CM Regulations No. 338 of 13.06.2017 "Requirements for the Providers of Social Services" provide that advisory supervisor service should be provided in public administration. The need for supervisions was integrated in the Professional Social Work Development Guidelines 2014-2020 (available in [Latvian, English](#)). Thanks to the study programmes prepared by supervisors in Latvia, the supervision service, has become more accessible as well as the public and various institutions have become more aware of its necessity. In 2017, the Ministry of Welfare developed project "Professional Social Work Development in Local Governments" No.9.2.1.1/15/I/001 (information only in [Latvian](#)). Within the framework of this project, regulations were created for provision of the supervision service to social work specialists of local governments. It is included in these regulations that, at the choice and needs of each particular local government social service, supervisions may be carried out in different forms - individually, in a group, in a team or in an organisation and not less than 21 h per year.

The Latvian School of Public Administration has already been offering a supervision service since 2014, to increase the competence of the professionals involved in the work of the Public Administration.

Thanks to the European Social Fund project No. 9.1.3.0/16/l/001 “Increasing the Efficiency of the Resocialisation System” (2017) (information is available in [Latvian](#)) supervisions were provided to employees of the Prison Administration and the State Probation Service.

In particular, several major projects should be noted directly in the educational environment. A large project was launched in 2018 thanks to the State Education Quality Service. Within the framework of ESF project No. 8.3.4.0/16/l/001 “Support for reducing early school leaving” (“PuMPuRS”) (information in [Latvian](#)), more than 1000 supervisions have been implemented in Latvian schools participating in the project at this moment and a total of 1330 supervisions (each supervision 3 h) have been planned for school teachers and support staff. However, the ESF project No. 8.3.5.0/16/l/001 “Career Support in General and Vocational Education Institutions” implemented by the State Education Development Agency (information in [Latvian](#)) provided 40 supervision teachers – career consultants.

The need for supervisions was also determined by the impact of the COVID-19 pandemic. The Ministry of Education and Science, in cooperation with the State Education Quality Service, implemented a support programme for teachers to mitigate the consequences of the COVID-19 pandemic, within the framework of which teachers were provided with a group supervision. The purpose of the supervisions was to provide teachers psychoemotional support, mitigate burnout risks, learn self-help and self-management techniques and approaches.

In addition to the projects mentioned above, supervision is also implemented in business, local governments and the public sector. Supervision as one of the forms of lifelong learning ensures the development of human capital, which is one of the most important priorities set out in the Sustainable Development Strategy of Latvia until 2030 (Latvia 2030).

Thus, supervision becomes a demanded service in an educational environment that provides professional improvement and psychoemotional support. The need for the supervision service is updated in different professional environments and is also demonstrated by studies performed within the framework of the StP Master’s thesis. The specifics of the supervisor’s work dictate that the supervisor is an “outsourced” specialist who is hired by the organisation or individual as needed. Graduates of the programme form different forms of entrepreneurship (self-employed persons, etc.) to implement their practice in accordance with the Latvian legislation. Graduates of the programme are involved in all the above-mentioned supervision service provision projects, as well as provide a supervision service to individuals – professionals (e.g. teachers, art therapists, physiotherapists, nurses, etc.).

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.

There has been admission to StP since 2014. Admission takes place during summer admission in July, August. No state-funded study places have ever been provided in StP. Tuition fees have been gradually increased and currently reach 2000 euro per year. Students are offered the opportunity to

use the ERASMUS programme for mobility, but given that there are only a few similar courses in Europe and given the specific nature and intensity of StP courses and the fact that StP is studied by professionals from different fields, this opportunity has never been used.

The increase in the number of StP students has been observed since the existence of the study programme. In 2016, 13 students were admitted; in 2017, 7; in 2018, 9; in 2019, 14; in 2020, 17; and in 2021, 18. 3 students graduated the StP in 2017; 7 in 2018; 5 in 2019; 4 in 2020; 8 in 2021; and 11 in 2022 (see Annex 16). Unfortunately, about a third of students stop studying after the first semester. The main reason is the inability to combine work, private life and study load. The reason for expelling "due to academic failure" is very rare. Not all students complete StP in 2 years. Some (1-2 each year) take the opportunity to take academic leave. The most common reasons are family circumstances, social conditions (difficulties to combine studies with workload), as well as financial difficulties.

StP has not opened since 2022 because the number of students set by the university was not reached (24). The following activities are planned to achieve the required number of students in the future:

- Publicity of the study programme (through RSU publicity channels - website, Facebook account, etc.);
- Participation in events of professional organisations, sending information about admission to professional organisations (e.g. Latvian Nurses Association, Art Therapists Association, etc.);
- Information and motivation for further studies of students of RSU relevant bachelor and master study programmes, incl. "Supervision" study programme
- activities in cooperation with the RSU Communication Department (interviews with alumni, expert opinion, etc.)
- more targeted measures to reduce student attrition (back-up measures, motivational interviews, etc.)

Enclosed:

Annex 16. Statistical Data on Students.

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

3.2. The Content of Studies and Implementation Thereof

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

of the relevant industry, labour market, and science.

The Professional Master's study programme "Supervision" is a full-time study programme with 40 academic hours of work per week. Lectures and in-person and/or distance learning classes are held on Fridays and Saturdays. According to the Rector's Order No.1-PB-2/122/2023 (18.03.2023), in social sciences study programmes during the academic year, contact hours are implemented remotely in the amount of 20 to 50 per cent of the total amount of contact hours. In the study programme, lectures and classes are mainly held in person, the number of remote contact hours is limited to the number of hours specified in the Rector's Order.

The weekly study work consists of 25-30 hours of contact hours (on average 10 hours), independent work of students individually and in groups, including the consolidation of lecture materials, systematic reading of specified sources, written assignments, independent preparation for practical classes. Each lecturer assesses the required number of hours within the course of study and this is agreed jointly in the study programme.

Given that students are enrolled with different backgrounds, a student-centred approach is implemented in the courses of study - specific learning objectives are set and an appropriate way of learning is defined, focusing on the learning outcomes to be achieved. In the first lecture of each course, students are introduced to what they are expected to know, understand and be able to demonstrate at the end of the course. Learners are stimulated to set personal learning goals, to be aware of their learning needs and to assess their existing skills. Accordingly, the lecturer offers different solutions. Peer learning is integrated into the teaching work - small group work with set tasks (interview group), lecturers provide information on additional literature required, regular feedback on progress (formative assessment). Various forms of assessment are integrated into the teaching: essays, professional development diary, presentations, interviews, case studies, concept maps, project work, etc. This approach allows for the involvement of students in their own learning process and the possibility for the teacher to respond to students' learning needs.

The two-year StP includes basic courses and advanced knowledge courses in specific areas. Those mainly are compulsory part A courses, elective course 3 B and free elective course 1 C. Courses of part A ensure learning the required theoretical and practical knowledge in supervision, pedagogy and research. The implementation of these courses is ensured by one of RSU academic structural units, mainly departments. Most of courses (19) are implemented by the RSU Department of Health Psychology and Pedagogy.

In the first year of studies, students take the following study courses:

Part A courses:

"Supervisor's Professional Work", "Counselling and Problem-Solving Methods in Supervision", "Individual Supervision", "Supervision in Groups", "Intervision Group", "Supervisor's Personal Qualities", "Supervision of Teams and Organisations", "Psychodynamic Concepts in Supervision", "Technology-enhanced Learning and Teaching in Adult Education", "Placement 1", "Placement 2", "Placement 3", "Health Behaviour", "Research Methodology". Previously also the course "Theories and Methods of Adult Pedagogy".

Part B courses:

"Civil and Environmental Protection, First Aid", "Self-Efficacy and Self-Regulation", "Theories and Methods of Adult Pedagogy", "Self-care in Helping Professions"

Study courses to be mastered in the second year of studies:

Part A courses;

“Intervision Group”, “Placement 4”, “Master’s Thesis”, “Research Data Analysis”.

Visibility in the acquisition of theoretical and practical knowledge is ensured by the digitalisation of the study process, the introduction of different tools for diversification of type of studies (e.g. conducting remote supervisions in classes, demonstrating the use of different methods/tools in online counselling). On the basis of the results of the student survey on the need to include more practicality, particular emphasis is placed on diversifying the methods and forms of classes. This ensures the maximum possible preparation of students for different situations specific to the supervision.

Taking into account the importance of research for the development of the supervisor’s profession in Latvia and, accordingly, the necessity to improve the research skills of students, changes to planning were made in the study course “Research Methodology” (VPUPK_096) – the course is to be learned in semester 1 and 2 (previously only in semester 2), as well as classes were included in the study course “Master’s Thesis” in semester 4 (8 ac.h). Topics of study course “Technology-enhanced Learning and Teaching in Adult Education” (PIC_009) have been updated, including the involvement of different digital solutions in the context of adult learning. The restricted elective part includes study courses “Self-Efficacy and Self-Regulation” (VPUPK_166), “Theories and Methods of Adult Pedagogy” (VPUPK_101), “Self-care in Helping Professions” (VPUPK_347), which enable students to learn certain skills necessary for the professional activities of a supervisor and teacher.

The application of simulations in the study process facilitates the connection of the knowledge acquired in the study courses with the acquisition of professional skills:

1. skills training in the “student-student” form,
2. participation in observation of real supervisions,
3. analysis of video examples

Each description of the study course reflects the content of lectures and their association with practical classes. Assessment criteria have been developed and described for each study course, with which students are familiarised at the beginning of the study course. The study course description sets out the learning outcomes of the course, identifies the knowledge, skills and competences to be acquired. Some courses are also accompanied by descriptions of the skills to be learnt, links to a demonstration of video examples of the skills to be learnt. A description of the skills to be used in counselling and the creation of video examples was implemented thanks to the implementation of project SO 8.2.3.0/18/A/011 to RSU. Course descriptions (in RSU e-learning) are updated, renewed and modernise every year before the course starts.

In semester 4, students complete and defend their Master’s thesis. The aim of drafting the Master’s thesis is to provide students with the opportunity to demonstrate in practice the knowledge and practical skills acquired during their studies in research, as well as to update the topics relevant to the field of supervision, to research into them and to familiarise the public with research data or products/tools created. The Master’s thesis demonstrates a student’s competence in the chosen topic. In their Master’s thesis, students demonstrate their skills in planning, conducting and directing research, including obtaining and processing data, analysing the results of the study, and their ability to interpret the findings and present them to the wider community. Thanks to the annual international conference organised by the RSU Department of Health Psychology and Pedagogy “Health and Personality Development: Interdisciplinary Approach” enables students to present their research at a conference, thus developing the ability to present and discuss research results.

Placement is an important part of studies, as it is implemented within the framework of 4 study courses (for more detailed description of student placement see section 3.2.4).

The knowledge, skills and competences reflected in study course descriptions ensure in a purposeful way the achievement of the aims and learning outcomes of StP, because graduates:

demonstrate a wide range of knowledge, skills and competences in supervision, including find their way in recent scientific achievements,

apply the latest digital technologies to adult education and counselling,

demonstrate the ability to discuss with arguments contemporary developments in supervision, and are able to offer innovative solutions in scientific activity and business,

carry out scientific research both independently and in cooperation,

develop business by providing a supervision service and engage in the activities of professional organisations (LAS (Latvian Association of Supervisors) and ANSE (Association of National Organisations for Supervision in Europe)).

Achievement of StP learning outcomes is ensured by successive mastering of study courses and a targeted set of study courses to be implemented. The analysis of mutual compliance of mapping results of StP study courses and compliance with the knowledge, skills and competences specified in supervisor's profession standard confirm the significant contribution of each study course to the achievement of the learning outcomes of the programme knowledge, skills and competences.

Enclosed:

Annex 17.1. Compliance of the Study Programme with the National Educational Standard.

Annex 17.2. Compliance of the Study Programme with the Field-Specific Regulations.

Annex 18.1. Mapping of the Study Courses for the Achievement of Learning Outcomes of the Study Programme.

Annex 18.2. Compliance of the Qualification to Be Acquired Upon Completion of the Study Programme With the Professional Standard

Annex 19. Planning of the Study Programme (For Each Type and Form of the Implementation of the Study Programme).

Annex 20. Description of Study Courses.

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

Cabinet of Ministers Regulation No 240 on the State Standard for Academic Education, as amended on 3 October 2023, stipulates in Paragraph 21.¹ that "Upon completion of a Master's study programme, a student shall be awarded a Master's degree corresponding to the study results achieved in the relevant field of study". The study outcomes of the RSU professional Master's study programme "Supervision" (see parameters) directly identify and foreground knowledge, skills and

competences specific and relevant to supervision.

In Latvia, supervision has been an independent profession with its own professional standard since 2014. The theoretical significance of supervision is that it facilitates learning from one's own or others' experience, helps to improve knowledge and skills, develop competence, including taking into account the theoretical concepts and approaches specific to each professional field or profession.

Supervision has three main functions: administrative, educational and supportive. Education is an essential part of supervision, requiring the supervisor to be familiar with a variety of learning and teaching methods based on adult pedagogy. The formation of a competent, responsible and lifelong learning-motivated personality is promoted in students, who are able to implement and pass on these principles in their professional work after graduation. The above-mentioned factors indicate that the students, upon successful completion of studies in the study programme "Supervision" should be awarded a Master's degree in Pedagogy.

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.

StP courses are mastered in lectures, classes, tutorials, independent work and placement. A great emphasis in the study process is placed on independent work of students implementing it both individually and in teams. Particular emphasis is placed on the use of interactive methods (incl. the use of digital solutions) in the study process, active participation of students in discussions, thus developing skills that are important for the supervisor's profession – ability to reflect and ability to cooperate. Lectures can be implemented in the regular or online format. Some courses have recorded video lectures, which students can watch at a time convenient for them. According to Article 1(8) of the Law on Higher Education Institutions (available in [Latvian](#), partially translated into [English](#)), one credit point corresponds to 25-30 hours of study work. Each lecturer assesses the amount of work within the course of study within the limits of the Law on Higher Education Institutions.

In accordance with the didactic requirements of modern higher education institutions, use of more active teaching methods in lectures and classes is highlighted in the study programme. To develop the students' professional knowledge and skills: interactive methods (including individual work and work in small groups), like discussions, case studies, role playing, cooperative learning, project development and presentation, educational studies, etc. These teaching methods are selected according to the goal, objectives and expected results of the study programme, as well as the specifics of the study content in each particular study course. The goal of the chosen methods is to develop the ability of the students of Master's study programme to describe and critically analyse situations and problems, applying theoretical knowledge and practical skills, to logically assess future development of a situation and take decisions to deal with problems, to develop the ability to work individually, in a group and a team.

An accurate description of the skills and viewing of video examples serve the development of counselling skills, which allow analysis of both language use and non-verbal expressions.

Students are given the opportunity to attend conferences at RSU. When attending conferences, students are given a specific task within the scope of each study course, which is linked to the learning outcomes of each particular study course.

Lecture materials (video recordings, presentations, list of mandatory and recommended readings, list of other useful sources) are available to students on the e-learning website of each course. To facilitate navigation and perception, websites have been designed using the same principle and include key information about the course (message to students, information on the format of lectures/classes, information on tutorial times, information on examinations and assessment criteria, accurate reflection of topics to be learnt in the course, there is a news forum, appropriately drawn up references, links to RSU repository).

The courses are also implemented using a personalised approach, i.e. each student can express their creative and innovative potential both in the selection of research topics of interest to him/her and in the way papers are presented (for example, writing lessons learnt from a conference as a poem or singing as a song).

This facilitates a student-centred approach, where the lecturer is a coordinator, who assists the student in finding the necessary information, encourages the evaluation of sources of information, provides the necessary guidance. Students learn independently and responsibly, at the same time developing knowledge in mutual cooperation among students, as well as in cooperation with lecturers.

The forms of independent work vary from one course to another, which makes it possible to keep originality, interest, and also promotes learning and research of different forms of learning in practice (e.g. creation of an essay, blog on supervision, interviewing of working supervisors, etc.).

Most courses have a cumulative assessment system in place that ensures that students learn the course content sequentially and continuously, as well as obtain continuous feedback from the lecturer. The purpose of the examinations is not only to assess, but also to provide the student with an understanding of the necessary development of appropriate knowledge and skills. Test types motivate the students to work systematically, as well as to identify a lack of knowledge or skills in a timely manner. After the first year of studies, discussions are conducted with each student individually, during which feedback is provided on what has been observed during the study work and also during the student placements, recommendations are provided for further professional improvement, as well as the needs and recommendations of students are listened to. Such discussions are also organised in semester 4 after the end of placement and the examination "Placement 4". The purpose of the talks is to provide more feedback on the assessment, to provide recommendations for further professional development.

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).

Placement enables students to get acquainted with different environments of professional activity, their specifics. Placement is organised in accordance with standards on professional Master's study programmes. In placements, there are no differences depending on students' prior education. Thanks to placement, students can strengthen the theoretical knowledge acquired in real work environments. The scope of placement is 42 ECTS and it is implemented in the first, second and third semester. Placement is regulated by the Placement Regulations approved at the Council of the RSU Faculty of Public Health and Social Welfare. When starting their placement, students are introduced to the placement planning, organisation, requirements, tasks, and documentation. Placement tasks are focused on the approbation of acquired knowledge by developing the skills needed for a supervisor: working on the individual, group, or organizational level. Course "Placement 1" (6 ECTS) is the first course (in semester 1), where students obtain practical experience. There is observation placement (observing supervisions conducted by a lecturer/supervisor and analysing them) in this course/placement and also practice using the simulation "student-student". In the second semester, students conduct supervisions in the placement sites selected by them or offered by the university. Conducting individual supervisions min 6 h (study course "Placement 2" (6 ECTS)) and conducting group/team supervisions min 9 h (study course "Placement 3" (6 ECTS)). Students also participate in the National Qualification Examination of students in the 2nd year of StP as supervisees, thus supplementing the experience as supervision clients and gaining experience in observing the course of the examination and analysis of sessions. Within the scope of qualification placement (study course "Placement 4" (24 ECTS)), students organise and conduct individual, group and team supervisions in the amount of min 30 h. The placement includes: work with supervisees (to clarify/evaluate problems and needs, to set appropriate objectives of activity, to build a contract and cooperation process), to conduct supervisions, to complete placement protocols for each conducted supervision and to upload to the e-learning website where the lecturer provides feedback on the supervision process/protocols. Placement of students is supervised during regular classes (supervision of supervision). This form allows conceptualisation skills to be developed – connecting practice with theory. At the end of each of those placements, the student draws up a written case study according to a defined form. The case study is presented and defended in the final examination. Such a form of organisation of placement also enables the lecturer to observe and identify the set of skills to be developed by each student, thus implementing a student-centred approach. Courses related to student placement are implemented by several lecturers. Regular covisions are organised for lecturers, within which lecturers ensure mutual circulation of information, are able to identify students' learning needs in a timely manner, provide mutual support. Discussions are organised with each student individually after semester 2 and semester 3 placements, during which feedback on what has been observed and recommendations for further professional development are provided.

The following documents confirm the performance of placement tasks:

- Protocols of conducted supervisions (they need to be uploaded to e-learning after each conducted supervision). Protocols have a certain form and structure. A study course lecturer makes comments in protocols in e-learning, thus helping the student to analyse supervision sessions in a more diverse way, spot potential risks, and plan future sessions more successfully.
- A supervision case analysis that includes an analysis of the process of all conducted supervisions. The case study should be uploaded to e-learning and presented at the examination.
- Report on conducted supervisions, time spent on preparation, time spent on contract

conclusion, etc.

Students choose their placements according to their professional interests. Students of the study programme work in a wide variety of professional environments and organisations: SIA “Mājas aprūpe”, Talsi District Social Service; Preschool education institution “Varavīksne”, National Armed Forces, RSU Study Department, State Probation Service, Prison Board, Valmiera District Education Board, Kazdanga High School, Private Secondary School “Patnis”, Ventspils City Hospital, private persons (individual supervision), etc.

Enclosed:

Annex 9. Description of the Organisation of Student Placement.

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

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

Already from semester 1 students are guided in understanding of the research topics relevant to the supervisor’s profession, familiarised with latest developments in the sector, most significant sources, which reflected the latest research. Since supervision in Latvia is a rather new profession, research is important for the development of the profession.

In 2020, two students supervised by Professor K. Mārtinsonē defended their Master’s thesis by using for equivalence their publications “Self-Assessment of Professional Competence of Supervisors of Latvia”, “Self-Assessment of the Importance and Attainability of Supervisors’ Ethical Competence in Latvia”. The publications were indexed in international peer reviewed databases – *CrossRef, Google Scholar, Worldcat*.

In 2021, the edition of the international conference of Rezekne Higher Education Institution “Society. Integration, Education” included a publication “Use of information technology in telesupervision: data security” by a student and Professor K. Mārtinsonē. The publication was equivalent to a Master’s thesis. In cooperation with the Latvian Association of Psychologists, training was organised, where the student presented research results and conducted a training seminar on security of data in online counselling.

In 2021, students participated in the creation of a book “Remote Psychological Assistant and Counselling” [Prep. by Z. Gulbe] issued by RSU. The book includes two articles by students of StP “Supervision”: “Aspects of Informed Consent and Security of Data” and “Digital Competence in the 21st Century”. The book “Supervision in the Educational Environment” [Prep. by B. Pumpiņa] includes an article “Professional Competence of Supervisors Working in the Field of Education”. The book “Supervision in Healthcare” [Prep. by B. Pumpiņa] released in 2024 includes an article that reflects the study “Supervision as Learning and Professional Support in Improving Nurse’s Professional Qualification” conducted as part of the Master’s thesis.

Every year, several students participate in the international conference “Health and Personality Development: Interdisciplinary Approach” organised by the RSU Department of Health Psychology and Pedagogy and present their research. For example, research “Supervision Needs of Teachers of Special Education Institutions”, “Supervision Experience of Social Workers Relating to Work with Disabled Persons”, “Supervision as a Form of Improvement of Professional Competence in Orphans’ Court Workers”, etc. The research topics selected by students reflect the topics of supervision in the professional environment and topics relevant to society in general.

A digital tool “3DEK” for use in online supervisions was created in 2022 within the vertically integrated project “Psychological Assistance and Self-Help” within the SO project 8.2.3 “Improvement of Governance Processes and Modernisation of Contents of Study Process at Rīga Stradiņš University” (No.8.2.3.0/18./A011). The tool was developed by two Master students supervised by the doctoral student Inese Paiča. Within the project, there was cooperation with the Latvian Academy of Art in the creation of a visual image of the digital tool. The digital tool “3DEK” was presented on 10 November 2022 also at the Supervision Days conference “Challenges of Changing Times: Abilities and Possibilities of Supervision” organised by RSU and RISEBA annually.

Cooperation with the State Revenue Service (SRS) in the provision of supervisions and the development of a study on the necessity of supervision to SRS employees was implemented in 2023. The study was led by Prof. K. Mārtinsonē.

Taking into account the topicality of the selected research topics, as well as active popularisation of data obtained, the research conducted may be considered a significant contribution to the development of the profession in Latvia.

The average grade of students' final work is 7.4 (good). During the same period (2017 onwards), two students received failing grades (2 and 3). In both cases, the students defended their theses again with a pass mark of 4 (almost average). Several final theses have been awarded a mark of 10 (excellent), including publications which are considered to be Master's theses.

Enclosed:

Annex 22. Topics of Students’ Final Papers.

3.3. Resources and Provision of the Study Programme

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

For the implementation of courses of StP “Supervision”, students are provided with a comprehensive study process, using well-equipped auditoriums, the RSU Library (information in [Latvian, English](#)) with a wide and modern provision of open access textbooks and scientific literature, extensive availability of computer hardware and the internet, including provision of RSU e-learning environment and student information system (SIS-3). Free internet, as well as publicly available computers with internet connection, are available in premises of the higher education

institution. Students can download *MsOffice* and *SPSS (Statistical Package for the Social Sciences)* software free of charge on their personal computers for study work. Students have access also to the materials uploaded to the RSU [Repository](#).

Every year, the range of textbooks and scientific literature is supplemented. Books for students are in open access at the RSU Library.

There are various study resources available for students in e-learning – lecture materials, presentations, tasks, tests, conference video recordings and presentation materials, professional discussion video recordings, links to useful online study materials. Videos of consulting skills are also available.

A range of different methods required in consultation has been purchased and is supplemented annually (for example, the educational game “My Team Roles”, associative cards “Your World”, a systemic consulting manual and the practical material “Systemic Consulting in Five Rounds”, emoji cards “Feelings, Sensations, Emotions”, the card set “Idea PITCH”, personality growth cards “52 Steps Up”, Design thinking toolkit, method-card set “Motivation. Values. Needs”, etc.).

In the supply of e-resources, five e-book databases and seven full-text databases of journals are available for the supervision study programme.

As for the supply of e-resources, **five e-book databases and eleven full-text multisectoral databases of journals** are available for the study direction “Education and Pedagogy”. Subscribed databases ***eBook Academic Collection (EBSCO)*, *Ebook Central (Proquest)*, *ClinicalKey (Elsevier)*, *AccessMedicine (McGraw-Hill)*, *SAGE Research Methods*** contain e-books on education, pedagogy, supervision, sports pedagogy, sport medicine, sport physiology, sport psychology, fitness, nutrition of athletes, research methods and other relevant thematic areas. For example, *Ebook Central (ProQuest)* has 1337 e-books on the topic of “Supervision”, while *EBSCO eBook Academic Collection* has 1444 e-books, when searching for the topic “Supervisor”; *Ebook Central (ProQuest)* has 588 e-books, but *EBSCO eBook Academic Collection* – 814 e-books. The *ClinicalKey* database has sections of books “Health Supervision”, “Supervision”, “Health behavior”, etc. Subscribed multidisciplinary databases *Ebook Central (ProQuest)* and *EBSCO eBook Academic Collection* offer e-books in different fields and from different publishers that provide selected information results searching by various topics/keywords. The single search Primo also contains 5 journals containing keyword “*Supervision*” in their names.

Students also have access to **news and reference databases** such as *Encyclopedia Britannica Academic Edition*, *Letonika*, *LETA news archive*, *Nozare.lv*, *News.lv (Lursoft)*.

On the Library website, section List of recommended e-books (available in [Latvian](#) and [English](#)) summarises the e-books in study programmes – both purchased and from subscribed databases.

Enclosed:

Annex 23.1. Assessment of the informative and methodological provision regarding library resources for the implementation of the study direction “Education and Pedagogy” in accordance with the requirements of the guidelines

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

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

The study programme is planned to be funded from private and legal entity funds, setting the tuition fee at 2100 EUR for the Latvian study flow, which will be increased to 2400 EUR in subsequent years, analyzing demand constraints. The demand for the study program at the currently set tuition fee, which corresponds to the actual costs per student, is not sufficient to form the minimally required student group size for admissions, so students have not been admitted in recent years. There are no state budget places provided for this study program. Admission to the study program will only resume on the condition that the necessary funding is found to cover the actual costs of the programme in addition to the tuition fee. The projected tuition fee, without finding other funding sources, is 3600 EUR.

The number of students planned to be achieved over two academic years is 25, with 13 students admitted in the first year, and the number of students remaining unchanged in the second year. Following high inflation and a sharp increase in energy resource prices, the expenses of the study program exceeded the revenues, but the situation is stabilized in the long term by reviewing the tuition fee.

The funding is used for staff remuneration, attracting guest lecturers, taxes, maintaining IT infrastructure, purchasing equipment and inventory, and covering study visit expenses. In addition to the direct costs of implementing lectures and classes, the study programme must cover the expenses of maintaining infrastructure (premises, IT solutions) and other common RSU resources used by the study program (Student Services, Library, study process organization, subsidy for the student government, and other support and administrative functions).

Table 2. **Information on student costs**

Title	Result with the current study fee	Result with the anticipated study fee
Average income per student, EUR	2 100	2 400
Average cost per student, EUR	4 499	4 758
Academic staff, %	48	45
Department resources, %	3	3
Other direct expenditure, %	6	6

Fixed costs, %	3	3
Eligible, incl. development costs, %	40	43

The cost-effectiveness of the study programme will be ensured by reviewing tuition fees and increasing the number of students. The most recent projections indicate an enrolment of EUR 3600 and at least 13 students if no drop-out is projected. With the current projections for drop-out, it is not recommended to enrol fewer than 16 students at a tuition fee of EUR 3600. Unless the viability of the programme is ensured, no expenditure is planned for the development of the programme.

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.

Academic staff (lecturers) meeting the requirements of the Law on Higher Education Institutions and also scientific staff (researchers, lead researchers) meeting the requirements of the Law on Scientific Activity are involved for the implementation of the study programme “Supervision”.

Lecturers (teaching staff) involved in the implementation of StP have the following qualification requirements: at least a Master’s degree, but preferably a scientific doctoral degree in a science related to the course, pedagogical work experience, digital skills, preferable scientific activity in the relevant field of science and practical work experience in supervision (according to the content of the course).

A total of 24 lecturers (teaching staff) are involved in the implementation of the study programme “Supervision”, 11 of them have a doctoral degree, 3 are candidates for a scientific degree, the other 9 have a scientific Master’s degree. Almost half (10) of the lecturers involved in the implementation of the programme are also certified supervisors (Latvian Association of Supervisors) and practise the profession on a daily basis.

Table 3. Lecturers involved in the study programme “Supervision”

Name, surname	Academic position	Scientific degree/supervisor’s qualification	Study courses or their sections
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Kristīne Mārtinsone	Professor	Dr.psych., Mg. paed., Mg. Sc.sal. Certified supervisor	“Research Methodology”, “Master’s Thesis”. Previously – “Supervisor’s Professional Work”
Ivans Jānis Mihailovs	Assistant Professor	Dr. iur., Mg. man., Mg. iur., Mg. art.	“Supervisor’s Professional Work”
Velga Sudraba	Assistant Professor	Dr. med.	“Psychodynamic Concepts in Supervision” Previously - “Placement 1”, “Individual Supervision”, “Supervision in Groups”, “Placement 4”
Nora Jansone-Ratinika	Assoc. professor	Dr. paed.	“Technology-enhanced Learning and Teaching in Adult Education”.
Indra Majore-Dūšele		Mg. psych., Mg. sc. sal., Doctoral candidate. Certified supervisor	“Supervisor’s Personal Qualities”
Aelita Vagale	Assistant	Mg. psych. Certified supervisor	“Counselling and Problem-Solving Methods in Supervision”, “Intervision Group”. Previously – “Placement 2’, “Placement 3’, “Placement 4”.
Aira Aija Krūmiņa	Assistant Professor	Dr. chem., Mg. paed.	“Theories and Methods of Adult Pedagogy”
Kristaps Circenis	Assistant Professor	Dr. med., Certified supervisor	“Supervision in Groups”, “Placement 2’, “Placement 3”, “Placement 4”
Anda Upmale-Puķīte		Mg. sc. sal., Mg. psych., Mg. paed. Certified supervisor	“Individual Supervision”
Līga Vaivade-Kalnmeiere		Mg. paed. Certified supervisor.	“Placement 1”, “Placement 2”, “Placement 3”, “Placement 4”
Baiba Pumpiņa	Acting Assistant	Mg. paed. Certified supervisor	“Supervisor’s Professional Work”, “Placement 2”, “Placement 3”, “Placement 4”

Sanita Šuriņa	Lecturer	Dr. psych., Mg. sc. sal.	“Research Methodology”, “Master’s Thesis”
Inese Paiča	Lecturer	Mg. sc. Sal., doctoral candidate. Certified supervisor	“Master’s Thesis” Previously – “Placement 2”, “Placement 3”, “Placement 4”
Sandra Liepa		Mg. paed.	“Supervision of Teams and Organisations”
Laura Miķelsone		Mg. paed. Certified supervisor	“Supervision of Teams and Organisations”
Diāna Kalniņa	Acting lecturer	Mg. Paed. Doctoral candidate	“Research Methodology”, “Research Data Processing”
Anita Pipere	Acting Prof.	Dr. psych.	“Research Methodology”
Ivars Vanadziņš	Professor	Dr. med.	“Civil and Environmental Protection, First Aid”
Oļegs Sabeļņikovs	Assoc. Professor	Dr. Med.	“Civil and Environmental Protection, First Aid”
Elīna Ieva Smule		Mg. psych.	“Health Behaviour”
Beate Evelīna Dišlere		Mg. psych.	“Self-Efficacy and Self- Regulation”
Aija Ozola		Mg. paed., Mg. ed. admin., Mg. sc. sal.	“Self-care in Helping Professions”

The lecturers involved in the programme regularly supplement their knowledge by participating in the training organised by the RSU Centre for Educational Growth, the activities of professional organisations and the experience exchange trips abroad.

From 2017 to May 2024, 19 lecturers from the Master’s study programme “Supervision” participated in **continuing education activities for lecturers** implemented by the RSU Centre for Educational Growth and the Information Technology Department attending more than 200 training activities of different content. In total, teaching staff of the study programme “Supervision” spent 3039 academic hours on continuing education activities.

The teaching staff participated in the following CEG activities: Remote student group work with the *Miro* tool, Role of interactivity in the study process, Work in large student groups: how to turn a challenge into an opportunity, Close-up of e-study opportunities or complicated explained simply and quickly, Management of mastering skills in RSU study programmes, Uses of artificial intelligence in education, What is artificial intelligence?, Assessment through technology, Potential of immersive technologies for effective learning strategies, Inclusive university from A to Z, 21st-century business Latvian, Academic integrity, Questionnaire creation (non)practices and helpful tips, Reference management tool *EndNote*, Open access to scientific information, Database *PubMed* and its tools for searching scientific publications, Authentic tasks – one of student solo work forms in cumulative assessment, Creating Engaging and Interactive Online Course Design and Delivery,

Contextualizing the use of Webinar in Higher Education and many other trainings.

Enclosed:

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

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

During the reporting period, there were rather insignificant changes in teaching staff of StP "Supervision". Mainly in placement-related courses. There are also positive traits in replacement of lecturers – thus facilitating opportunities for students to experience different approaches and styles in supervision, to gain more versatile experiences through the experience stories of lecturers-practitioners. Given the specific nature of work of the higher education institution, it is difficult to attract the best professionals in some courses (e.g. "Supervision of Teams and Organisations"), who would have both practical work experience in the field and theoretical knowledge and pedagogical experience. However, we have been able to attract lecturers by appropriately dividing course topics and students believe that they have brought diversity.

RSU lecturers – highly qualified professionals, both academic and field professionals (supervisors) – are mainly involved in the implementation of the StP. Considering that StP is a professional Master's study programme, there is a strong emphasis on attracting practitioners. Practising supervisors are RSU lecturers: Professor Kristīne Mārtinsone, Associate Professor Sandra Mihailova, Assistant Professor Velga Sudraba, Assistant Professor Kristaps Circenis, Assistant Aelita Vagale, lecturer Inese Paiča, acting assistant Baiba Pumpiņa, as well as invited lecturers Līga Vaivade-Kalnmeiere, Laura Miķelsone, Anda Upmale-Puķīte, Indra Majore-Dūšele. The number of lecturers who have obtained a doctoral degree or are doctoral candidates has increased during the reporting period in the profiling Department of Health Psychology and Pedagogy of the programme, for example, Sanita Šuriņa defended a doctoral thesis and Inese Paiča is a doctoral candidate. Indra Majore-Dūšele and Diāna Kalniņa are also doctoral candidates. Lecturers who worked on the board of the professional organisation – Latvian Association of Supervisors (Kristaps Circenis, Līga Vaivade-Kalnmeiere) are involved in the implementation of study courses. During the reporting period, graduates of the programme Laura Miķelsone, Indra Markova, Gunta Vītola, Līga Vaivade-Kalnmeiere were also involved in the implementation of study courses. Graduate Baiba Pumpiņa was involved as a lecturer at the Department of Health Psychology and Pedagogy the Chair of Health psychology and pedagogy and is also the director of StP "Supervision".

The quality of studies/content of study courses and performance of lecturers is evaluated at the end of each study course, as well as in general after mastering the study programme. This process is organised by sending study course questionnaires. The data obtained are analysed at meetings of StP lecturers and also at meetings of the Department of Health Psychology and Pedagogy.

3.4.3. Information on the number of the scientific publications of the academic staff members, involved in the implementation of doctoral study programme, as published during the reporting period by listing the most significant publications published in Scopus or WoS CC indexed journals. As for the social sciences, humanitarian sciences, and

the science of art, the scientific publications published in ERIH+ indexed journals or peer-reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

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

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

The director of the study programme is responsible for ensuring the interconnection of study courses and informing the lecturers regarding the learning outcomes of each course, as well as the necessary supplements. Since most of StP courses are implemented by lecturers of the Department of Health Psychology and Pedagogy, then the circulation of information is ensured at meetings/department meetings, during observation of teaching, in jointly implemented cooperation projects (presentations at conferences, cooperation in the development of students' Master's thesis projects, participation in annual Supervision Days events). The lecturers involved in the implementation of student placements meet regularly (once a month) in covisions to discuss issues related to their teaching work. Working groups have been established in the Department, in which lecturers are united according to the courses to be implemented (e.g. Pedagogy Working Group). According to the working groups, e-mails have also been set up for faster circulation of information without unnecessarily involving colleagues who may not be up-to-date. Such cooperation mechanisms ensure a rapid flow of information, the possibility to discuss issues in person and to take decisions based on listening to different points of view, reasoned and balanced. These cooperation mechanisms are relevant and effective.

There are currently no students on the programme, so it is not possible to provide a student to faculty ratio for the StP at the time of submission, however the student to faculty information has been 1:1.3 for the higher number of students during the evaluation period.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	24.1_AnxDiploma_Supplement_Sample.pdf	24.1_piel_Diploms_piel_paraugs.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	16_Anx_Stud_statistics_Supervision.pdf	16_pielik_Supervizija_statistika_lv.pdf
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	17.1_Anx_PMSP_Supervision_Compliance_Standard.pdf	17.1_pielik_PMSP_Supervizija_atbilstiba_izglitiba_standartam_Mk305.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	18.2_Anx_Prof_Standard_Mapping.pdf	18.2_pielik_Prof_standarta_kartejums_Supervizija.pdf
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	18.1_St_course_mapping_Supervision.pdf	18.1_St_kursu_STP_rezult_kartejums_Supervizija.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	19_Anx_Supervision_plan.pdf	19_pielik_Supervizija_studiju_programmas_plans.pdf
Descriptions of the study courses/ modules	20.1_Anx_Course_Descrip_Supervision.pdf	20.1_piel_kursu_apraksti_Supervizija.pdf
Description of the organisation of the internship of the students (if applicable)	09_Anx_Organisation_of_Student_Placement.pdf	9_piel_Studejoso_prakses_organizacija.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Health, Physical Activity and Security (42141)

Study field	<i>Education and Pedagogy</i>
ProcedureStudyProgram.Name	<i>Health, Physical Activity and Security</i>
Education classification code	<i>42141</i>
Type of the study programme	<i>First cycle (professional bachelor's) study programme</i>
Name of the study programme director	<i>Inta</i>
Surname of the study programme director	<i>Bula-Biteniece</i>
E-mail of the study programme director	<i>inta.bula-biteniece@rsu.lv</i>
Title of the study programme director	<i>Dr.paed.</i>
Phone of the study programme director	
Goal of the study programme	<p><i>Aim of the study programme</i> <i>To provide professional studies based on the theoretical foundations of the sciences in the fields of sports, health education, and national defence, aligning with the standards of the teaching profession and meeting the needs of the economy, culture, national defence and security, and society.</i></p> <p><i>Aim of "Sport and Health Teacher" sub-programme</i> <i>to provide professional studies that meet the needs of the economy, culture, national defence and security, as well as social needs, are based on the theoretical foundations of sport and health education sciences, are in line with the standards of the teaching profession and are applicable in practice.</i></p> <p><i>Aim of "Sport, Health and National Defence Teacher" sub-programme</i> <i>to provide professional studies in the theoretical foundations of the sciences of the fields of economy, culture, public protection and security, as well as social needs, in the field of sport, health education and public protection, which meet the professional standards of the teaching profession and can be applied in practice.</i></p>
Tasks of the study programme	<p><i>Objectives of the study programme:</i></p> <ol style="list-style-type: none"> <i>1. To educate students by ensuring the acquisition of professional qualifications of a sixth-level teacher, as well as to promote their competitiveness in changing socio-economic conditions and in the international labour market;</i> <i>2. Ensure achievement of learning outcomes (knowledge, skills and competence) in the field of sports and health education and/or in the field of State defence education in accordance with the knowledge, skills and competence of level 6 of the European qualification Framework specified in the Classification of Education of Latvia.</i> <i>3. Ensure that alumni of the study programme are able to choose and use information technologies responsibly and safely for the performance of their duties, research and lifelong learning, as well as for the acquisition, creation and sharing of digital content.</i> <i>4. Create motivation for continuing education and provide an opportunity to prepare for the acquisition of relevant next cycle higher education and relevant level professional qualifications.</i> <p><i>Objectives of sub-programme "Sport and Health Teacher"</i></p> <ol style="list-style-type: none"> <i>1. To educate students by ensuring the acquisition of the sixth level professional qualification of the teacher, as well as to promote their competitiveness in changing socio-economic conditions and in the international labour market;</i> <i>2. Ensure achievement of learning outcomes (knowledge, skills and competence) in the field of sports and health education in accordance with the knowledge, skills and competence of level 6 of the European qualification framework specified in the Classification of Education of Latvia.</i> <i>3. Ensure that alumni of the study programme are able to choose and use information technologies responsibly and safely for the performance of their duties, research and lifelong learning, as well as for the acquisition, creation and sharing of digital content.</i> <i>4. Create motivation for continuing education and provide an opportunity to prepare for the acquisition of relevant next cycle higher education and relevant level professional qualifications.</i> <p><i>Objectives of sub-programme "Sport, Health and National Defence Teacher" sub-programme</i></p> <ol style="list-style-type: none"> <i>1. To educate students by ensuring the acquisition of the sixth level professional qualification of the teacher, as well as to promote their competitiveness in changing socio-economic conditions and in the international labour market;</i> <i>2. Ensure achievement of learning outcomes (knowledge, skills and competence) in the field of sports and health education and in the field of State defence education in accordance with the knowledge, skills and competence of level 6 of the European qualification framework specified in the Classification of Education of Latvia.</i> <i>3. Ensure that alumni of the study programme are able to choose and use information technologies responsibly and safely for the performance of their duties, research and lifelong learning, as well as for the acquisition, creation and sharing of digital content.</i> <i>4. Create motivation for continuing education and provide an opportunity to prepare for the acquisition of relevant next cycle higher education and relevant level professional qualifications.</i>

Results of the study programme	<p><i>Planned outcomes of the study programme to be achieved:</i></p> <p><i>Knowledge and understanding:</i></p> <ol style="list-style-type: none"> 1. Able to demonstrate basic and specialised knowledge characteristic of the field of sports and health education and/or national defence education and the teaching profession, along with a critical understanding of these concepts. Some knowledge corresponds to the highest level of achievement in the respective field of science or profession. 2. Able to demonstrate understanding of the key concepts and patterns of the sports and health education and/or national defence education and the professional field of teaching. <p><i>Skills:</i></p> <ol style="list-style-type: none"> 3. Able to perform professional, innovative, and research activities using the acquired theoretical foundations and skills, formulate and analytically describe information, problems, and solutions in the fields of sports and health education and/or national defence education and the teaching profession, and explain them and discuss them reasonably with both professionals and non-professionals. 4. Able to structure their own learning independently, to guide their own and their subordinates' further learning and professional development, demonstrate a scientific approach to problem solving, take responsibility and initiative when working individually, in a team or leading others, make decisions and find creative solutions in changing or uncertain circumstances. <p><i>Competence:</i></p> <ol style="list-style-type: none"> 5. Able to independently acquire, select, analyse and use information, make decisions and solve problems in the field of sport and health education and/or public health education and in the teaching profession, demonstrate an understanding of professional ethics, evaluate the impact of their professional activities on the environment and society and participate in the development of the teaching profession. <p><i>Planned outcomes of sub-programme "Sport and Health Teacher"</i></p> <p><i>Knowledge and understanding:</i></p> <ol style="list-style-type: none"> 1. Able to demonstrate basic and specialised knowledge specific to the sports and health education science sector and the teaching profession of the individual development needs of the age and competences of the learner, the development of the educational content in the field of health and physical activity, the adaptation of techniques, means and resources to the individual needs and abilities of the learners, the intended learning goal and learning outcomes to be achieved, pedagogical activity, planning, the creation of a safe and supportive educational environment, the organisation, management and evaluation of a child-centred educational process, taking into account the objectives of the educational institution and the specificity of the learning outcomes to be achieved and a critical understanding of this knowledge, and some of the knowledge corresponds to the highest level of achievement of the teaching profession. 2. Able to demonstrate understanding of the nature of the main concepts of the sports and health education science sector and the professional field of the teacher and the legalities of the professional activities of the teacher. <p><i>Skills:</i></p> <ol style="list-style-type: none"> 3. Able to perform professional, innovative and research activities in the field of health and physical activity training, formulate and analyse information characterising the quality of the pedagogical process, problems of pedagogical practice in the field of health and physical activity training and solutions in the field of sports and health education science and the teaching profession, explain them and discuss them in a reasoned manner with specialists and non-specialists. 4. Able to structure their own learning independently, direct their own and subordinate further learning and professional development in fostering the development potential of the learner's personality, demonstrate a scientific approach to problem solving, take responsibility and initiative through individual, team or management of other people's work, make decisions and find creative solutions in changing or uncertain circumstances. <p><i>Competencies:</i></p> <ol style="list-style-type: none"> 5. Able to independently acquire, select and analyse information characterising the quality of the pedagogical process and use it, take evidence-based decisions and solve complex problems in the sports and health education science sector and the teaching profession, demonstrate that they understand professional ethics, are able to assess the impact of their professional activities on the environment and society and participate in the development of the professional field of the teacher. <p><i>Planned outcomes of sub-programme "Sport, Health and National Defence Teacher"</i></p> <p><i>Knowledge and understanding:</i></p> <ol style="list-style-type: none"> 1. Able to demonstrate basic and specialised knowledge specific to the sports and health education and public defence education science sector and the teaching profession regarding the individual development needs of age stages and competences, the content of training in the field of health and physical activity and national protection, adapting techniques, means and resources to the individual needs and abilities of learners, the intended learning goal and learning outcomes to be achieved, pedagogical activity, planning, building a safe and supportive educational environment, organising, managing and evaluating a child-centred educational process, taking into account the objectives of the educational institution and the specific nature of the learning outcomes to be achieved and a critical understanding of this knowledge, and some of the knowledge corresponds to the level of the highest achievements of the relevant scientific sector or profession. 2. Able to demonstrate understanding of the essence of the most important concepts of sports and health education and the science sector of public defence education and the professional field of the teacher and the legalities of the professional activities of the teacher. <p><i>Skills:</i></p> <ol style="list-style-type: none"> 3. Able to perform professional, innovative and research activities in the field of health and physical activity, State defence training, formulate and analytically describe information characterising the quality of the pedagogical process, problems of pedagogical practice and solutions in the field of sports and health education and state defence education science and the teaching profession, explain them and discuss them in a reasoned manner with specialists and non-specialists. 4. Able to structure their own learning independently, direct their own and subordinate further learning and professional development in fostering the development potential of the learner's personality, demonstrate a scientific approach to problem solving, take responsibility and initiative through individual, team or management of other people's work, make decisions and find creative solutions in changing or uncertain circumstances. <p><i>Competencies:</i></p> <ol style="list-style-type: none"> 5. Able to independently acquire, select and analyse information characterising the quality of the pedagogical process and use it, take decisions and solve problems in the sports and health education and public defence education science sector and the teaching profession, demonstrate that they understand professional ethics, are able to assess the impact of their professional activities on the environment and society and participate in the development of the professional field of the teacher.
Final examination upon the completion of the study programme	Bachelor's thesis or diploma paper, national examinations: practical and integrated

Study programme forms

Full time studies - 4 years - latvian

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

Places of implementation

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

Part time studies - 4 years, 6 months - latvian

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

Places of implementation

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

Full time studies - 4 years, 8 months - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	4
Duration in month	8
Language	<i>latvian</i>
Amount (CP)	287
Admission requirements (in English)	<i>Secondary education. According to the Law on the National Defence Training and the Youth Guard, only employees of the Youth Guard Centre in the position of Youth Guard Instructor are admitted to the sub-programme "Sports, Health and National Defence Teacher". Applicants must pass an admission examination in physical fitness (PF) and provide a justification for the choice of the teaching profession (written and oral).</i>

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in teacher education</i>
Qualification to be obtained (in english)	<i>Teacher</i>

Places of implementation

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

Part time studies - 5 years, 6 months - latvian

Study type and form	<i>Part time studies</i>
Duration in full years	<i>5</i>
Duration in month	<i>6</i>
Language	<i>latvian</i>
Amount (CP)	<i>287</i>
Admission requirements (in English)	<i>Secondary education. According to the Law on the National Defence Training and the Youth Guard, only employees of the Youth Guard Centre in the position of Youth Guard Instructor are admitted to the sub-programme "Sports, Health and National Defence Teacher". Applicants must pass an admission examination in physical fitness (PF) and provide a justification for the choice of the teaching profession (written and oral).</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Professional Bachelor's degree in teacher education</i>
Qualification to be obtained (in english)	<i>Teacher</i>

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

Table 1. Changes in StP parameters

No	Parameter	Description and analysis of the changes in the StP parameters during the accreditation period	Planned changes within the evaluation procedure (to take effect after accreditation)
1.	Study direction	—	—
2.	StP title	—	—
3.	Education classification code in the Republic of Latvia	—	—
4.	Director of the StP	—	—
5.	Academic degree of the Director of the StP	—	—
6.	Aim of the StP	—	Clarified to reflect the objective of each sub-programme.
7.	Objectives of the StP	—	Clarified to reflect the tasks of each sub-programme.
8.	Learning outcomes to be achieved	—	Clarified to reflect the learning outcomes of each sub-programme.
9.	Final examination upon the completion of the StP	—	—

No	Parameter	Description and analysis of the changes in the StP parameters during the accreditation period	Planned changes within the evaluation procedure (to take effect after accreditation)
10.	Type and form of studies	—	—
11.	Duration of implementation	—	—
12.	Language in which the study programme is implemented	—	—
13.	Scope of the StP (ECTS)	—	No change in the scope, but in accordance with the amendments to Article 1(8) of the Law on Higher Education Institutions, which entered into force on 11 October 2022 and are to be introduced by 31 December 2024 - transition to the European Credit Transfer and Accumulation System has been made, specifying the scope of ECTS in study courses.
14.	Admission requirements	—	—
15.	Degree to be awarded	—	—
16.	Qualification to be awarded	—	—

No	Parameter	Description and analysis of the changes in the StP parameters during the accreditation period	Planned changes within the evaluation procedure (to take effect after accreditation)
17.	Place of implementation:	—	—

Given that the programme was licensed in 2022, there are no significant changes to the programme since licensing.

Within the evaluation procedure, the aim, objectives and outcomes of the study programme are clarified to reflect the aim, objectives and outcomes of each sub-programme.

Due to the centralised switch from the national to the international (ECTS) credit system, all study courses for which the total number of ECTS credits was not quantifiable in whole numbers were adjusted accordingly, and the number of contact hours was adjusted accordingly. The RSU Study Process Development Plan for Social Sciences and Health Studies, approved at the Senate meeting on 13 February and 12 March 2024, stipulates that ECTS credits should be reflected in the study plans from the 2024 intake onwards. The transition to the ECTS credit system in each study programme is the responsibility of the programme directors. According to Article 1(8) of the Law on Higher Education Institutions (available in [Latvian](#), partially translated into [English](#)), one credit point corresponds to 25-30 hours of study work. Each lecturer assesses the amount of work within the course of study within the limits of the Law on Higher Education Institutions. Each lecturer has reviewed the content of his/her course and adapted it, both in terms of delivery format and content, to the new credit volume and the corresponding number of hours (for guidance, see Annex 28: Transition to the new credit system. Recommendations for study programme directors and course leaders. - 2024, RSU Centre for Pedagogical Development).

Since 1 July 2024, the Latvian Academy of Sport Education (LASE) is a structural unit of Rīga Stradiņš University (RSU), with the name of the Latvian Academy of Sport Education of Rīga Stradiņš University (hereinafter: LASE).

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 for teacher education is in line with the principles for the structure and content of pedagogical study programmes included in the Information Report “Proposals for the Provision of Conceptually New Competence-Based Teacher Education in Latvia”. This opinion was

given on 23 July 2020 by the Advisory Council for Teacher Education established by the Ministry of Education. The established Study Programme corresponds to the specific support objective 8.2.1 of the Operational Programme “Growth and Employment” “To reduce fragmentation of study programmes and strengthen resource sharing”. The development of the Programme has been important because the prerequisite for the introduction of the reform in the general education content requires the training of competent teachers in the following areas of the general content of primary and secondary education: health and physical activity (in the subject “Sports and Health”) and health, safety and physical activity (in the subjects “Sports and Health” and “National Defence Training”), and the programme shall provide opportunities for professional development of educators in the aforementioned areas in a new conceptual quality - competence-based approach.

RSU LASE is the only one in Latvia that carries out research in the field of sport pedagogy. For more than 100 years, LASE has been providing research-based training and professional development of sport educators. For several years, LASE has observed a steady and sometimes growing interest of students in studying sport pedagogy.

LASE Study Programme provides potential students with the opportunity to acquire quality teacher education in order to be able to implement competency-based training of learners in the new subjects of health and physical activity and health, security and physical activity at all levels of education.

The study programme “Health, Physical Activity and Security” is unique as it is the only professional Bachelor’s study programme in Latvia whose graduates obtain a professional Bachelor’s degree in teacher education and the qualification “Teacher” by learning the sub-programmes “Sports and Health Teacher” and/or “Sports, Health and National Defence Teacher” in accordance with the requirements of the Ministry of Education and Science information report “Proposals for the Provision of Conceptually New Competence-Based Teacher Education in Latvia”.

On 16 May 2024, the LASE Senate decided (Decision No 18, Minutes No 10) to separate the study direction “Education, Pedagogy and Sports” into the study directions “Education and Pedagogy” and “Sports”. During the accreditation process, the study programme “Health, Physical Activity and Security” (42141) is planned to be included in the study direction “Education and Pedagogy”, as the study programme and both sub-programmes prepare teachers.

The first part of the study programme code “42” indicates the type of educational programme - second level (first cycle) professional higher education (sixth level professional qualification and professional Bachelor's degree), while the second part of the code “141” indicates the group of educational programmes - teacher education, which is part of the thematic area of educator education and educational sciences. The study programme leads to the award of a professional Bachelor's degree in educator education and a qualification of a teacher.

The study programme “Health, Physical Activity and Security” has the following scope, duration, mode of delivery and format in the sub-programme “Sports and Health Teacher”: 240 credit points (ECTS), 4 years full-time regular studies, 4 years and 6 months part-time regular studies, and 287 credit points (ECTS, 4 years 8 months full-time regular studies, 5 years 6 months part-time regular studies in the sub-programme “Sports, Health and National Defence Teacher”. The duration of the programme is appropriate to ensure the achievement of the learning outcomes for the qualification of teacher in both the subject area “Health and Physical Activity” and “National Defence Training”. Likewise, the efficiency of the programme should also be updated in accordance with the report of the State Audit Office of 2024 “Are we preparing the educators we need and ensuring their retention in the profession?” stating that the current shortage of educators in the field of education in Latvia affects the quality of education and may pose a risk to the sustainability of the education system. The State Audit Office's analysis of data on the employment of graduates of teacher

education programmes from 2015 to 2018 five years after graduation also shows that more than 1 000 graduates of teacher education programmes are trained each year, but 33 % of new teachers leave the education sector within the first five years, while 50 % of teachers in general education institutions are over 50 years old, including at least 1 729 teachers who have already reached retirement age.

The name of the study programme fully corresponds to the other parameters of the study programme. When the name of the study programme "Health, Physical Activity and Security" is assessed in relation to the programme's objectives, tasks, and the content of subprogrammes to determine its relevance, the name "Health, Physical Activity and Security" reflects the content of the programme's objectives, indicating an integrated approach that encompasses the preparation of teachers for the health and physical activity teaching fields, as well as for the national defence teaching field, emphasising both the sports and education sectors. The name aligns with the study programme's tasks, as it includes the development of competencies, the promotion of competitiveness, and the acquisition of digital skills necessary for teachers in both sports and health, and national defence subjects, ensuring broad applicability in professional activities. The name "Health, Physical Activity and Security" encompasses the content of all subprogrammes. The programme's objectives and tasks are aimed at acquiring a sixth-level qualification. The name reflects the qualification and its relevance, highlighting the role of the specialists being prepared in the field of education. The name also accurately points to the versatile knowledge required by teachers, universal and profession-specific skills, as well as competencies that include formulating and analysing practical problems, participating in the development of the professional field, and understanding the social context of the education specialist - teacher profession. Thus, the study outcomes are fully aligned with the name and precisely reflect the importance of teachers in the wider society.

The objectives, tasks, and expected outcomes of the subprogrammes are closely linked to the overall parameters of the study programme. The subprogrammes expand and adapt the programme's study outcomes to the specific professional needs of teachers, providing specialisation in the fields of health and physical activity teaching and national defence. The content of the subprogrammes specifies the overall knowledge framework, making it applicable in various professional contexts, specialising and practically applying general skills to specific professions, deepening and specifying the development of competencies within the programme, and adapting them to specific professional teaching fields. This integrated approach enhances the programme's relevance to both labour market demands and students' individual interests.

All subprogrammes are significant and complement each other within the study programme's overall offering, which is a crucial solution to the shortage of educators in the Latvian education system. They promote the preparation of professionals in the education field, adapting the content to the professional roles of teachers. The subprogrammes facilitate the achievement of the study programme's objectives by offering specialisation in the fields of health and physical activity teaching and national defence, as well as developing a broad range of professional competencies for teachers, who, in the educational process, promote the inclusion of children and the development of their personalities and competencies.

The admission procedure appropriate to the aim of the study programme is ensured in accordance with the admission requirements to the programme (see Annex 1.2.1). The sub-programme "Sports, Health and National Defence Teacher", in accordance with the Law on the National Defence Training and the Youth Guard, admits only employees of the Youth Guard Centre in the position of youth guard instructor. Admission requirements are interlinked with the programme title, codes, the professional qualification to be obtained and the aims and objectives of the professional qualification and the learning outcomes. In accordance with Section 46 (4) of the Law on Higher

Education, the approval of the Council for Higher Education has been obtained (available in Annex 25).

Enclosed:

Annex 24.1. Sample Diploma and Diploma Supplement.

Annex 24.8. Study Contract Sample.

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

The creation and implementation of the study programme corresponds to the aim of the LASE activity and the study direction "Education and Pedagogy", as the aim of the study programme is to prepare sports and education specialists for professional activity, promoting their mental and physical development, developing a free, responsible and creative personality, enabling, promoting the acquisition of knowledge and skills of sports and education specialists, which ensure the acquisition of the fifth level professional qualification and promotes competitiveness in the changing socio-economic conditions, creating motivation for continuing education.

The sub-programmes of the LASE Bachelor's study programme "Health, Physical Activity and Security" (42141) have been established in accordance with:

- the Cabinet Regulation No 27 "Regulations for the implementation of the first and second call for proposals in correspondence with the specific support objective 8.2.1 of the Operational Programme "Growth and Employment" "To reduce fragmentation of study programmes and strengthen resource sharing";
- Information report of the Ministry of Education and Science "Proposals for Provision of Conceptually New Competence-Based Teacher Education in Latvia";
- the guidelines of the European Commission and the requirements of the Latvian Education Reform Project "School 2030" for the teacher to become a leader in providing sustainable education at both Latvian and European level;
- The Occupational Standard (agreed at the meeting of the Tripartite Sub-Council for Professional Education and Employment of 20 June 2020, minutes No 5).[1]

In the process of developing the study programme, data were used to identify the development needs of teachers as human resources with the help of various information resources and to ensure that the current needs of the labour market are reflected in the content of the study programme in accordance with the situation in Latvia (see Figure 1).

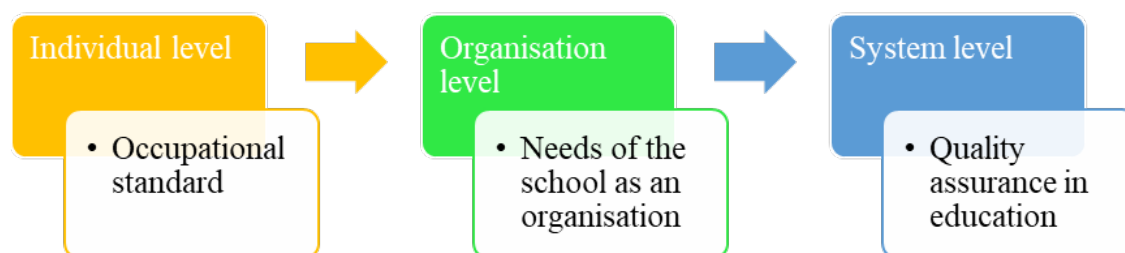


Figure 1. Identifying the development needs of the teaching profession in the creation of a study programme

The requirements included in the Occupational Standard for teachers are incorporated in the study programme. The standard is up-to-date as it was approved on 12 June 2020 and according to the Cabinet Regulations, the occupational standards have to be updated every five years. Identifying the needs of the school as an organisation involves planning the development of educators' human resources. It is the monitoring and analysis of the demand and supply of teachers in order to plan the current and future needs for qualified sports and health teachers, national defence education teachers and students in pedagogy in these areas. The aim of such planning is to anticipate teacher shortages or, on the contrary, oversupply. In most European countries studied, the teaching profession is not specifically planned, but in several countries monitoring of the labour market provides valuable data for education authorities.[2] In Latvia, where no formal planning is carried out, the higher level education authority, together with local governments, has carried out a survey on the expected vacancies in the teaching profession over the next five years. However, in Latvia, the share of students enrolled in the thematic group "Education" has decreased significantly since 2008, and unfortunately it has still not reached the level of 2008, with further declines in 2022 and 2023. The decline in workforce supply is due to insufficient workforce replacement, i.e. the number of new specialists entering the labour market is lower than those leaving the labour market due to retirement and other factors. Ageing has been a longer-term problem particularly affecting health professionals and senior specialists, as well as senior specialists in education. Already in 2020, the information report of the Ministry of Economy "On labour market expectations" concluded that the ageing of the workforce in the coming years will be most pronounced in education. In 2019, more than half of the total workforce supply with relevant education was over 45 years old - in the education thematic group (62%), so most of them will leave the labour market in the next 10-20 years[3]. Despite the ageing workforce, the provision of national defence education in all secondary education institutions will require around 250 national defence education teachers starting from the academic year 2024/2025.[4] The needs of the school as an organisation point to an increase in the demand for teachers in the future, thus highlighting the importance of quality programme design and delivery.

The quality of an education system is determined by the competence of teachers working there. Therefore, LASE being a leading partner in promoting the performance of the Latvian education system, designed the programme to focus on attracting the best applicants, quality studies in accordance with the current labour market needs, up-to-date general education content, higher professional education content and further professional support as a human resource development system for teachers.

The programme was developed within the framework of the 1st stage of the LASE project No 8.2.1.0/18/I/00 "Reduction of fragmentation of the teacher education study programmes and strengthening resource sharing at the Latvian Academy of Sport Education" of the specific support objective 8.2.1 "Reduce fragmentation of study programmes and strengthen resource sharing". LASE being the leading partner of the project has developed the study programme with the participation of six partners - University of Latvia (LU), Daugavpils University (DU), University of Liepaja (LiepU), Rīga Stradiņš University (RSU) and the Ministry of Defence of the Republic of Latvia. Higher education experts (including teaching staff) nominated by LASE and partners, who had a doctoral degree, practical or research experience in the development of higher education study content and experts from the ESF project 8.3.1.1/16/I/002 "Competence-Based Approach in Learning Content" and international industry experts (including a technology expert) were involved in the development of the content of the study programme. Experts from the ESF project 8.3.1.1.1/16/I/002 "Competence-based Approach to Learning Content" were involved in the external expert-examination of the study programme; employers were also represented by a representative of the Latvian Association of Sports Teachers and a representative of the Methodological Association of Sports Teachers. Students were also involved in the discussion of the content of the

study programme. The Advisory Council for Teacher Education, established by the Ministry of Education and Science, has evaluated the newly established study programme of LASE and has given its opinion on the compliance of the programme with the requirements included in the information report of the Ministry of Education and Science (MoES) "Proposals for the Provision of Conceptually New Competence-Based Teacher Education in Latvia". LASE in accordance with the information report of the MoES "Proposals for the Provision of Conceptually New Competence-Based Teacher Education in Latvia" (published on 23.11.2017), is the leading higher education institution in the development of study programmes for the preparation of sports teachers. The programme has been developed with the participation of cooperation partners from four universities LU, RSU, DU and LiepU. Experts, involved in the development of the professional Bachelor's study programme for sports teachers in accordance with the "School 2030" "Health and Physical Activity" area programme and the concept of the competences approach, started working in a joint working group in February 2018. The joint working group developed the study course groups necessary for the preparation of sports teachers within the framework of the LASE project No 8.2.1.0/18/I/006 "Reducing fragmentation of the teacher education study programmes and strengthening resource sharing at the Latvian Academy for Sports Education".

The development of Latvia's education sector and future challenges indicate a significant need for high-quality study programmes capable of preparing competent and in-demand specialists in the field of education. The aging of teachers, the insufficient number of new specialists entering schools, and the growing demand in the education sector as a whole require targeted action. The two subprogrammes of the study programme, which focus on preparing teachers for sports and health education, as well as national defence education, are not only necessary but also socially and economically justified. They will help reduce the labour force shortage and promote the sustainability of the education sector in Latvia.

The shortage of specialists such as teachers in the labour market of Latvia determines both economic and social justification. Issues of graduate employability are being addressed in cooperation with employers and professional organisations. Training of specialists needed for the labour market is planned. One of the most important factors in providing quality education services to the population at all levels and types of education is the specialists or human resources involved in the sports education process - their qualifications and adequate numbers in all regions. This understanding is fully consistent with the aims and development direction of the Programme of the study direction "Education and Pedagogy".

A teacher may engage in his/her professional activity in an education institution implementing pre-school programmes, primary education, general secondary education, vocational education, vocational guidance, special education and interest education programmes or work in a certified private practice.

[1]Occupational Standard for Teachers (available in [Latvian](#))

[2] European Commission/EACEA/Eurydice, 2018. Teaching Careers in Europe: Access, Progression and Support. The Eurydice report. Luxembourg: Publications Office of the European Union. (available in [Latvian](#) and in [English](#))

[3] Information report by the Ministry of the Economy "On labour market expectations": (available in [Latvian](#))

[4] Information report by the Ministry of Defence "On the Introduction of the National Defence Education and Development of the Youth Guard in 2019-2027" (available in [Latvian](#))

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

It can be concluded from the analysis of the statistical data for the last 2 years for the only mode of delivery of the programme, part-time regular studies in Latvian, (Figure 2) that the number of students is variable with an upward trend.

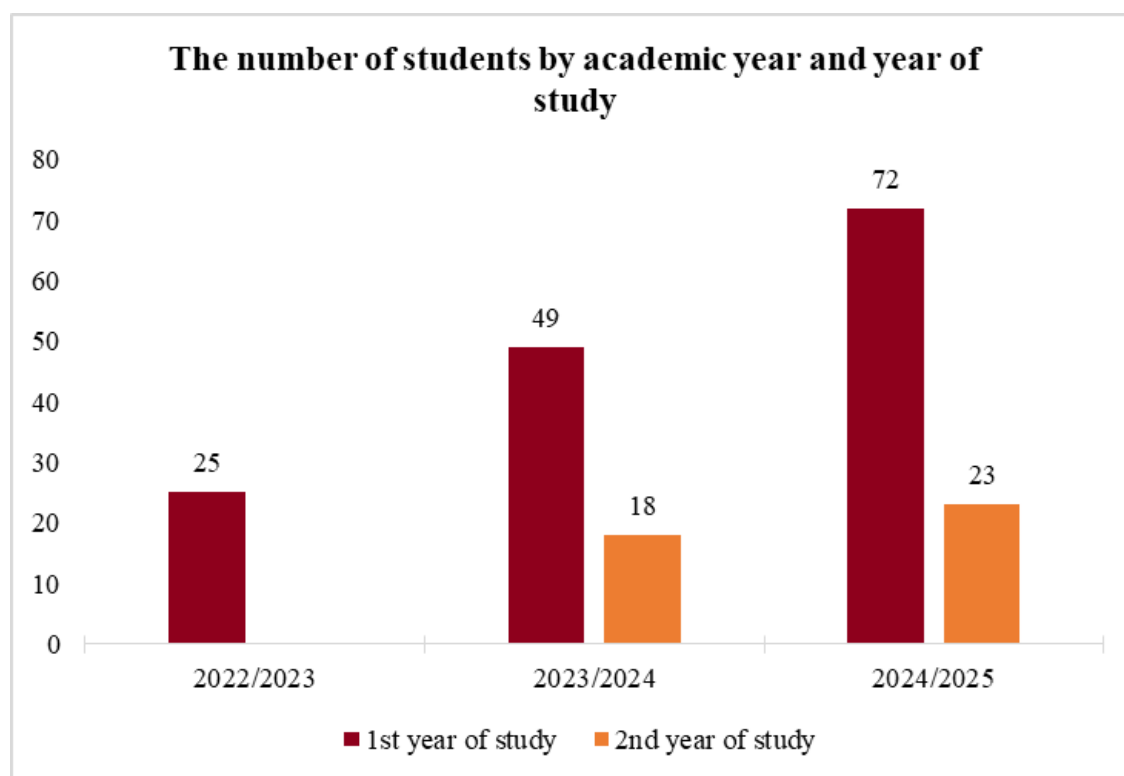


Figure 2. Statistical data on students enrolled in the study programme “Health, Physical Activity and Security”

In the first admission, 25 students enrolled in the study programme, opting for the sub-programme “Sports and Health Teacher and Health and National Defence Teacher”. The study programme offers both winter and summer intake. In the 2024/2025 academic year, there are 72 students in the first year of study and 23 students in the second year.

The study programme was licensed on 12 December 2022 and currently has no graduates.

Enclosed:

Appendix No 16. Statistical data on students.

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

3.2. The Content of Studies and Implementation Thereof

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

The study programme “Health, Physical Activity and Security” consists of two sub-programmes and students may choose to study in one of them.

Table 2. Sub-programmes of the study programme “Health, Physical Activity and Security”

Sub-programme	Scope of ECTS credit points:	Duration of implementation	type and form
Sports and Health Teacher	240 ECTS	4 years 4 years 6 months	full-time regular studies part-time regular studies
Sports, Health and National Defence Teacher	287 ECTS	4 years 8 months 5 years 6 months	full-time regular studies part-time regular studies

Upon completion of both sub-programmes, the graduate is awarded a professional Bachelor's degree in teacher education and qualification as a teacher. In addition to studies in pedagogy, the sub-programme “Sports, Health and National Defence Teacher” offers courses in military studies, and graduates are entitled to work as teachers of national defence education and sports and health, as well as to work with pre-school children in kindergartens and in the field of interest education. To enrol in the sub-programme “Sports, Health and National Defence Teacher”, an employment contract is first concluded with the Youth Guard Centre.

The study programme is based on the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” for internal quality assurance. The content of the study programme is up-to-date, it complies with the Cabinet Regulations No 305 of 13 June 2023 “Regulations on the State Standard of Professional Higher Education”^[1] (see Annex 17.1), the occupational standard for teachers (see Annex 18.2), as well as the Cabinet Regulations No 322 of 13 June 2017 “Regulations on the Classification of the Latvian Education”. As can be seen in Annex 17.1, the study programme is set at a minimum of 240 ECTS (in accordance with the Cabinet Regulations No 305 of 13 June 2023 “Regulations regarding the State Standard of Professional Higher Education”), while the scope of the developed programme is 240 ECTS for the sub-programme “Sports and Health Teacher” and 287 ECTS for the sub-programme “Sports, Health and National Defence Teacher”. The duration of the study programme is in line with the state education

standard, as the duration of the full-time regular studies programme is 4 years for the sub-programme “Sports and Health Teacher” and 4 years and 8 months for the sub-programme “Sports, Health and National Defence Teacher” (see Annex 19). Parts of the study programme and their scope (compulsory, restricted elective, elective), including the scope of final thesis, the compulsory content are fully in conformity with the aforementioned state education standard, as the scope of general study courses amount to 30 ECTS (including 9 ECTS of study courses for the development of professional competence in business: “Legal Aspects of the Pedagogical Process” 3 ECTS, “Management of Educational Institution” 3 ECTS, “Entrepreneurship and Accounting” 3 ECTS), the scope of theoretical basic courses and information technology courses in the field amount to 57 ECTS, the scope of professional specialisation courses in the field amount to 96 ECTS in the sub-programme “Sports and Health Teacher” and 132 ECTS in the sub-programme “Sports Health and National Defence Teacher”. The scope of the elective part of the courses is 9 ECTS and the placement is 30 ECTS in the sub-programme “Sports and Health Teacher” and 38 ECTS in the sub-programme “Sports, Health and National Defence Teacher”. The national examination, which includes the development and defence of Bachelor’s thesis or diploma paper, is 18 ECTS in the sub-programme “Sports and Health Teacher” and 21 ECTS in the sub-programme “Sports, Health and National Defence Teacher”. The amount of contact hours in the study courses is more than 40% (see Annex 17.1). The content of the study course “Civil Protection, National Security and Environmental Protection for Sustainable Development” of 3 ECTS, developed in the study programme meets the requirements of the Environmental Protection Law and the Civil Protection and Disaster Management Law (see Annex 17.1).

The degree and professional qualification to be awarded (professional Bachelor's degree in teacher education with the qualification of teacher) comply with Paragraph 28 of the Cabinet Regulations No 305 of 13 June 2023 “Regulations regarding the State Standard for Professional Higher Education” and Annex 2 of the Cabinet Regulations No 322 of 13 June 2017 “Regulations on the Classification of Latvian Education”. The basic principles and procedure for assessment of the study programme completion are defined in RSU Academic Regulations I (available in [Latvian](#) and [English](#)) (until now the assessment in the study programme was carried out in accordance with the “Regulations on Basic Principles and Procedure for Assessment of Study Programme Completion” (available in [Latvian](#))). Assessment in the study programme is in accordance with the aforementioned state education standard. The content of the placement (see Annex 9) is defined in accordance with occupational standard for teachers.

The outcomes to be achieved in all the study courses of the Study Programme are fully linked to the outcomes of the Study Programme (see Annex 18.1) and they are also in conformity with the occupational standard for teachers (see Annex 18.2). LASE carried out the mapping at course level, i.e. in addition to the mapping of learning outcomes of the courses against the achievable outcomes of the programme, the mapping of the learning outcomes of the courses against the occupational standard was carried out. The form of course descriptions used by RSU until June 2024 (course register) did not offer this possibility and it was not possible to include mappings when course descriptions were transferred to it. However, the design of the course descriptions has been updated during the project development stage and will include the mapping option. The project is planned to be piloted in summer-autumn 2024.

The content of the study programme was also designed in line with the specificity of the compulsory content of the subject area at each level of education, so that the future teacher is able to carry out pedagogical activities at all levels and types of education in accordance with the requirements of the occupational standard for teachers, in compliance with the state education standards or national guidelines for preschool education, also in the specific field of health and physical activity in pre-school, primary school and health, safety and physical activity in education.

The content of the programme has been aligned with the educational content specified in the national pre-school education guidelines in the field of health and physical activity training in pre-school so that the future teacher is able to comply with Paragraph 8.3 of the Cabinet Regulations No 716 of 21 November 2018 “Regulations regarding national pre-school education guidelines and samples of pre-school education programmes”, which prescribes compulsory content and Paragraph 10.7, which determines the degree of literacy to be achieved by a child in pre-school education in the field of health and physical activity (see Annex 18.2). The content of the programme is also aligned with the educational content set out in the national standard for physical activity education in primary education, so that the future teacher is also able to comply with the paragraph 5.3 of the Cabinet Regulations No 747 of 27 November 2018 “Regulations regarding the national standard for primary education and samples of primary education programmes”, which sets out the compulsory content, and paragraph 7.7 and Annex 8, which set out the expected outcomes to be reached by a school child in health and physical activity education in primary education (see Annex 18.2). The content of the programme is also aligned with the educational content of the national standard for general secondary education in the field of health, safety and physical activity, so that the future teacher is also able to meet the expected outcomes to be reached by a student in the field of health, safety and physical activity and national defence as set out in the paragraph 7.7 and Annex 8 of the Cabinet Regulations No 416 of 3 September 2019 “Regulations regarding the national standard for general secondary education and sample general secondary education programmes” (see Annex 18.2). The development of the content of the national defence training course was also carried out in accordance with the Information Report of the Ministry of Defence “On the Introduction of National Defence Education and the Development of the Youth Guard in 2019-2027”.

One of the most important issues in the structure and development of education is the provision of work-based studies as a topical form of study in higher education. This problem is related to the changing role of science and the changing tasks of the whole education system. The reform of the teacher education system currently being implemented in Latvia stipulates that the prerequisite for the successful implementation of modern literacy education is the preparation of teachers and professional development opportunities in a conceptually new quality. This highlights the importance of work-based learning. Education no longer aims to provide a single qualification, specific skills and competences for life, so the newly developed programme is divided into relatively independent study course groups that can be used in various combinations within one study programme, as a complementary option to other, possibly very different, study programmes, or as a lifelong learning option. Theoretical, academic knowledge and its professional application are combined in a single course group, achieving autonomy, ensuring a wide variety of applications.

The strategic aim of the professional higher education programmes is to provide professional studies that meet the needs of the economy, culture, national defence and security, as well as social needs, that are based on the theoretical foundations of the sciences, meet occupational standards and are applicable in practice. In order to ensure the interconnection of the study courses and course groups (“Professional Activity of a Teacher”, “Psychology for Sports and Health Teachers”, “Management of Educational Institution and Entrepreneurship”, “Research and Information Communication Technologies in Sport and Health Education”, “Professional Activity of a Sports Teacher”, “Human Biology for Sports and Health Teachers”, “Health and Security Content and Methodology”, “Integrated Sport Content and Methodology”), the study programme content was designed in study course groups taking into account the following programme design principles:

1. validity (compliance with the necessity and importance of the programme development, its relevance to labour market requirements and sector development, demand);

2. systematicity (compliance with the requirements of current legislation and didactic logic);
3. systematicity, gradualness and continuity (adherence to the logic of the programme development, ensuring continuity of subjects/study course groups and their interrelation, as well as an even workload for students);
4. purposefulness (ensuring that the educational content of the programme is designed to achieve the programme's goal, and that the learning outcomes are designed to achieve the programme's goal);
5. flexibility (compliance of the content of the programme with the qualification structure of "Teacher", providing for the acquisition of one or more professional qualification competences);
6. topicality (compliance of the programme with the changing requirements of the labour market, the learning of new technologies in the sector);
7. openness (involvement of different stakeholders (educators, employers, employees) in the development of the programme);
8. unity of theory and practice (opportunity to acquire the scientific-theoretical foundations of the professional activity of a health and sports teacher, as well as to acquire relevant skills and professional competences) (Annex 18.2).

Flexible learning in the teaching profession ensures the competitiveness and mobility of the teacher in line with changing labour market requirements and continuous lifelong learning of knowledge and skills. Based on the mapping in Annex 18.1, it can be concluded that the outcomes to be achieved in the study courses result in the outcomes of the developed study programme. Analysing and evaluating the study courses and study course groups of the programme as a whole, it can be concluded that the content of the study programme is up-to-date, interconnected, in conformity with sectoral and scientific trends in the field of sport education and sport science, as well as compliant with the requirements of laws and regulations.

Enclosed:

Annex 17.1. Compliance of the study programme with the national education standard.

Annex 18.1. Mapping of study courses for the achievement of learning outcomes of the study programme

Annex 18.2. Assessment of the compliance of the study programme "Health, Physical Activity and Security" with the occupational standard for TEACHERS.

Annex 19. Planning of the study programme (for each type and form of the study programme).

Annex No 20. Study course descriptions.

[1] Cabinet Regulations No 305 of 13 June 2023 "Regulations regarding the State Standard for Professional Higher Education" (available in [Latvian](#))

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.

In the reporting period, the sub-programme “Sports, Health and National Defence Teacher” was implemented on a part-time basis, mostly on Fridays, in coordination with the Youth Guard Centre, as the students are employees of the Youth Guard Centre. The study programme is conducted sequentially in study course groups, so that several groups can be studied simultaneously at the same time at increasing levels of complexity. The studies are mostly conducted at the premises of the LASE, with the exception of the course group “Content and Methodology of National Defence Training”, the implementation of which also involves defence specialists.

The programme is implemented in such a way as to encourage students to take an active part in the development of the learning process and that the assessment of student performance follows a student-centred approach. Active involvement of students is implemented both through student surveys on the quality of the delivery of specific study courses and through student participation in the decision-making bodies of the LASE. The implementation of the study programme promotes student motivation, self-reflection and involvement in the learning process. The implementation of a student-centred study programme takes into account the diversity of the student contingent and their needs by designing appropriate learning pathways. The practical implementation of the study programme, according to the circumstances, uses a variety of pedagogical methods - both traditional and new learning and teaching methods and forms: classroom sessions, mainly in the form of problem-based lectures and creative workshops, problem-based practical sessions, extensively using a wide variety of interactive teaching methods, a variety of forms of student independent work (for example, viewing and analysing video clips), organised weekly tutorials and varied assessment of the achieved learning outcomes. Different ways of delivering the study programme are being introduced - full-time regular studies, emphasising the provision of work-based learning.

The majority of the study programme consists of practical courses, such as “Basketball Fundamentals and Methodology”, “Volleyball Fundamentals and Methodology”, placements and national examinations, as well as a military course group in the National Defence Training sub-programme, which are delivered face-to-face as the practical involvement of these courses requires physical participation and presence. However, there are also some courses that are delivered remotely. Of the 240 ECTS, 30 ECTS are delivered remotely, which represents approximately 12.5% of the total study programme. For example, out of the 30 general education courses, 9 are delivered remotely, which is 30%. Of the theoretical courses in the field, which total 57, 15 are delivered remotely, which accounts for 26%. However, of the 96 professional specialisation courses in the sector, only 8 are delivered remotely, 8%.

1 ECTS provides for a total of 25 to 30 hours of work per student, of which 12 are contact hours and the remaining 13 to 18 hours are for the student's independent work, which includes studying lecture content, completing assignments and preparing for examinations. Each lecturer assesses the amount of work within the course of study within the limits of the Law on Higher Education.

According to the results of the survey of the teaching staff, lecturers are generally satisfied and students have managed to achieve the planned learning outcomes in the study course. Some lecturers have indicated that there was a need to adjust or individualise the intended learning outcomes after familiarising students with the course content. Some lecturers mentioned that they have emphasised the development of critical thinking, analytical skills and philosophical understanding in achieving the learning outcomes of their study courses, which has helped to enhance student understanding of specific topics. One lecturer mentioned that students have self-reflected on their teaching activity in lectures, provided constructive feedback to their group members and have taken responsibility for their own professional development. This shows that the study course encourages students to be proactive, reflective and collaborative, fostering a sense of leadership and addressing problems creatively in specific situations. However, another lecturer expressed dissatisfaction with the achievement of the study course outcomes due to the complexity and extensive nature of the topics and the limited time available for study. This raises concerns about the possibility of covering all the required content within the time limit set.

The analysis of the results shows that lecturers have mixed perceptions of the achievement of the study course learning outcomes by students. While some see positive results and adjustments that were made to meet student needs, others are concerned about the complex topics and limited time.

According to the answers given by the lecturers, several teaching methods can be identified that were used to improve student learning and involvement in the study courses. These methods can be divided into several approaches: active learning and collaboration, interactive learning, problem solving, self-assessment and self-reflection. Many lecturers emphasised the use of group work, discussions and practical activities to promote active participation and collaboration among students. Working in groups, students have the opportunity to engage in intensive and individual learning experiences, exchange ideas and benefit more from the involvement of several lecturers.

Lecturers also mention that they have incorporated a variety of interactive learning methods such as interactive lectures, presentations and self-assessment. These methods provide opportunities for students to actively engage with the course content, ask questions and reflect on their learning. The inclusion of visual materials, scientific articles and information sources helps students to explore the latest trends in education and develop critical thinking skills.

Lecturers integrated problem-solving activities and case studies into their study courses and content learning. This approach encourages students to think critically, apply their knowledge to real situations and develop problem-solving skills appropriate to the teaching profession. The use of structured written work, such as essays or reports, allows students to demonstrate their understanding and reflection on pedagogical concepts.

Some lecturers emphasise the importance of self-reflection, self-analysis and self-assessment as part of the learning process. These methods encourage students to evaluate their own progress, identify aspects that need improvement and develop a sense of autonomy in their learning. Lecturers included formative assessment, tests and quizzes to assess student understanding and growth.

Lecturers used a variety of teaching methods with students in the study programme “Health, Physical Activity and Security” to promote student learning and engagement, reflecting efforts to create an engaging and dynamic learning environment. The majority of teaching staff (87.5%) admitted that the teaching materials were sufficiently comprehensive and relevant to the content of the study course. However, some expressed the need for improvement or the possibility of further improvement of the materials. A minority of teaching staff (12.5%) considered that the teaching materials were not comprehensive enough or were too broad, suggesting possible

problems with the scope of the study content or the abundance of information.

Teaching modes and pedagogical methods are regularly evaluated and, based on the evaluation, the most optimal ones are further applied in the implementation in order to foster the student's desire to be independent, while at the same time ensuring the leadership and support from the teaching staff. Mutual respect in the student-teacher relationship is promoted in the study process in accordance with RSU internal laws and regulations. RSU internal laws and regulations prescribe appropriate procedures for addressing student complaints.

In support of students - high-achieving athletes - an individual study system is established for them; the study process is coordinated with their participation in international competitions and training camps outside Latvia.

A number of previously prepared and printed methodological materials, as well as developed and deposited teaching aids are used in the learning process in order to ensure the achievement of learning outcomes for the study courses. Almost all lectures for the study courses are developed in the form of PowerPoint presentations. Many of them have been deposited in the LASE Library or uploaded to the course management system (CMS). Regulatory documents, statistical data, Ministry publications, as well as all periodicals to be used by students during learning of the study courses are available in the reading room. Restricted access military publications are provided to students during the learning of the course at the specific venue of the course in the course group "Content and Methodology of National Defence Training". Taking into account the tasks of Latvian higher education in the implementation of the common strategies of the European Union, the student-oriented innovative and reflexive approach has been more widely applied within the framework of study courses, the creative activity of the student has been activated, in which he/she is given the opportunity to develop both academic and professional, intellectual and innovative, social and practical, all kinds of value competences and self-competence. The methodological and scientific research of lecturers is widely used in the study process, both in lectures and seminars (see Annex 6.4), interactive teaching methodologies are applied, which contribute not only to the acquisition of terminology and basic problems of the study courses, but also to the analysis and understanding of the most topical problems of education and sports, promoting in-depth knowledge of these problems and active discussion and solution of them.

Assessment is one of the most important aspects in the implementation of the study programme. The assessment criteria and methods in the study courses of the developed study programme are focused on the possibility for students to demonstrate the degree of achievement of the intended learning outcomes (see Annex 18.1); this contributes to the progress of students towards the development of professional competence in the teaching profession, as the students receive feedback and the lecturer can make recommendations for further studies. A set of requirements for the assessment of learning outcomes has been established in accordance with the aims and objectives set out for the programmes and the aims and objectives of the study courses. In accordance with the Academic Regulations I, a procedure for assessment is laid down. Lecturers are familiar with the methods of testing and examination and receive support for the development of their skills at professional development events for lecturers organised by RSU.

When assessing the learning outcomes in the study programme, RSU follows the following basic principles:

1. the principle of openness of assessment,
2. the principle of compulsory assessment,
3. the principle of assessment review options,
4. the principle of variety of the examination types used in the assessment.

The assessment system and examination requirements are designed for each specific study course. The assessment criteria shall be communicated to students at the beginning of the study course. The assessment criteria for the learning outcomes, examination forms and procedures are described in the study course descriptions (see Annex 20.1). Each lecturer develops an assessment system for his/her study course according to the specific nature of his/her study course, taking into account all the components for assessing the quality of education, with the fulfilment of the individual course requirements being assessed in points.

In the implementation of the study programme, students are provided, if necessary, with recognition of competences acquired in professional experience or learning outcomes achieved in previous education (“Regulations on Validation of Learning Outcomes and Commencement of Studies at Subsequent Study Stages” (available in [Latvian](#) and [English](#))).

The implementation of the study programme is identical in both sub-programmes up to the 4th year (8th semester), as both options train sport and health teachers. The only differences in the programme are from semester 9 onwards, when one of the sub-programmes introduces a group of courses in national defence education.

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).

Cooperation with employers is essential for the full provision of the study process. These are the education institutions involved in providing placement facilities outside the LASE. For several decades, the LASE has been providing placement facilities in various education institutions in Riga and the regions - more than 130 contracts have been concluded (secondary schools, gymnasiums, primary schools, pre-school education institutions, alternative schools, specialised schools, interest education centres, and other education institutions). A list of employer contracts for the provision of placement for students in this programme is Enclosed in Annex 9.2. By the end of this academic year, cooperation agreements with educational institutions whose existing agreements are coming to an end are gradually being renegotiated. The LASE mostly supports students in providing placement providers. If necessary, students may offer other placement providers, but the LASE evaluates whether the placement provider has the specialists of appropriate level of expertise.

The requirements and tasks of the training placement are governed by the “Regulations on the pedagogical placement for students of the sub-programmes “Sports and Health Teacher” or “Sports, Health and National Defence Teacher” of the professional Bachelor’s higher education study programme “Health, Physical Activity and Security” (see Annex 9). According to the regulations on the implementation of placement, tripartite agreements are concluded between the LASE, the student and the placement provider. Placement is organised every academic year, the total amount of placement is 30 ECTS; the placement is organised in education and sports education institutions (secondary schools, gymnasiums, primary schools, pre-school education institutions, alternative schools, specialised schools, interest education centres, and other

education institutions). The fulfilment of the placement tasks is planned individually in coordination with the Supervisor (mentor) from the Placement provider/organisation in accordance with the possibilities of the placement provider/organisation. The aim and objectives of the placement are written in the contract concluded with the placement organisation. The aim and objectives of the placement are directly related to the learning outcomes of the study programme. The person responsible for the placement of the student at the LASE is the lecturer responsible for the specific qualification, who advises and provides counselling and assistance in solving unclear issues. It is planned to maintain such organisation of work at RSU LASE in the future.

At the end of the placement, students prepare a placement report, submit the placement assessment protocol and the placement description, which are signed by the placement supervisor from the organisation. The placement is evaluated on a differentiated ten-point grading scale. The assessment in points is given according to the established parameters and assessment criteria. The assessment parameters are the following:

1. attitude to placement,
2. pedagogical skills and abilities,
3. cooperation skills and organisational abilities,
4. ability to analyse and evaluate own work,
- 5.

If the minimum number of points for performance (4 points) is not obtained in any parameter, the final mark is negative and the Placement is not completed. Students defend the placement in the specific unit responsible for the placement, with the participation of representatives of the placement organisation.

The placement objectives of the “Sport and Health Teacher” and “Sport, Health and National Defence Teacher” sub-programmes are closely linked to their aims. In the “Sport and Health Teacher” sub-programme, the placement allows the application of theoretical knowledge in sport pedagogy, enhancing teachers' ability to assess pupils' development and to implement sport teaching processes. In the sub-programme “Sport, Health and National Defence Teacher”, the placement additionally includes knowledge of national defence, preparing teachers to teach both sport and defence issues in line with educational and national security requirements.

Enclosed:

Annex 19.1. Description of the Organisation of Student Placement

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

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

The topics of the final thesis - diploma paper or Bachelor's thesis are related to the topicality of the

field, as the student carries out an evaluation of problems in the European and Latvian education system, including in the field of sports and health, and national defence education. Independently develops a lesson plan on the chosen topic of sport and health, national defence training and draws up an assessment of the learner's performance in accordance with the current Cabinet Regulations at all levels of education.

The aim of the developed diploma paper or Bachelor's thesis is to deepen the competences, theoretical knowledge and skills of the future sports and health teacher or national defence education teacher to apply them in the activity of the sports and health teacher or national defence education teacher in all stages of education; to contribute to the development of intellectual potential of the future sports and health teacher or national defence education teacher by developing independent assessment and scientific research skills.

The final thesis is assessed in a 10-point grading system, taking into account the following assessment criteria: for example, the amount and quality of knowledge presented in the diploma paper in relation to the real situation at the given level of education and class; the opinion expressed by the student, the defined criteria for assessing the professional activity of a teacher in the subject of sport and health or national defence, planning and carrying out practical tasks in the diploma paper, demonstrating skills and abilities in accordance with the competences of the teacher in the particular subject; the ability to independently develop and assess the learner's performance; the limits of the design and presentation of the diploma paper, the attitude towards professional activity; scientific research skills.

The sub-programmes "Sport and Health Teacher" and "Sport, Health and National Defence Teacher" offer topics that allow students to study in depth relevant issues related to sport, health education and defence. Topics include the impact of physical activity on students' emotional well-being and academic achievement, the role of the sports educator in promoting healthy lifestyles, and methods to promote students' motivation in sports lessons. Topics on the analysis of innovative approaches in sport education and the role of sport teachers in the development of socio-emotional competences are also presented. The sub-programme "Sport,, Health and National Defence Education Teacher" offers topics covering the impact of national defence education on students' self-discipline and sense of responsibility, the development of civic awareness, the importance of physical fitness and the integration of national defence education into the education system. Topics are also presented that explore the impact of defence education on students' career choices and motivation to engage in national defence.

3.3. Resources and Provision of the Study Programme

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

RSU in cooperation with the LASE during the transition period of consolidation, ensure the gradual synchronisation and alignment of operational processes, systems, resources, documentation and

other aspects of the consolidation within the university system that were in force until 1 July 2024 and have not been completed by this date with RSU operational processes and documentation, systems and resources. As of 1 July 2024, the LASE, as a structural unit, has access to the entire RSU infrastructure, including the information and methodological base, the material and technical base, etc.

Assessment of the information and methodological base. The following information systems were used by the LASE to support the learning process in the study programme and its sub-programmes:

- E-learning environment “Moodle” - course management system of the Latvian Academy of Sport Education (CMS in [Latvian](#) and in [English](#));
- LASE student information system - LASE IS (only in [Latvian](#));
- Information system “Alice” of the LASE Sports Branch Library (in [Latvian](#) and in [English](#)).

LASE ensured the availability of information within its competence for the learning process on the official LASE website (in [Latvian](#) and in [English](#)). A course management system of the Latvian Academy of Sport Education has been established on the LASE website (CMS). The CMS is a portal (e-learning environment) where every student can get information about his/her studies at LASE and view assessment, read news and current events intended exactly for him/her, work in the e-learning environment and communicate with other students. The LASE course management system provides students with convenient access to electronic learning materials, electronic tests and it can be used for electronic submission of assignments. A separate environment is created for each study course, where you can interact with your fellow students as well as with the lecturer and find out what the content and requirements will be for each study course. Teaching staff post methodological materials in this environment to support the learning process. Whereas, the LASE student information system - LASE IS provides students with the right to view their assessment in the study courses and to get acquainted with LASE orders issued in relation to the particular student.

LASE uses *Microsoft Teams* (hereinafter - MS Teams) online platform for organisation of remote classes in the learning process. Both teaching staff and students are provided with an *MS Office 365* account, which also includes the *MS Teams* online platform.

The LASE Sports Branch Library ensures the learning process and scientific activity, as well as provides access to the collection, databases and information systems for Latvian sports and education specialists and every user of the Library. The LASE Sports Branch Library is an accredited library (decision of the Latvian Library Council of 27 November 2019). The aim of the Library's activity is to provide high-quality and modern information resources for the academic and scientific activities of the LASE, as well as to support scientific research activities and provide the necessary information for Latvian sports professionals.

The collection of the Sports Branch Library currently consists of 226 449 copies and consists mainly of educational literature in various fields of science - pedagogy, psychology, physiology, sports medicine and other fields related to sports science, as well as reference literature and fiction, periodicals in Latvian, Russian, English and German.

As of 1 July 2024, the LASE Sports Branch Library has been included in RSU Library infrastructure, which allowed to expand the resource provision of both libraries for the study direction. The e-resource provision for the StD “Education and Pedagogy” includes five e-book databases and eleven full-text, multidisciplinary journal databases.

The information and methodological base is fully suited to ensure the learning process of the study programme “Health, Physical Activity and Security”, as the e-learning environment is available,

students and teaching staff have access to sufficient library and database resources, as well as suitable library premises for independent study and research work, literature is available for the implementation of the study programme, and the LASE is evaluating and implementing possibilities for updating and improving the information and methodological base.

More information about the library is available in the study field annex no. 23.2 "Assessment of the informative and methodological provision regarding library resources for the implementation of the study direction "Education and Pedagogy" in accordance with the requirements of the Guidelines".

Assessment of the material and technical base. The material and technical base of the LASE and its accessibility are adequate to the specificity and implementation of the study programme. Adequate sports facilities are available for students and teaching staff for the implementation of the study programme: Block "A" (sports hall; two gyms; fitness hall); Block "B": (sports hall; two wrestling halls; physiotherapy hall; functional fitness hall; athletics arena and stadium). Two well-equipped research units: The Sports Science Research Laboratory of the Latvian Academy of Sport Education and the Health Sports Research Centre of the Latvian Academy of Sport Education, in the creation of which EUR 1.2 million have been invested, attracting funding from the European Regional Development Fund (ERDF), the state budget and LASE. They are available for both teaching staff and students to carry out scientific research work as part of the study process.

The study facilities at LASE correspond to the possibilities of modern technologies, all lecture rooms of the higher education institution are equipped with computers, multimedia and free access Internet, which is available both for students and teaching staff. The premises to be used in the learning process at the LASE have an area of 22 047m². Both students and teaching staff can use specialised lecture halls and sports halls, equipped with equipment for both theoretical and practical classes in various sports games (volleyball, basketball, floorball, football), gyms - for gymnastics and gymnastics-related sports, soft-surfaced halls - for learning safety and self-defence skills. Sports arena for acquisition of basic athletics skills. The LASE Sports Branch Library is freely accessible to students and teaching staff. Its facilities comply with the requirements of the study programme. The Library facilities are separated. The Library loan area is located separately from the reading room. The reading room collection is freely accessible. The reading room has 13 computer workstations with access to scientific databases. Scientific research is an integral part of the study process. The scientific research laboratory, which includes the departments of sport pedagogy and psychology, supports the study process in the scientific research activity. Students and teaching staff have access to the scientific environment - scientific equipment, computers, audio/video resources, technical equipment in the premises and scientific databases. There is also a cooperation agreement with *Microsoft* for the lease of *MS Office* and *MS Windows* software licences, which can be used by teaching staff both in the implementation of the teaching process and in the production of teaching materials. Within the framework of this cooperation agreement, both LASE teaching staff and students have access to *MS Office 365* services free of charge.

Cooperation with employers is essential for the full provision of the study process. These are the education institutions involved in providing placement facilities outside the LASE. For several decades now, the LASE has been providing placement facilities in various education institutions of various levels in Riga and the regions - more than 30 agreements have been concluded (secondary schools, gymnasiums, primary schools, pre-school education institutions, alternative schools, specialised schools, interest education centres and other sports education institutions). A list of employer Letter of Intent for the provision of placement for students in this programme are Enclosed in Annex 9.2. The studies take place in a modern and well-equipped environment, where students and teaching staff have access to the latest technology, comfortable study rooms and sports halls and independent work areas.

The equipment required for the study programme and subprogrammes is characterised by three dimensions: general, specific, and digital provision. It is important to ensure equipment that is tailored to specific sports disciplines implemented in the school's teaching process, as well as equipment suitable for working with individuals with special needs and for the safe organisation of physical activities. Therefore, sports equipment appropriate for children and young people is necessary. Meanwhile, in the subprogramme "Sports, Health and National Defence Teacher", specialised equipment is required for the acquisition of national defence education content, which is provided through cooperation with the National Defence Youth Organisation Centre under a formal agreement.

The material and technical base of the university is adequate for the implementation of the study programme. It is suitable for the specific nature of the study programme and the possibilities of modern technologies in its implementation, for example, LASE provides specialised lecture rooms and sports halls equipped with equipment for both theoretical and practical sports classes, as well as well-equipped research structural units - the Sports Science Research Laboratory of the Latvian Academy of Sport Education and the Health Sports Research Centre of the Latvian Academy of Sport Education, where both teaching staff and students can conduct research activities appropriate to the specifics of the programme.

Enclosed:

Annex 23.2 Assessment of the informative and methodological provision regarding library resources for the implementation of the study direction "Education and Pedagogy" in accordance with the requirements of the Guidelines.

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

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

Financial resources for the provision of the study process at LASE were mainly:

- transfers from the basic state budget for higher education;
- funds received from paid services provided by the LASE, including revenue from tuition fees;
- deductions from projects to cover centralised costs of the LASE;
- donations and gifts;
- revenue earmarked for specific purposes;
- other own sources;

- cash balance in the bank account of the basic budget from the previous calendar year.

The financial resources for the study direction at the LASE were provided by the state budget funding for study places (42%) and fees for study places (58%). The main source of funding for the implementation of the study programme will be tuition fee (financed by private individuals or legal entities) and the state budget funding for study places, as no additional state budget funding for study places was foreseen for the newly established professional Bachelor’s study programme.

The study programme will also be implemented by research staff, but research funding will have an indirect impact on the development of the financial base of the study programme by supporting research opportunities for students, gradually involving the most promising graduates in research work, and ensuring the integration of studies and science in the study process. The LASE plans to gradually allocate up to 18 study places each academic year from the existing professional Bachelor’s study programme “Sports Science” to the students of the programme.

The funding is used for staff remuneration, recruitment of visiting teaching staff, taxes, maintenance of IT infrastructure, purchase of equipment and facilities and study visit expenses. In addition to the direct costs of delivering lectures and classes, the StP has to cover the costs of maintaining the infrastructure (premises, IT solutions) and costs of other common RSU resources used by the StP (Student Services, Library, organisation of the study process, grant to the Student Union and other support and administrative functions). The programme is to be funded by private and legal entities, with a tuition fee of EUR 2500 for the 2024 intake.

No detailed cost accounting has been carried out for the study programme and the calculations are based on the level of the implementing units, therefore the costs indicated should be considered as an average for the two sub-programmes of the programme.

No expenditure is foreseen for the development of the study programme until cost-effectiveness is achieved.

Table 3. Study programme costs for part-time regular studies

Title	Results:
Average revenue per student, EUR	2500,00
Average cost per student, EUR	3373.54
Academic staff, %	34.4
Other direct costs, %	50.5
Overheads, including development costs, %	15.1

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 academic staff involved in the sub-programmes of the study programme in the professional specialisation courses in the field are highly qualified and competent in the field of sports education or in the field of sports in order to ensure that students acquire the necessary theoretical knowledge, skills and competences to qualify as a pre-school sports teacher or sports coach, while in the general education and theoretical courses in the field the academic staff are competent not only in the specificity of the taught study courses but also in the field of sports and sports education. There are 55 lecturers involved in the implementation of the study programme. The implementation of the mandatory and restricted elective part of the professional Bachelor`s study programme "Health, physical activity and Security" shall be ensured by 55 teaching staff, 40 of whom have been elected to RSU academic positions. Of the 40 elected academic staff representatives, seven are professors and eleven are associate professors, 12 are assistant professors, seven are lecturers and three are leading researchers.

The main criteria set out for the selection of teaching staff for the specific study courses of this study programme are the following:

1. a degree or academic degree in sports science or a related scientific field,
2. scientific publications in the field of sports science or sports pedagogy relevant to the specificity of the study course (see study field Annex 6.4),
3. experience as an expert in the ESF project 8.3.1.1/16/I/002 "Competence-based Approach to Teaching" and practical work experience in the relevant field are desirable, and foreign language skills at the level required by the legislation are essential (see study field Annex 6.1).

Teaching staff from other higher education institutions who participated in the development of the study courses for the study programme are involved in the implementation of teacher training study programmes at their higher education institutions, while the study programme courses are implemented by RSU LASE teaching staff (see study plan in Annex 19). LASE has created opportunities for the improvement of foreign language competence of teaching staff in order to facilitate the quality assurance of the study process, and the teaching staff are involved in international projects and exchange of international experience in the field of the study programme. During the evaluation period of the study direction "Education and Pedagogy", 36 lecturers were involved in the improvement of professional English language within the project No 8.2.2.0/18/I/006 "Improvement of Academic Staff Competence in Strategic Areas of Specialisation at the Latvian Academy of Sport Education"; 25 lecturers were involved in the improvement of academic staff leadership competence within the project No 8.2.2.0/18/I/006 "Improvement of Academic Staff Competence in Strategic Areas of Specialisation at the Latvian Academy of Sport Education". Teaching staff actively participate in mobility of academic staff and staff experience exchange within the Erasmus+ programme. Teaching staff are involved in the research project No.lzp-2020/2-0317 "Impact of COVID-19 on Sustainable Consumption Behaviour and Circular Economy" funded by the Latvian Council of Science. Both LASE teaching staff and students participate in the NordPlus project (NPHZ-2020/10068) "Sport entrepreneurship: sustainable and smart sport business". The project is coordinated by the Lithuanian Sports University; partners include Molde University College, Jyväskylä University of Applied Sciences (Finland), Latvian Academy of Sport Education (Latvia), Malmö Academy of Sport (Sweden), Athletics Federation of

Lithuania, Swedish Sports Confederation. The project was implemented from September 2020 to August 2023.

LASE teaching staff and students are also involved in the NordPlus project (Nordic-Baltic Up-dated Coaching Development (NBUCE) NPHZ-2019/10042), which established a training network for future and young coaches from the Nordic and Baltic States in 2009. It has now expanded into two main projects, the “NB Coach Training Network” and the “Coaching True Generation” within NordPlus. The aim of the project is to improve the Nordic-Baltic coach education process and a sports coach education programme covering all aspects of the athlete’s development. In 2024, the teaching staff have been actively involved in several research projects “The impact of innovative integrated recreational physical activity intervention on cognitive abilities, sleep quality and self-efficacy of sport educators” (RSU/LSPA-PA-2024/1-0009), “Multidisciplinary approach to developing sustainable physical activity habits in employees with sedentary work” (RSU/LSPA-PA-2024/1-0013), “Multifactorial profiling of Latvian athletes with integration of personality traits, psychological skills and psychophysiological variables” (RSU/LSPA-PA-2024/1-0010), “Innovations, methodologies and recommendations for the development and management of the sports sector in Latvia” (VPP-IZM-Sports-2023/1-0001).

One of the most important factors for quality assurance of the study programme is the teaching staff, who are highly qualified specialists in the fields of relevant sciences, including theoretical aspects of educational sciences, as well as practitioners in the field of education and sport with experience in the implementation of professional Bachelor’s, professional Master’s and short cycle professional higher education study programmes. Teaching staff who have provided study programmes for future teachers and senior sports coaches and continuing education for existing teachers, sports coaches and senior sports coaches are able to successfully balance theoretical and practical aspects by emphasising the knowledge and skills required for teachers in their professional activity.

At the same time, the study programme needs to involve not only knowledgeable teaching staff who keep up to date with the latest theoretical literature in the field, but also practitioners - sports teachers with experience of working in pre-school and school, who are familiar with the “School 2030” programme in the field of health and physical activity and are familiar with current issues at school, regional and national level.

In order to ensure a high quality and innovative implementation of the study programme, a number of criteria have been used for the selection of the teaching staff to be involved in the study programme, so that the study courses are taught by qualified, scientifically and methodologically trained teaching staff, specialists in the specific field of study, who use modern approaches in their work.

The minimum selection criteria for the teaching staff are:

- Compliance of the qualification of the teaching staff in accordance with the requirements set by the laws and regulations;
- Relevance of the scientific research direction/interests to the content of the study programme/course;
- Conformity of the national language and foreign language skills with the requirements set by the laws and regulations.

Indicators related to the compliance of the scientific and academic activities of the teaching staff involved in the study programme with the above criteria are summarised in Annexes 24.7 and study field annex 6.4.

Similarly, the creative and research biography of the teaching staff involved in the study

programme must also demonstrate that at least one of the following additional criteria has been met:

- Professional development in the field of didactics / teaching methodology in higher education;
- Practical experience of working at school (or other educational or sport education institution);
- Scientific/practical experience in school pedagogy, inclusive education;
- Participation in conferences, research projects;
- Participation in the European Social Fund project “Competence-Based Approach to Learning Content”;
- Creative activity in the field of artistic creativity.

The provision of academic staff involved in the study programme requires a strong focus towards innovation in the field of education, ensuring the link between theory and practice, support for work-based teacher education.

Qualification of teaching staff meets the requirements set by the laws and regulations, as 68.2% of the academic staff involved in RSU LASE study programme have a doctoral degree (Annex 24.7) and the proportion of elected teaching staff is 75%.

Qualification of academic staff involved in the implementation of the study direction is appropriate to the specifics of the study programme and conditions for its implementation, as well as to the requirements of the laws and regulations in the field of education. Teaching staff are professionals in their field of science, who have demonstrated their competence in sectoral research and the use of e-environment in the study process, have participated in international projects and developed teaching aids and materials. Professionals in their field of specialisation with practical work experience in the relevant field are also involved in the implementation of the study programme, mainly in study courses related to subject methodology, pedagogical practice and specialisation in the certain qualifications.

In the 2nd quarter of 2024, Mg.paed, Mg.psych Gundega Ulme obtained a doctoral degree in the field of Health and Sports Science within the LASE European Social Fund project No 8.2.2.0/18/I/006 “Strengthening of Academic Staff in Strategic Areas of Specialisation at the Latvian Academy of Sport Education” and after fulfilling the requirements of that project and the requirements for the election of academic staff, the candidate for the doctoral degree will get status of elected academic staff.

Enclosed:

Annex 24.7. Analysis of the composition of the teaching staff.

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

As the study programme was licensed in 2022, there were no significant changes in the composition of the teaching staff during the reporting period that would affect the quality of studies. Information on lecturers is available in Annex 24.7 enclosed in section *Other annexes*. For more information see the previous section (3.4.1).

The data regarding the lecturers indicate that there have been no significant changes in the composition of the academic staff during the review period, despite 8% of lecturers not continuing

their employment during the reorganisation. Overall, the qualification level of the lecturers in the programme and subprogrammes, with 73%-75% of the academic staff holding a doctoral degree, exceeds the requirements and demonstrates the professional and academic competence of the programme's teaching staff. The programme and subprogrammes show stability in employment, as 85% of the staff are full-time lecturers, which in turn indicates the long-term capacity of the study programme and its independence from external resources. Meanwhile, invited lecturers provide additional expertise and flexibility in the implementation of the programme.

The profile of the academic staff involved in the programme is fully in line with regulatory requirements, ensuring both quality education for students and its relevance to labour market demands and societal needs. The existing changes in academic staff and the indicators reflect positive progress towards the further development and stability of the study programme. The qualifications and employment status distribution of the lecturers fully comply with the requirements of Section 55, Subsection 1, Clause 3 of the Higher Education Law regarding the qualifications and educational level of academic staff, as more than five professors (7 professors) and associate professors (11 associate professors) or individuals with a doctoral degree (30 elected lecturers) participate in the implementation of the study programme.

Enclosed:

Annex 24.7. Analysis of the composition of the teaching staff

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).

Mutual cooperation between the teaching staff is essential for the improvement of study quality and research, development of the sector and purposeful guidance of student professional activity. The core of the teaching staff of the study programme consists of teaching staff of basic theoretical courses and teaching staff of professional specialisation study courses. The Programme Director organises meetings with the teaching staff of the programme as necessary with the aim of improving the content of the study programme and ensuring interconnection. Teaching staff are involved in the coursework and placement defence committees, listening to the work done by students and thus clearly identifying weaknesses in student knowledge, skills and competences. Teaching staff regularly improve the content of their study courses and update the e-learning materials.

The teaching staff of the study programme collaborate in preparing study course descriptions and working in research and projects. In-depth mapping of study courses was carried out and lecture and class observation were done. For example, if several lecturers teach the same study course to different groups, they agree on the course content, requirements for course acquisition, bibliographic sources and descriptions of independent work, as well as the placement of materials in the e-environment. To create an e-course in the e-environment (Moodle), a course template must be followed, which has been specially designed for cases where a course is taught by several lecturers.

The teaching staff join together to carry out research under the guidance of the research direction coordinator, work together on study of the identified subject matter and the compilation of their results, on preparation of publications and reports. To foster cooperation between teaching staff in the organised professional development activities, international events and informal events, setting and completion of joint tasks is promoted.

At present, when only the students of the first years of study are studying, the student and teaching staff ratio within the study programme is 2 students to 1 academic staff member.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	24.1_AnxDiploma_diploma_supplement.pdf	24.1_piel_Diploms_diploma_paraugs.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	16_Anx_Stud_Statistics_VFAD.pdf	16_pielik_stud_statistika_VFAD.pdf
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	17.1_AnxCmpliance_Nat_Stand.pdf	17.1_pielik_Attilst_valsts_izgl_stand_PBSP.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	18.2_Anx_VFAD_Mapping_Prof_Standard.pdf	18.2_Attilstiba_prof_standartam_Veseliba_fiziska_aktivitate_drosiba.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	17.2_AnxCmpliance_Spec_Reg_Framework.pdf	17.2_attilst_spec_normat_regulejumam.pdf
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	18.1_Mapping_VFAD.pdf	18.1_Kartejums_Veseliba_fiziska_aktivitate_drosiba.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	19_Anx_Study_Plan_VFAD.pdf	19_pielikums_Studiju_planojums_VFAD.pdf
Descriptions of the study courses/ modules	20.1_AnxCourse_descrip_VFAD.pdf	20.1_piel_kursu_apraksti_VFAD.pdf
Description of the organisation of the internship of the students (if applicable)	9.1_Anx_Placement_Agreement_VFAD.pdf	9.1_pielikums_prakses_nolikums_VFAD.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Sport and Education Specialist (41141)

Study field	<i>Education and Pedagogy</i>
ProcedureStudyProgram.Name	<i>Sport and Education Specialist</i>
Education classification code	<i>41141</i>
Type of the study programme	<i>Short-cycle professional higher education study programme</i>
Name of the study programme director	<i>Inta</i>
Surname of the study programme director	<i>Bula-Biteniece</i>
E-mail of the study programme director	<i>inta.bula-biteniece@rsu.lv</i>
Title of the study programme director	<i>Dr.paed.</i>
Phone of the study programme director	
Goal of the study programme	<p><i>Study programme aim</i></p> <p><i>Prepare a sports and education specialist for professional activities, promoting his or her mental and physical development, building a free, responsible and creative personality, enabling, promoting the acquisition of knowledge and skills of sports and education specialists, which ensure the acquisition of fifth level professional qualifications and academic performance in changing socioeconomic conditions, creating motivation for continuing education and providing an opportunity to prepare for the acquisition of second level professional higher education and sixth level professional qualifications.</i></p> <p><i>The aim of the sub-programme "Athletic discipline coach" is to prepare a sports specialist for professional activities by promoting his or her mental and physical development, building a free, responsible and creative personality, enabling, promoting the acquisition of knowledge and skills of sports and education specialists, which ensure the acquisition of fifth level professional qualifications and academic performance in changing socio-economic conditions, creating motivation for continuing education and providing an opportunity to prepare for the acquisition of second level professional higher education and sixth level professional qualifications.</i></p> <p><i>The aim of sub-programmes "Adapted physical activity specialist in Education" and "pre-school sports teacher" is to prepare a sports education specialist for professional activities, promoting his or her mental and physical development, building a free, responsible and creative personality, enabling, promoting the acquisition of knowledge and skills of sports and education specialists, which ensure the acquisition of fifth level professional qualifications and academic performance in changing socioeconomic conditions, creating motivation for continuing education and providing the opportunity to prepare for the acquisition of second level professional higher education and sixth level professional qualifications.</i></p>

<p>Tasks of the study programme</p>	<p><i>The main tasks of the study programme are:</i></p> <ol style="list-style-type: none"> <i>1. Educate students by ensuring the development of fifth level professional competence necessary for the professional activities of sports and education specialists, offering different learning pathways, promoting their competitiveness in changing socio-economic conditions and the international labour market;</i> <i>2. Promote independent skills for the improvement of professional competence by ensuring the mental and physical improvement of students, building a free, responsible and creative personality, creating motivation for continuing education and providing an opportunity to prepare in accordance with the knowledge, skills and competence of level 5 of the European qualification Framework specified in the Latvian Classification of Education in order to acquire first-cycle professional higher education and sixth-level professional qualification in the future.</i> <i>3. Ensure that alumni of the study programme are able to choose and use information technologies responsibly and safely for the performance of their duties, research and lifelong learning, as well as for the acquisition, creation and sharing of digital content.</i> <p><i>The main tasks of the sub-programme “Athletic discipline coach” of the study programme are:</i></p> <ol style="list-style-type: none"> <i>1. Educate students by ensuring the development of fifth level professional competence necessary for the professional activities of sports specialists, offering different learning pathways, promoting their competitiveness in changing socio-economic conditions and the international labour market;</i> <i>2. Promote independent skills for the improvement of professional competence by ensuring the mental and physical improvement of students, building a free, responsible and creative personality, creating motivation for continuing education and providing an opportunity to prepare in accordance with the knowledge, skills and competence of level 5 of the European qualification Framework specified in the Latvian Classification of Education in order to acquire first-cycle professional higher education and sixth-level professional qualification in the future.</i> <i>3. Ensure that alumni of the study programme are able to choose and use information technologies responsibly and safely for the performance of their duties, research and lifelong learning, as well as for the acquisition, creation and sharing of digital content.</i> <p><i>The main tasks of the sub-programmes “Adapted physical activity specialist in Education” and “Pre-school sports teacher” of the study programme are:</i></p> <ol style="list-style-type: none"> <i>1. Educate students by ensuring the development of fifth level professional competence necessary for the professional activities of sports education specialists, offering different learning pathways, promoting their competitiveness in changing socio-economic conditions and the international labour market;</i> <i>2. Promote independent skills for the improvement of professional competence by ensuring the mental and physical improvement of students, building a free, responsible and creative personality, creating motivation for continuing education and providing an opportunity to prepare in accordance with the knowledge, skills and competence of level 5 of the European qualification Framework specified in the Latvian Classification of Education in order to acquire first-cycle professional higher education and sixth-level professional qualification in the future.</i> <i>3. Ensure that alumni of the study programme are able to choose and use information technologies responsibly and safely for the performance of their duties, research and lifelong learning, and for the acquisition, creation and sharing of digital content</i>
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Results of the study programme	<p><i>The learning outcomes to be achieved by the study programme and sub-programmes shall be:</i></p> <p><i>Knowledge and understanding:</i></p> <p><i>1. Able to demonstrate comprehensive and specialised knowledge and understanding of facts, theories, regularities and technologies relevant to the professional field of sport and education specialist regarding the age stage of the person, the pedagogical activity of the sport, planning, building a safe and supportive educational environment, organising, managing and evaluating the educational process, taking into account the objectives of the sports and educational institution and the specific nature of its activities.</i></p> <p><i>Skills:</i></p> <p><i>2. Able, based on an analytical approach, to perform practical tasks in the relevant profession of sports and education specialist, to demonstrate skills that enable the professional problems of the educator to find creative solutions, to discuss and discuss in a reasoned manner practical issues and solutions in the relevant profession of sports and education specialist with colleagues, clients and management, to learn further with the appropriate degree of autonomy by improving their competences.</i></p> <p><i>3. Able to evaluate and improve the activities of themselves and others, work in cooperation with others, plan and organise work to perform specific tasks in the profession of sports and education specialist, perform or monitor such work activities in which unpredictable changes are possible.</i></p> <p><i>Competencies:</i></p> <p><i>4. Able to formulate, describe and analyse practical problems in his profession of sports and education specialist, select the necessary information and use it to solve clearly defined problems, participate in the development of the professional field of sports and education specialist, demonstrate that he understands the place of the profession of sports and education specialist in a wider social context.</i></p> <p><i>The learning outcomes to be achieved by the sub-programme “Athletic discipline coach” are:</i></p> <p><i>Knowledge and understanding:</i></p> <p><i>1. Able to demonstrate comprehensive and specialised knowledge and understanding of facts, theories, regularities and technologies relevant to the professional field of the sports specialist regarding the age stage of the person, the pedagogical activity of the sport, planning, building a safe and supportive educational environment, organising, managing and evaluating the training process, taking into account the objectives of the sports and educational institution and the specific nature of its activities.</i></p> <p><i>Skills:</i></p> <p><i>2. Able, based on an analytical approach, to perform practical tasks in the profession of sports coach, to demonstrate skills that enable professional problems in sports education to find creative solutions, to discuss and discuss in a reasoned manner practical issues and solutions in the profession of sports coach with colleagues, clients and management, to learn further with the appropriate degree of autonomy in developing their competences.</i></p> <p><i>3. Able to evaluate and improve the activities of themselves and others, work in cooperation with others, plan and organise work to perform specific tasks in the profession of sports coach, perform or monitor such work activities in which unpredictable changes are possible.</i></p> <p><i>Competencies:</i></p> <p><i>4. Able to formulate, describe and analyse practical problems in the profession of sports coach, select the necessary information and use it to solve clearly defined problems, participate in the development of the professional field of sports coach, demonstrate that he understands the place of the profession of sports coach in a broader social context.</i></p> <p><i>Learning outcomes to be achieved by the sub-programmes “Adapted physical activity specialist in Education” and “pre-school sports teacher”:</i></p> <p><i>Knowledge and understanding:</i></p> <p><i>1. Able to demonstrate comprehensive and specialised knowledge and understanding of facts, theories, regularities and technologies relevant to the professional field of sports education specialist regarding the age stage of a person, the educational activities of sport in the field of training health and physical activity in pre-school, planning, building a safe and supportive educational environment, organising, managing and evaluating the educational process, taking into account the objectives of the pre-school educational institution and the specific nature of its activities.</i></p> <p><i>Skills:</i></p> <p><i>2. Able, based on an analytical approach, to perform practical tasks in the teaching profession in the field of health and physical activity in pre-school, to demonstrate skills that enable professional problems to find creative solutions, to discuss and discuss in a reasoned manner practical issues and solutions in the teaching profession in the field of health and physical activity in pre-school with colleagues, clients and management, to learn further with an appropriate degree of autonomy by improving their competences.</i></p> <p><i>3. Able to evaluate and improve the activities of themselves and others, work in cooperation with others, plan and organise work to perform specific tasks in the teaching profession in the field of health and physical activity in pre-school, perform or monitor such work activities in which unpredictable changes are possible.</i></p> <p><i>Competencies:</i></p> <p><i>4. Able to formulate, describe and analyse practical problems in the teaching profession Health and physical activity in pre-school, select the necessary information and use it to solve clearly defined problems, participate in the development of the teaching profession, demonstrate understanding of the teaching profession Health and physical activity in pre-school places in a broader social context.</i></p>
Final examination upon the completion of the study programme	Qualification Paper

Study programme forms

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education Entrance examination</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	-
Qualification to be obtained (in english)	<i>Teacher</i>

Places of implementation

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

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education</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>Athletic coach</i>

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

Table 1. Changes in the StP Parameters

No.	Parameter	Description and analysis of changes in StP parameters during the accreditation period	Planned changes within the assessment procedure (which would enter into force after the accreditation)
1.	Study direction	—	—
2.	Title of the StP	—	—
3.	Code according to the Classification of Latvian Education	—	—
4.	Head of the StP	—	—
5.	Academic degree of the head of the StP	—	—
6.	Objective of the StP	—	Clarified to reflect the objective of each sub-programme.
7.	Tasks of the StP	—	Clarified to reflect the tasks of each sub-programme.
8.	Learning outcomes to be achieved	—	Clarified to reflect the learning outcomes of each sub-programme.

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

No.	Parameter	Description and analysis of changes in StP parameters during the accreditation period	Planned changes within the assessment procedure (which would enter into force after the accreditation)
16.	Qualification to be awarded	—	—
17.	Place of implementation	—	—

Given that the programme was developed in 2022-2023 and licensed in 2023, there have been no significant changes to the programme since licensing.

The aim, objectives and learning outcomes have been specified during the evaluation procedure, indicating them for each sub-programme.

Due to the centralised switch from the national to the international (ECTS) credit system, all study courses for which the total number of ECTS credits was not quantifiable in whole numbers were adjusted accordingly, and the number of contact hours was adjusted accordingly. The RSU Study Process Development Plan for Social Sciences and Health Studies, approved at the Senate meeting on 13 February and 12 March 2024, stipulates that ECTS credits should be reflected in the study plans from the 2024 intake onwards. The transition to the ECTS credit system in each study programme is the responsibility of the programme directors. According to Article 1(8) of the Law on Higher Education Institutions (available in [Latvian](#), partially translated into [English](#)), one credit point corresponds to 25-30 hours of study work. Each lecturer assesses the amount of work within the course of study within the limits of the Law on Higher Education Institutions. Each lecturer has reviewed the content of his/her course and adapted it, both in terms of delivery format and content, to the new credit volume and the corresponding number of hours (for guidance, see Annex 28: Transition to the new credit system. Recommendations for study programme directors and course leaders. - 2024, RSU Centre for Pedagogical Development).

As of 1 July 2024, the Latvian Academy of Sport Education (LASE) is a structural unit of Rīga Stradiņš University (RSU) under the name of the Rīga Stradiņš University Latvian Academy of Sport Education (hereinafter referred to as LASE).

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.

On 16 May 2024, LASE Senate decided (resolution No. 18, minutes No. 10) to separate the study direction Education and Pedagogy and study direction Sport into the study direction Education, Pedagogy and Sport. By accrediting the study direction Education, Pedagogy and Sport, the programme Sport and Education Specialist (41141, 41813) is included in the study direction Education and Pedagogy.

The study programme is unique because the short-cycle professional higher education study programme Sport and Education Specialist is the only interdisciplinary short cycle professional higher education study programme in Latvia where graduates are awarded the Teacher qualification, acquiring the specialisation of pre-school education teacher (Latvian Qualifications Framework level 5 competences^[1]), which is a short-cycle professional higher education according to the Vocational Education Law^[2]. Short-cycle professional higher education is part of the first cycle of professional higher education, thus the sub-programmes - Pre-school Sports Teacher and/or Adapted Physical Activity Specialist in Education - are also designed in accordance with informative report Proposals for Conceptually New Competence-Based Teacher Education in Latvia^[3] prepared by the Ministry of Education and Science.

Plan for Development and Consolidation of LASE Study Programmes 2018-2024^[4] (updated by the LASE Senate on 25 November 2021, minutes No. 5) prescribed that the interdisciplinary study programme Sport and Education Specialist shall have the following sub-programmes: Adapted Physical Activity Specialist in Education, Pre-school Sports Teacher (health and physical activity in education) and Athletic Discipline Coach. All three sub-programmes are currently implemented within the framework of the Programme, however, with the accreditation of the study field "Sport", the sub-programme of the short-cycle professional study programme "Athletic Discipline Coach" will be implemented in the study programme "Health Sport Specialist" of the StV "Sport". This will not have a significant impact on the overall structure of the study programme, as the aim, objectives and study outcomes of the study programme will be fulfilled.

Upon completing the sub-programme Athletic Discipline Coach, graduates are awarded the qualification of a Athletic Discipline Coach. As the study programme is interdisciplinary and upon graduating from the specific sub-programme of the programme the student may obtain the qualification of a teacher or a Athletic Discipline Coach, the study programme is coded 41142 in accordance with the Cabinet of Ministers Regulation No. 322 of 13 June 2017 Regulations on the Classification of Latvian Education. Both a teacher and a coach are directly involved in pedagogical or educational activities. The conditions of a teacher's educational activity require higher education, which corresponds to the group of educational programmes coded 141 Teacher Education^[5] in the Classification of Latvian Education. Sub-programmes Pre-school Sports Teacher and Adapted Physical Activity Specialist in Education of the study programme provide for the professional qualification of a teacher, incl. by preparing in the Pre-school Education Teacher specialisation. Taking into account the above, the Study Programme code, which more precisely corresponds to the above two sub-programmes and the professional qualification to be obtained therein, is 41141, where the last three digits indicate the study programme's affiliation to the group of educational programmes Teacher Education, which includes groups such as Training for Pre-school Teachers (code 0112) and Teacher Training With Subject Specialisation (code 0114) according to a more detailed explanation of the levels of the International Standard Classification of Education (ISCED 2013), which includes educational programmes that provide knowledge, skills and competences for working as a teacher with pre-school children or teaching specific subjects, incl. in physical fitness.

The Athletic Discipline Coach sub-programme of the Study Programme provides for obtaining a professional qualification of a Athletic Discipline Coach; therefore, the sub-programme should have the code 41813 in the Classification of Latvian Education, which more precisely corresponds to the sub-programme and the professional qualification obtained therein, and where the last three digits

of the code indicate that the study programme belongs to the group of educational programmes Sport (code ISCED 1014), which includes educational programmes in which sport knowledge, skills and techniques are acquired, including also the training of Athletic Discipline Coaches.

The name of the study programme fully corresponds to the other parameters of the study programme. When the name of the study programme "Sports and Education Specialist" is assessed in relation to the programme's objectives, tasks, and the content of subprogrammes to determine its relevance, the name "Sports and Education Specialist" reflects the content of the programme's objectives, indicating an integrated approach that encompasses the preparation of sports and education specialists for professional activity, emphasising both the sports and education fields. The name aligns with the study programme's tasks as it includes the development of competencies, the promotion of competitiveness, and the acquisition of digital skills necessary for both sports and education professionals, ensuring broad applicability in professional activities. The name "Sports and Education Specialist" includes the content of all subprogrammes. The programme's objectives and tasks are aimed at acquiring a fifth-level qualification and international competitiveness. The name reflects the qualification and its relevance, highlighting the role of the specialists being prepared in the fields of sports and education. The name also accurately points to the versatile knowledge required by sports and education specialists, universal and profession-specific skills, as well as competencies that include formulating and analysing practical problems, participating in the development of the professional field, and understanding the social context of the sports and education specialist profession. Thus, the study outcomes are fully aligned with the name and precisely reflect the significance of these professionals in the broader society.

The objectives, tasks, and expected outcomes of the subprogrammes are closely linked to the overall parameters of the study programme. The subprogrammes expand and adapt the programme's study outcomes to specific professional needs, providing specialisation in sports and education fields. The content of the subprogrammes specifies the overall knowledge framework, making it applicable in various professional contexts, specialising and practically applying general skills to specific professions, deepening and specifying the development of competencies within the programme, and adapting them to specific professional fields. This integrated approach enhances the programme's relevance to both labour market demands and students' individual interests.

All subprogrammes are significant and complement each other within the study programme's overall offering, which is a crucial solution to the shortage of educators in the Latvian education system. They promote the preparation of professionals in the sports and education fields, adapting the content to the professional roles of teachers and sports coaches. The subprogrammes facilitate the achievement of the study programme's objectives by offering specialisation and developing a broad range of professional competencies for sports coaches and teachers, who contribute to the inclusion of children and the development of their personalities in the educational process.

Admission procedure appropriate to the objective of the study programme will be provided in accordance with the admission requirements of the Programme (see Annex 1.2.1): secondary education: assessment in the Sport subject in the field of study is not lower than 7 points (40%), assessments in the centralised examinations in Latvian language, mathematics, foreign language - 15% (40%); admission examination (50%): justification (written and oral) of the choice of the profession of teacher and Athletic Discipline Coach (20%). Admission requirements are interlinked with the Programme title, codes, the professional qualification to be obtained and the aims and objectives of the professional qualification and the learning outcomes. In accordance with Section 46 (4) of the Law on Higher Education, the approval of the Council for Higher Education has been obtained (available in Annex 25).

Enclosed:

Annex 24.1. Model Diploma and Supplement Thereto.

Annex 24.8. Study Contract Sample.

[1] Cabinet of Ministers Regulation No. 322 of 13 June 2017 Regulations on the Classification of Latvian Education (available only in [Latvian](#))

[2] Vocational Education Law (available in [Latvian](#), partially translated in [English](#))

[3] Information report by the Ministry of Education and Science "Proposals for Ensuring Teacher Education in Latvia That Meets the Requirements of Conceptually New Competence-Based Education" (available only in [Latvian](#))

[4] Plan for Development of LASE Education Programmes 2018-2024, Plan for Development and Consolidation of LASE Study Programmes 2018-2024 (available only in [Latvian](#))

[5] Cabinet of Ministers Regulation No. 322 of 13 June 2017 Regulations on the Classification of Latvian Education (available only in [Latvian](#))

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

European statistics (Eurostat, 2020[1]) show that employment in sport in Europe reached 1.37 million people in 2019. In Latvia, employment in sport accounted for 0.6% of total employment in 2014, 0.91% in 2018 and 1.1% in 2019. This indicates the fastest growth of employment in sport in Latvia among European countries. But in 2021, 1.4 million people in Europe were employed in sport, reaching pre-COVID-19 pandemic levels, while the number of women employed in sport in 2021 had not reached 2019 employment levels. However, employment in sport in Latvia in 2021 has not yet reached the pre-COVID-19 pandemic level, as the 2021 data show that it is 0.7% of all those employed in Latvia. Due to the impact of the COVID-19 pandemic, employment in Latvia in the field of sport fell by more than 30%. In 2021, in three EU member states, at least two thirds of those working in the field of sport had higher education - Lithuania (80%), Greece (71%) and Latvia (68%) (Eurostat, 2021[2]). The increase in employment after the COVID-19 pandemic in the field of sport raises the need to provide qualified, competent professional Athletic Discipline Coaches in Latvia in line with the development trends in the field of sport. The rationale for the creation and implementation of the study programme is the rapid growth of employment in the field of sport and the lack of qualified specialists in the labour market who meet the development trends of the field.

In Latvia, comparing 2020 and 2021, the added value in the service sectors increased by 6.2%, but the increase in the added value of the manufacturing industries was only 0.9%. The added value of sports lessons, entertainment and leisure activities, in its turn, has increased by 3.8% (CSB, 2022[3]).

Overall, the data indicate that an important economic aspect of the sports sector is the proportion of specialists with higher education. In 2021, 68% of those employed in the sports sector in Latvia had higher education, which is one of the lowest rates in Europe (in Lithuania - 80%, in Greece - 71%). This highlights the need to provide a high-quality higher education offer that can meet the demand for competent sports specialists. Given the development trends of the sports sector and the increase in employment, it is essential to create and implement study programmes and subprogrammes, such as the subprogramme "Athletic Discipline Coach", which would prepare professional sports coaches and other specialists in the field of sports education. The introduction of

such programmes will not only enhance the competitiveness of the sector but also contribute to the overall development of Latvia's economy and society, offering opportunities for young specialists to successfully integrate into the labour market.

Analysing the interconnection of the Programme title, code, professional qualification to be obtained and the aims and objectives of the professional qualification, learning outcomes, as well as admission requirements, it can be concluded that they are interconnected, because in the process of development and improvement of the study programme such data were used to determine the development needs of teachers and Athletic Discipline Coaches as human resources with the help of various information resources and to ensure the reflection of current labour market needs in the study programme content according to the situation in Latvia (see Figure 1).



Figure 1. Identifying the Development Needs of the Profession of a Teacher and Athletic Discipline Coach in the Creation of the Study Programme

The requirements contained in the teacher profession standard approved on 12 June 2020[4] have been incorporated into the study programme. It is an up-to-date document because, according to the Cabinet of Ministers, profession standards must be updated every five years. Identifying the needs of school as an organisation involves planning for the human resources development of teachers. It is the monitoring and analysis of the demand and supply of teachers in order to plan current and future needs for qualified sport and health teachers, national defence training teachers and students of pedagogy in these fields. The aim of such planning is to anticipate teacher shortages or, on the contrary, oversupply. In most European countries studied, the teacher profession is not specifically planned, but in several countries labour market monitoring provides valuable data for education authorities.[5] In Latvia, where no formal planning is carried out, the top-level education authority, together with local authorities, has carried out a survey on the expected vacancies in the teacher profession over the next five years. However, the share of students enrolled in the thematic group Education in Latvia has declined significantly since 2008 and continued to decline in the last two years. The decline in labour supply is due to insufficient reproduction of labour force, i.e. fewer new specialists entering the labour market than leavers due to retirement and other factors. The ageing of the workforce will be most pronounced in education in the coming years. In 2019, more than half of the total labour supply with a relevant educational background was aged over 45 (62%), so most of them will leave the labour market in the following 10-20 years[6]. Latvia also has one of the lowest teacher salary costs per pupil in primary school among OECD countries, mainly because teacher salaries are lower than the OECD average[7]. The needs of the school and pre-school as an organisation point to an increase in demand for teachers in the future, thus highlighting the importance of quality design and implementation of the Programme.

The development of Latvia's education sector and future challenges indicate a significant need for high-quality study programmes capable of preparing competent and in-demand specialists in the field of education. The ageing of teachers, the insufficient number of new specialists entering preschools, and the growing demand in the education sector as a whole require targeted action.

The subprogrammes of the study programme "Adapted Physical Activity Specialist in Education" and "Pre-school Sports Teacher", which focus on preparing sports and health education teachers, are not only necessary but also socially and economically justified. They will help reduce the labour force shortage and promote the sustainability of the education sector in Latvia.

The development of the new sub-programme Athletic Discipline Coach was also necessitated by the availability of the latest Guidelines Regarding the Minimum Requirements in Skills and Competences for Coaches[8] published by an EU working group, which highlighted the importance of quality education for future specialists. There are 1705 Athletic Discipline Coaches[9] in Latvia working in the Athletic Discipline Coach profession with a category C (Athletic Discipline Coach) certificate, who have only completed continuing vocational training after general or vocational secondary education (category C sports specialist programme), and it is currently debatable whether the trained category C specialists meet the minimum skills and competences of coaches set out in the above-mentioned guidelines. In the view of specialists of the sport field, this indicates insufficient qualifications to manage the training process, especially for children and young people, where highly qualified specialists would be needed, therefore, it is necessary to develop the professional education of future Athletic Discipline Coaches in line with both the Athletic Discipline Coach profession standard (see Annex 18.2) and the EU regarding the minimum requirements in skills and competences for coaches, which would also contribute to meeting the labour market demand in the sector.

The quality of the education system is determined by the competence of teachers and Athletic Discipline Coaches working therein. Therefore, as the leading partner in promoting the performance of the Latvian education system, LASE designed the Programme in such a way that the teacher as a human resource development system focuses on attracting the best applicants and a high-quality study process in accordance with the current needs of the labour market, the current content of general education, the content of higher professional education and the future professional support.

The programme was developed within the framework of the specific support objective 8.2.1 To Reduce Fragmentation of Study Programmes and Strengthen Resource Sharing Under Phase 1 under project No. 8.2.1.0/18/I/006 implemented by the LASE Reduction of Fragmentation of Latvian Academy of Sport Education Study Programmes for Teacher Education and Strengthening Resource Sharing. As the leading partner of the project, LASE has developed a study programme involving five partners - the University of Latvia, Daugavpils University, Liepaja University, Rīga Stradiņš University and the Ministry of Defence of the Republic of Latvia. Development of the study programme content involved higher education experts (including teaching staff) nominated by LASE and partners, who have a doctoral degree, higher education study content development, practical or research experience in the last four years, as well as ESF project 8.3.1.1/16/I/002 Competence Approach to Curriculum experts and international industry experts (including a technology expert). The external expertise of the study programme included experts from the ESF project 8.3.1.1/16/I/002 Competence Approach to Curriculum, employers were also represented by a representative of the Latvian Association of Sports Teachers and a representative of the Methodological Association of Sports Teachers. Students were also involved in the discussion of the content of the study programme.

The shortage of specialists such as teachers and Athletic Discipline Coaches in the Latvian labour market determines both the economic and social rationale for the programme. The issues related to graduates' employment opportunities are solved in cooperation with employers and professional organisations. Preparation of specialists needed for the labour market is planned. One of the most important factors for provision of high-quality sport and education services to the population in each education level and type is specialists or human resources involved in sport and education process - their qualification, adequate number, and rational location. This approach is fully

consistent with the objectives and lines of development of the Education and Pedagogy programme. A teacher may carry out their professional activity in an educational institution implementing pre-school, primary education, general secondary education, vocational education, vocational orientation, special education, interest education programmes, or work in a certified private practice. A Athletic Discipline Coach, in turn, performs pedagogical activities related to sport in state and municipal sports and educational institutions for children, youth or adults (including vocational orientation educational institutions), associations, foundations, enterprises, commercial companies, as a self-employed person or individual entrepreneur.

Adapted physical activity specialists are increasingly needed in education to ensure inclusive sport education. They are support staff for sports teachers in the implementation of inclusive sport education. Adapted physical activity specialist education in Europe is predominantly implemented based on the content of sports teacher education programmes and specialising in adapted physical activities and is predominantly delivered in Bachelor's or Master's study programmes. The programme developed by the LASE ensures that, after completing the adapted physical activity specialist education as a pre-school sport and health teacher, the specialist will be able to continue their education and obtain a qualification as a sport and health teacher at all levels of education in professional Bachelor's studies.

It should be mentioned that the results of surveys of students, employers and alumni are used for improvement of the quality of studies.

[1] Eurostat (available at <https://ec.europa.eu/eurostat>)

[2] Eurostat. Employment in Sport. (available in English https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Employment_in_sport#Employment_in_sport_-_developments_between_2019_and_2021)

[3] GDP growth of 4.8% in 2021 and 3.5% in Q4 (available in [Latvian](#) and in [English](#))

[4] Teacher profession standard (available only in [Latvian](#))

[5] European Commission/EACEA/Eurydice, 2018. The Teaching Profession in Europe: Access, Progression and Support. Eurydice report. Luxembourg: Publications Office of the European Union. (available in [Latvian](#) and in [English](#) <https://op.europa.eu/lv/publication-detail/-/publication/435e941e-1c3b-11e8-ac73-01aa75ed71a1>)

[6] Information report by the Ministry of Economics "On Labour Market Projections": (available only in [Latvian](#))

[7] OECD (2021), Education at a Glance 2021: OECD Indicators, OECD Publishing, Paris (available at <https://dx.doi.org/10.1787/69096873-en>)

[8] European Commission, Directorate-General for Education, Youth, Sport and Culture, Čujko, A., Jeričević, M., Lara-Bercial, S., et al., Guidelines Regarding the Minimum Requirements in Skills and Competences for Coaches, Publications Office, 2020, (available at <https://data.europa.eu/doi/10.2766/69405>)

[9] Sports Register (available only in [Latvian](#))

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

languages.

Over six years, 816 students were enrolled in the study programme Education and Sports Work Specialist (41813), which was implemented before the start of this programme (Annex 16), the programme is planned to be closed by 31 August 2024. An analysis of the statistics for the last 6 years shows that the number of students has been variable with a downward trend. The decrease in the number of students was explained by LASE by the increase in competition, as there were opportunities to study similar study programmes at the University of Latvia and Rīga Stradiņš University, as well as by the effects of the COVID-19 pandemic, the country’s demographic situation, socio-economic conditions and the geopolitical situation, which have had an unfavourable impact on starting studies.

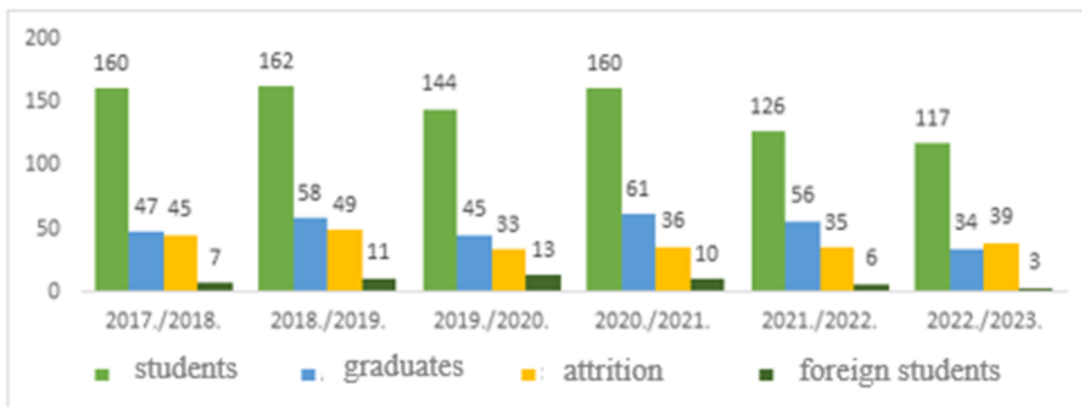


Figure 2. **Statistics on students in the study programme Education and Sports Work Specialist (41813)** (which was implemented until the launch of the new programme Sport and Education Specialist (41141; 41813))

In the previous study programme Education and Sports Work Specialist (41813), 32 students in the first year were transferred to the sub-programme Athletic Discipline Coach in the academic year 2023/2024, while 39 students were admitted in the summer of 2024 (see Figure 3).

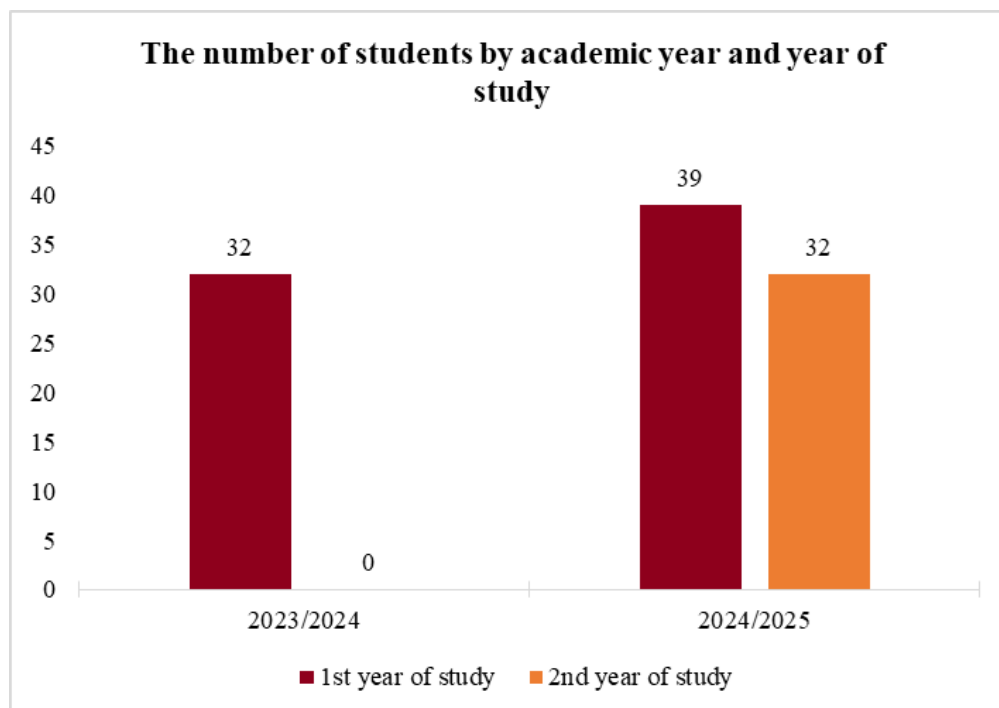


Figure 3. Number of students by academic year and year of study

Looking at the changes in the number of programme graduates, it is clear that the trend has been wave-like. Academic year 2020/2021 was on an upward trend, with the highest number of graduates in the last six years. The increase in the number of graduates was driven by the possibility to start studies at a later stage, and the desire to complete the studies started after a sabbatical leave. Over the last 6 years, there has been a decrease in the number of foreign students (the previous study programme was also accredited for implementation in English, unlike the new licensed programme). The students in the programme were mainly from countries such as Azerbaijan, Brazil, Estonia, Turkey, India, Uzbekistan, Finland.

In general, the programme to be closed experienced a high drop-out rate each year, mainly in the first year of studies. In the last three academic years, the number of students who have been exmatriculated had increased slightly. The main reasons for dropping out of studies were: language problems for students whose native language is not Latvian; inability to study independently; change of place of residence, change of family's socio-economic circumstances; inability to combine studies and work; decision to continue working instead of studying.

The new study programme has higher admission requirements to reduce the student drop-out rate. The first admission took place in July 2024 in the sub-programme "Athletic Discipline Coach"; it should be mentioned that 30 students switched from the previously implemented study programme to the new one (see statistical analysis in Annex 16).

The study programme was licensed on 4 October 2023 and currently has no graduates.

Enclosed:

Annex 16. Statistical Data on Students.

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

3.2. The Content of Studies and Implementation Thereof

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

In 2023, by starting to implement the new licensed short-cycle higher education study programme

Sport and Education Specialist (41141, 41813), LASE is gradually closing the currently implemented 1st level higher education study programme Education and Sports Work Specialist (41813) and students continue their studies in the new study programme Sport and Education Specialist (41141, 41813).

Scope, duration, type and form of implementation of study programme Sport and Education Specialist and its sub-programmes - 120 credit points (ECTS), 2 years of full-time regular studies. If necessary, part of the study programme may also be delivered remotely.

The development and implementation of the study programme is in line with the study field "Education and Pedagogy" which was separated from "Education, Pedagogy and Sport", as the aim of the study programme is to prepare sport and education specialists for professional activity, promoting their mental and physical development, by developing a free, responsible and creative personality, by facilitating the acquisition of knowledge and skills by sport and education specialists, which ensures the acquisition of a fifth level professional qualification and promotes competitiveness in changing socio-economic conditions, creating motivation for further education.

The study programme is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area^[1] for internal quality assurance. The content of the study programme is up-to-date, as it complies with the Cabinet of Ministers Regulation No. 305 of 13 June 2023 Regulations on the National Standard of Professional Higher Education^[2] (Annex 17.1), teacher profession standard (Annex 18.2), the Cabinet of Ministers Regulation No. 322 of 13 June 2017 Regulations on Classification of Latvian Education^[3], the Cabinet of Ministers Regulation No. 716 of 21 November 2018 Regulations on State Pre-school Education Guidelines and Sample Pre-school Education Programmes^[4]. As can be seen in Annex 17.1, volume of the study programme is set at 120 to 180 ECTS (in accordance with the Cabinet of Ministers Regulation No. 305 of 13 June 2023 Regulations on the National Standard of Professional Higher Education), but the volume of the Programme developed is 120 ECTS in the sub-programme Adapted Physical Activity Specialist in Education or 120 ECTS in the sub-programme Pre-school Sports Teacher (health and physical activity in education), or 120 ECTS in the sub-programme Athletic Discipline Coach. The duration of the Study Programme is in line with the national education standard, as the duration of the full-time regular Programme is 2 years for all sub-programmes: Adapted Physical Activity Specialist in Education, Pre-school Sports Teacher and Athletic Discipline Coach (see Annex 17.1). The parts of the study programme and their scope (compulsory, restricted elective, optional), incl. the scope of the final thesis, the compulsory content of all sub-programmes are fully in line with the above-mentioned national education standard, as the total volume of study courses is 84 ECTS, not exceeding 75% of the total programme volume, including general education courses of 30 ECTS (including in the programme 9 ECTS of study courses for the development of professional business competences: Legal Aspects of the Pedagogical Process, 3 ECTS; Educational Institution Management, 3 ECTS; Entrepreneurship and Accounting, 3 ECTS) and field study courses amounting to 54 ECTS. The volume of placement is 24 ECTS and the volume of qualification thesis is 12 ECTS, not exceeding 10% of the total volume of the programme. The amount of contact hours in study courses is at least 40% (see Annex 17.1). The content of the study course Civil Protection, National Security and Environmental Protection for Sustainable Development (3 ECTS) developed in the study programme meets the requirements of the Law on Environmental Protection^[5] and the Law on Civil Protection and Disaster Management^[6] (see Annex 17.1). The professional qualifications to be awarded (teacher or Athletic Discipline Coach) comply with Paragraph 2 of the Cabinet of Ministers Regulation No. 305 of 13 June 2023 Regulations on the National Standard of Professional Higher Education and Annex 2 to the Cabinet of Ministers Regulation No. 322 of 13 June 2017 Regulations on Classification of Latvian Education. The basic principles and procedures for the evaluation of study programme completion are laid down in the RSU Academic Regulations I

(available in [Latvian](#) and [English](#)), which is in line with the above-mentioned national education standard and which should also be followed by the programmes taken over by LASE. The content of the placement (see Annex 9) is defined in accordance with the teacher profession standard and the Athletic Discipline Coach profession standard^[7].

In the Study Programme, the results to be achieved in all study courses are linked to the results of the study programme (see Annex 18.1) and in the sub-programmes Adapted Physical Activity Specialist in Education or Pre-school Sports Teacher they also comply with the teacher profession standard (approved at the Tripartite Cooperation Sub-Council on Professional Education and Employment meeting on 12 June 2020, minutes No. 5) (see Annex 18.2) and in the sub-programme Athletic Discipline Coach they comply with the Athletic Discipline Coach profession standard (approved at the Tripartite Cooperation Sub-Council on Professional Education and Employment meeting on 14 December 2022, minutes No. 7) (see Appendix 18.2). The above-mentioned profession standards – teacher and Athletic Discipline Coach profession standards – have been approved in the last three years. The content of each sub-programme of the Study Programme is therefore up-to-date, relevant to the current profession standard of educators in the sub-programme, and therefore also relevant to the requirements of the education and sport education sector.

The content of the Study Programme in the sub-programmes Adapted Physical Activity Specialist in Education or Pre-school Sports Teacher was developed in coordination with the specifics of the compulsory content of the field of study in the preschool education level, so that the future teacher, in accordance with the requirements set out in the teacher profession standard, would be able to carry out pedagogical activities in pre-school education level in accordance with the national education standards, national pre-school education guidelines also in the specific field of health and physical activity in pre-school. The content of the programme is aligned with the curriculum set out in the National Guidelines for Health and Physical Activity Education in Pre-school Education, so that the future teacher is able to implement Paragraph 8.3 of the Cabinet of Ministers Regulation No. 716 of 21 November 2018 Regulations on State Pre-school Education Guidelines and Sample Pre-school Education Programmes, which sets out mandatory content, and Paragraph 10.7, which sets out health and physical activity literacy to be achieved by children in pre-school education in the area of health and physical activity.

One of the most significant problems in the structure and development of education is the provision of studies based in the work environment as a relevant form of studies in higher education. This problem is related to the changing role of science and the shift in the tasks of the entire education system. The current reform of the teacher education system in Latvia stipulates that the prerequisite for the successful implementation of modern competence-based education is the preparation of teachers and the opportunities for their professional development in a conceptually new quality. Therefore, the importance of studies based in the work environment is becoming increasingly relevant. The goal of education is no longer to obtain a single qualification, specific skills, and competences for life, therefore, the newly created programme is divided into relatively independent study course groups, which can be used both in various combinations within one study programme (see Annex 19) and offered as an additional option to other, possibly very different study programmes, as well as used in lifelong learning. Within one course group, both theoretical, academic knowledge and its professional application are combined, achieving autonomy and ensuring broad and diverse usage.

The strategic objective of professional higher education programmes is to provide professional studies that meet the requirements of the national economy, culture, national defence and security, as well as social needs, are based on the scientific theoretical foundations of the field, meet the professional standards, and are practically applicable. To ensure the interconnection of the content

of the study courses and study course groups of the sub-programmes, such as Adapted Physical Activity Specialist in Education or Pre-school Sports Teacher (Teaching and Learning in the Context of Diversity, Educational Psychology for Teachers, Entrepreneurship and Accounting, Innovative Information Communication Technologies and Methods in Sport Pedagogy, Professional Skills of a Teacher, Legal Aspects of the Pedagogical Process, Pre-school Sports Pedagogy, Health Promoting Physical Activity), the content of the study programme was developed in study course groups (see Annex 19), the following programme design principles were taken into account: validity (taking into account the necessity, relevance, compliance with the labour market requirements and the development of the sector, demand); systemicity (compliance with current laws and regulations and didactical logic); systematicity, gradualness and continuity (compliance with the logic of programme development, ensuring the continuity of subjects/study course groups and their interrelation, as well as even workload for students); purposefulness (ensuring the educational content of the programme to achieve the programme objective, planning the achievable learning outcomes to achieve the programme objective); flexibility (compliance of the programme content with the structure of Teacher qualification, providing for the acquisition of one or more professional qualification competences); topicality (compliance of the programme with the changing requirements of the labour market, the acquisition of new technologies in the field); openness (involvement of representatives of various stakeholders (educators, employers, employees) in the programme development); unity of theory and practice (possibility to acquire scientific-theoretical foundations of professional activity of health and sports teacher, as well as to acquire relevant skills and professional competences) (Annex 18.1). A flexible approach to learning the profession of a teacher ensures teacher's competitiveness and mobility, in line with the changing demands of the labour market, and continuous acquisition of knowledge and skills throughout their lifetime. Based on the mapping in Annex 18.1, it can be concluded that the outcomes to be achieved in the study courses are reflected in the outcomes of the developed study programme. Analysing and evaluating the study courses and study course groups of the programme as a whole, it can be concluded that the content of the Study Programme is up-to-date, interconnected, in line with industry and scientific trends in the field of education and sports education, as well as in compliance with the requirements of laws and regulations.

Enclosed:

Annex 17.1. Compliance of the Study Programme with the National Educational Standard.

Annex 18.1. Mapping of the Study Courses for the Achievement of Learning Outcomes of the Study Programme.

Annex 19. Planning of the Study Programme.

Annex 20. Description of Study Courses.

[1] Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium (available only in [Latvian](#))

[2] Cabinet of Ministers Regulation No. 305 of 13 June 2023 Regulations on the National Standard of Professional Higher Education (available only in [Latvian](#))

[3] Cabinet of Ministers Regulation No. 322 of 13 June 2017 Regulations on the Classification of Latvian Education. (available only in [Latvian](#))

[4] Cabinet of Ministers Regulation No. 716 of 21 June 2018 Regulations on State Pre-school Education Guidelines and Sample Pre-school Education Programmes. (available in [Latvian](#), partial translation in [English](#))

[5] Environmental Protection Law. (available in [Latvian](#) and in [English](#))

[6] Civil Protection and Disaster Management Law. (available in [Latvian](#) and in [English](#))

[7] Athletic Discipline Coach profession standard (available in [Latvian](#))

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.

Sport and Education Specialist Study Programme and its three sub-programmes, Adapted Physical Activity Specialist in Education, Pre-school Sports Teacher and Athletic Discipline Coach, are implemented in such a way as to encourage students to play an active role in the design of the study process. The assessment of student performance follows a student-centred approach. Active involvement of students is implemented both through student surveys on the quality of implementation of specific study courses, as well as through involvement of students in RSU decision-making bodies. Student-centred implementation of the study programme stimulates student motivation, self-reflection and engagement in the learning process. Student-centred implementation of the study programme takes into account the student contingent and the diversity of their needs by designing appropriate learning pathways. In the practical implementation of the study programme, according to the circumstances, a variety of pedagogical methods are used - both traditional and new study methods and forms: auditorium classes, mainly in the form of problem-based lectures and creative seminars, problem-based practical classes, with extensive use of different interactive teaching methods (e.g. in study courses Professional Skills of a Teacher, Teaching and Learning in the Context of Diversity), different forms of students' independent work are varied (e.g. watching and analysing video clips in the study course Theory, Methodology and Pedagogical Development of Sport Training (Chosen Sport)), weekly consultations are organised and the assessment of the achieved learning outcomes is varied. Different ways of implementing the study programme are being introduced - full-time regular studies, with an emphasis on studies based in the work environment during placement. Teaching and pedagogical methods are regularly evaluated and, based on the evaluation, the most optimal ones will be applied in the future in order to foster the student's desire to be independent, while at the same time providing leadership and support of lecturers. Mutual respect in student-teacher relations is promoted in the study process in accordance with RSU internal regulations. RSU internal regulations establish appropriate procedures for addressing student complaints.

To support students – high-performing athletes –, an individual study system has been created for them, the study process is adjusted to their participation in international competitions and training camps outside Latvia.

Each academic year, lecturers offer a variety of new topics for qualification papers; students can also individually choose a topic from the range of topics offered.

In the study process, in order to ensure the achievement of the learning outcomes of the study courses, many previously prepared and printed methodological materials, as well as developed and collected teaching aids are used. The lectures of almost all study courses are developed as PowerPoint presentations. Many of them are available in the LASE Library or uploaded to the KVS system. The normative documents, statistical data, Ministry publications, as well as all periodicals that students need to use to complete the study courses are available in the LASE reading room. Taking into account the tasks of Latvian higher education in the implementation of the common strategies of the European Union, the student-oriented innovative and reflexive approach is more widely applied within the study courses, the student's creative activity is activated, where they are given the opportunity to develop both academic and professional, intellectual and innovative, and social and practical competences of various values and self-competence. In the study process, both in lectures and seminar classes, the methodological and scientific research by lecturers is widely used (see Annex 6.4 – list of lecturers' publications), interactive teaching methodologies are applied, which facilitate not only the acquisition of terminology and basic problems of study courses, but also the analysis and understanding of the most pressing problems of education and sport, promoting in-depth knowledge of these problems and active discussion and solution of them.

Assessment is one of the most important aspects of the implementation of a study programme. In the developed study programme, the assessment criteria and methods in the study courses are focused on the possibility for the students to demonstrate the degree of achievement of the planned learning outcomes (see Annex 20.1), which contributes to the students' progress in the development of professional competence in the teacher profession, as the students receive feedback and the lecturer can provide recommendations for further studies. In compliance with the objectives and tasks of study programmes, as well as objectives and tasks of study courses, there is a set of requirements for assessing the achievement of learning outcomes. According to the RSU Academic Regulations I, the assessment criteria and methods, as well as the criteria for grading, are made public in advance, examinations are graded by more than one lecturer, assessment is consistent, fairly applied to all students and implemented in accordance with approved procedures, there is a procedure for handling student appeals, and the assessment rules take into account various circumstances facilitating students. Lecturers are familiar with testing and examination methods and receive support to improve their skills in this area, as the plan for lecturers' continuing education seminars and interdepartmental exchange of experience also provides for the improvement of lecturers' skills in assessment. When assessing learning outcomes in the study programme, the following basic principles are taken into account: the principle of assessment transparency, the principle of mandatory assessment, the principle of possibilities for reviewing the assessment, the principle of variety of tests used for assessment. The assessment system and examination requirements are developed for each specific study course. Students are informed about the assessment criteria at the beginning of each study course. The criteria, forms and procedures for the assessment of learning outcomes are reflected in study course descriptions (see Annex 20.1). Each lecturer develops an assessment system for their course according to the specifics of their course, taking into account all the components of the assessment of education quality, assessing the fulfilment of the requirements of individual study courses in terms of points.

At Riga Stradiņš University the determination of the number of study work hours for each study course is carried out in accordance with the requirements of the laws and regulations of the

Republic of Latvia and RSU internal normative acts, for example, RSU Regulations Governing the Study Process (see Academic Regulations I (in [Latvian](#) and [English](#))). In the study programme, the subprogramme courses for acquiring general knowledge are implemented together, as well as some sector study courses. Less than ½ of the study programme is to be delivered remotely.

In the implementation of the study programme, students are provided, if necessary, with recognition of competences acquired in professional experience or learning outcomes achieved in previous education (e.g. Regulations on Crediting Learning Outcomes and Commencing Studies at Subsequent Study Stages (available in [Latvian](#) and [English](#))).

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).

Cooperation with employers is essential for comprehensive provision of the study process. These are educational institutions involved in providing placement opportunities outside the LASE. For several decades, LASE has been offering placement opportunities in educational institutions of various levels in Riga and the regions – more than 130 agreements have been signed (secondary schools, gymnasiums, primary schools, pre-schools, alternative schools, special schools, interest education centres, and other sport education institutions). A list of employer agreements on the provision of student placement in this programme is attached in Annex 9. LASE supports students in securing placement. As the LASE was reorganised as of 1 July 2024, the existing cooperation agreements for the provision of placements are being gradually renewed. If necessary, students may be offered other placement institutions, but LASE assesses whether the institution employs specialists of an appropriate level.

The requirements and tasks of the study placement are regulated by the Regulations of Pedagogical Placement of the 1st Level Professional Higher Education Study Programme “Sports and Education Specialist” for all sub-programmes of the study programme (see Annex 9.1). According to the Regulations, tripartite agreements are concluded on the implementation of placement between LASE, the student and the placement organisation. The placement is organised in the 4th semester of the 2nd year of studies, volume of the placement is 24 ECTS, the placement is organised in educational and sport education institutions (secondary schools, gymnasiums, primary schools, pre-schools, alternative schools, special schools, interest education centres and other sport education institutions, sport institutions/societies/institutions in Latvia, as well as abroad). The implementation of the placement tasks is planned individually in consultation with the placement supervisor (mentor) of the placement institution/organisation, according to the possibilities of the placement institution/organisation. The placement objective and tasks are specified in the agreement with the placement organisation. The placement objective and tasks are directly related to the learning outcomes of the Study Programme and the subprogrammes to be achieved. The person responsible for the student from LASE is the lecturer responsible for the specific qualification or the lecturer responsible for the specific sport, who advises and provides counselling and assistance in dealing with unclear issues. If necessary, the student should contact

the programme director. LASE placement is supervised and coordinated by a qualification supervisor, approved by a decision of the LASE Senate as the person responsible for the placement. Placement is supervised by the Programme director. At the end of the placement, students prepare a placement report, submit a placement assessment report and a reference signed by the placement supervisor at the organisation. The placement is assessed using a differentiated assessment of ten points. The grade is awarded in points according to established parameters and assessment criteria. Assessment parameters: attitude towards the placement, pedagogical skills and abilities, cooperation and organisational skills, ability to analyse and evaluate own work, documentation. If the minimum number of points for performance (4 points) is not obtained in any parameter, the final assessment is negative and the placement is not credited. Students defend their placement in the respective structural unit in the presence of representatives of the placement organisation.

The aims, objectives and learning outcomes of the sub-programmes are integrated into the overall aims, objectives and learning outcomes of the study programme. The content of the sub-programme placements is designed to extend and adapt the outcomes of the study programme to specific professional needs, ensuring specialisation of teachers in the fields of sport and education. The content of the placements elaborates and applies the common knowledge, making it practically applicable in different professional contexts, as well as adapting the skills to specific teaching qualifications and deepening the development of competences according to the different teaching environments of the programme. This approach ensures that the placements are relevant to both the requirements of the labour market and the individual needs and interests of the students.

Enclosed:

Annex No. 9.1. Description of the Organisation of Student Placement.

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

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

Topics of the student's final thesis – qualification thesis – are related to the current issues in the field, because the student carries out an assessment of the European and Latvian education system, including the problems of sport and health classes or an evaluation of the sports training process. The main differences in the themes of the qualification work in the sub-programmes are mainly related to the differences in the content and the setting of the educational process, e.g. the educational process in a specific pre-school in the field of 'Health and physical activity' in the sub-programmes 'Adapted physical activity specialist in education' and 'Pre-school sports teacher', while in the sub-programme "Athletic discipline coach" the themes of the qualification work will relate to the study of the training process in a specific educational institution, in a specific sport. The content requirements for the qualification work include the following areas of activity of a teacher: planning, implementation and evaluation of educational or sport education content, as well

as the content of documents regulating the teacher's activity and their application to the specific pedagogical process. The student independently develops a sport class plan on the chosen topic and creates an assessment of the learner's performance, in accordance with the current Cabinet Regulations on pre-school education.

The aim of the developed qualification paper is to improve the competences of the future sport and health teacher – theoretical knowledge and skills, to apply them in the activity of sport and health teacher in pre-school; to facilitate the development of the intellectual potential of the future sport and health teacher, developing independent assessment and scientific research skills.

The final paper is assessed on a 10-point scale, taking into account the following assessment criteria: the amount and quality of knowledge presented in the qualification paper, in relation to the real situation in the given pre-school and group; the opinion expressed by the student, the defined criteria for the evaluation of the teacher's professional activity; the planning and implementation of practical tasks of the qualification paper, demonstrating skills and abilities in accordance with the teacher's competences; the ability to independently create and evaluate the student's performance; the limits of preparation and presentation of the qualification paper, attitude towards professional activity; scientific research activity skills.

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.

During the consolidation transition period, RSU, in cooperation with LASE, ensures gradual synchronisation and alignment of operational processes, systems, resources, documentation and other aspects of the consolidation within the university system that were in place before 1 July 2024 and have not been completed by that date with the operational processes and documentation, systems, resources of the RSU. From 1 July 2024, the LASE, as a structural unit, has access to the entire RSU infrastructure, including the informative and methodological provision, material and technical provision, etc.

Assessment of the informative and methodological provision. LASE uses the following information systems to ensure the study process in the study programme and its sub-programmes:

- Moodle e-learning environment – course management system of the Latvian Academy of Sport Education (KVS in [Latvian](#) and in [English](#));
- LASE student information system – LASE IS (available only in [Latvian](#));
- Information system Alise of LASE Sports Branch Library (in [Latvian](#) and in [English](#)).

LASE ensures the availability of information within its competence for the provision of the study process on the official website of LASE (in [Latvian](#) and in [English](#)). Course management system of the Latvian Academy of Sport Education is available on the LASE website (KVS). KVS is a portal (e-learning environment) where every student can get information about their studies at LASE and

view their grades, read personalised news and get information about current events, work in the e-learning environment and communicate with other students. LASE course management system provides students with convenient access to electronic study materials, electronic tests and can be used for electronic submission of assignments. For each study course, a separate environment is created where one can interact with course mates and the lecturer and find out what the content and requirements of each study course will be. Lecturers upload teaching methodological materials to this environment to ensure the study process. LASE student information system – LASE IS – provides students with the right to view their grades in study courses and to get acquainted with LASE orders issued in relation to a particular student.

LASE uses Microsoft Teams (hereinafter referred to as MS Teams) online platform in the study process for organisation of remote classes. Both lecturers and students are provided with an MS Office 365 account, which also includes the MS Teams online platform.

The LASE Sports Branch Library supports the study process and scientific activities, as well as provides access to the collection, databases and information systems for Latvian sport and education specialists and every library user. The LASE Sports Branch Library is an accredited library (decision of the Latvian Library Council of 27 November 2019). The aim of the library is to provide high quality and up-to-date information resources for the academic and scientific activities of LASE, as well as to support scientific research activities and provide the necessary information for Latvian sport specialists.

The collection of the Sports Branch Library currently includes 226,449 items and consists mainly of educational literature in various fields of science – pedagogy, psychology, physiology, sports medicine and other fields related to sports science, as well as reference literature and fiction, periodicals in Latvian, Russian, English and German.

Since 1 July 2024, LASE Sports Branch Library has been included in the RSU library infrastructure, which has allowed to expand the resources of both libraries for the study direction. The e-resource provision of the Education and Pedagogy study direction includes five e-book databases and eleven multidisciplinary full-text journal databases.

The informative and methodological provision is fully suitable for ensuring the study process of the first-level higher education study programme Sport and Education Specialist, because e-learning environment is available, students and teaching staff have access to sufficient library and database resources, as well as suitable library premises for independent study and research work, literature is available for the implementation of the study programme, as well as LASE is evaluating and implementing opportunities for updating and improving the informative and methodological provision.

Assessment of the material and technical provision. The material and technical provision of LASE and its availability are adequate for the specifics and implementation of the study programme. Adequate sports facilities are available for students and teaching staff for the implementation of the study programme, including the three sub-programmes (Adapted Physical Activity Specialist in Education, Pre-school Sports Teacher and Athletic Discipline Coach): In the training building A (sports hall; two gymnastics halls; gym); training building B: (sports hall; two halls for combat sports; physiotherapy hall; functional fitness hall; track and field stadium). Two well-equipped research units: The Sports Science Research Laboratory of the Latvian Academy of Sport Education and the Sports Healthcare Research Centre of the Latvian Academy of Sport Education, the establishment of which has attracted EUR 1.2 million in funding from the European Regional Development Fund (ERDF), the state budget and the Latvian Academy of Sport Education. They are available for both teaching staff and students to carry out scientific research work as part of the study process. The equipment required for the sub-programmes is characterised by three

aspects: general, specific and digital. For the sub-programme "Athletic Discipline Coach" it is important to provide equipment adapted to specific sports, while the sub-programme "Adapted Physical Activity Specialist in Education" requires equipment appropriate for working with people with special needs, and the sub-programme "Pre-school Sports Teacher" focuses on early childhood development and safe physical activity and therefore requires sports equipment for children, such as small-sized balls.

Study provision at LASE correspond to the possibilities of modern technologies, all auditoriums are equipped with computers, multimedia and free access to the Internet, it is available for both students and teaching staff. The area of the premises used for the study process at LASE is 22,047 m². In the study process, both students and teaching staff can use specialised auditoriums and sports halls equipped with equipment for both theoretical and practical classes in various sports (volleyball, basketball, floorball, football), gymnastics halls for gymnastics and gymnastics-related sports, soft-flooring halls for learning safety and self-defence skills. Sports arena – for learning basic skills in track and field athletics. LASE Sports Branch Library is freely accessible to students and teaching staff. Its provision is adequate to the requirements of the study programme. The library facilities are separated. The library's circulation section is located separately from the reading room. The reading room's collection is freely accessible. The reading room has 13 computer workstations with access to scientific databases. Scientific research activity is an integral part of the study process. The scientific research laboratory, which includes the Departments of Sport Pedagogy and Psychology, supports the study process in the scientific research activity. Students and teaching staff have access to the scientific environment – scientific equipment, computers, audio/video resources, technical equipment of facilities and scientific databases. A cooperation agreement with Microsoft has been signed for the lease of MS Office and MS Windows software licences, which can be used by teaching staff both in the implementation of the teaching process and in the preparation of teaching materials. As part of this cooperation agreement, both LASE teaching staff and students have access to MS Office 365 services at no additional cost.

Cooperation with employers is essential for comprehensive provision of the study process. These are educational institutions involved in providing placement opportunities outside the LASE. For several decades, LASE has been offering placement opportunities in educational institutions of various levels in Riga and the regions – more than 30 agreements have been signed (secondary schools, gymnasiums, primary schools, pre-schools, alternative schools, special schools, interest education centres, and other sport education institutions). Letters of intent of employers on ensuring placement of students in this programme are attached in Annex 9.2. Studies take place in a modern and well-equipped environment, where students and teaching staff have access to the latest technologies, as well as comfortable study facilities, gyms and independent work areas.

The material and technical provision of the academy is adequate for the implementation of the sub-programmes Adapted Physical Activity Specialist in Education, Pre-school Sports Teacher and Athletic Discipline Coach, and therefore for the implementation of the entire study programme. It is suitable for the specifics of the study programme and the possibilities of modern technologies in its implementation, for example, LASE provides specialised auditoriums and sports halls equipped with equipment for both theoretical and practical sports classes, as well as well-equipped research structural units – the Sports Science Research Laboratory of the Latvian Academy of Sport Education and the Sports Healthcare Research Centre of the Latvian Academy of Sport Education, where both teaching staff and students can conduct research activities appropriate to the specifics of the programme.

More information about the resources of the library is available in the study field annex 23.2 "Assessment of the Informative and Methodological Provision Regarding Library Resources for the Implementation of the Study Direction "Education and Pedagogy" in Accordance With the

Requirements of the Guidelines”.

Enclosed:

Annex 23.2. Assessment of the Informative and Methodological Provision Regarding Library Resources for the Implementation of the Study Direction “Education and Pedagogy” in Accordance With the Requirements of the Guidelines

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

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

The financial resources for ensuring the study process at LASE were mainly comprised of:

- State basic budget transfers for higher education
- Received funds from paid services provided by LASE, including tuition fee revenues
- Deductions from projects to cover LASE's centralized expenses
- Donations and gifts
- Revenue earmarked for specific purposes
- Other self-generated funds
- Cash balance in the basic budget bank account from the previous calendar year

The financial resources for the study direction at LASE were provided by state budget funding for study places (42%) and tuition fees for study places (58%). The main source of funding for the implementation of the study programme will be tuition fees (funded by private or legal entities) and state budget funding for study places.

The study programme is also implemented by research-involved personnel, but funding for research indirectly affects the development of the study programme's financial base by supporting students' opportunities in research.

The study program is planned to be funded by private and legal entity funds, with the tuition fee set at 2500 EUR for the 2024 intake.

As no detailed cost accounting has been carried out for LASE study programmes and the calculations are based on the level of the implementing units, the costs shown should be considered as an average across all sub-programmes.

Table 2. **Information on student costs**

Title	Result
Average income per student, EUR	2500,00
Average cost per student, EUR	3148,44
Academic staff, %	31.9
Other direct expenditure, %	53.0
Eligible, incl. development costs, %	15.1

Cost-effectiveness of the study programme is planned to be achieved by reviewing tuition fees and asking the Ministry of Education and Science to move to the optimal funding level. If funding is not increased, we will consider reducing the number of budget places by increasing the funding per budget place within the existing funding. No expenditure is foreseen for the development of the study programme until cost-effectiveness is achieved.

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 academic staff involved in the sub-programmes of the study programme in the professional specialisation courses in the field are highly qualified and competent in the field of sport education or sport to provide students with the necessary theoretical knowledge, skills and competences for the qualification of a pre-school sports teacher or Athletic Discipline Coach, while the teaching staff involved in the general and theoretical courses in the field are competent not only in the specific field of the taught courses but also in the field of sport and sport education. A total of 51 academic staff are involved in the implementation of the study programme. The mandatory and restricted elective parts of the subprogramme "**Adapted Physical Activity Specialist in Education**" are delivered by 27 lecturers, of whom 20 hold academic positions at RSU. Of the 20 elected academic staff members, five are professors, seven are associate professors, five are assistant professors, one is a lecturer, and two are senior researchers. The mandatory and restricted elective parts of the subprogramme "**Preschool Sport Teacher**" are delivered by 39 lecturers, of whom 28 hold academic positions at RSU. Of the 28 elected academic staff members, six are professors, ten are associate professors, eight are assistant professors, two are lecturers, and two are senior

researchers. The mandatory and restricted elective parts of the subprogramme "**Athletic Discipline Coach**" are delivered by 44 lecturers, of whom 32 hold academic positions at RSU. Of the 32 elected academic staff members, seven are professors, ten are associate professors, eight are assistant professors, five are lecturers, and two are senior researchers.

When analysing the qualifications and scientific activities of the lecturers involved in the implementation of the professional bachelor's study programme "Health, Physical Activity, and Security," special attention should be given to the role of the adjunct lecturers. Although some of the adjunct lecturers have not been actively engaged in scientific work in recent years, their contribution to the programme's implementation is crucial, as they are recognised experts in their fields with extensive, high-quality work experience both in practical activities and in teaching study courses. Their professional work experience ensures that the study process is linked to the real demands of the labour market, which is especially important in areas such as health, physical activity, and safety, where practical skills and current trends in the educational process are critically important for preparing students.

While scientific work is a key aspect of the academic environment, it is also essential to ensure that lecturers who specialise in practical study courses are able to offer current and professionally reasoned study content. The high-quality practical experience of adjunct specialists compensates for the lack of scientific work, particularly in those study courses where the development of practical skills is required, such as in industry-related study courses. The quality of the study programme depends on the involvement of industry experts who are able to integrate the latest trends from the professional environment, as well as manage current regulatory frameworks and the real needs of the labour market within the study content.

Overall, it can be concluded that the contribution of adjunct lecturers, who are not actively engaged in scientific work, is very significant in the implementation of the study programme. Their professional experience and recognised high-level competence ensure the practical application of the learning outcomes of the study process, while their involvement enhances the flexibility of the study programme and supports the adaptation of study courses to the specific needs of the educational sector.

The main criteria for the selection of teaching staff in the specific study courses of this study programme are: an academic degree in sports science or a related scientific field, scientific publications in the field of sports science or sports pedagogy according to the specifics of the study courses (see study field Annex 6.4), experience as an expert in the ESF project 8.3.1.1/16/I/002 Competence Approach to Curriculum and practical work experience in the relevant field were desirable, as well as foreign language skills at the level required by the laws and regulations were essential (see study field Annex 6.1). Teaching staff from other higher education institutions who participated in the development of the study programme courses have been involved in the implementation of teacher training study programmes at their higher education institutions, while the Study Programme courses will be implemented by LASE teaching staff (see study plan, Annex 19). LASE has created opportunities for enhancing the foreign language competence of teaching staff in order to facilitate the quality assurance of the study process and the involvement of teaching staff in international projects and exchange of international experience in the field of the study programme. During the evaluation period in the study direction Education and Pedagogy 36 members of the teaching staff were involved in the professional English language development within project No. 8.2.2.0/18/I/006 Competence Development of Academic Staff in Strategic Areas of Specialisation at the Latvian Academy of Sport Education, 25 members of the teaching staff were involved in the academic staff leadership competence development within project No. 8.2.2.0/18/I/006 Competence Development of Academic Staff in Strategic Areas of Specialisation at the Latvian Academy of Sport Education. Members of the teaching staff actively take part in the

Erasmus+ programme for academic staff mobility and staff exchanges. Teaching staff is involved in research project No. Izp-2020/2-0317 Impact of COVID-19 on Sustainable Consumption Behaviour and Circular Economy funded by the Latvian Council of Science. The NordPlus (NPHZ-2020/10068) project Sport Entrepreneurship: Sustainable and Smart Sport Business involves both LASE teaching staff and students. The project is coordinated by the Lithuanian Sports University; partners include the Molde University College, JAMK University of Applied Sciences (Finland), Latvian Academy of Sport Education (Latvia), Malmö Academy of Sport (Sweden), Athletes' Association (Lithuania), Swedish Sports Confederation. The project was implemented from September 2020 to August 2023. LASE teaching staff and students are also involved in the NordPlus project (Nordic-Baltic Up-dated Coaching Development (NBUCE) NPHZ-2019/10042), which in 2009 established a Nordic-Baltic network for training future and young coaches. It has now expanded into two major projects, the NB Coach Training Network and Coaching True Generation within NordPlus. The objective of the project implementation is to develop a Nordic-Baltic coach education process and a Athletic Discipline Coach education programme covering all aspects of athlete development. In 2024, the teaching staff actively participated in several research projects Effects of an Innovative Integrated Recreational Physical Activity Intervention on Cognitive Abilities, Sleep Quality and Self-Efficacy of Sport Educators (RSU/LASE-PA-2024/1-0009), Multidisciplinary Approach to the Creation of Sustainable Physical Activity Habits for Employees With a Sedentary Work Style (RSU/LASE-PA-2024/1-0013), Multifactorial Profiling of Latvian Athletes With the Integration of Personality Traits, Psychological Skills and Psychophysiological Factors (RSU/LASE-PA-2024/1-0010),

Innovations, Methodology, and Recommendations for the Development and Management of the Sports Sector in Latvia (VPP-IZM-Sports-2023/1-0001).

One of the most important factors in ensuring the quality of the study programme is the teaching staff, who are highly qualified specialists in the relevant fields of study, including theoretical approaches to educational sciences, as well as practitioners in the field of education and sport with experience in implementing professional Bachelor's, professional Master's and short-cycle professional higher education study programmes. Teaching staff who have provided study programmes for prospective teachers and senior Athletic Discipline Coaches and continuing education for existing teachers, Athletic Discipline Coaches and senior Athletic Discipline Coaches are able to successfully balance theoretical and practical aspects, emphasising the knowledge and skills required by teachers in their professional practice.

At the same time, the study programme needs to involve not only knowledgeable teaching staff who are up-to-date with the latest theoretical literature in the field, but also practitioners - sports teachers with experience working in pre-schools and schools, who are familiar with the School 2030 programme in the field of health and physical activity and are familiar with current issues at the school, regional and national levels.

In order to ensure qualitative and innovative implementation of the study programme, several criteria have been used for the selection of the teaching staff involved in the study programme, so that the study courses are implemented by qualified, scientifically and methodologically prepared teaching staff, specialists in the given field of study, who use modern approaches in their work.

The mandatory criteria for the selection of teaching staff:

- The conformity of the qualification of the teaching staff with the requirements specified by laws and regulations;
- Relevance of the research direction/interests to the study programme/course content;
- Compliance of national language and foreign language skills with the requirements laid down by laws and regulations.

The indicators related to the compliance of the scientific and academic activities of the teaching staff involved in the study programme with the mentioned criteria are summarised in study field Annexes 6.1 and 6.4.

The creative and scientific backgrounds of the teaching staff involved in the implementation of the study programme must also demonstrate fulfilment of at least one of the following additional criteria:

- Professional development in the field of university didactics / teaching methodology;
- Practical experience of working in a school (or other educational institution or institution of sport education);
- Scientific/practical experience in school pedagogy, inclusive education;
- Participation in conferences, research projects;
- Participation in the European Social Fund project Competence Approach to Curriculum;
- Creative activity in the field of artistic creation.

The provision of academic staff involved in the study programme requires a strong orientation towards innovation in education, linking theory and practice, and supporting teacher education based in the work environment.

The qualifications of the teaching staff meet the requirements of laws and regulations, as 77.8% of the academic staff involved in the LASE study programme have a doctoral degree (Annex 24.7 "Analysis of the Composition of the Teaching Staff" is enclosed in the section *Other annexes*), the share of elected teaching staff is 80%. The qualification of academic staff involved in the implementation of the study direction corresponds to the specifics and conditions of implementation of the study programme and the requirements of laws and regulations in the field of education. Teaching staff are professionals in their field of science, who have demonstrated their competence in research of the field and the use of e-environment in the study process, as well as participated in international projects and developed teaching aids and materials. The study programme also involves professionals in their field of specialisation with practical work experience in the respective field - mainly in study courses related to subject methodology, teaching practice and specialisation in the qualifications.

In the 2nd quarter of 2024, Mg. paed., Mg. psych. Gundega Ulme received a doctoral degree in Health and Sports Science at LASE, within the European Social Fund project No. 8.2.2.0/18/I/006 Strengthening Academic Staff in Strategic Areas of Specialisation at the Latvian Academy of Sport Pedagogy and after fulfilling the rules of the mentioned project and fulfilling the requirements for the election of academic staff, the doctoral candidate will get the status of elected academic staff.

Enclosed:

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

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

As the study programme was licensed on 4 October 2023, there have been no significant changes in the composition of teaching staff during the reporting period that would affect the quality of studies. Information on teaching staff is available in Annex 24.7 (Annex 24.7 "Analysis of the Composition of the Teaching Staff" is enclosed in the section *Other annexes*).

The data on the lecturers involved in the study programme and its subprogrammes indicate that there have been no significant changes in the composition of the teaching staff during the review period, despite the fact that during the reorganisation, up to 17% of lecturers did not continue their employment. The majority of lecturers hold a doctoral degree (over 80%), exceeding the minimum requirements set by the Higher Education Law. The qualification of the lecturers and the proportion of those employed in their primary occupation (up to 93%) positively influence the stability, quality, and alignment of the programme with labour market demands. The small proportion of adjunct lecturers (6.5-7%) indicates the ability to provide students with specialised knowledge without relying on external resources.

Changes in the composition of the teaching staff and the existing data reflect a positive trend in the development of the lecturers' qualifications and employment within the study programme and its subprogrammes. This, in turn, demonstrates the programme's compliance with both regulatory requirements and educational quality standards, as the qualifications and employment status distribution of the lecturers fully meet the requirements of Section 55, Subsection 1, Clause 3 of the Higher Education Law regarding the academic staff's qualifications and educational level. The programme involves more than five professors (6 professors), associate professors (10 associate professors), or individuals holding a doctoral degree (24 elected lecturers).

Enclosed:

Annex 24.7. Analysis of the Composition of Teaching Staff

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 the teaching staff members is important for the improvement of the quality of studies and research, for the development of the field, and for the purposeful orientation of students' professional activities. The core of the study programme's teaching staff consists of teaching staff of theoretical core courses and teaching staff of professional specialisation courses of the field. The Programme director organises meetings with the Programme teaching staff as necessary to improve the content and interconnectedness of the study programme. Teaching staff is involved in both thesis and placement defence committees, listening to presentation about students' work, clearly identifying the weaknesses in students' knowledge, skills, and competences. Teaching staff members regularly improve the content of study courses, update e-environment materials, as well as successfully teach in a distance learning process using MS TEAMS and KVS system.

Teaching staff members of the study programme collaborate on study course descriptions, research directions and projects. In-depth study course mapping and observation of lectures and classes are carried out. For example, if several members of the teaching staff teach the same study course to different groups, they coordinate the content of the course, the course requirements, the bibliographic sources and the description of the independent work, as well as the placement of the materials in the e-environment. To create an e-course in the e-environment (Moodle), the course template must be followed, which has been specially designed for courses taught by more than one member of the teaching staff.

Teaching staff members are grouped into research directions, where they work together, under the guidance of a research direction coordinator, to investigate specific questions, compile the results, and produce publications and reports. The setting and implementation of common objectives is promoted to foster cooperation between teaching staff members in professional development activities, international events and informal activities.

The ratio of students to academic staff within the study programme can be described as 3 students to 1 academic staff member.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	24.1_AnxDiploma_Diploma_supplement.pdf	24.1_piel_Diploms_Diploma_paraugs.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	16_Anx_Stud_Statistics_1L.pdf	16_pielik_Stud_statistika_1L.pdf
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	17.1_Anx_CompNat_Standard.pdf	17.1_pielik_Atbalist_vaists_izgl_stand_1LPSP.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)	18.2_Anx_Sport_Education_Specialist_Mapping_Prof_Standard.pdf	18.2_pielik_Sporta_izgl_specialists_atbalistiba_prof_standartam.pdf
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	17.2_Anx_CompSpec_Reg_Framework.pdf	17.2_atbalist_spec_normat_regulejumam.pdf
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	18.1_Anx_Mapping_Spo_Ed_Spec.pdf	18.1_pielik_Kartejums_Sporta_izglitibas_specialists.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	19_Anx_Study_plan_Sport_Ed_spec.pdf	19_piel_planojums_Sporta_izgl_spec.pdf
Descriptions of the study courses/ modules	20.1_Anx_course_descrip_Spo_Ed_Spec.pdf	20.1_piel_kursu_apraksti_Spo_izgl_spec.pdf
Description of the organisation of the internship of the students (if applicable)	9.1_Anx_Placement_Agreement.pdf	9.1_pielikums_praksesNol_1lim.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		