Expert group joint opinion

Evaluation Procedure: Assessment of Study Field

Higher Education Institution: University of Latvia

Study field: History and Philosophy

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Summary of the Assessment of the Study Field and the Relevant Study Programmes

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The study field "History and Philosophy" and the relevant study programmes : Academic Bachelor History and Archaeology; Academic Bachelor Philosophy; Academic master History and Archaeology; Academic master Philosophy; Doctor History and Archeology (joint with Daugavpils University) ; Doctor Philosophy) , conform with the main fields of the strategic development of the University of Latvia (UL) and meet the needs and development trends of society. Clear administration procedures are executed. Policies for academic integrity and ethics are established and are ready to work. UL has implemented protection tools to prevent unethical behaviour. Procedures for students' admission and evaluation of achievements are legally recognised and implemented

UL has a very thorough but easy to understand quality assurance system that everyone in the UL understands and follows. The UL staff knows about the quality assurance system and follows it willingly and without problems. However, some aspects can be improved, such as the feedback on the process of the evaluation of the courses. It should also be considered negative that the information about study programs on the Faculty's home page is available mostly in Latvian.

Faculty of History and Philosophy resources and provision of the study field rated as enough. Financial planning, execution, and monitoring of results are based on developed methodologies that ensure the success of the faculty. Library equipment and available digital resources make it possible to conclude that learning resources and their availability are good. The support system for students and academic staff is developed. The education possibilities for academic staff are wide enough to renew and improve the qualification of the academic staff.

The research areas are suitably defined, fit the institutional goals, and are properly connected with teaching activities. Diverse strategies and proper attention to permanent training of the teaching staff have been developed and implemented. Internationalisation is identified as a priority, albeit it is not wholly developed. The research outcomes are fitting in number, and its quality has augmented, but the number of publications in indexed journals and international publishers is still considerably low. Participation of the teaching staff in international research projects is rare.

Cooperation with other institutions in Latvia, especially the institutes at the UL, is well-established and closely linked to the study programmes. Cooperation in the form of internships works very well and is granted through agreements with several Latvian institutions. Cooperation in research takes place mainly through research projects, of which some have been international. New international cooperation projects in research are needed to enhance the academic level of the study field in future. Student and teaching staff mobility is modest, although the number of guest lecturers has increased in the course of the last years. The motivation of students to benefit from Erasmus+ possibilities is not high enough, and there are several, mainly financial causes for it. The Faculty has acknowledged the need to develop international cooperation, but no clearly defined strategy has been established for achieving this goal.

There are noticeable improvements made within the study programmes based on the recommendations received from the previous accreditation. The majority of the recommendations have been fully implemented. However, there are quite a few recommendations which are considered to be implemented partly.

The academic Bachelor's study programme "History and Archeology" 43228 complies with the study field indicators, conditions and criteria. The title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The goals, objectives and learning outcomes are in line and compliant. Problems are the decrease in incoming students, especially in the part-time study programme.

The content of the study courses is interconnected and corresponds to the programme's main goals. The study implementation methods work effectively for archiving the proposed objectives of the

study process. Internships relate to the study outcomes but are sometimes not so well organised.

All teaching staff have qualifications in accordance with the requirements of regulatory acts. Several teaching staff members are active in research, and have published quite intensively, but mainly in Latvian.

The academic Bachelor's study programme "Philosophy" 43229 complies with the study field indicators, conditions and criteria. The title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The goals, objectives, and learning outcomes are in line and compliance. The programme is in demand, and there is a flow of incoming students every study year.

The programme is properly framed in current regulations and has a consistent structure to introduce the student to the scientific field, with suitable attention to their incorporation into the labour market. The teaching staff has sufficient opportunities to improve pedagogical methods and pay due attention to the learning outcomes. All teaching staff have qualifications in accordance with the requirements of regulatory acts. All subjects in the study program are covered.

There are still problems with large dropout rates and aspects related to the student-centred approach. To guarantee a high academic level, more publications in foreign languages and more active participation in Erasmus+ programs can be recommended, as well as the use of the possibility to invite foreign lecturers.

The academic Master's study programme "History and Archeology" 45228 complies with the study field indicators, conditions and criteria. The title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. There is, however, quite a big dropout rate of students, and attention should be paid to the stability of financial collateral as well.

The content of the study courses is complementary. The implementation methods of the study programme are optimal. The number of students is small, enabling individual approaches in the study process. The subjects of the MA theses are relevant to the field but could be more variable for guaranteeing new experts in all fields in Latvian history and archaeology in future. There is a demand to offer more courses in intangible skills.

The qualification of the teaching staff fits well with the subjects taught in the study programme. All teaching staff members hold doctoral degrees, and many of them are prominent researchers. All staff members have published monographs or articles in peer-reviewed publications that fit well with the courses taught in the MA program. The number of publications in international languages is quite modest. There have been only a few lectures by foreign experts.

The academic Master's study programme "Philosophy" 45229 complies with the study field indicators, conditions and criteria. The title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The goals, objectives, and learning outcomes are in line and in compliance. The study programme ensures the quality level of studies. However, budget financing of the programme is at the limit of adequacy.

The structure of the MA programme is adequate to reach the learning outcomes and pays due attention to methodological aspects, but the level of consciousness and commitment to the student-centred approach needs to be improved. Pedagogical methods are properly considered and oriented to enhance the teaching and learning processes. The teaching staff is well qualified, with a very good national reputation. Still, the increasing number of teaching staff forms a potential financial risk as the number of students is dropping.

The academic Joint Doctoral study programme "History and Archeology" 51228 complies with the study field indicators, conditions and criteria. The title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The goals, objectives and learning outcomes are in line and in compliance. The study programme provides all necessary resources and complies with the conditions for implementing the study programme.

This is a unique joint study programme between two Latvian universities. The benefits of the joint doctoral program "History and Archaeology" are justified and clearly demonstrated. The offered courses are interconnected, forming a coherent structure that ensures the achievement of the proposed learning outcomes. The programme, however, lacks an introduction to the most widespread modern approaches in academic history. The variation of PhD theses subjects has increased during recent years. The implementation methods are generally in good correspondence with the expected outcomes. The process of promotion is clearly explained, but the demand for using Latvian for the dissertations hinders the possibility of including foreign experts as opponents or promotion committee members.

Several of the teaching staff members are well-known researchers in Latvia. The research subjects of the teaching staff correspond to the study courses. The staff members have published intensively, but, with some few ones as exceptions, not particularly internationally. There are presently no international or EU-financed research projects with members of the teaching staff of UL as participants, but participation in national-level research projects is intensive.

The academic Doctoral study programme "Philosophy" 51229 complies with the study field indicators, conditions and criteria. In the opinion of the experts, the title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes, and admission requirements are interrelated. The goals, objectives, and learning outcomes are in line and in compliance. The study programme complies with the conditions for implementing the study programme.

The structure of the PhD programme in Philosophy is adequate and able to cover the main aspects of the field satisfactorily. Research is properly integrated into the everyday life of the programme, although internationalisation processes and activities should be improved.

The teaching staff is qualified and involved in several international and/or national research projects.

I - Assessment of the Study Field

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1.1 Management of the Study Field

Analysis

1.1.1. The study field "History and Philosophy" and the study programmes within it comply with the main directions of the strategic vision of the University of Latvia (UL) and meet the needs and the developing trends of the society on the local/regional level. The development of each study field is planned in accordance with the 6–year development strategy of the UL (University of Latvia Strategy for 2021–2027 LU_strategija_buklets_2021.pdf).
Ten main tasks of the study field for this period have been formulated (SAR, p.22). The aims of the study field are clearly and logically indicated (SAR, p.20-21).
The aims of the study field are stated, taking into consideration realistic conditions of today's changing requirements (SAR, p.53-54).

1.1.2. The SWOT analysis of the study field focuses on the strengths and opportunities that are reflected correctly (SAR, p.31-33). However, weaknesses and threats are internally mixed, and there is no clear distinction between the strengths and weaknesses. The small number of students is indicated under strengths, while elsewhere the relatively small number of students in the higher level study programmes is indicated under weaknesses. (SAR, p.31-32) There is no distinct and justified division between external factors and internal factors. UL medium-term development strategy for the period from 2021 to 2027 includes the strengths, weaknesses and opportunities and threats of the study field. (LU pamatstruktūrvienības stratēģija 2021-2027) The importance of research projects for professional development and the link of the study process with research is identified, and the body or method to work with students towards their involvement in international

historical society is needed.

1.1.3. Collegiate responsibility for administrating the study field lies with UL decision-making bodies – the Senate, the UL Study Programme Quality Assessment Commission (headed by Vice-Rectors), Faculty Councils and Study Programme Councils, which evaluate study quality and decide on study quality assurance measures. The governance of the UL is responsible for the quality of studies, delegating responsibility for the functioning of the study quality assurance system to the Academic Department. Responsibility for the quality of the study field and the study programmes implemented therein lies with the head of the study field and dean, study programme directors, and sub-programme directors.

"The Regulations on the Management of Study Fields at the University of Latvia" determine the procedure for the management, quality assurance and development of study fields at UL, the functions and operating principles of the Study Field Council, qualification requirements, duties, responsibilities and rights of the Head of the study field and Director of the study programme and Head of the sub-programme of the field.

The competence of the Head of the study field is to ensure institutional management and development. The Head of the study field is approved by the Rector on the proposal of the Dean of the Faculty.

Study field in its self-assessment report (SAR p 40), prepared by UL, comes to the conclusion that the study field programme administration structure can be considered successful.

However, in assessment visit interviews, experts did not find complete assurance that a quality management system is implemented and operates as a full set. There are tools used on a regular basis, like several questionnaires and regular surveys. At the present moment, there is no assurance that different types of instruments are feeding into the unified quality management system. Description of the opportunities for collaboration with other study fields and the leaders of the relevant study programmes (Religion and Theology, Language and Culture Studies, Native Language Studies and LanguageProgrammes) on the horizontal level is not highlighted. In the assessment visit interviews, with the participation of students and employers, experts did not find full affirmation of successfully working partnership with the study field council, which would allow reaching the envisaged goals (SAR, p.40).

1.1.4. UL has implemented formal procedures for the admission of students, the recognition of the study period, professional experience, and the previously acquired formal and non-formal education, as well as for the evaluation of the achievements and learning outcomes of the students, and these procedures are clear and logical.

Enrolment into the master's programme is based on grades obtained during undergraduate studies. The entrance examination is used to determine the correspondence of the candidate's prior knowledge to the field of the study programme. In the master's programme "History and Archaeology", the entrance examination takes place as an interview considering the questions of 20th-century history.

The recognition and crediting of learning outcomes acquired during mobility are carried out in accordance In accordance with Regulations (UL Order No.1/363 of 18.12.2014). The following is taken into account in recognition of learning outcomes acquired through mobility: 1) compliance of the learning outcomes acquired during the mobility with the conditions of the international exchange programmes and 2) Compliance with the learning outcomes acquired during the mobility with the requirements of the study programme at the UL. The doctoral programme also offers the opportunity to recognise previously completed courses, including those acquired outside UL.

In practise, this happens seldom. They often recognise academic and pedagogical activities performed outside the UL doctoral study programme. (SAR, p.44-45) The UL provides an opportunity to commence studies also in subsequent study stages, in accordance with the Procedure for

commencing studies in subsequent study stages at the University of Latvia (UL order No. 1/128). A precondition for commencing studies in subsequent study stages is the recognition of previously acquired study courses or knowledge, skills, competencies, and learning outcomes acquired in previous education (SAR, p.41-43) All procedures are published and available in the UL System of Regulations, which is available to all UL employees and students by registering with the assigned username and password. (Admission procedure (lu.lv))

1.1.5. Methods, principles and procedures for assessing the achievements of students have been developed and are clearly defined. (SAR, p.45-49) The relevance of assessment methods and procedures for achieving the aims of study programmes and the needs of students is analysed. At the beginning of studies – the first week, students are informed of the organisation and implementation of studies in the relevant study programme, but when commencing the acquisition of each individual study course, the academic staff inform students specifically about the organisation, content, requirements, learning outcomes, examinations and evaluation criteria, a well as explain the integral quality of the study course for achieving the overall outcomes of the study programme. There are two types of assessment in each course: the interim assessment or so-called semester examinations and the final examination. Study course tests employ diverse methods – written and oral; written work is the most common examination method. For the evaluation of students' knowledge, skills and competence in each study course, the 10-point scale is used based on previously described criteria. The criteria for each study course are based on the learning outcomes, and assessment descriptions are published. The needs of students and the relevance of assessment methods and procedures to the achievement of the study programme goals are analysed and developed, considering the viewpoint of the academic staff. Students' achievements are analysed, comparatively assessing the results of surveys conducted over several years. (SAR, p.48)

1.1.6. UL respects the principles of fair and responsible conduct as stipulated in The Academic Ethics Code of the University of Latvia (University of Latvia Senate Decision No. 2–3/46 of 26.04.2021) and in the Regulations on Academic Integrity at the University of Latvia, (UL Senate Decision No. 2–3/48 of 26.04.2021) and publicly available to students of UL and its staff(SAR, p.49).

In the course of quality improvement measure implementation within the framework of the internal quality assurance system of the study field "History and Philosophy", the following measures should be particularly noted (the measures are organized according to the directions of action described in ESG 2015 and the UL Quality Management System Manual) (SAR, p.51) To prevent breaches of academic integrity, UL has developed the Unified Computerised Plagiarism Control System (hereinafter – System), (UL Order No. 1/125 of 22.04.2014). The System verifies students' final study research paper (qualification paper, diploma paper, bachelor's thesis, master's thesis, doctoral thesis). The procedure has been established to determine a further course of action (UL supplement to Order No. 1/125 of 22.04.2014) in the event of plagiarism and contributes to the development of the internal culture of the university. UL as the developer of the System and its operator constantly updates the System and provides other higher education institutions with the opportunity to use the System on the basis of a cooperation agreement. Currently, based on the cooperation agreement, seven higher education institutions in Latvia are using this System. (SAR, p.50). In practise, automatic plagiarism detection tools are currently only used to inspect theses, which does not guarantee complete compliance with the principles of fair and responsible conduct.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:
Taking into account all the above mentioned, generally, the study field and the relevant study programmes conform with the main fields of the strategic development of the UL and meet the

needs and the development trends of society. UL has outlined and executed clear administration procedures. Policies for academic integrity and ethics are established and are ready to work.

Management and governance of UL are flexible and support programme development. Administrative support for the programmes is well organised. Procedures for students' admission and evaluation of achievements are legally recognised, implemented and not formalised too much. UL has implemented protection tools to prevent unethical behaviour (e.g., an antiplagiarism system). Basic information about the programmes is published on the UL website.

Strengths

1.The study field and the envisaged results of its programmes meet the needs of society and correspond to the strategic vision of UL.

2.Management system is well-organised and outlines comprehensible responsibilities and comprehensible distinctions of tasks.

Weaknesses

1. Incomplete SWOT analysis, with mixed elements of external threats and weaknesses and a lack of clear understanding of how to use SWOT to define the study field's development strategy.

2.To generate and consider the ways and activities for the participation of students and the teaching staff in events of international significance.

3.Assistance with writing proposals, fundraising activities, help with the organisation of international study exchange. (SWOT analysis - Cooperation, internationalisation and contribution to society) (SAR, p.30)

4.The quality management system operates partially corresponding to partnership with the representatives of employers, students and study field council.

5.Unified Computerised Plagiarism Control System verifies only part of students' works - final study research papers.

1.2. Efficiency of the Internal Quality Assurance System

Analysis

1.2.1. According to SAR (p. 17), quality management has been implemented at the UL since 2010. The UL quality management system is implemented in accordance with the principles of Total Quality Management (TQM), integrating the approach of excellence into the corporate culture of the UL. UL uses an internationally recognised and practically applicable quality management methodology – the EFQM (European Foundation of Quality Management) Excellence Model. The Internationally recognised Results – Approach – Deployment – Assessment and Refine (RADAR) methodology is used to ensure the cyclicality and continuity of quality management at UL, and the Plan – Do–Check–Act (PDCA) approach is used in quality assurance systems. For more details, see: https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/2/Kvalitates_polit ika_majas_lapai_ENG.pdf and https://aic.lv/lv/par–aic/projekti/esf–projekts/aktualitates/esg–2015. According to SAR, p. 17-18 and p. 51, UL has developed a Quality Management System Manual and implements the UL Quality Assurance System for Studies, which includes procedures for planning, ensuring, measuring, and evaluating the quality of higher education in accordance with the requirements of national legislation, the European Standards, and guidelines for quality assurance in the European Higher Education Area (EHEA), as well as for internal needs.

The establishment and internal approval of study programs are stipulated in "Regulations on the University of Latvia Study and Continuing Education Programs" (UL Senate Decision No. 102 of 24.04.2017). For more information, see Section 2.4 of SAR, as well as sub-section II of Section 3.1 of the UL Quality Management System Manual.

These documents are publicly available on LU webpage

(https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/3/Study_and_co ntinuing_education_programmes.pdf) and include a description of the quality policy (https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/2/Kvalitates_poli tika_majas_lapai_ENG.pdf). UL has a quality assurance manager who looks after the implementation of the quality system. The system is made of yearly HEI level audits, feedback gathering from students, employees and graduates, training, and reviews. In the assessment visit discussion with the administration, the academic staff and students, the expert team got to know that each year there is an internal assessment of programs.

In the experts' eyes, the system is well implemented but it will be much more responsive if the feedback of the yearly assessment is disseminated at large scale for students because during the interview in assessment visit with students they complain that the final results of the assessment were not discussed. They underline that the interest is about the process which manages the results which are not so good. Maybe a more close cooperation with the students' representatives in councils will ensure a much better dissemination of the results of the assessment.

1.2.2. According to SAR (p. 19) the development of new study fields and study programs is regulated by "Regulations on the University of Latvia Study and Continuing Education Programmes" (approved by the UL Senate Decision No. 102 of 24.04.2017 - see on LU web page at https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/3/Study_and_con tinuing_education_programmes.pdf). In the process of self-assessment and development of new study programs, responsibilities are divided between the study program directors, the head of the study field, the Study Field Council, the Faculty Council, the Academic Department, and the Study Program Quality Assessment Commission, as well as the Senate.

While working on the SWOT analysis of the study field and drafting of a new study plan, the goals and tasks of the study field and the programs were specified and coordinated within the study field, as well as with the UL strategy and with the study levels corresponding to the requirements, as formulated in the Cabinet of Ministers Regulation No. 322 of 13.06.2017 "Regulations on the Classification of Latvian Education". Both the expert's and the students' comments bring to attention numerous issues that need to be solved in the long term, and which have been incorporated both in the SWOT analysis and the development plan of the study field, including the increase in digitalisation, internationalisation, mobility of programs, greater involvement of industry experts in teaching courses.

The process to develop a study field and programmes is logical and efficient. The proposal goes through the UL Senate where a discussion about its usefulness and neediness is held. If the Senate approves the proposal, the development of the study field and programmes starts, where all the stakeholders are part of the discussion. The stakeholder (students, employers, graduates and academic staff) can send or discuss their recommendations with the study field/programme director, who writes and plans the new study field and study programme.

The development of each study field is planned in accordance with the 6–year development strategy of the UL. According to the SAR the 6–year study field development plan is monitored annually, the measurements are analysed, and the SWOT is discussed, if necessary, by introducing changes to the operational study program implementation plans, to the study field plan or, when assessing the overall development of study fields within the framework of UL Strategic Control, to the UL Strategic Action Plan. The monitoring of the plan and the evaluation of its effectiveness are carried out within the framework of the annual self–assessment of the study field. These processes take place at the level of the Study Field Council, the core structural unit(s) implementing the study field (a study field may be implemented by several faculties), as well as at the level of the administration and the Senate.

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

is affected by the activities of UL. The main stakeholders are defined in point 12 of the UL Quality Policy. For the description and examples of the roles of key stakeholders in quality management, see Section 3.2, sub-section 1.2 (Table 3.6) of the UL Quality Management System Manual.

In the assessment visit discussion with stakeholders representatives, the expert team got to know that stakeholders are involved at all levels of the management. Firsthand they are participating in the committee for quality assurance of the study field and the vice-rector in charge with quality assurance collects all the feedback and provides directions of action with the help of the quality commission of the UL.

The system was well explained during the interviews by the academic staff which means that the regulations were very well known by all the member from Faculty of History and Philosophy (FHP).

1.2.3. Information related to learning outcomes, including assessment, is contained in course descriptions, the preparation and updating of which, as well as the rules for their publication, are stipulated in UL course development and updating procedure (see Other annexes, Procedure for the development and actualization of study courses at the UL and https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/3/Study_and_continuing_education_programmes.pdf).

The mechanism developed for submission of student complaints has as a primary scope of the survey at the beginning of the studies to obtain information for the improvement of student attraction measures. According to SAR p. 64-65, in 2017 until 2020 were some complaints of the students and after the situation was analysed they took some administrative measures and they were delivered also to the students who made the complaints. So, we can say that the system is working and promotes the implementation of the improvements.

To improve the quality of studies, students have the right to submit proposals and complaints concerning the study processes, including the evaluation of examinations and finals. To ensure the quality of the UL study process, UL has developed and implemented "Procedure for the Submission and Resolution of Students' Proposals and Complaints" (UL Decision No. 1/21 of 18.02.2002. - https://www.lu.lv/fileadmin/user_upload/lu_portal/eng/general-information/documents/regulations/Order_of_submitting_and_examining_proposals_and_complaints.pdf) which is available on LU webpage. The students have the right to appeal against the UL order on the ex-matriculation in conformity with "University of Latvia state budget subsidised study place competition (rotation) procedure" (UL Senate Decision No. 381 of 24.05.2010). In its turn, "Study Fee Relief Procedure" (UL Order No. 1/89 of 14.03.2009) provides students with an opportunity to appeal against decisions on granting or refusing tuition fee discounts within one month from notification issued to the student by submitting a written application addressed to the Rector of the University of Latvia, to be considered by the Rector within one month.

In the assessment visit the discussion with the academic staff and students, the expert group got to know that because of the small size of the Faculty of History and Philosophy, the students and the staff can easily connect with each other. If the students want to give their feedback, suggestions, complaints or get help to solve a problem, they have the possibility to directly write to the responsible person and get an answer within a reasonable time. In the assessment visit interview with the bachelor and master level students, they put a big emphasis on this fact. The students can, also, put their complaints at each end of the semester in the questionnaire about the course but they underline that it needs to be a little more discussion based on the feedback of the semestrial and/or annual evaluation of the courses.

1.2.4. The mechanism for obtaining and providing feedback, including from students, graduates and employers, is effective and focused on the improvement of the study field.

According to SAR p. 67-68, UL organises and compiles data from the following surveys: a survey at the start of studies, a survey of the first-year bachelor's students on the first study experience, an electronic survey is conducted on the study courses, including study internship, term papers and final theses, a survey of the students of the last study year is conducted regarding the study

programme as a whole, a survey is conducted of students who have expressed a wish to discontinue studies or have already discontinued studies, an alumni survey and the employer survey. Also, during assessment visit in interviews with the graduates and other stakeholders it was pointed out that some of the recommendations regarding new courses were included in the new curricula of the study program archaeology and history (bachelor and master) and Philosophy (bachelor and master).

Information on students' achievements is accumulated in the information system LUIS of the UL and analysed in the framework of study course implementation (including student centered approach) and study program improvement. Satisfaction of students and graduates with the study program is monitored through communication activities of staff involved in the implementation of study programs, representation of students and graduates in decision-making and advisory bodies, as well as by conducting surveys in accordance with the Procedure for the Organization of Regular Surveys to Evaluate the Study Process at the University of Latvia (UL Order No.1/334 of 22.08.2016) - see LU w e b p a g e https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/3/334_regularo_a ptauju_org_kartiba_EN._prec.21.06.2021.pdf. For more information on the involvement of stakeholders in quality assurance see Section 3.2, sub-section 1.2 of the UL Quality Management System Manual. The mechanism for obtaining and providing feedback, including from students, graduates, and employers, is effective and focused on the improvement of the study field (see the SAR, p. 66-68).

In the assessment visit discussion with the students and administration, experts learned that each end of the semester, students need to fill out an anonymous questionnaire about the courses they have taken (is a mandatory process for the students in order to pass in the next semester and/or year of study).

The graduates also get questioned about their experience in the UL/FH&PHY and the study material they learned after graduating. The graduates' results are used to understand what changes are needed in the study programme and what is the possible employment status for future students. To better understand the relevance and usefulness of the material that is taught in the HEI and the learned skills of the students, UL also surveys the employers, who ensure internships for the students. In the meeting with the administration, it was stressed that the HEI will try their best to implement the recommendations into the study material to ensure the best possible future specialists in the field and the graduates pointed out that some of their recommendations are visible in the new plan for the History and Archaeology BA program.

1.2.5. The site - https://www.lu.lv/en - is intended for access to and storage of public information, providing its visitors with an opportunity to familiarize themselves with UL's activities as reflected in the digital environment on the internet. Admission to the bachelor's study programs of the study field takes place in accordance with the admission rules and requirements of the University of Latvia (https://www.lu.lv/gribustudet/normativie-dokumenti/uznemsanas-noteikumi-latvijas-universitate/ - only in Latvian).

The competition criteria, according to SAR p. 42-43, are published on the UL website (Enrolment requirements and criteria for undergraduate studies). In the bachelor's program "History and Archaeology", preferences in admission in 2022 were given to winners of the 1st–3rd place at the Latvian National History Olympiad of 2021 and 2022, to winners of the 1st–3rd place at the Scientific Research Conference of Latvian Secondary School Students in the field of history and archaeology in 2021 and in 2022, as well as to the graduates of the School of Young Historians with good and excellent results in 2021 and 2022. In the bachelor's study program "Philosophy", preferences in admission in 2022 were given to winners of the 1st–3rd place at the Latvian National or International Olympiad of Philosophy of 2021 and 2022, winners of the 1st–3rd place at the Scientific Research Conference of Latvian Secondary School Students in the field of philosophy, ethics, and religious sciences in 2021 and 2022.

Enrolment in master's degree programs is decentralised, at each faculty, but with uniform deadlines. Enrolment is based on grades obtained during undergraduate studies. In programs that allow for prior education in various fields, the entrance examination is used to determine the correspondence of the candidate's prior knowledge to the field of the study program. Admission to master's study programs in the study field takes place in accordance with the admission rules and requirements of the University of Latvia (https://www.lu.lv/gribustudet/normativie–dokumenti/uznemsanas–noteikumi–latvijas–universitate/). The competition criteria are published on the UL website (https://www.lu.lv/en/gribustudet/normativie-dokumenti/uznemsanas-prasibas-un-kriteriji-augstaka-limena-studiju-programmas-20202021-akademiskaja-gada/ - only in Latvian).

Mostly, the information regarding the admission and all the information related with the study field and study programs, are accurate and can be easily found on the UL website. However, most of them are just in Latvian and if Bachelor programs are not necessary a problem for Master represents a weakness for the recruiting process.

Admission to doctoral studies takes place centrally. The applicant's eligibility is assessed by the doctoral council of the branch. The requirements and criteria in the study programs are reviewed and updated annually, and in accordance with Article 46 of the Law on Higher Education Institutions, they are published on the website of the University of Latvia by November 1.

Admission to doctoral study programs in the study field takes place in accordance with the admission rules and requirements of the UL (https://www.lu.lv/gribustudet/normativie–dokumenti/uznemsanas–noteikumi–latvijas–universitate/). The procedures for application and admission to the LU doctoral programme are published on the UL website (https://www.lu.lv/gribustudet/uznemsanas–kartiba/doktorantura/).

The entrance examination for the doctoral study program "Philosophy" takes place in the form of an entry interview, the applicant must submit a doctoral thesis application within the deadlines set by UL. The application must reflect the relevance of the selected research topic in the global, European and Latvian context, the research accomplished to date, possible innovations and the intended structure of the paper (https://www.lu.lv/studijas/fakultates/fakultates/vestures-un-filozofijas-fakultate/doktorantura/filozofija/).

In conformity with the Law on Higher Education Institutions of the Republic of Latvia, the UL internal regulation "Procedure for Development and Updating of Study Courses at the University of Latvia" (approved by UL order No. 1/277 of 10.08.2018), stipulates that information on the conditions, aims, tasks, requirements for obtaining credit points, study content, organization and tasks of the students' independent work, planned learning outcomes (knowledge, skills, competence) and their assessment methods and assessment criteria are to be included in all study course descriptions, which are available to students in the UL Information System (LUIS) and UL e-learning environment.

The information published in the UL homepage about the study programmes (publicly available) corresponds to the information available in the official registers (for example, in https://eplatforma.aika.lv/). The information about study programs is available in Latvian language mostly. The applicants and students get such important information as - how long is the study programme, which courses will be learned, what degree do you get after finishing, what knowledge will you get and the tuition fees. The FHP can take in consideration to provide some information about the study programs for Bachelor and Master in English Language, also. This can be a good starting point to attract potential students from abroad.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

UL has a very thorough but easy to understand quality assurance system that everyone in the UL understands and follows. Yearly audits help to ensure the best quality. The UL staff knows about the quality assurance system and follows it willingly and without any problems. During the assessment visit, the expert group learned that some aspects can be improved, such as the feedback on the process of the evaluation of the courses.

Strengths

1. UL has a very good quality assurance system.

2. All the quality assurance system processes are written down in the Quality -Management Manual and are freely available for everyone. Such document existence helps easier manage all the processes in the HEI and everyone knows what needs to be done (or know where to look it up).

3. The self assessment of the program is eased by the fact that each years is conducted an financial self evaluation and all the evaluation are uploaded on the website www.lu.lv/par–mums/dokumenti/pasnovertejuma–zinojumi/ (only in Latvian).

Weaknesses

1. The feedback of the yearly assessment is not well disseminated to the students.

2. The information on the UL homepage about study field History and Archaeology Bachelor and Master study programs is available mostly in Latvian language.

Assessment of the requirement [1]

1 R1 - Pursuant to Section 5, Paragraph 2.1 of the Law on Higher Education Institutions, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing its internal quality assurance system:

   Assessment of compliance: Fully compliant

   The continuous improvement, development, and efficient performance of the study field is described in the Quality Management Manual and the statements of the graduates and other stakeholders proves that the assessment of the program carried out for improving the quality of the programs provides recommendations which are taken into considerations in the new curricula. Yearly quality assurance meetings for the staff and regular student surveying are effective ways to maintain the quality of the studies and to help detect shortcomings and solve them appropriately. Eksperts identified some weaknesses, but they are only for improvement, and doesn't affect evaluation.

2 1.1 - The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.

   Assessment of compliance: Fully compliant

   The UL Quality Policy is implemented in accordance with the values defined by the UL, the principles of Total quality management, the approach of excellence and the internationally recognized quality management methodology – EFQM (European Foundation of Quality Management) excellence model. The policy and procedures of assuring quality of higher education are described in the Quality Management Manual.

3 1.2 - A mechanism for the development 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.

Assessment of compliance: Fully compliant

The inspection and supervision of study programmes are described in the Quality Management Manual and are implemented yearly. The Senate is responsible for the internal approval of the study programmes and the study programme director is responsible for the development of the programme.

4   1.3 - The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and published.

Assessment of compliance: Fully compliant

The procedure of the evaluation of the students' results are found in the Quality Management Manual.

5   1.4 - Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.

Assessment of compliance: Fully compliant

Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality are developed and written down in the Quality Management Manual.

6   1.5 - 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.

Assessment of compliance: Fully compliant

UL collects and analyses the information on the study achievements of the students, employment of the graduates (both from graduates and employers), satisfaction of the students with the study program, efficiency of the work of the academic staff, the study funds available and the disbursements. This process is described in the Quality Management Manual. Yearly audits and quality assurance meetings ensure that the conclusions of the information analysis are known to everyone and implemented.

7   1.6 - The higher education institution/ college ensures continuous improvement, development, and efficient performance of the study field whilst implementing its quality assurance systems.

Assessment of compliance: Fully compliant

The quality assurance procedure in the UL is thorough. Everything is written down in the Quality Management Manual and the UL Internal Rules of Procedure which are available to everyone to read though. The UL has also a Quality assurance committee whose main task it to implement and look after the implementation of the quality assurance system.

1.3. Resources and Provision of the Study Field

Analysis

1.3.1. According to the SAR (point 2.3.1. p.70.), the system of the UL for financing the study field and the corresponding study programs is based on the "Law on Higher Education Institutions," Cabinet of Ministers Regulations No. 994 of 12.12. 2006 "Procedures for Financing Higher Education Institutions and Colleges from the State Budget", Cabinet of Ministers Regulation No. 445 of 05.07.2016 "Regulations on Remuneration of Teachers" and other external and internal regulatory enactments.

The remuneration of academic staff in UL is determined by the order of the Rector for the whole UL (SAR, P.71.) so that it is considered proportionate and fair, although in certain cases their calculation may be conducted on different laws and regulations.

According to the SAR (point 2.3.1. p.71.), in order to estimate the amount of funding required for financial provision, the UL calculates the cost of each study programme according to the methodology developed by the UL, which takes into account all the costs of providing the study process and information on the specific study programme plan, involved teaching staff, planned number of students, etc., thus ensuring the reliability of the forecasts. That kind of methodology provides a clear and transparent cost calculation and contributes to fair competition.

In practice, when faculties manage their own funding within the current year's budget and The Dean of the Faculty and the Executive Director are responsible for the rational use of financial resources and for operational financial management (SAR; 2.3.1. P.72.), faculty can manage more efficient allocation of resources, but at the same time, there is a risk of transparency in the redistribution of financial resources. To prevent such a risk, the financial resources at the faculty's disposal are planned every year according to the UL budget and are used according to the estimates approved by the UL administration, thereby ensuring the control of the use of financial resources. Each faculty conducts a regular financial assessment of the study programmes based on a methodology for calculating the cost of a study place approved by UL and a calculator for determining the cost of a study place, which is regularly updated (SAR. 2.3.1. p.73.-74.).

According to the SAR (2.3.1. P.71.), to provide the necessary funds for the conduct of studies, UL uses (1) the state budget subsidy from the Ministry of Education and Science and (2) tuition fees. In addition, the amount of funding required for the programme shall be calculated in the light of internal and external factors. Similarly, when calculating the fees, they shall be reviewed for each academic year. However, in interviews, the teaching staff mentioned that such an annual conversion prevents the full planning of study programmes for several years forward, as it is not known whether there will be sufficient financial resources for teachers' salaries. This situation also hampers opportunities to attract teaching staff from other universities and affects opportunities to attract young and talented students more broadly in order to encourage the development of academic staff. In addition to funding, such as the improvement or processing of the contents of a study programme, additional funding from revenue derived from the improvement of the quality of life of lifelong learning, from the LU Study Quality Improvement Fund, as well as the accumulated financial resources of the unit may be obtained. According to the SAR (2.3.1. p.74.), a significant contribution to the scientific activity of study field academic staff is provided by the funding of implemented local and international research projects. Such an additional funding mechanism creates conditions for a healthy improvement of the quality of study, which in turn allows a more operational response to the feedback of students on the quality of training courses. However, in order to realise additional funding from local and international projects, in interviews as academic staff, as well students mentioned the need to acquire, in addition to academic knowledge, project management skills. Without this knowledge, it is almost impossible to obtain funding in the spectacular competition for project applications (in 2022, only 7.5% of the projects were funded by Latvian Council of Science (LCS) https://lzp.gov.lv/wp-content/uploads/2023/01/FLPP_2022_AKorevics_score-1.pdf). In the field of History and Archaeology in 2022, 2 projects were funded, but philosophy was none (https://lzp.gov.lv/wp-content/uploads/2023/01/FLPP_2022_Akorevics_score-1.pdf, p .10). Consequently, this form of funding is poorly predictable, which was also mentioned in interviews as a reason for financial uncertainty, particularly in long-term planning. In addition, SAR (p .56) and interviews, academic staff mentioned that although in 2020 the consolidation of the faculty budget resulted in savings and 2022 concluded with a positive balance, there was a strong offer of training courses, some disappointment being expressed by students during the interview, as well as in the last student survey (https://eplatforma.aika.lv/index.php?r=expert%2Fannex%2Fdownload&id=1358&key=60&suffix=E

nglish , p.4.). Accordingly, when thinking about the pay of academic staff and the quality of study programmes, policies should be pursued to ensure stable and predictable pay, and these forecasts should be clear for a period longer than one study year.

An important part of every year financial planning of the faculty, funds are provided for study, work and business travel. Student and employee travel with participation in international conferences are partially funded from these funds, or they may be used to cover participation fees for online conferences. Also, FHP students, especially doctoral study programme students, are actively involved in research projects in which they are employed as research staff or work on the basis of volunteer contracts. (SAR, 2.3.1., p.74.) At the same time, academic staff in assessment visit interviews mentioned that attracting young and talented doctoral program students as academic staff depends on the available funding and how such loads should be distributed among professors whose pay is higher. While no one doubts that experience and knowledge must be rewarded with a higher salary, at the same time, the rewards of the new educator should be enticing and competitive in the labour market.

Experts can agree that the adequacy of financial resources for ensuring the basic study process and academic staff research, the financial control mechanism and the financial sustainability of UL FHP have been evaluated and assessed as appropriate to the situation. Meanwhile, UL FHP would need to seek additional planned funding for recruiting guest lecturers, paying students' teaching practices and also additional funding for academic staff salaries to promote the diversity of courses offered. The costs of student exchange trips should also be encouraged in line with the cost of life at the chosen destination.

1.3.2. According to the SAR (2.3.2, p.75.) there are sufficient places - 5 auditoriums, for 260 students. The auditoriums of faculty are occupied almost throughout the day. The minus is that the auditoriums are located on the 5th floor, and there are no lifts in the building. Unfortunately, such infrastructure makes it almost impossible to learn a study program for people in wheelchairs and people with mobility disabilities. The same applies to the accessibility of the library, which is on the 2nd floor of the building. However, according to SAR (p .34) in autumn 2023, the move to the UL Academic Centre will take place, which will not only remove existing physical constraints (the design of the new building is modern, ergonomic and meets the requirements of a modern science and training centre. (https://forbesbaltics.com/lv/zinas/raksts/lu-article-maja), but will also attract new students and promote interdisciplinary cooperation.

All auditoriums are equipped with multimedia projectors and computers, and all rooms of the building have Internet (wireless) connection. According to the SAR (2.3.2., p.75.) "In 2022, the faculty fully equipped one auditorium for providing video lectures. The equipment included wide-angle cameras, a projector, and other technical appliances, which were purchased for this purpose". This equipment is used in different stages of study – "to expand the live broadcast and recording opportunities of guest lectures; lifelong learning programmes, and science forums". During the assessment visit, experts observed that the technical staff were highly qualified and supportive. So, there is no doubt of good practice of such technical use daily.

According to the SAR (2.3.2.; p.76.) and during the assessment visit, experts saw that all lecturers were provided with workplaces with office equipment, but they were narrow. During the assessment visit interviews, lecturers and the dean expressed their hope to get wider offices after the autumn of 2023, when the move of faculty is scheduled to the new House of Letters in the UL Academic Centre in Torņakalns. Moreover, the SAR (2.3.8., p.101.) mentions that "the assessment of infrastructure accessibility for persons with disabilities has been conducted in cooperation with the non–governmental organization "Apeiron". The results obtained are considered both in the construction of the new infrastructure and in the provision of study programmes. It is designed as part of a modern study and research centre. Such changes will resolve the accessibility problems for disabled persons.

As an extra welcome practice, there is free access to Microsoft Office 365 ProPlus software for personal computer duration of studies or the period of the employment contract. The provision of modern IT software contributes to the integration of students into the labour market.

According to the SAR (2.3.2., P.76.) "A three-dimensional 3D scanner purchased in 2015 is located in the research facility, which is gradually being developed into an archaeology laboratory". During the assessment visit, interviews cleared that due to the limits of the C-19 pandemic, this technique has not been fully used, the student's past interest (due to objective circumstances) has been weak, although the responsible scientific co-workers have indicated that the inventory is always accessible to students and fairly freely used in the training and research process by all stakeholders.

Also, during the assessment visit, experts could see the technical inventory for archaeological field works, which is quite good. Meanwhile, the Faculty borrows the missing inventory for the time of the excavation from cooperation partners, such as the UL Institute of Latvian History. In interviews, staff mentioned that they had some ideas of extra needs for the future. However, the main impediment is financial resources. Also, during the interviews there arose a discussion about the idea of an archaeological laboratory. As a result of the move to Torņakalns, together with a number of faculty, the aim should be to equip a common laboratory to acquire the technology needed for the course of study, as well as a room for joint projects common with specialists and students of other faculties.

1.3.3. According to the SAR (2.3.3.. p.77.), for students and academic staff, library resources are available for 40 hours a week, and additional services are available such as free access to the collection, a self-service facility for home delivery of books, renewal and check–out etc. There are enough places in the reading room. Academic staff, researchers, and doctoral students of UL are available to order information resources from any library.

The SAR (2.3.3., p.79.) mentions that the collection of the University of Latvia Library is an assembly (purchase of books, subscription to databases, and periodicals) according to the funding allocated centrally by the UL, which is approved annually by the order of the University of Latvia. In the library, without a fee, are available E-resources, such as JSTOR, ProQuest Dissertations & Theses Global Full Text; Web of Science, SAGE Research Methods, Lursoft Laikrakstu bibliotēka NEWS.LV, ProQuest Ebook Central Academic Complete Collection etc. The library provides the acquisition of information resources on the orders of the academic staff of the faculty, on the proposal of the student's self–government, or on the proposals of the Library staff, which are entered in LUIS and approved by the Dean of the Faculty or the Executive Director.

According to the SAR (2.3.3.; p.83.), "the proportion of purchased printed literature in the Latvian language has increased, while in foreign languages increasing emphasis is placed on the purchase of e-resources and the use of open access electronic resources of the world". In conversations with library employees (during the assessment visit), it was mentioned that this possibility is highly evaluated on the part of students, as the trend in materials has shown that students are increasingly taking advantage of the possibility of reading e-books. The students are really interested, even in some books published in earlier years, in getting digitised versions freely online. The large volume of subscribed databases, e-magazines, and Open Resources is commendable, and their accessibility in students' living places (SAR, p.90.), not just in UL, is an invaluable benefit in the study process.

1.3.4. According to the SAR (2.3.4.; P.89.-90.), UL provides students and employees with the application package "MS Office 365", which can be used freely for their study and research. The program package included not just widespread "Word", "Excel" and "PowerPoint" programs, but also MS tools such as "Outlook", "Forms". There is also some software: "SPSS", "Autodesk", "MathWorks MathLAB", "Esri ArcGIS"; ZOOM etc. Also, UL provides students and employees with the lu.lv e-mail.

UL spread used MS Teams and BigBlueButton system; BBB is the integrated solution in the e-study system (only users registered in the course), and outside is available as UL web conference server (SAR, 2.3.4., p.89.). The offer of programs is impressive, however, it appears that their use could be

more extensive, for example, using software in students' studies or research work, mentored by academic staff. In interviews during the assessment visit, academic staff acknowledged that such targeted training was not yet organized, however it is obvious that e.g. SPSS could give a quality contribution in research to any level of study, especially in history. The use of technology capabilities in studies, such as the statistical method, would allow students to achieve better quality and confident research results, also would prepare students for the labour market.

In assessment visit interviews, some students mentioned that the e-study, "Moodle" etc. systems among academic staff are not used at an equal level. Some students complained that sometimes it is difficult to get full information about study content because there are no proper details, and sometimes there is a lack of study materials. That leads to the conclusion, that without doubt technology solutions are appropriate, but they could be better used among academic staff to be more efficient.

1.3.5. The procedures for attracting and/or employing the teaching staff are regulated by "Regulatory enactments on academic and administrative positions at the University of Latvia" (https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_LV/5._DAZADI/SL_2-3-11-2022__Nolikums_par_akad_l__1_.pdf , only in Latvian) . According to the regulations, the following academic positions exist at the University of Latvia: professor, associate professor, assistant professor, senior researcher, lecturer, researcher, assistant, and research assistant. Competitions for elected academic positions are announced openly. All the individuals are elected by secret ballot, except professors and associate professors, who are voted openly. Teaching staff members are elected for a term of 6 years (SAR; 2.3.4.; P. 90.-91.). The applicants for academic positions must deliver an open lecture, which is evaluated by two reviewers, who issue their opinion on the quality of the lecture. In the Faculty, the selection of teaching staff is determined by the content-related requirements of the study programmes and the current research tasks (SAR point 2.3.4; p.91).

The first level requirements (minimum requirements) for all applicants for academic positions give a transparent impression about the election process. The open lecture lets us evaluate the applicant's capacity. According to the SAR (2.3.6. p.91.), "other requirements differ across academic positions for the position of assistant professor, the candidate has to have a doctoral degree, while the requirements for Associate Professors are more demanding, i.e. they must have considerable academic and pedagogical experience, an extensive list of publications and experience in scientific research projects".

During the assessment visit interviews, it was clarified that the process for attracting qualified teaching staff is open and, despite the specific knowledge request, there are even several candidates for one position.

Doctoral program students are increasingly involved in the study process. They use SO 8.2.2. project "Renewal of Academic Staff and Improvement of Competences at the University of Latvia" and visiting professors from abroad are involved in the teaching process (SAR 2.3.6. p.92.), which are good practices.

1.3.6. Growth and renewal of academic and general personnel politics are determined in "The Development Strategy of the University of Latvia for 2021–2027" (LU_strategija_buklets_2021.pdf). According to SAR (2.3.6., P.93.), the professional development of the UL academic staff is organized in accordance with the Republic of Latvia Cabinet regulation No. 569 of 11.09.2018 "Regulations on the Necessary Academic and Professional Qualifications of Pedagogues and Professional Competence Development Procedures" and the Cabinet of Ministers Regulation No. 129 of 25.02.2021 "Procedure for the Evaluation of the Scientific and Pedagogical Qualifications or Artistic Creativity of a Professor or Associate Professor Candidate and of a Professor or Associate Professor in Office". Professional development may include international mobility and participation in conferences and seminars, not only in higher education didactics but also in the management of educational work.

Education possibilities for academic staff are impressive - "Didactics of Higher Education: modern theories and practice", "Pedagogical aspects of the development of study programs in higher education", "The professional development of the competence of the student trustee", "Professional development of student curator's competence", "Professional development advising first-year students" language improvement, MS office programs usage, for example - courses on data analysis and report preparation in MS Excel, etc. (SAR, 2.3.6., P.93-94.), some courses to provide in-depth knowledge and skills in working with electronic resources (SA, 2.3.6., P.78.). Meanwhile UL faculties organize thematic seminars on topics relevant to the academic staff of the respective faculty. According to SAR (2.3.6., P.95.), there is a survey on the implementation of each program, and an evaluation of the outcomes is conducted among the attendees of the program. However, interviews clarified that not all the academic staff are interested in the offer of courses, even after survey of academic staff in 2021.year, the results of which were taken into account when developing a training plan for this group.

Also, according to SAR (2.3.6., P.96), the part of planning the growth and development of the academic staff, UL pays equal attention to the identification of the most capable students in the study programs and motivating doctoral students to get involved in academic work already during their studies.

The education possibilities for academic staff are impressive, and the offer is wide enough to renew and improve the qualification of the academic staff members and the work quality.

1.3.7. The academic and research workload of the teaching staff is in balance, most of the teaching staff are elected to academic posts half-time, and the other half-time workload is for research and different projects (for example Oxford University project "Hunger Draws the Map: Blockade and Food Shortages in Europe, 1914–1922"; "Technology transfer in the processing of mineral resources in earlier times"; "A New History of Latvian Literature: The Long 19th Century" etc.) and have been involved in the activities of three state-organized historical research commissions (SAR, 2.3.7. P.98.). During the assessment visit academic staff mentioned that dividing time between teaching and research is obvious and integral part of work.

Experts agree that it is valuable for academic staff not just to teach but to be involved in modern scientific practice.

1.3.8. According to SAR (2.3.8., P.101.) students of UL have access to academic support, career development support, and psychological support. There are several support levels – starting with first-year students' introduction to study, untill mentors and career consultants. Students get some advice on study issues throughout the entire period of studies, for example, information on tutorials, counselling, and workshops on study skills. Special events aimed at integrating domestic and international students are organized in cooperation with the ESN (Erasmus Student Network).

During the assessment visit interviews, students underscored the good experience of mentoring and the mentors' programme. They described their experience with curators, which led to the conclusion that curators should be more proactive in the future. Also, students, multiple times, stressed that the atmosphere in the faculty is supportive, and according to SAR (2.3.8., P.102.) the work of the methodologist/coordinator of studies is highly evaluated by students in surveys.

An important part of the students' support mechanism is FHP student self-government. The FHP student self-government nominates its representatives for participation in the FHP Council, the study field council "History and Philosophy", the FHP Erasmus+ student and staff mobility commission. Through this institution, students had the opportunity to be involved in the evaluation and planning of the study programs in the study field, as well as in the development of the faculty's strategy.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

FHP resources and provision of the study field rated as enough. Financial planning, execution, and monitoring of results are based on developed methodologies that ensure the success of the faculty. Simultaneously faculty still has some problems to resolve with academic staff financing, for example – attracting forecast teachers, increase the number of dissertation supervisors from outside, diversity content of study courses suffered from budgetary consolidation in previous years, also, low salary of academic staff. The personal growth of academic staff is ensured through a wide range of curricula, as well as the involvement of teachers and students in research projects that raise their professional capacity. Library equipment and available digital resources (e-books, databases, software) make it possible to conclude that learning resources and their availability are good. The support system for students and academic staff is developed and fed with individual exceptions. Today, the problem of accessibility of the current building will be addressed by new modern spaces in Torņkalns, which will open up opportunities not only to attract new students but also to build closer cooperation with other scientific institutes and other faculties of UL.

Strengths
1.Library items (books, i-books, databases, periodicals) and equipment are widely available and accessible to students
2.The education possibilities for academic staff are wide enough to renew and improve the qualification of the academic staff.
3.Identify the most capable students in the study programs and motivate them to get involved in academic work already during their studies.
4.Academic staff had the opportunity to teach and research at the same time.

Weaknesses
1.The building where the faculty is located is not available for disabled persons because of the lack of a lift.
2.The offer of IT programs, software, MS tools is impressive. However, it appears that their use could be more extensive, for example, using software in students' studies or research work.
3. The systems for maintaining the study process (e-studies, moodle, MS Teams etc.) are not used equally among academic staff and, therefore, sometimes not effective.
4.Still exist some unsolved financing problems, e.g. attracting forecast teachers, increasing the number of supervisors from outside, diversity content of study courses, low academic staff salary.

1.4. Scientific Research and Artistic Creation

Analysis

1.4.1. The research areas are properly related to the main goals of institutional development related to international recognition, a unique spectrum of studies offered, sustainability, and inclusiveness (SAR, p. 22-23), and especially excellence in science (SAR, p. 103), concretised in relevant issues in history and archaeology, and philosophy. In this sense, they are adequately framed in the objectives and institutional programmes. In the field of history and archaeology, there are well-defined research lines, with suitable attention to regional phenomena, e.g., the 20th-century history of Latvia, social and cultural processes in the Middle Ages and the modern era in the Baltic Sea region, local archaeological sites, history of thought in the Baltica area related to historiography of Latvian history) (SAR, p. 102-3). This feature is also present in the case of philosophical research, in which studies on ethics and aesthetics of existence, integrative bioethics, philosophy of technology and environmental humanities, and history of Western philosophy, with a special focus on the Baltic region, are suitably defined combining traditional and innovative approaches (SAR, p. 103). The internationalisation goals are considered, although without reference to specific strategies and procedures to enhance the current state of affairs. The connection with the labour market is properly

considered (industry is not directly related).

During the assessment visit, the management staff proves to have clear ideas about the institutional goals concerning research and its role in the programmes. The teaching staff described its involvement in these tasks and motivation to further development.

The doctoral programme shares these features, showing a proper alignment with the institutional goals, precise research lines, and adequate attention to the graduates' insertion in the labour market.

1.4.2. The research lines are properly articulated with the courses, which ensures a high-quality didactic transposition and combination between teaching and research. This point is adequately individualised and stressed in the institutional goals, and the SAR mentions specific approaches to proper implementation. These approaches involve courses based on research activity, research results' incorporation in teaching activities, involvement of doctoral students in teaching courses, research activities as part of the students' activities, students' participation in research projects, and promotion of students' participation in academic events (SAR, p. 103-4). The study field teaching staff creation of study courses related to research activity on a collaborative basis, which enhances the introduction of the research outcomes in the learning process, is especially valuable. During the interviews in assessment visit, the academic staff describe the links between their research lines and the courses they offer. Suitable strategies to ensure the expected results are described, including the participation of doctoral students in the teaching courses, involvement of students in research activities, research projects, and organisation of academic events (SAR, p. 104).

During the interviews, the management staff and the teaching staff provided clear explanations about their strategies and actions to enhance these points, e.g. projects in which students participate, conferences organised and plans to strengthen this area. They also pointed out the obstacles to broadening the current student involvement in research activities, e.g. the institutional division of teaching departments and research institute, or low levels of student engagement in research activities due to extra-university tasks, that they try to manage through the mentioned strategies.

1.4.3. Internationalisation is described in the SAR as a fundamental development goal. Details about a significant number of activities are provided, including cooperation with regional and EU higher education institutions, cooperation for publication, exchange of academic staff, participation in two Erasmus+ projects, PhD student exchanges, participation in international academic events, Erasmus+ initiatives, and joint seminars. For instance, the study field has regular international cooperation with many universities (SAR, p. 104), they have advanced in the exchange of academic staff, and they have produced relevant publications as a result of this kind of cooperation (SAR, p. 104). The outline reveals a reasonable basis for further development.

However, it seems not to be aligned with the list of cooperation agreements (Annex "List of cooperation agreements"), which are mostly local and do not reflect the cooperation activities with many foreign universities. E.g. universities in Prague, Mainz, Vienna, Heidelberg, Tübingen, and some others, with which regular international cooperation is claimed (SAR, p. 104), are not part of the cooperation agreements, which implies wasting opportunities to improve this area. This point should be enhanced. Along the same line, the number of international students and teaching staff (see the Annex: International students and teaching staff abroad) is relatively low.

During the interviews, the management staff described the progress in the area, i.e. a growing number of international research projects and more international collaboration that can be seen in publications. They also described the remaining troubles to improve internationalisation, stressing linguistic problems, working students unable to face mobilities, and limited resources, together with the strategies to multiply the internationalisation actions. These views were aligned with the perspectives expressed by the academic staff and the students engaged in different programmes.

1.4.4. The research outcomes comprehend more than 400 pieces of overall good quality, well connected with the research lines (SAR, p. 105-6, Annex: Quantitative data on scientific and/or

applied research and/or artistic creative activities corresponding to the study field 'History and Philosophy' 2013-2021", and Annex: "Scientific publications of teaching staff"). The production by author, around ten per researcher, is adequate.

Still, although some profiles have many international publications in remarkable journals and publishers, most are local, which could restrict their impact. Moreover, most of them correspond to publications not indexed in international scientific databases, and the number of pieces that comply with that standards is pretty low. Even if an enhancement is noticeable during the last years, it would merit special efforts to reshape the publication strategies.

Participation in national and international scientific publications, with more than 400 presentations during the informed period, is adequate. The number of research projects carried out by the research staff is also fair, although the number of international projects should be enhanced.

The integration of research and teaching tasks provides a suitable framework to engage the staff in these issues, as seen from the mentioned results (See Table 9, in SAR, p. 106-107, including diverse kinds of publications and participation in conferences and research projects). Still, other concrete incentives and strategies to motivate the staff through specific funding and promotion of expected academic activities to improve the quality of research are not clearly described. For instance, even if the need to enhance publication in indexed journals is recognised, no specific plans to promote these tasks have been carried out. In this sense, the mechanisms for the involvement of teaching staff in research are good, but they also should be enhanced to be fully effective.

During the interviews, the academic staff showed interest in disseminating research, and the PhD students described proper support to publish preliminary results. The management staff highlighted the progress in the number and quality of the publication and its link with the already mentioned institutional plans related to excellence in research, although a comprehensive strategy is not yet clear, and the main attention is directed to the top publications of a selected group.

1.4.5. The study field has a clear and effective plan for early student integration in research activities, beginning with elective courses strongly related to research projects. The strategy includes indirect tools, e.g. connection between courses and current research projects of the teaching staff, and direct measures, e.g. students' participation in research projects, especially in the MA and PhD programmes (SAR, p. 107). The institution has priority research topics specified at the level of departments, faculties and UL (SAR, p. 102-3 and 107) oriented to enhance this direction progressively according to the complexity and peculiarities of each level, i.e., BA, MA, or PhD. These priority research topics are broad enough to ensure the comprehensive development of diverse thematic fields, both in History and Archaeology and Philosophy. Adequate attention is paid to developing original knowledge linked to archival or archaeological materials to ensure the production of innovative theses, i.e. suitable opportunities to identify new materials or problems not previously explored are made available through access to archives and participation in archaeological fieldwork (SAR, p. 107). With the same objective, the students have the opportunity to engage in academic activities from the beginning of their studies, participating in conferences about diverse fields and research projects. However, the effective participation rate is rather low, especially in the BA and MA programmes, which compromises the objective of early research engagement. In that cases, only a few students go beyond the indirect strategies to connect teaching and research. The student's focus on curricular activities seems to be an obstacle. Still, even if the indirect tools are valuable, stronger actions would be desirable on the basis of more information about the benefits of that kind of activity.

During the assessment visit, the management staff provided suitable information about the relevance of early student integration in research within the study field and its peculiarities in an institution in which the research institutes are separated units. In particular, they stressed the difficulties of implementing more comprehensive actions because most of the research activities depend on the research institutes and not the departments. This situation needs to be solved with new articulation strategies or institutional reorganisation, which was mentioned as a plan for the

next years. The academic staff offered examples of compromise with the objectives of students' engagement in research. Still, the students were not in all cases properly informed and only in the most advanced programmes (Master and especially PhD) research is part of the students' everyday life.

1.4.6. Institutional management pays due attention to innovation. Suitable measures related to updates and changes in the study process to align the practice to a student-centred approach are mentioned. These changes involve more emphasis on practical skills, more students' participation in the design of the contents of the study programmes, the incorporation of stronger information and communication technologies into the courses, and the development of interactive activities (SAR, p. 108).

It is also worth mentioning the efforts to produce convergence of study programmes and foster internship tasks in archives and museums. For instance, shared courses between programmes, as in the case of "Cultural Theories and Practices", "Cultural Heritage: History and Topical Issues", and the internship courses "Practical Work in Archives", and "Practical Worl at the Museum" (SAR, p. 108). The SAR describes adequate implementation and assessment processes of institutional procedures, with proper adjustments, as in the case of the development of common courses that will be separated based on dubious results. This is the case in the course "Introduction to Studies and Research: History and Philosophy". During the interviews, the management staff described the experience and substantiated the assessment and reasons to take other directions, which is reasonable in order to keep the specific methodological approaches.

The innovative turns also include the improvement of e-studies through appropriate platforms and academic resources, enhancing study plans focused on thematically general overview and acquisition of practical skills, and the development of lifelong learning oriented to teachers in history and philosophy, which implies a valuable compromise with university extension. The use of"Moodle", the development of e-courses, and the availability of materials are an example (SAR, p. 108). Innovation in the institutional organisation to foster management and procedures is a consistent part of the intended changes. This is seen in the changes in the study programmes, whose structure was modified, lowering the chronological perspective in favour of broader views based on problem-oriented topics and methodological approaches offered through elective courses (SAR, p. 108).

During the interviews, relevant information about the internships was provided. Concerning learning and teaching methods, the teaching staff described the institutional offer of courses oriented to improve this area, although there were no distinct ideas about a joint action in this sense, which implies that further efforts could be invested to optimize teaching methods.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:
The research areas are suitably defined and fit the institutional goals. They are properly connected with teaching activities. Appropriate plans to promote early student involvement in research have been outlined, although the results are not yet fully visible. In the same vein, internationalisation is adequately identified as a priority, albeit it is not wholly developed. The research outcomes fit in number, and its quality has augmented, now remaining to raise the number of publications in indexed journals and international publishers. Innovation in teaching methods is properly covered through diverse strategies and proper attention to permanent training of the teaching staff.

Strengths
1. Consistent research areas
2. Pertinent integration between teaching and research
3. Valuable innovations related to student-centred teaching and learning principles

Weaknesses

1. Internationalisation strategies have not been fully developed.
2. Low number of publications in indexed journals and international publishers
3. Low number of international research projects and agreements
4. Shared views on teaching methods still in progress
5. Early student integration in research still in progress

Assessment of the requirement [2]

1 R2 - Compliance of scientific research and artistic creation with the level of development of scientific research and artistic creation (if applicable)

   Assessment of compliance: Partially compliant

   The organisation of research activities and its integration within teaching activities is appropriate, covers the basic requirements, and are suitably organised to develop the expected activities related to the study field. Internationalisation and publication in indexed journals, teaching staff's commitment with the institutional adoption of student-centred approach, and students' early integration in research activities are areas for improvement which nowadays are not wholly developed.

1.5. Cooperation and Internationalisation

Analysis

1.5.1. The FHP has reported in the SAR pp. 109-112 a wide-range cooperation with different institutions in Latvia, and specified the choice of cooperation partners according to three main criteria: (1) common interest in the advancement and importance of history, archaeology, philosophy and ethics in Latvian society, 2) common research interests, 3) opportunities for employment and career development of study programme graduates). The list of cooperation partners is given in the annex "List of cooperation agreements with other institutions, including agreements on the provision of internship" and is in good correlation with the stated criteria. Almost all the most important museums, Vidzeme University of Applied Sciences, the National Archives of Latvia and several municipalities and publishing houses were listed up as agreed cooperation partners. During the interview in assessment visit with UL management, it was emphasized that the provided list is not final, and negotiations are ongoing with several other relevant institutions in Latvia (e. g., the Latvian National History Museum).

The criteria for selecting the cooperation partners were explained at a detailed level and were convincingly connected with relevant goals of the study field and programmes, notably goals No 1, 3, 4, and 7 (p. 22 of SAR). Clearly specified three strategic areas (provision of the study process, provision of the research process and investment in society) demonstrate a systematic approach that ensures the achievement of the goals.

Cooperation in the provision of the study process embraces the planning of the study process as well as the study process itself. It is especially obvious in the provision of internship places offered by the cooperation partners in the list, as well as by some other partners in Latvia. Representatives of the partners were involved in planning the study process, and the mandatory internship included in the study programmes was highly appreciated according to the interviews with employers and students. The cooperation partners offering internships were generally satisfied with the academic level of students, although several of them acknowledged that it is sometimes difficult to find proper tasks for the trainees, and the instruction of the students takes time and uses the resources of the institution offering the internship. All parties agreed that cooperation through internship positively contributes to achieving the learning outcomes of the study field.

The closest cooperation in the study process is arranged with the University of Daugavpils through a common doctoral programme ''History and Archeology''. Representatives of UL and UD pointed out several positive sides of the united program, first of all, the consolidation of academic resources and the possibility to provide the highest level doctoral study programme in history and archaeology of Latvia.

The cooperation in developing the research process is very intensive with two institutes of the University of Latvia – the Institute of Latvian History and the Institute of Philosophy and Sociology. Several course teachers work part-time in the aforementioned institutes or are members of research projects of these institutes. Some students acted as members of research projects in these institutes, too. Some, although not very many, supervisors of doctoral theses work in one of the institutes. In addition to the academic cooperation with the two particular institutes of UL, common research projects were also pointed out with other institutes of UL, the National Archives of Latvia, and the National Library of Latvia (SAR pp. 110-111). The very intermingled research with the institutes of the same university, especially on the doctoral level, raises a question of possible advantages of re-structuring the organisation of the university.

In SAR (p. 112), manifold cooperation with the media for communicating the research results to the wider audience of Latvia was also described. The same was mentioned in interviews in assessment visit by different stakeholders, where especially some societies focusing on popularizing history and philosophy among secondary school students were emphasized. That kind of cooperation inevitably enhances the general knowledge of history and philosophy among Latvians, and thus helps to increase the interest in studying these subjects at the UL.

1.5.2. The annex "List of cooperation agreements with other institutions, including agreements on the provision of internship" only provides four agreements with institutions abroad, two universities in Lithuania and Ukraine, an academic society in Estonia and a museum in Norway. The number of mutual agreements in the frames of the Erasmus+ program is, as demonstrated in the SAR pp. 112-113, much bigger, 43.

The agreement partners have been chosen according to study goals No 1 and 2, that is, for developing the research environment and for internationalizing the study process and research (SAR p. 22). The criteria for selecting the cooperation partners given in the „List of cooperation agreements" are clear and justified, considering the specific features of the study field and study programmes. However, the majority of the partners do not convince that all aims will be reached. The partners in Erasmus+ program embrace different disciplines, while specific features relevant for the study field „History and Philosophy" and the study programmes in it are not specified. In assessment visit interviews, several members of the teaching staff, as well as some students, pointed to the negative effect the Covid-19 pandemic restrictions had on the development of international relations during recent years.

To achieve the goal of developing the research environment, FHP teaching staff, as well as some students, participated in international research projects in frames of the Erasmus+ program. Projects "Media Practices during the Enlightenment" and "The Future of Cultural Heritage in Modern Europe" were especially highlighted and had taken place in cooperation between numerous European universities. Projects included the exchange of teaching staff members and summer schools for students. The summer schools were also mentioned by students during the interviews and considered beneficial for inventing new ideas and enhancing the general level of study programmes in FHP, thus contributing to the process of achieving the aims and learning outcomes of the programmes and the study field in general. Both projects are, however, finished by now.

Ongoing is international cooperation in frames of the Horizon 2020 project FORTHEM (Fostering Outreach within European Regions, Transnational Higher Education and Mobility) as well as participation in the international network "Dialogues with the Past '' intended for Nordic archaeology doctoral students. These projects enhance the possibilities for the exchange of teaching staff and students, as well as enable the students to take courses in other universities and thus potentially

directly improve the possibilities to achieve the study aims of the relevant programmes. The information on how many students had benefited from these networks and courses offered in frames of them was not provided. Lectures by professors from the University of Melbourne and from the University of California in FHP in 2020 and 2021 were enabled by the SO 8.2.2 project "Renewal and Competence Development of Academic Staff at the University of Latvia''.

Nordplus-funded international summer schools in philosophy were arranged by the Baltic Philosophy Network in cooperation with many universities from the Baltic States, as well as from outside. The SAR, however, stated that the trials to arrange even further cooperation in this framework, notably a programme for students from all the participating universities, had failed (p. 114). It remains unclear what is the present stage of this cooperation.

1.5.3. The higher education institution/ college has developed a system and procedures for the attraction of the teaching staff and students from abroad within the study field, and the system is effective.

Teaching staff and students participate in both outgoing and incoming mobility, which provides added value to the implementation of the study process and the quality of studies.

According to the annexes "Statistical data on the incoming and outgoing mobility of teaching staff", "Statistical data on international students and teaching staff", and "Statistical data on the incoming and outgoing mobility of students", both student and teaching staff mobility is quite limited in FHP, and the exchange works in favour of outgoing activities.

The main reasons for the limited incoming student mobility are that almost no courses were taught in English in FHP, and the interest towards Latvian history, archaeology and philosophy abroad is modest. Some elective courses in English were, however, listed in study programmes (see e. g. the annex "MSP History and Archaeology course descriptions.pdf"). It was clarified during the interviews in assessment visit that only a selection of elective courses was actually taught each semester. The program directors explained that the elective courses for each semester were chosen in cooperation with the teaching staff and students, where the students' opinion was asked in questionnaires. Courses in Latvian were always preferred since it did not give meaning to teach in English without knowing if there are ingoing exchange students enough for justifying it. As pointed out during the interviews, recruitment of teaching staff from abroad is hindered by the state policy in Latvia that demands the knowledge of Latvian from all teachers.

International contacts in frames of Erasmus+ seem, according to the interviews with both the students and the teachers and according to the SAR p. 113, international contacts in frames of Erasmus+ seem to depend very much on the price level of the potential destination country, meaning that East-European universities were preferred for outgoing students. Although the SAR reports of high demand among students for courses taught in English in destination universities (SAR p. 113), the interview with the students who participated in the meeting during the assessment visit resulted in only a few students who had been benefited by Erasmus+ exchange or planned to do it. As for the doctoral students, the SAR gave the fact that most of them had a job aside from their studies as one of the main reasons why the possibilities for internships at foreign universities were not intensively used (p. 114). In addition to economic reasons, the difficulties in transferring CP-s were mentioned in cases when the exchange programme offered fewer CP-s than the programme in the study field demanded, which would have resulted in a "loss" of a semester in the study process.

A systematic plan for attracting more incoming students and teachers was not provided by FHP, but the SAR (p. 115) and the programme directors in the assessment visit interviews emphasised the need to develop online taught courses and the possibility to work individually in English in particular

courses for the incoming students. The need to establish more contacts through international research projects, as well as to increase the mobility of the teaching staff, was acknowledged. A possible hindrance can be the knowledge of foreign languages of some members of the teaching staff, which is tried to improve by several courses offered by the university and some projects. FHP hopes to develop international cooperation by linking guest lecturers with research and study project activities (SAR p. 115), although more detailed methods for achieving this were not provided. The SAR reported, however, that the number of guest lecturers had clearly increased in the course of the last few years.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:
The cooperation of FHP with other institutions in Latvia, especially the Institutes of Latvian History and the Institute of History and Sociology at the University of Latvia, is well established and closely linked to the study programmes. Cooperation in the form of internships works very well with all main museums in Latvia, as well as other institutions, including publishing houses and journals. Cooperation in research takes place mainly through research projects, of which some have been international and included several universities abroad. New international cooperation projects in research would be needed to enhance the academic level of the research and study programmes in FHP in future. The strategy to cooperate with media and different societies in order to popularise history and philosophy to a wider audience is successful.
Student and teaching staff mobility is modest, although the number of guest lecturers has increased over the last few years. The motivation of students to benefit from Erasmus+ possibilities is not high enough, and there are several, mainly financial causes for it. The number of incoming students is small, and courses in English are seldom offered in FHP. The Faculty has acknowledged the need to develop international cooperation, but no clearly defined strategy has been established for achieving this goal.

Strengths
1. Well-grounded choice of cooperation partners in Latvia.
2. Excellence research cooperation with institutes of the UL, that positively contributes to the aims of the study field.
3. Well established research and internship cooperation with other Latvian universities, museums and archives

Weaknesses
1. Limited cooperation with universities and other institutions abroad.
2. Limited student and teaching staff mobility.
3. Limited participation in international research projects.
4. Lack of clearly defined strategy for developing internationalisation.

Assessment of the requirement [3]

1 R3 - The cooperation implemented within the study field with various Latvian and foreign organizations ensures the achievement of the aims of the study field.

   Assessment of compliance: Partially compliant

   The cooperation inside Latvia can be assessed very good, but there are still many fields to develop in internationalisation. The list of cooperation contracts provided in the annex "List of cooperation agreements with other institutions, including agreements on provision of internship" only contained a very limited number of foreign institutions. Cooperation at the international

level has mainly been practised in frames of research or educational projects led by other institutions and, mainly for the students, in frames of the Erasmus+ program. There are at the moment only few ongoing international research projects and the mobility of both students and the teaching staff is modest.

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

Analysis

1.6.1. According to the information provided within the annex called "Performance Report on recommendations received during previous accreditation" (Performance Report) of the study field "History and Philosophy", which is available under mandatory annexes, there have been various recommendations received for the study field as well as the study programmes implemented in the study field. During previous accreditation -

1. Eight recommendations were received in regards to study field;
2. Six recommendations for the Bachelor study programme "History" (the name for the current accreditation – "History and Archaeology") (programme code 43228);
3. Five recommendations for Bachelor study programme "Philosophy" (programme code 43229);
4. Five recommendations for Master's study programme "History" (the name for the current accreditation "History and Archaeology") (programme code 45228);
5. Six recommendations for Master's study programme "Philosophy" (programme code 45229);
6. Three for Joint doctoral study programme "History and Archaeology" (51228), which is a newly implemented programme thus, the recommendations received were from licensing experts not accreditation, and
7. Seven for Doctoral study programme "Philosophy" (51229).

First recommendation received for the study field during previous accreditation was to expand the range of topics offered into the study programmes including the philosophical aspects of science, socio-political and ethical issues and debates etc. It was also stated by the previous expert group that as the UL is the only institution in Latvia offering philosophy degrees that the philosophy study programme is too narrow, according to the MES evaluation. According to the information provided in the Performance Report annex, during the period of accreditation, the content of the Philosophy programme has expanded significantly. It has been outlined by the UL that the most substantial changes have been made in the programme in the restrictive elective course part B. New courses have been implemented such as - Filz1074 "Social philosophy in practice: philosophical analysis of socio-political issues". As stated by the UL, they also have implemented three (3 ECTS) courses on aesthetics and one (6 ECTS) course in the Philosophy Masters programme. In the study year of 2014/2015, there have also been new courses introduced in the Masters programme such as Filz5054 "Cultural Theory and Practices". According to the information provided during the assessment visit as well as the analysis of the recommendation implementation, it is believed that this recommendation has been fully implemented.

Second recommendation received for the study field during previous accreditation was lack of publications in international reviewed journals as well as that the volume of publications needs to be increased. This issue was addressed and discussed during the assessment visit this time as well. According to the study director's, it is hard to ensure publications on SCOPUS due to the focus of the database on natural sciences instead of social sciences. However, since the previous accreditation there has been noticeable improvements and there has been an increased number of publications. The goal of the faculty is to increase by 50% publications annually. For example, the UL has tried to publish some scientific papers and articles in other databases and journals. Since 2014, with the support of the UL, a representative of the study field is working in the board of editors of the "Forschungen zur baltischen Geschichte" and participates in preparation of the annual release of the

edition, publications of historians and philosophers of the faculty. For the purpose to increase the number of publications, the UL created a scientific journal with a perspective for inclusion in SCOPUS. Since 2015, faculty has taken over the publication of the scientific journal "Latvijas Vēsture. Jaunie un jaunākie laiki" with the title "Latvijas Universitātes Žurnāls. Vēsture" and have updated it. In 2016 the journal was included in the EBSCO database. In experts opinion, it is a great achievement. Of course, involvement of the teaching staff in research projects contributes to the increase in the number of publications, which is a good and encouraging activity. The most recent projects are the postdoctoral individual project "Onto Genealogies: The Body and Environmental Ethics in Latvia" (2021 - 2023) project, "Competing Discourses of Nature in Latvia and Ecological Solidarity as a Consensus Building Strategy" (2021 - 2023). It can be stated that there are significant improvements made in regard to lack of publications and the faculty is encouraged by the expert group to continue to improve on this matter as it is an important factor for bringing recognition and maintaining research standards. Expert group believes that this recommendation has been fully implemented.

Third recommendation received for the study field during previous accreditation was to improve the students' knowledge of languages offering courses in English and continuing to promote student international mobility. According to the information gathered in assessment visit from students and lecturers, at this point, there is at least one course per semester that is offered in English. It has also been observed that students have a very good level of English knowledge, which is a good indicator. Also, the students from Daugavpils branch that are studying in the Joint doctoral programme "History and Archaeology" (51228) showed good language skills in English. As part of the curriculum, in all study programmes, students have an opportunity to select courses in a foreign language at the minimums of 4 credit points. In regards to study mobility, the faculty is trying to cooperate and provide incoming students with a variety of study courses, including from different faculties so that incoming students can manage to gain the necessary amount of credit points for the exchange study semester. It is highly advisable for the faculty to continue to improve in this regard as there is a very small number of incoming exchange students in all of the study programmes. According to the information provided during onsite visit as well as the analysis of the recommendation implementation, it is believed that this recommendation has been fully implemented.

Fourth recommendation received for the study field during previous accreditation was to develop and support history studies and education in both regions (Riga and Latgale). As outlined in the Performance Report, there have been various significant changes implemented since the previous accreditation such as the establishment of the new Joint Doctoral Study programme ''History and Archeology'' (51228) which has been developed between Daugavpils University and the UL. It got licensed in 2021 and now is fully operating. Due to that fact, there has also been a closer cooperation developed such as common availability of resources: the teaching staff, accessibility for Daugavpils University to resource databases as well as both universities engaging in the organizing scientific conferences. . According to the information provided during the assessment visit as well as the analysis of the recommendation implementation, it is believed that this recommendation has been fully implemented.

Fifth recommendation received for the study field during previous accreditation was to increase the financial support for the teaching staff. Throughout the reporting period since the previous accreditation, the UL has tried to tackle the problem. For example, based on the Performance Report the UL has tried to increase financial support through mobilisation of funds within the framework of international and local projects as well as tried to optimise the budget of study courses and improve structure of academic posts. However, as admitted by the management and teaching staff during the assessment visit, the UL prepares state and international project applications every year, although rarely they are approved, which is difficult. In 2020, the optimization of study plans has been initiated, which has allowed the budget of the faculty to be rearranged. In the meetings of

departments and faculty council, the issues of distribution of academic posts have been discussed in the context of the long term development perspective of the academic staff and the problems of generation change and academic staff growth. The planned changes are reflected in the FHP Development Strategy for 2022- 2027, which is available on the website of the UL: https://www.vff.lu.lv/par-mums/par-vff/ . Despite the hardship and obstacles, they have tried to address the key factors for provision of an increased financial support of teaching staff. However, it is considered to be still rather limited, thus, the recommendation is partly - implemented.

Sixth recommendation received for the study field during previous accreditation was to improve the library resources as they were considered as insufficient. According to the Performance Report, there has been an increase of the number and quality of publications available in the library. There has been a reorganisation of the funds allocated for the purchase of books as well as promotion of access to collections has been ensured. The UL library collection and subscribed e-resources in the research areas represented by the FHP are substantially increasing every year. During the accreditation period, significant databases have become available for the faculty, students and staff, in particular, JSTOR, for example. Also, since the joint doctoral programme "History and Archaeology" (51228) has been implemented, the collection of the DU Library has also been made available to UL students. During the assessment visit, students stated that they feel that they have all the necessary resources needed and there is a wide range of literature offered in different languages that the students appreciate such as German, Russian and English and of course Latvian. In the experts opinion, this recommendation has been fully implemented.

Seventh recommendation received for the study field during previous accreditation was to increase the number of students in the study field. According to the Performance Report, there are key 3 activities that the faculty has taken to tackle the problem - 1. Increase in the visibility of FHP in society; 2. Cooperation of the study fields represented by the FHP with schools, representation of the opinions of the academic staff in mass media and participation in student attraction activities; 3. Decrease in student dropout rate. During an assessment visit, study directors mentioned that every year Young Historian School and Young Philosopher University is organized that helps to provide high school students with an insight of their studies and catch their interest. The faculty also maintains collaboration with schools in the organization of olympiads, participation in the organization of the conference of pupils' scientific research works, also advising pupils in the development of their research works as well as participates in the activities of the UL Excellency School. Despite all of these activities being implemented to attract students to study in the study programmes offered in the study field, the numbers of enrolled students are constantly decreasing. Based on the information provided by the faculty members, it is due to the demographic situation, the low prestige of humanitarian sciences in the country and the relatively moderate pay of the sectors represented in history and philosophy. In the experts opinion, this recommendation has been fully implemented as overall, history programmes have faced in the last 10-15 years, everywhere the low interests of the governments.

Eighth recommendation received for the study field during previous accreditation was to increase the number of foreign guest lecturers. According to the information provided in the Performance Report, there has been a significant increase of foreign guest lecturers in the faculty. If in 2015 there were 3 guest lectures held, then in 2019 they increased to 12. When asked during assessment visits to the teaching staff and management about the incoming guest lecturers, the most recent guest lectures that came in to lecture were from University of Berkeley and also from University of Gottingen. It is noticeable that the Faculty is getting more open and involved in the provision of guest lectures from foreign countries, which is a good trend. In the experts opinion, this recommendation has been fully implemented with an encouragement to involve more and more guest lecturers in the study process in the future.

As stated before, in the Bachelor study programme "History" (the name for the current accreditation – "History and Archaeology") (programme code 43228), there were 6 recommendations received

from the previous accreditation.

First recommendation received for the Bachelor study programme "History" during previous accreditation was to increase the relevance of scientific research (creative) work in all of the study programmes equally as not all academic staff are involved in research and projects. According to the Performance Report, the faculty has tried to increase the number of applications for research projects and an increase in the number of approved research projects. Throughout the reporting period, all of the members of academic and scientific staff of the History and Archaeology Department have participated in research activities to some extent. The academic staff of the department have participated in several international projects such as the Norwegian funded "Technology transfer in the processing of mineral resources in earlier times" (2015-2017), as well as in national projects ("Latvijas Universitāte gadsimtu griežos" (Latvian University Research Grant, 2014–2019), study of the archaeological complex of Grobiņa and preparation of the nomination for the UNESCO World Heritage List. Similarly, there are applications for national and international research project competitions prepared on a regular basis, although they mostly do not succeed in receiving funding, which, as stated during onsite visit by the academic staff, is of course resulting in lack of motivation to participate in the future, which is understandable. In the experts opinion, this recommendation has been fully implemented in the available capacity of the department.

Second recommendation received for the Bachelor study programme "History" during previous accreditation was to increase the funding for studies and research as it had significantly decreased (over the past 3 years - stated in the previous accreditation recommendation). As stated in the Performance Report, there are many external and internal factors that influence the available means of funding. For example, the salary for the workload has increased on average by 33% during the accreditation period, but public funding still does not cover the costs of the students who receive the state grant. In terms of internal factors, in the year 2020/2021, the faculty carried out a substantial consolidation of funding and is currently working without losses, which is considered as good by the expert group. However, as also admitted by the faculty members, in this regard there are still improvements necessary to tackle the problem. There is still an existing issue of adequate pay for the teaching staff as well a continuance to increase the involvement of the faculty in research activities of various projects. In the experts opinion, this recommendation has been partly implemented.

Third recommendation received for the Bachelor study programme "History" during previous accreditation was to address the decrease in the number of teaching staff as it results into an obstacle for participation in research activities. In that regard, the department has tried to Balance even planning of both pedagogical and research work of the teaching staff to eliminate repetition of the issue in the future. According to the information provided in the Performance Report, the pedagogical workload in the History and Archaeology Department has decreased on average by 6%, and in recent years staff is being supplemented with young researchers and assistant professors. In the experts opinion, this recommendation has been fully implemented.

Fourth recommendation received for the Bachelor study programme "History" during previous accreditation was to attract new teachers and researchers to the History and Archaeological Department. During the onsite visit, it was stated by the faculty that they have employed various graduates in the recent years, especially, in interest for them to participate in research work while some of the graduates come as guest lecturers for a few lectures. In the meeting of the academic staff, there were some new lecturers that were present, which also indicates that new historians have been attracted to the department and are employed. Since the last reporting period, there has been a significant change of the age distribution of the teaching staff. It has been because of enrollment of two new lecturers as well as various new scientific assistants due to retirement of age for other older colleagues. In the experts opinion, this recommendation has been fully implemented.

Fifth recommendation received for the Bachelor study programme "History" during previous accreditation was to implement projects aimed at attracting foreign students, teaching staff from

abroad. As it became clear from the onsite visit and it is also outlined in the Performance Report, the study programme is focused on national students and the faculty, students and teaching staff want it to stay that way due to various reasons such as lack of interest of students from abroad. The faculty also received an advice not to implement the study programmes in English as there would be no demand, thus it would result in more losses than gains to invest resources on forming it. However, there are different other attempts how the department has tried to implement the recommendation. The teaching staff has participated in teaching mobility as part of ERASMUS+ in Sweden, Germany, Bulgaria and other countries, and in that way teachers have increased their efforts to promote studies at the faculties of those universities which can contribute to the increase in the interest of foreign exchange students. As mentioned in the analysis before, there are major improvements and foreign teaching staff are attracted to the study field on a regular basis. From the UL and department's perspective, it is clear why they have decided not to form the study programme in English and as a matter of fact, there are improvements made since the last accreditation on this question of attraction of foreign teaching staff and students. In the experts opinion, this recommendation has been fully implemented according to the current resources and capabilities of the HEI.

Sixth recommendation received for the Bachelor study programme "History" during previous accreditation was to implement special courses, seminars and other activities, including English language courses for academic staff that is teaching foreign students. There have been various things done in this regard to provide a variety of special courses, training and other activities for academic staff, according to the Performance Report and information gathered by meeting members of teaching staff. As part of the EU project SAM 8.2.2. specific support target project, various lecturers were able to develop their professional English language skills (4 lecturers took this course), while 6 lecturers participated in development of their digital skills, leadership or development of scientific activities and publishing skills. In the experts opinion, this recommendation has been fully implemented.

As stated before, in the Bachelor study programme "Philosophy" (programme code 43229), there were 5 recommendations received from the previous accreditation.

First recommendation received for the Bachelor study programme "Philosophy" during previous accreditation was to incorporate additional modern elements (including analytical philosophy) into the programme. Based on the Performance Report and Description of the study courses, there are various new courses implemented in the study programme in A and B parts. Such courses have been implemented in the study programme - Filz1072 "Introduction to the Philosophy of Language", Filz1093 "Proseminar: Philosophy of Ludwig Wittgenstein", Filz1000 "The Self: Discussions in The 20th Century Philosophy", Filz1087 "Analytical Aesthetic". In the experts opinion, this recommendation has been fully implemented incorporating various new modern courses in the study programme.

Second recommendation received for the Bachelor study programme "Philosophy" during previous accreditation was very similar to the one of Bachelor study programme "History" to tackle the limited financial resources of the study programme and the justification from the department and UL is the same, while the problem is not resolved yet, although various improvements have been done. For example, the salary for the workload has increased on average by 33% during the accreditation period, which is good, however, the public funding still does not cover the costs of the students who receive the state grant. Another great thing is that the funding has increased in the form of projects which does not directly affect the pay of the teachers, but has a positive impact on the overall financial situation. In terms of internal factors, in the year 2020/2021, the department carried out a substantial consolidation of funding and is currently working without losses, which also is a good sign so far. In the expert opinion, this recommendation has been partly implemented, as there are still highly necessary improvements to be made in this regard, for example, adequate pay for the teaching staff.

Third recommendation received for the Bachelor study programme "Philosophy" during previous accreditation was to increase the number and regularity of publications in internationally recognized journals and databases. During the accreditation period according to the Performance Report, the share of SCOPUS/WOS publications has increased, the philosophy and ethics department strategically promotes and requests the publication of SCOPUS/WOS articles. However, the amount is considered to be rather limited and should be encouraged more. As discussed during an onsite visit, it is rather hard to manage to publish publications in SCOPUS/WOS based on various limitations in place. In the future, this aspect requires remaining attention from the department and study director as well as teaching staff. In the expert opinion, this recommendation has been partly implemented, as there are still highly necessary improvements to be made in this regard.

Fourth recommendation received for the Bachelor study programme "Philosophy" during previous accreditation was to improve cooperation with the graduates of the programme. According to the Performance Report as well as information gathered during onsite visit, it can be stated that graduate and faculty cooperation has improved since the last accreditation. Graduates of the study programme are involved in the Study Field Council. They also have participated in discussions on the further development of the programme and necessary changes that have to be implemented in the programme's content. Graduates have repeatedly participated in events at The World Philosophy Day, during which they met with students to discuss career opportunities, also graduates regularly participate in the familiarisation week programme for the 1st year students organised by the FHP Student Council. Some of the graduates are returning to the faculty to provide guest lectures as well. It was mentioned during the assessment visit, that there is a Graduate/Alumni Association formed which is also a part of the faculty activities. In the expert opinion, this recommendation has been fully implemented.

Fifth recommendation received for the Bachelor study programme "Philosophy" during previous accreditation was to develop a plan for foreign students as there is a need for more foreign students. Based on the information discussed onsite with the faculty members and representatives of the study programme as study director, the reasons for why this aspect is a bit lacking became rather clear. According to the HEI, the interest of foreign students in the studies of philosophy at the University of Latvia is too small to justify doubling the programme in English (this was also recognized in the evaluation of the philosophy study programme carried out by PricewaterhouseCoopers in 2020). On the other hand, in order to increase the interest of foreign students, the department seeks to strengthen the quality of studies, including attracting new teachers, linking studies to research and internationalisation, which seems to be a reasonable alternative for the solution of the problem. In the expert opinion, this recommendation has been fully implemented.

As stated before, in the Master's study programme "History" (the name for the current accreditation "History and Archaeology") (programme code 45228), there were 5 recommendations received from the previous accreditation.

First recommendation received for the Master's study programme "History" during previous accreditation was to ensure more active involvement of the academic staff in research projects. Based on the information gathered during onsite visit and the materials provided in the Performance Report, research is carried out by all the academic and scientific staff of the History and Archaeology Department to some extent. Most of the lecturers stated that they have a division of 50/50 in regards to lecturing and conducting research, which is considered to be a fair distribution. As stated by lecturers and also in the Performance Report, the research capacity is largely influenced by the focus of individual directions by the lecturers. Not all fields of study allow for equal amounts of direct research, such as general history. However, progress has been made, for example, by the publication of a monograph in the history of Early Modern Age. Also, the whole history teaching staff is involved in the UL project "Cognition of the past on the basis of both primary sources and historiography: Latvia in the context of Baltic history". In the expert opinion, this recommendation

has been fully implemented.

Second recommendation received for the Master's study programme "History" during previous accreditation was to stabilize the decrease in the number of academic staff which leads to another problem - limited participation in research activities. According to the Performance Report, the number of academic staff has remained stable since 2012. The structure of the teaching staff has changed, with a decrease in the proportion of professors. The magnitude of the lecture load has de facto declined, due to the demographic crisis and the decline in number of students. In the expert opinion, this recommendation has been fully implemented.

Third recommendation received for the Master's study programme "History" during previous accreditation was to attract new teachers and researchers to the History and Archaeological Department. It is the same recommendation that has also been mentioned in the Bachelor's programme of "History". As already stated before, since the previous accreditation, several teachers and researchers of the new generation have been elected, which are in amount two lecturers, and several research assistants who participate in lecturing as well. The involvement of doctoral students in the work of the programme increases. In the expert opinion, this recommendation has been fully implemented.

Fourth recommendation received for the Master's study programme "History" during previous accreditation was to increase the number of foreign students and the involvement of foreign teachers. Since the previous accreditation the number of foreign students has increased due to the ERASMUS+ exchange programme. In the implementation of the study programme, foreign teachers are participating regularly. In 2020, thanks to support from EU Structural Funds, a USA Professor from Berkeley University worked in the programme. In the expert opinion, this recommendation has been fully implemented.

Fifth recommendation received for the Master's study programme "History" during previous accreditation was to implement special courses, seminars and other activities, including English language courses for academic staff that is teaching foreign students. There have been various things done in this regard to provide a variety of special courses, training and other activities for academic staff, according to the Performance Report and information gathered by meeting members of teaching staff. As part of the EU project SAM 8.2.2. specific support target project, various lecturers were able to develop their professional English language skills (4 lecturers took this course), while 6 lecturers participated in development of their digital skills, leadership or development of scientific activities and publishing skills. In the experts opinion, this recommendation has been fully implemented.

As stated before, in the Master's study programme "Philosophy" (programme code 45229) there were 6 recommendations received from the previous accreditation.

First recommendation received for the Master's study programme "Philosophy" during previous accreditation was to incorporate additional modern elements (including analytical philosophy) into the programme. Based on the Performance Report and Description of the study courses, there are various new courses implemented in the study programme in A and B parts. Such courses have been implemented in the study programme - Filz5058 "Innovative Thinking and Argumentation" (a new course in academic year 2014/2015) and Filz5033 "Integration Seminar: Doctrine and Discipline: Ethics, Aesthetics, Social Philosophy". With the involvement of new teachers in the implementation of the master level philosophy study programme, new courses in parts A and B, including analytical philosophy, are being developed and taught, and an offer of new modern courses is included in the programme to be accredited, such as Filz5123 "Methodology of Analytic Philosophy", Filz5119 "Analytic Aesthetics and Philosophy of Art" and Filz5066 "Theories of Metaethics". In the experts opinion, this recommendation has been fully implemented.

Second recommendation received for the Master's study programme "Philosophy" during previous accreditation was to improve competence in foreign languages of the students. As stated in the Performance Report, the studies are mainly provided in Latvian, however, the resources as books

and articles are in English and to some extent also in Russian and German. Students have virtually no problems with working with texts in English. In the new accreditation period, the programme includes courses which are being taught in English. During the onsite visit it became clear as all of the students were able to form their thoughts and express their opinion without any problems. Also, the department is now implementing one course per semester in English, which helps to make use of the English skills for students who wish to take part in this course. In the experts opinion, this recommendation has been fully implemented.

Third recommendation received for the Master's study programme "Philosophy" during previous accreditation was to increase funding for studies and research. In the year 2020/2021, the department carried out a substantial consolidation of funding and is currently working without losses, planning a gradual positive balance in the coming years, which will be possible to use to improve the motivation system for teachers. The salary for the workload has increased on average by 33% during the accreditation period, but public funding still does not cover the costs of the students who receive the state grant. In terms of internal factors, in the year 2020/2021, the faculty carried out a substantial consolidation of funding and is currently working without losses, which is considered as good by the expert group. However, as also admitted by the faculty members, in this regard there are still improvements necessary to tackle the problem. There is still an existing issue of adequate pay for the teaching staff as well a continuance to increase the involvement of the faculty in research activities of various projects. In the experts opinion, this recommendation has been partly implemented.

Fourth recommendation received for the Master's study programme "Philosophy" during previous accreditation was to increase the number of publications, and the regularity of publications in internationally recognized journals and articles. During the accreditation period, the share of SCOPUS/WOS publications has increased, the philosophy and ethics department strategically promotes and requests the publication OF SCOPUS/WOS articles, however, the amount of the published articles is rather low. The department is trying to tackle the problem but their capacity is rather limited as the issue is not only depending on them but also on governmental level that other publications are not recognized as in the level of SCOPUS articles. In the experts opinion, this recommendation has been partly implemented.

Fifth recommendation received for the Master's study programme "Philosophy" during previous accreditation was to improve cooperation with the graduates of the programme. Graduates are involved in the cooperation mechanisms through various means in the programme. Graduates of the Master's study programme are involved in the Study Field Council, they have participated in discussions on the further development of the programme, changes in programme content, improvement of quality criteria. Graduates engage in the promotion of philosophy (public discussion, World Philosophy Day, journalism), including the visibility of the Philosophy and Ethics Department. In the experts opinion, this recommendation has been fully implemented, although this is a point that should receive further attention.

Sixth recommendation received for the Master's study programme "Philosophy" during previous accreditation was to develop a plan for foreign students as it is highly necessary to attract more foreign students. In the framework of the Philosophy and Ethics Department a large organizational work has been carried out in the renewing and stabilizing number of teachers in the Master's programme, in the essential restructuring of the supply of courses, and in strengthening the competence in foreign languages. For the wider attraction of foreign students to the philosophy Master's study programme, interdisciplinary context is important and corresponds to the needs and interests expressed by students. Relocation of the faculty to the premises of the UL Academic Centre in Torņkalns will be helpful for achieving this interdisciplinarity. In the expert opinion, this recommendation has been fully implemented.

As stated before, in the Joint doctoral study programme "History and Archaeology" (51228) (new programme) there were 3 recommendations received from licensing experts.

First recommendation received for the Joint doctoral study programme "History and Archaeology"from licensing experts was to explore the possibility of attracting financial resources from other sources. According to the Performance Report, there are three PhD students who have qualified for the study grant. In the expert opinion, this recommendation has been fully partly implemented.

Second recommendation received for the Joint doctoral study programme "History and Archaeology" from licensing experts was to consider the possibility of establishing a single admission committee of PhD students for the UL and Daugavpils University. As stated in the onsite meeting with the study department of the programme, it was stated that they are cooperating together on the admission process, entrance exams. Their procedure is bureaucratic. The UL are flexible in regards to DU being hesitant to have one specific common procedure. Thus, it can be concluded that this recommendation is partly - implemented.

Third recommendation received for the Joint doctoral study programme "History and Archaeology" from licensing experts was to identify and incorporate into the content of the study programme the possibility to specialize and develop dissertations in a wider spectrum of history sub-fields. Since the implementation of this study programme, the content of the study programme has been substantially altered, more emphasis is placed on the offer of a greater variety of courses, including the ones dedicated to methodology as well as to the knowledge and skills required for high-level research. The increase in the importance of archaeology in the programme provides wider opportunities for specialization. The sub-fields of history science are sufficiently deeply taught in history and archaeological bachelor and master's study programmes, hence, the students are already sufficiently motivated and prepared for specialization. In the expert opinion, this recommendation has been fully implemented.

As stated before, in the Doctoral study programme "Philosophy" (51229) there were 7 recommendations received from the previous accreditation.

First recommendation received for the Doctoral study programme "Philosophy" during previous accreditation was to update and expand the content of the programme and include modern philosophy elements, including analytical philosophy. According to the Performance Report, international seminars are included in the study programme, which allows PhD students to get familiarized with representatives of various contemporary philosophy directions and ideas. The proportion of dissertations dedicated to analytical philosophy topics (Wittgenstein, philosophy of science) during the period 2021 – 2022 has increased. The direction of analytical philosophy has also been incorporated through the study courses and seminars of philosophy disciplines. The work on the widening of the range of study themes and teachers involved in the programme that began in 2021/2022 continues, as well as engagement of students in the organization and conduct of research activities involving representatives of analytical philosophy, promotion of cooperation with the University of Tartu, the establishment of joint projects, conferences and teacher exchanges. In the expert opinion, this recommendation has been fully implemented.

Second recommendation received for the Doctoral study programme "Philosophy" during previous accreditation was to incorporate foreign experts in the evaluation of dissertations. According to the Performance Report, the participation of foreign experts in the dissertation process has not been implemented. However, there have been various activities in which objective doctoral students have been communicating on the topics of their dissertations with foreign researchers and lecturers. For example, as part of the "Institutum Herderianum Rigense" project which is financed by the Latvian Council of Science and in the State Research Programmes. In the expert opinion, this recommendation has been partly implemented as the foreign experts are not part of the evaluation of dissertations but some improvement in the direction has been made.

Third recommendation received for the Doctoral study programme "Philosophy" during previous accreditation was to attract additional funding for research projects as the resources have been limited in recent years. As stated in the Performance Report, the department has tried to attract

additional funding for research projects in the possible ways. During the time period between 2020 to 2022, with the involvement of doctoral students, projects from the Latvian Council of Science, State Research Programmes and State Culture Capital Foundation have been acquired and carried out. Continue work on project applications in project competitions (LCS, SRP, SCCF), promote student involvement in Horizon Europe projects, create study groups in accordance with the research directions of the Philosophy and Ethics Department. In the expert opinion, this recommendation has been fully implemented.

Fourth recommendation received for the Doctoral study programme "Philosophy" during previous accreditation was to improve the variety of books provided for students in modern philosophy. The UL Library collection and the e- resource subscriptions in the research areas represented by the faculty every year increases significantly. For example, in the accreditation period, significant databases have become available for students and lecturers as JSTOR. Also, since the last accreditation, the system of communication within the faculty on the selection of centrally purchased books and database subscriptions, has been improved by increasing the role of programme directors in the selection of the publications to be purchased. In addition to that, more than 150 valuable books (collected works, encyclopedias, scientific journals) have been donated to the faculty in 2021. In the expert opinion, this recommendation has been fully implemented.

Fifth recommendation received for the Doctoral study programme "Philosophy" during previous accreditation was to increase the number and regularity of publications. During the accreditation period, the number of SCOPUS/WoS publications has increased, the Philosophy and Ethics Department strategically promotes and requests the publication of SCOPUS/WoS articles. However, the amount of publications is still considered rather low due to limited possibilities to publish articles in recognized databases and journals. In the expert opinion, this recommendation has been partly implemented.

Sixth recommendation received for the Doctoral study programme "Philosophy" during previous accreditation was to improve the cooperation with graduates of the study programme. Based on the Performance Report, graduates of the doctoral study programme have participated in discussions on the further development of the doctoral study programme in 2020/2021, discussing changes in the content of the programme, improvement of quality criteria. Involvement of graduates in the promotion of philosophy (public discussion, publishing), including the visibility of the Philosophy and Ethics Department. Involvement of graduates in the activities of the university, the faculty and the department. In the expert opinion, this recommendation has been fully implemented.

Seventh recommendation received for the Doctoral study programme "Philosophy" during previous accreditation was to increase the number of foreign students in the doctoral study programme. During the period of 2020/2021, foreign students exhibited notable activity, with interest in study opportunities in the philosophy doctoral programme (interest from Switzerland, China, Czech Republic, Greece). However, the programme is not offered in English, only in Latvian and not all the interested parties reached the submission of the documents and the entrance exams. Attracting active students with high-quality education will certainly be helped by the move to the new premises in the UL Academic Centre in Torņkalns. It is necessary to hold international seminars and conferences directly to young academics and students wishing to become such. To experts' opinion, that would still not be considered as enough because the programme has to be implemented in English to truly provide the possibility for foreign students to come here and study in the language they can communicate in. In the expert opinion, this recommendation has been partly implemented.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

There are noticeable substantial improvements made within the study programmes based on the recommendations received from the previous accreditation as well as for the new study Joint

Doctoral programme from licensing experts. The majority of the recommendations have been fully implemented. However, there are quite a few recommendations which are considered to be implemented partly not fully taking into account the previous accreditation group recommendations. To point out, it does not mean that they have not worked or tried to take them into account. It is rather the issue of limited funding in various aspects such as projects and research activities. The contribution of the UL and the faculty to the analysis of recommendations and their application to the specifics of the study field and the corresponding study programmes is evident. However, there is still room for improvement in some of the recommendations received.

Strengths
1. Has been working on the recommendations received in all of the study programmes and trying to address the problems that cause the shortcomings.

Weaknesses:
1.Not all of the recommendations have been managed to be implemented fully, thus results in shortcomings and deficiencies such as lack of funding for research and constant decrease of students no matter of various activities performed to bring their interest and attention to the offered study programmes of the study field. In the same vein, the joint work with graduates could be improved.

Assessment of the requirement [4]

1 R4 - Elimination of deficiencies and shortcomings identified in the previous assessment of the study field, if any, or implementation of the recommendations provided.

   Assessment of compliance: Partially compliant

   There has been substantial improvements made through the implementation of the recommendations received in the study field and implemented study programmes. However, there are still recommendations that have not been managed to fully implement due to various reasons stated by the UL. For example, lack of funding for research, lack of publications in international journals, lack of incoming foreign students, decrease of enrolled Latvian students, which are crucial elements that have to be taken into account and addressed for the future.

1.7. Recommendations for the Study Field

Short-term recommendations

Define clearly the different fields in SWOT analysis. It is necessary for implementing an effective development strategy for the study field.
For better academic results, it is necessary to strengthen strategies for early student integration in research e.g. by introducing a similar financial support fund for Master 2nd year students like those for PhD.
Since the shared views among the teaching staff about teaching methods related to the student-centred approach are not clear and strong, this point should be addressed through specific actions, e.g. meetings in which this institutional goal is explained and suitable measures to incorporate it in the courses are suggested to the teaching staff.
Introduce a control/self-control system so that information in e-studies, Moodle, etc. resources is up-to-date and academic staff uses these systems equally actively. The use of software in students' studies or research work should be intensified in order to achieve the teaching aims..

It is necessary to improve the quality management system in the part corresponding to the partnership with employers, students and study field council representatives.

The FHP must pay much attention to the dissemination of the annual assessment results and involve more of the students' representatives in the process of analysing the result of the assessment. Assessing the possibility of introducing course middle-survey to give feedback for the training process involved students.

Applying the Unified Computerised Plagiarism Control System to a wider range of students' works is necessary.

To attract students from abroad, information on Master study programmes should be fully available in English on the Faculty's homepage

Until the resettlement to the new modern building, faculty staff should be able to ensure accessibility to the educational programme for people with disabilities.

The existing "Student attraction and dropout reduction plan of FHP" to decrease the number of students who leave studying in the first or last year should be implemented, and new activities should be added if necessary.

Long-term recommendations

Clearly defined strategy should be implemented for supporting diverse aspects of internationalization activities such as student and teaching staff mobility, or the participation of students and the teaching staff in events of international significance (assistance to write proposals, fund-raising activities).

It is necessary to develop explicit strategies to increase the number of publications in international journals and publishers.

Enhance the number of international research projects and agreements to improve visibility and enhance the academic level, especially in doctoral programmes.

Implement a strategy to intensify cooperation with universities and other institutions abroad, for enhancing the academic level as well as student and teaching staff mobility.

Alumni Association will enforce a better articulation of undergraduates and graduates and would be helpful to enhance social impact.

A strategy for getting additional resources, e.g. through international projects, needs to be developed for solving financial problems, for instance, to attract forecast teachers, increase the number of supervisors from outside, diversity content of study courses, and low academic staff salary.

II - "History and Archaeology" ASSESSMENT

II - "History and Archaeology" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

2.1.1. The academic Bachelor's study programme "History and Archeology" 43228, complies with

indicators, conditions and criteria of the study field of "History and Philosophy". The length of the implementation of the study programme in full time, which is 3 years, and part time which is 4 years, is evaluated as sufficient for acquiring the necessary skills and way of thinking to enter the labor market.

2.1.2. According to the SAR p. 213, the title of the study programme is "History and Archeology" in the study field of "History and Philosophy" with education classification code 43228 with the last 3 numbers (228) standing for history and archeology according to the classification of Latvian education which can be accessed here: https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitibas-klasifikaciju. There is no qualification given after graduating as it is an academic Bachelor study programme.

According to the SAR p. 213, the aim of the study programme is to provide students with a wide range of theoretical knowledge, research skills, and competence in the field of history and archaeology in accordance with the 6th level of Latvian Qualifications Framework in compliance with the Classification of the Latvian Education, promoting comprehensive growth of their intellectual versatility, development of civic awareness and integration in the labor market. According to the information in the SAR p. 214, the admission requirements of this programme is secondary education.The programme is implemented in Latvian thus no proof of proficiency of English language is necessary.

It has been stated in the SAR p.214, that after successful completion of the studies, students are awarded with Bachelor of Humanities in History and Archaeology.

According to the SAR p.214, the study programme is implemented full-time and a part-time form with 120 CP to be gathered during the study process of 3 years for full-time studies and 4 years in part-time extramural studies. In the opinion of the experts, the title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The duration and scope of the study programme implementation as well as the implementation language, are reasonable and justified.

2.1.3. According to the SAR p. 216, Since the previous accreditation of the study programme, the name of the study programme and the awarded degree has been clarified in accordance with the Cabinet of Ministers Regulation No. 322 of 13.06.2017 "Regulations on the Classification of Latvian Education", including the field of archaeology in the study programme and bachelor's degree title (the previous name of the study programme, which was also included in the title of the awarded degree, was "History"). The advantages in the admission of students have also been expanded, including the best graduates of the School of Young Historians, which has been established during this period for secondary school students.

2.1.4. According to the SAR pp. 217-218, The Bachelor's study programme "History and Archeology" is one of the two academic Bachelor's programmes in history within the study field "History and Philosophy", and the only Bachelor's programme in the country that includes archaeology in its name and content. History and archaeology are nationally significant and nationally important research areas that are closely related to national identity, civic consciousness and collective memory and values, thus providing studies in this study field is of national importance. Graduates of the programme add to the ranks of science, education, culture and public administration employees, as well as become employed in the private sector and non-governmental organisations. Amongst the workplaces of graduates, there are schools, museums, the National Archives of Latvia, ministries and their institutions (especially the Ministries of Defence and Foreign Affairs). Taking into account the need to speed up the entry of new teachers of history and social sciences into the education system, the programme provides an opportunity to acquire the basics of pedagogy, which will enable the graduates to work in a school after completing the programme. A large number of programme graduates go on to higher-level programmes, primarily in history, while some go on to other programmes in humanities, social sciences, or natural sciences.

According to the SAR p. 218, in the academic year 2012/2013 there were a total of 178 full-time

regular and 25 part-time extramural students in the programme. In the academic year 2017/2018 – only 136 full-time regular students, while in the academic year 2021/2022 there were 128 students. It shows that there has been a limited interest in the last years of the part-time study programme. Since the previous accreditation, there has been a gradual, slow, but a steady decrease in the number of students. A similar situation can be observed with regard to programme graduates: if 51 students graduated from the programme in 2013, then in 2017 there were 36 graduates, whereas in 2021 – only 24 alumni. The decrease in the number of students during the 1st year of enrolment and the dropping out during the studies in recent years has led to a very small number of self-funded students, essentially compelling the study programme to focus mainly on students whose studies are funded by state budget grant. In the academic year 2012/2013, 134 students were state budget-funded, and 69 students – self-funded, then in the academic year 2021/2022, 105 students were state budget-funded, and 23 – self funded. It is quite a noticeable decrease in the numbers of students which is influenced by various factors in place such as demographic trends in the country as well as the Covid-19 pandemic, as well as by competition with social science programmes, and furthermore – by the difficult situation of the history and archaeology sector in Latvia on the whole. Then again, students discontinue their studies due to personal reasons (including the inability to settle financial obligations or not being able to combine studies with work), and especially due to unfinished study courses.

2.1.5. Not applicable

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

All of the indicators of the study programme are in compliance with the existing preconditions of the implementation of the study programme. The study programme "History and Archeology" complies with the study field indicators, conditions and criteria. In the opinion of the experts, the title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The duration and scope of the study programme implementation as well as the implementation language, are reasonable and justified. The study programme is implemented in Latvian. The goals, objectives, learning outcomes are in line and in compliance. The programme is in demand and there is a flow of incoming students every study year. There has been a significant level of dropout rate in the last study years which causes instability due to various reasons. For example, the significant decrease of self-funded places brings less financial means to the UL and faculty.

Strengths

1. Students with a Bachelor's degree from this study programme have no problems finding employment in the labor market.

Weaknesses

1. Decrease of students in self-funded places as well as overall in the last years;

2. Decrease of interest in the part-time study programme which makes it questionable of its maintenance.

2.2. The Content of Studies and Implementation Thereof

Analysis

2.2.1. The goal of the study programme Academic Bachelor History and Archaeology 43228 (in accordance with the purpose of a basic level program) is to provide the broadest and most diverse knowledge basis in the field of history and archaeology possible, to give an insight into the historical

developments of individual regions (especially those geographically closest to Latvia), and to introduce different directions of research in history and archaeology and the research methodology thereof, as well as to create the foundations for conducting research independently.

According to SAR (see - cap. 3.2. The Content of Studies and Implementation Thereof - p. 221), the structure, course offer and content of the study program have been created in accordance with the current trends in the development characterising the science of history and the labor market, as well as in compliance with Cabinet ministers Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic education", Cabinet ministers Regulation No. 322 of 13.06.2017. "Regulations on the Classification of Latvian Education", the description of the learning outcomes corresponding to the 6th level of the Latvian Qualifications Framework (LQF) included in Appendix 1 and "Regulations on the University of Latvia Study and Continuing Education Programs" (UL Senate Decision No.102 of 24.04.2017).

It is the first year of study that gives students an insight into the fields of history and archaeology in all their diversity and forms the basis on which students will choose both the topics of their research work and the courses of part B in the following study semesters. In addition, the first year of study will be essential for equalizing the different levels of history knowledge of the study program applicants, considering the specifics of the new "School2030" competence education approach in secondary schools.

The new content of the bachelor's study program "History and Archaeology", the need for which has been discussed by the academic staff of the field for several years, was created in close cooperation and discussions with students and representatives of this field. The previous years also have seen various improvement measures initiated by students to enhance the quality of studies. Furthermore, the results of student surveys are evaluated every year.

Choice, scope and content of study courses of the Bachelor's study programme "History and Archaeology", as well as the content and tasks of the internship were developed in accordance with the professional degree to be obtained (Bachelor of Humanities in History and Archaeology) and in accordance with the state education standard of Cabinet of Ministers Regulations No. 240 "Regulations on the State Academic Education Standard" as of 13 May 2014 https://likumi.lv/doc.php?id=266187 (Annex BSP_History and Archaeology_Compliance with the standard.pdf)

During the discussion in the assessment visit, the study field director and experts agreed that it would be useful to introduce into the study programme information about project management and digital humanities. It is a long-term recommendation though, so it did not decrease the evaluation, but including this information in curricula will offer more skills to the students, skills needed to prepare them to write a good thesis and to be more connected with the necessity asked by today's labor market.

2.2.2. Not applicable

2.2.3. The study implementation methods contribute to the achievement of the aims and learning outcomes of the study courses and the study program. Student-centred learning and teaching principles are considered.

According to the SAR p. 224, the evaluation system of study results on a 10-point scale in the bachelor's study program is implemented in compliance with Cabinet of Ministers Regulation No. 240 "Regulations on the state academic education standard" (13.05.2014), respecting the basic principles of evaluation, as well as the decision of the Senate of the UL No. 211 (29.06.2015), guided by the following criteria: the amount and quality of acquired knowledge; acquired skills; acquired competence according to the planned learning outcomes. Various methods are used to acquire and evaluate the program's courses and practical skills - situation analysis, group work, problem-oriented studies.

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

outcomes, thus promoting dialogue between lecturers and students on the content of studies, forms and methods of organisation..

During the discussion with the academics involved in teaching at the Archaeology and History BA program it was pointed out that during the study courses and examinations, both oral, written, and combined study and assessment methods are used. The teaching staff members predominantly employ methods that promote active participation by students and reflection. The final examination of the course makes up no more than 50% of the total grade of the course.

According to the SAR, the student number drops off after the first and second semester and due to this fact the number of graduates at this program is around 45% - 50% from initial enrolled students. The e-learning environment is advantageous in the study process, it promotes independent studies and played a crucial role during the pandemic. Teaching staff members also maintain active communication with students via email or social networking platforms. Each study course has an e-learning environment ("Moodle"), where students have access to study materials, task descriptions in addition to course-related learning materials, as well as study assignments (tests, forums, seminars, conferences, etc.). All interim and final assessment grades of the study courses are recorded, justified, and made available to students in the e-learning environment.

During the interviews in assessment visits with students and academic staff, experts have been aware of the inconsistency of the use of the e-platform by some of the members of teaching staff. The students underlined that for some courses the information on the Moodle platform has not been updated on a regular basis which can be a risk but experts think that is easy to fix if in the assessment of the teaching staff and/or assessment of the programme will be check out the situation with the using time of the moodle platform for some teaching (seminar especially) activities.

During the interview with graduates and employers the experts became aware that the new content of the bachelor's study program "History and Archaeology", the need for which has been discussed by the academic staff of the field for several years, was created in close cooperation and discussions with stakeholders of this field. The previous years also have seen various improvement measures initiated by students to enhance the quality of studies. These improvements create a very good base for achievements of the aims and learning outcomes of the study courses and the study program.

2.2.4. If an internship is foreseen during the study programme, the opportunities and provision of internship offered to students, as well as the organization of work are effective. The tasks of the internship are related to the learning outcomes achievable. The internship complies with the requirements of regulatory enactments.

The study program includes both the mandatory internship course "Practise in History and Archaeology" (4CP) , and in the following semesters, students can choose to acquire another internship in an archive, museum, or archaeological fieldwork (like ''Practical work in archives'' (4 CP) , ''Practical Museology (4 CP) or ''Practice in Archaeological Fieldwork (4 CP).

Internships of students in the field of history and archaeology are organised in accordance with and under the guidance of the internship regulations of the study program (approved at the meeting of the Faculty of History and Philosophy Council of 01.03.2022- BSP History and Archaeology Internship Regulations.pdf).

UL FHP has signed cooperation agreements with several of Latvia's leading museums (Ethnographic Open-Air Museum of Latvia, Pauls Stradiņš Medicine History Museum, Museum of the History of Riga and Navigation, Rundāle Palace Museum, Kuldīga District Museum, Ventspils Museum, etc.) and the National Archives of Latvia, which provide internships for students interested in gaining the experience. All these institutions provide a wide range of possibilities for the students to obtain an internship and UL takes necessary measures in order to offer separately for Archaeology and for History good opportunities for internships. UL can take into account the possibility to explain and create the conditions for some students to obtain an internship under the umbrella of ERASMUS+. Experts were aware that the promoting activities for Erasmus+ possibilities are offered but maybe

the results will be much better if there are constantly organised meetings with former participants in Erasmus+ mobilities and students. Experts were aware, also, that there are financial issues which creates some difficulties but 3-5 students pro year can be a reasonable number of the student mobility (not just as teaching mobility but as placement mobility, also).

During the assessment visit, discussions with students' experts became aware that internship is much easier to obtain in the field of archaeology and in some respects is the same for those who want to carry on an internship at the Latvian National Archives. Some of the academic staff members are involved in the internship activities, offering the places in the archeological team led by them and the examples are the academics involved in archaeological research in Grobina district. The process is easier for the internship places in archaeology because there exists at the national level a National Government Organizations which is a good interface between the archaeological teams and the students who intend to choose an internship in this field. Maybe FHP can create a small unit dedicated to the selection of the internship places to centralise the process which will make it more predictable for the students. For example, can be more involved the students organisations or students representatives in the process of the selection and more important in the process of evaluating the results of the internships.

In the list - as are written in SAR p. 225 - of the institutions which can offer positions for internship National Museum of Latvia is missing and the dean of the faculty explained that is due to the fact the agreement between the institution has expired and is on the way to be approved.

Anyway, the internship choices offered by FHP meet the requirements of the learning outcome established for the archaeology and History program. The offer for internship places, theoretically, is a diverse one but maybe FHP can work to create a more centralised process of selection of internships for the students.

2.2.5. In the case of a doctoral study programme, students have clearly defined promotion (doctoral thesis defense) opportunities (if applicable).

Not applicable

2.2.6. The topics of students' final theses are relevant to the field and correspond to the study programme.

According to the SAR p. 225, the formulation of the topic of the bachelor's thesis and the further elaboration of the topic of the thesis take place in close cooperation between the author of the thesis and the supervisor, in addition, gradual in-depth mastering of the topic and research during the development of term papers and the final thesis is often observed. Most of the bachelor's theses are dedicated to the topics of the 20th century history of Latvia, the students focus on the history of cities and regions, political changes, and cultural developments in Latvia, as well as occupation powers and the restoration of national independence. Since students' knowledge of foreign languages is often limited to English, and considering the small number of students with knowledge of German or other foreign languages, very few theses are devoted to the history of the Middle Ages and modern times.

Because, as experts understood during the discussion in assessment visit, with academics and students, the topics of the final theses are more a particular process between the student and a teaching staff member, in order to improve the quality of the final thesis, at the level of the Department of Archaeology and History it can provide a list with themes for the Bachelor thesis from which students can choose.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusion:

This programme is highly focused on training professional skills of the students. Compliance of the study content and course content with national regulations was demonstrated clearly in SAR. The

content of the study courses is interconnected and corresponds to the main goals of the programme. The study implementation methods, including e-learning, work effectively for archiving the proposed objectives of the study process. Internships are related to the study outcomes, but are sometimes not so well organised or predictable which means that the students must be forced to resolve by themselves the process of choosing the internship places. Examples of Thesis projects demonstrated relevance of Thesis topics to the study field and study programme.

Strengths

1. The study programme is topical, the offered courses are in good interconnection with each other and embrace the most important directions in history and archaeology.
2. Good connections with institutions with similar professional and scientific interest.
3. The connections between students and academic staff are good and particularly good.
4. The number of students is not big which allows having an individual approach to every student and providing help for students that are struggling with some learning issues.
5. The interconnections between Archaeology and History teaching staff and also with the UL Philosophy Department create good premises for strengthening the leading role of AH departments at national level.

Weaknesses:

1. Most of the bachelor's theses are dedicated to the topics of the 20th century history of Latvia which can create in time a lack of specialist for other compartments of history and for archaeology. The situation can be resolved if there will be offered for students topics which cover a wide range of subjects.
2. Internship process is not very clearly organised, might take a long time to arrange
3. Lack of the information about project management and digital humanities in the curricula.
4. Inconsistency of the use of the e-platform by some of the members of teaching staff.

Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)

1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

   Assessment of compliance: Not relevant

   Not applicable.

2.3. Resources and Provision of the Study Programme

Analysis

2.3.1. Information about the resources and material and technical provision of the program, including the teaching staff, generally is common to all programs and it is presented in Section 2.3. of SAR- Resources and provision of the study field (SAR, P.70.-102.)
According to the SAR (point 2.3.1. p.70.), the system of the UL, including the bachelor's study programme "History and Archaeology", for financing the study field and the corresponding study programs is based on the "Law on Higher Education Institutions," Cabinet of Ministers Regulations No. 994 of 12.12. 2006 "Procedures for Financing Higher Education Institutions and Colleges from the State Budget", Cabinet of Ministers Regulation No. 445 of 05.07.2016 "Regulations on Remuneration of Teachers'' and other external and internal regulatory enactments. The amount of financial reference amount of studies, which is common BA and MA programms, are calculated by using the formula determined by the "Procedures for Financing Institutions of Higher Education and

Colleges from the Funds of the State Budget" (p.14. https://likumi.lv/ta/en/en/id/149900-procedures-for-financing-institutions-of-higher-education-and-colleges-from-the-funds-of-the-state-budget), within this framework, BA "History and Archaeology" comply with the conditions for the implementation of the study programme.

All the faculty resources available at the UL and FHP are at the disposal of the bachelor's study programme "History and Archaeology". Bachelor's students have an equal right to access to the learning features available in the faculty – lecture rooms, reading rooms, computer equipment, library (till 2022.y. January encompasses a total of 34 057 titles of printed information resources in 72 136 copies, 21 559 titles of them for history and archeology students (SAR. P.80)) databases, electronic resource, and materials for technical means. The study base is regularly improved and supplemented with the most current information resources, in accordance with the needs of academic staff and students. At the time of the archaeological practice conducted in the programme, students have access to all the material at the disposal of the faculty. There are freely available IT resources to students: application package "MS Office 365", MS tools such as "Outlook", "Forms", MS Teams and BigBlueButton system, software, and UL maintain e-mail. In assessment visit interviews, some students mentioned that the e-study, "Moodle" etc. systems among academic staff are not used at an equal level. Some students complained that sometimes it is difficult to get full information about study content because there are no proper details, and sometimes there is a lack of study materials. That leads to the conclusion, that without doubt technology solutions are appropriate, but they could be better used among academic staff to be more efficient.

During the assessment visit in the tour over faculty, were assured that FHP has sufficient resources in respect of premises, and infrastructure and is equipped with all necessary study materials and training support equipment. All auditoriums are equipped with multimedia projectors and computers, and all premises of the building have an Internet (wireless) connection. According to SAR (P.75.) in 2022, the faculty fully equipped one auditorium for providing video lectures. The equipment included wide-angle cameras, a projector, and other technical appliances, which were purchased for this purpose. Also, during the tour of faculty, experts were introduced to the "science room" and 3D scanner and other necessary tools for ensuring archaeological fieldwork. Meanwhile, faculty borrows the missing inventory for the time of the excavation from cooperation partners, such as the UL Institute of Latvian History.

During the assessment visit interviews lecturers and the dean expressed their hope to get wider offices after the autumn of 2023, when the move of faculty is scheduled to the new House of Letters in the UL Academic Centre in Torņakalns. It is designed as part of a modern study and research centre. Such changes will resolve the accessibility problems for disabled persons. However, until the resettlement, faculty staff should be able to ensure accessibility to the educational programme if such a desire would be demonstrated by people with disabilities, although it could be associated with excessive administrative burden and, of course, some flexibility from academic staff. It is possible that the experience of Covid-19 has also made such changes more likely (including remote lectures), including the remote availability of library resources, which is an integral part of studies.

Despite the necessary improvements, the existing technical provision – audience equipment, available digital resources and solutions, library stock, accessibility and replenishment procedures, as well as the marked change in location to more modern construction – makes it possible to conclude that this ensures a high-quality study process.

2.3.2. Not applicable

2.3.3. The bachelor's study programme "History and Archaeology" is financed from state budget funding (82% of the programme's funding) and from study fees (up to 21% of the study programme's total financing) (SAR, P.228.).

For calculations, the implementers of the study programme use the strict methodology. In sum, the calculated cost per student of the full–time programme is 1 704 EUR per year, and the total cost of the programme is 230 040 EUR per year. The cost of the bachelor study progemme is divided into

several parts: 55 % for Teacher costs, 12 % for General staff, 6% for Infrastructure expenditure, 26 % for Indirect costs, and 1% for other costs.

Based on the calculation, for the programme to be profitable and provide students with a quality study process, the number of paid students in the programme (all courses combined) must be at least 95 or if there were only budget students in the programme, then their number should reach 140 students. Therefore, the current distribution of budget places and study fees pay students is optimal and FHP has sufficient resources to implement the study programme and ensure its further development. The most important work of FHP, if it continues to follow such a financing model, is to keep the number of students in balance and prevent students from studying leaving after 1st and 2nd semesters and the non-completed study in the last (3rd) study year. Some improvements are already being done successfully for the last few years, but success is not sustainable. (BSP History_Student statistics_2013_2021.xlsx , sheet "Dropout rate"). Also, there is a created "Student attraction and dropout reduction plan of the Faculty of History and Philosophy 2022–2027" (Student attraction and dropout reduction plan of FHP.pdf). In it are indicated problems and given some salvations, which includes both: internal risks - study processes and related challenges, and external factors - awareness of the curriculum, its content; the possibilities of the labour market for studies and the transformation of study programmes in line with the requirements of the era. The plan shows that faculty management is working on the issue of transparency, awareness and effectiveness of the programme, which leads legally to the stability of the number of students and the possibility of planning stable incoming financial resources, which in turn ensures the quality of the study process, the ability to transform it according to the needs of the modernisation of studies and, in addition, the recruitment of specialists.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:
Bachelor study programme History and Archaeology (43228) provides full time studies (3 years) in Latvian (not existing in practice Part time extramural studies form 2017./2018.). The degree to be acquired after graduation: Bachelor of Humanities in History and Archaeology. Study programme ensure the quality level of studies including a provision to necessary resources (e.g. materials, library, premises etc.). The study programme provides all necessary resources and complies with the conditions for the implementation of the study programme.

Strengths
1.FHP is equipped with all necessary study materials (books, databases, electronic resources) and training support equipment and they are widely available and accessible to students.

Weaknesses
1.Need to resolve the accessibility problems for disabled persons
2. Almost 1/3-part students leave their studies after 1st and 2nd semester and in 3rd year.
3. The systems for maintaining the study process (moodle, MS Teams etc.) are not used equally among academic staff and therefore, sometimes not effective.

Assessment of the requirement [6]

1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

   Assessment of compliance: Partially compliant

From both the SAR (2.3., SAR part History and Archaeology (43228) 3.3.) and the feedback collected during interviews in assessment visit with academic staff and students and visited facilities, this is to confirm that Bachelor study programme History and Archaeology (43228) is capacitated with respect to any of the resources needed to underpin academic processes having to do with the given Study Programme. Meanwhile, attention should be paid to the use of the provision of the existing study base and to the stability of financial collateral, which includes proactive activities in modernising the field of study and attracting/retaining students. The expected physical solutions for the availability of the study programme are welcome, but adjustment of the study programme would be desirable if needed.

2.4. Teaching Staff

Analysis

2.4.1. All teaching staff have qualification in accordance with the requirements of regulatory acts, as demonstrated in the SAR p. 231. The qualifications are regularly evaluated through open competitions for academic positions. The number of teaching staff is quite high (27), consisting of 5 professors, 7 associated professors, 7 assistant professors and 8 lecturers, 16 of them working in the FHP Department of History and Archaeology. Most of the staff members also function as teachers and supervisors at Master and doctoral level. The work-load can be considered comparatively high - according to the information provided in SAR p., 231 and during the assessment visit interviews with academic staff, most people work in different institutions and with different projects. It can potentially negatively affect the achievement of the goals of the study programmes.

All professors, associated professors and assistant professors hold doctoral degree, while lecturers all have either Master or PhD degree and are sometimes doctoral students. In addition, teaching staff from the FHP Department of Philosophy and Ethics, civil and environmental protection experts, participate in the teaching process of the Bachelor programme. These qualifications guarantee the effective implementation of the Bachelor study programme, the achievement of the stated goals and tasks (see the parameters of the studies of History and Archaeology at Bachelor level in SAR pp. 213-214).

During the assessment visit interview with the teaching staff revealed that most of them are employed in the FHP part-time. All teaching staff members are also active in research, as is demonstrated by the annex "Scientific publications of teaching staff_HPfield". The subjects correspond well with the courses taught in the Bachelor program (see the annex "BSP History and Archaeology course descriptions_ed"). All historical periods and research problems that are addressed in the Bachelor study programme are covered by different teaching staff members. However, archaeology is represented by only three persons (Associated Professors A. Vijups and A. Šnē, and lecturer E. Guščika), which means that all these teachers need to cover a wide range of different subjects. According to the annex "BSP History and Archaeology course descriptions_ed", there are 11 courses that cover archaeology, including very large ones as, e. g. Archaeology, Archaeology of the Baltic States, Practice in History and Archaeology, Social Archaeology, etc.

2.4.2. Since the last study programme assessment in 2013/2014, significant changes have taken place in the number and composition of the teaching staff (see SAR p. 232). These changes were predominantly caused by generational change, but also by financial problems. Although the number of professors has decreased from 8 to 5, and the number of associated and assistant professors have stayed more or less the same, the number of lecturers has increased from 1 to 8. The employment of young lecturers has ensured that the quality of the implementation of the study programme and the compliance with state requirements has been kept.

2.4.3. Not applicable.

2.4.4. The annex of the SAR "The list of scientific publications of "History and Philosophy" teaching staff in peer-reviewed editions" demonstrates that all teaching staff members have been active in

research in the last six years. They have published their research in monographs or articles in peer-reviewed publications and presented the results in conferences, although the number of publications in internationally top-rated publishing houses is rare. A great percentage of the publications are in Latvian that hinders their distribution outside the country, but makes their use in teaching processes even easier for the students who are mostly Latvian.

The staff of the programme has published about 20 monographs (great part of them collective monographs). These are almost entirely in Latvian, while monographs or collective monographs (collections of articles) in internationally top-rated publishing houses are absent.

The publications of the teaching staff, even if not published in internationally indexed publishing houses, however represent the highest-level research in Latvian history and archaeology and thus contribute to the implementation of a high-quality BA program that also focuses on Latvian history and archaeology.

2.4.5. According to the SAR p. 233-234, most issues connected with the study process, such as changes in the composition or the evaluation of study program reports, are carried out by either the FHP Department of History and Archaeology, or the History and Philosophy study field council. Collective discussion also takes place at the Faculty Council, where not only the teaching staff, but also students and employers are represented.

Some courses are taught by different teachers, e. g. Archaeology or History of the Baltic States. The teachers also consult with each other for avoiding repetitions in the study programme, as well as discuss possible changes and the development of the existing courses. The cooperation thus ensures that the aims of the study programme will be met. The interconnection of courses within the study programme is clearly demonstrated.

Cooperation between the staff members is also manifested in joint publications and joint applications or participation in research projects, joint organising of conferences and work on editorial boards.

Conclusions on this set of criteria, by indicating strengths and weaknesses

Conclusions:
All teaching staff have qualification in accordance with the requirements of regulatory acts: professors, associated professors and assistant professors hold doctoral degree, while lecturers have either Master or PhD degree. Most of the staff members also function as teachers and supervisors at Master and doctoral level.

Since 2013/2014, changes have taken place in the number and composition of the teaching staff. The number of professors has decreased, the number of lecturers increased. All subjects in the study program are covered, and the change in the teaching staff is mainly caused by generational change.

All teaching staff members are active in research, have published quite intensively and presented the results in conferences. Publications in internationally top-rated publishing houses are rare, and a great part of the publications is in Latvian.

Changes in the composition of the study programme, the evaluation of study program reports, or other similar issues are discussed in the relevant study councils of the Department of History and Archaeology, or the History and Philosophy.

Strengths
1. Qualified teaching staff, who also are active in research and publish intensively.
2. The qualifications of the teaching staff fits very well with the study programme.
3. Doctoral students are included in the teaching process.

Weaknesses

1. Only a few publications in international languages.

Assessment of the requirement [7]

1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

   Assessment of compliance: Fully compliant

   The qualification of the teaching staff is very good and in accordance with the state requirements for BA studies. Teaching staff members are also active in research and publish intensively. Most publications are in Latvian, but at Bachelor level, where the teaching language is entirely Latvian, it makes it easier to use the publications in the teaching process. The research subjects of the teaching staff fit very well with the study programme. Cooperation between teaching staff members is well developed.

2.5. Assessment of the Compliance

Requirements

1 1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

   Assessment of compliance: Fully compliant

   The study programme fulfils requirements with the State Academic Education Standard (Cabinet ministers Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic education"), (Annex: BSP_History and Archaeology_Compliance with the standard.pdf).

2 2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

   Assessment of compliance: Not relevant

3 3 - The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

   Assessment of compliance: Fully compliant

   The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.
   The descriptions of the study courses are available in English and Latvian. (Annex: BSP History and Archaeology course descriptions_ed.pdf).

4 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

   Assessment of compliance: Fully compliant

   The sample of the diploma (Annex: BSP History and Archeology diploma and supplement.7z)

fully complies with the procedure by which state-recognised documents of higher education are issued. (Cabinet Regulation No. 202 "Procedures for Issuing State-Recognized Higher Education Documents").

5   5 - The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions.

Assessment of compliance: Fully compliant

Study programme academic staff fully complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (Confirmation annex: BSP History and archeology compliance with the 3rd clause of the 1st paragraph of Section 55 of the Law on Higher Education Institutions.pdf).

6   6 - Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Not relevant

7   7 - At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts (if applicable).

Assessment of compliance: Not relevant

8   8 - The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

The attached CV (Teaching staff CV_ HPfield.docx) of the academic staff confirm that state language proficiency is compliant with Cabinet of Ministers No. 733 (Regulations Regarding the Extent of the Knowledge of the Official Language, the Procedures for Examining the Proficiency in the Official Language and the State Fee for Examining the Proficiency in the Official Language). (Annex:Compliance with knowledge of the national language in the study programmes of the HPfield.7z).

9   9 - The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language (if applicable).

Assessment of compliance: Not relevant

10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

The attached sample of study agreement (standart_samples_study_contract.zip) complies with

rules of the Cabinet of Ministers. Nr. 70. (Mandatory provisions to be included in the study agreement).

11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

Assessment of compliance: Fully compliant

The attached document in Agreement on the possibility to continue education in other programs.7z confirms that an 14.01.2022 agreement between UL and Daugavpils University in place and students are provided with opportunities to continue their education in Daugavpils University study programme. "History" (43228).

12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

Assessment of compliance: Fully compliant

The attached document in Refund and Compensation Policy HPfield.7z confirms that students are guaranteed compensation for losses if the study field is not accredited or the study programs licence is revoked due to the actions (actions or omissions) of the UL, and the student does not wish to continue studies in another study programme.

13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

Assessment of compliance: Not relevant

14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

Assessment of compliance: Not relevant

Assessment of the requirement [8]

1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

Assessment of compliance: Fully compliant

The study programme complies with the requirements set in regulatory enactments.

General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme

The Bachelor study programme "History and Archeology" complies with the study field indicators, conditions and criteria. The title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The goals, objectives and learning outcomes are in line and in compliance. Problems are the decrease of incoming students, especially in the part-time study programme.

The content of the study courses is interconnected and corresponds to the main goals of the programme. The study implementation methods work effectively for archiving the proposed objectives of the study process. Internships are related to the study outcomes, but are sometimes

not so well organised.

All teaching staff have qualifications in accordance with the requirements of regulatory acts. Several teaching staff members are active in research, have published quite intensively, but mainly in Latvian.

Strengths

1. Cooperation with stakeholders in the labour market is good, and students with a Bachelor's degree from this study programme have no problems finding employment.
2. Good connections with institutions with similar professional and scientific interest.
3. The study programme is topical, the offered courses are in good interconnection with each other and embrace the most important directions in history and archaeology.
4. Connection between students and academic staff is very good, enabling an individual approach to every student.
5. The interconnections between Archaeology and History teaching staff and also with the UL Philosophy Department create good premises for strengthening the leading role of AH departments at national level.
6. FHP is equipped with all necessary study materials (books, databases, electronic resources) and training support equipment and they are widely available and accessible to students.
7. The teaching staff has good qualifications for achieving the best results of the study programme. Members of the teaching staff are active in research and publish intensively.
8. Doctoral students are included in the teaching process.

Weaknesses

1. Decrease of students in self-funded places as well as overall in the last years.
2. Decrease of interest in the part-time study programme which makes it questionable of its maintenance.
3. Most of the bachelor's theses are dedicated to the topics of the 20th century history of Latvia which can create in time a lack of specialist for other compartments of history and for archaeology.
4. Internship process is not very clearly organised, can take a long time to arrange.
5. Lack of the information about project management and digital humanities in the curricula.
6. Need to resolve the accessibility problems for disabled persons.
7. Almost 1/3-part students leave their studies after 1st and 2nd semester and in 3rd year.
8. The systems for maintaining the study process (Moodle, MS Teams etc.) are not used equally among academic staff and therefore, sometimes not effective.
9. Most publications by the teaching staff are in Latvian.

Evaluation of the study programme "History and Archaeology"

Evaluation of the study programme:

Good

2.6. Recommendations for the Study Programme "History and Archaeology"

Short-term recommendations

- More attention should be paid to the use of e-platform to facilitate a common use of Moodle by all academic staff.
- Until the resettlement to the new modern building, faculty staff should be able to ensure accessibility to the educational programme for people with disabilities.

- Including courses of project management and digital humanities in the study programme will enhance the career prospects of the students.

- The organization of the internship process should be arranged more effectively, ensuring the benefits of the internship for the future career of the students.

- Students should be encouraged to choose topics covering a wide range of subjects in Latvian and global history and archaeology, which is necessary for ensuring experts in variable fields in future.

Long-term recommendations

-The existing "Student attraction and dropout reduction plan of FHP" to decrease the number of students who leave studying in the first or last year should be implemented and new activities should be added if necessary.

- Increase the number of students overall in the study programme, and especially regain student interest in a part-time study programme if you wish to maintain it as a form of implementation. Possibly, apply commercials, bring awareness, implement the programme as a part-time study programme in one of the faculties of UL in regions of Latvia. Increase the interest of the students.

- Intensify publishing in English or other widespread languages, for reinforcing the academic standard of the teaching staff.

II - "Philosophy" ASSESSMENT

II - "Philosophy" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

2.1.1. The academic Bachelor's study programme "Philosophy" 43229, complies with indicators, conditions and criteria of the study field of "History and Philosophy". The length of the implementation of the study programme, which is 3 years, is evaluated as sufficient for acquiring the necessary skills and way of thinking to enter the labor market.

2.1.2. According to the SAR p. 149, the title of the study programme is "Philosophy" in the study field of "History and Philosophy" with education classification code 43229 with the last 3 numbers (229) standing for philosophy and ethics according to the classification of Latvian education which can be accessed here: https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitibas-klasifikaciju. There is no qualification given after graduating as it is an academic Bachelor's study programme.

According to the SAR p.149, the aim of the study programme is to provide the set of knowledge, skills, and competence required in the science of philosophy in accordance with the 6th level of Latvian Qualifications Framework in compliance with the Classification of the Latvian Education. That helps in preparing competitive specialists for entry into the labor market, proficient in fundamentals of philosophy and its subfields – ethics, aesthetics, social philosophy, etc., capable of thinking independently and critically, and able to identify, research and analyse cultural and social problems. According to the information in the SAR p. 149, the admission requirements of this programme is secondary education. The programme is implemented in Latvian thus no proof of proficiency of English language is necessary. It has been stated in the SAR p.150, that after successful completion of the studies, students are awarded with Bachelor's degree of Humanities in Philosophy and Ethics. According to the SAR p.150, the study programme is a full-time study programme with 120 CP to be gathered during the study process of 3 years. In the opinion of the experts, the title, code, degree to

be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The duration and scope of the study programme implementation as well as the implementation language, are reasonable and justified.

2.1.3. There have been minor changes in the study programme's parameters. According to the SAR p.151, the lack of students and the small number of students who have attained the degree is the reason why the programme is no longer offered in an extramural format. According to the document of the Performance Report of the implemented recommendations from previous accreditation, there are various new courses implemented in the study programme in A and B parts, however they have not been mentioned in the SAR. Such courses have been implemented in the study programme - Filz1072 "Introduction to the Philosophy of Language", Filz1093 "Proseminar: Philosophy of Ludwig Wittgenstein", Filz1000 "The Self: Discussions in The 20th Century Philosophy", Filz1087 "Analytical Aesthetic". The changes have been made based on the recommendation received from the previous accreditation round as it was recommended to incorporate additional modern elements (including analytical philosophy) into the programme.

2.1.4. According to the SAR p.152, the academic bachelor's study programme "Philosophy" is the only bachelor's degree study programme in this field implemented in Latvia and in the Latvian language, which makes it unique. The programme provides students with humanitarian education, and in terms of content, it is increasingly oriented towards the acquisition of general skills and competencies such as logic, critical thinking, interpretation and analysis of text and media content, rhetoric, discussion and presentation, as well as public speaking skills. In the next stage of accreditation, it is envisaged to expand the offer of practical skills development by organizing mandatory internships, the pedagogy course is also newly introduced in the amount of 4 CP or 6 ECTS. According to the SAR p.153, graduates of the programme have proven that the acquired skills in the study process are appreciated and useful in different fields of work. They become specialists of various levels in public administration institutions, in the field of cultural management and administration, in the education system, in the field of libraries and museums, in the mass media, in the field of public relations, in non-governmental organizations, as well as represent creative professions.

According to the SAR p.153, in the academic year 2012/2013, there were a total of 62 full-time and 20 part-time extramural students in the programme, whereas in the academic year 2017/2018, 68 students attended full-time regular studies, but in the academic year 2021/2022 – 73 students. Since the academic year 2015/2016, the part-time extramural form of studies was discontinued due to the lack of interest of students. Overall, the number of the enrolled students seems constant and substantially good, the number of graduates, however, is comparably low - 14 in 2013, 6 in 2016, 16 in 2018, and 6 in 2021. There is a tendency for students to resume their studies after a break and complete the programme. The student dropout rate is clearly higher than would be desirable for the development of the study programme. According to a large number of first year students, the idea of the specifics characterizing these studies is very vague, which increases the risk of disappointment and might result in dropping out from the studies.

2.1.5. not applicable

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:
All of the indicators of the study programme are in compliance with the existing preconditions of the implementation of the study programme. The study programme "Philosophy" complies with the study field indicators, conditions and criteria. In the opinion of the experts, the title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The duration and scope of the study programme implementation as well as the implementation language, are reasonable and justified. The study programme is

implemented in Latvian. The goals, objectives, learning outcomes are in line and in compliance. The programme is in demand and there is a flow of incoming students every study year. There has been a significant level of dropout rate in the last study years which causes instability.

Strengths
1. Unique and the only Bachelor's programme that provides studies in philosophy on BA level in Latvia;

Weaknesses
1. Large dropout rates.

2.2. The Content of Studies and Implementation Thereof

Analysis

2.2.1. The study programme's "Philosophy" structure and content complies with the current national regulations and education standards (i.e. cabinet ministers Regulation No. 240 of 13.05.2014 "Regulations on the Classification of Latvian education (study programmes compliance at anexL BSP_Philosophy_Compliance with the standard.pdf) , cabinet ministers Regulation No. 322 of 13.06.2017 "Regulations on the Classification of Latvian Education, the description of the learning outcomes corresponding to the 6th. level of the Latvian Qualification Framework (LQF) and "Regulations on the University of Latvia Study and Continuing Education Programmes" (UL Senate Decision No. 102 of 24.04.2017). It is appropriately aligned concerning its goals and expected outcomes. It involves 120 CP to be covered in 6 semesters of full-time regular studies, organized on the basis of a mandatory part of 72 CP, a bachelor's thesis of 10 CP, and elective courses to cover 48 CP, with at least 40% of contact hours.

Mandatory content is properly oriented to important topics in the field, with suitable attention to the history of philosophy as well as problematic approaches, e.g. Introduction in logic, Introduction to Philosophical Studies, Classical rhetoric, Ancient Philosophy, Modern Philosophy, The philosophy in 19th and 20th century, Ethics, Metaphysics, among others (See SAR, p. 155-156 and Annex: Course descriptions (SP Philosophy course descriptions.pdf.

The structure is apt to provide a valuable overall view of the main philosophical issues in line with the expected learning outcomes.

The requirements of the Environmental Protection Law and the Civil Protection and Disaster Management Law are fittingly addressed in courses related to civil protection and environmental protection, i.e. the course ''Civil protection'' (1CP) and ''Environment protection'' (1CP) (BSP Philosophy study plan_HPfield_ed.pdf).

Opportunities for further studies at the master's level or other second-level professional higher education programmes are adequately considered through a broad range of elective courses covering the development of soft skills and interdisciplinary approaches, e.g. Philosophy of language, Social and Political Philosophy, Philosophical Critique of Culture, etc. (SAR, p. 156). The general scheme meets the needs of the labor market linked to the Humanities. This structure is solidly connected with provisions for evaluation, including explicit regulations regarding the openness of assessment, mandatory assessment, revision possibilities, and a variety of test types according to a clear scale of 10-point system, implemented according to the Cabinet of Minister's regulation No. 240 of 13.09.2014 "Regulations on the state academic education standard" about the basic principles of evaluation and the decision of the Senate of the University of Latvia No. 211 of 29.06.2015. As a result, the content of the study programme is topical and fully aligned with the structure of a high-quality higher education scheme.

During the interviews in assessment visit, the management staff referred to the functioning in the programme and its intended improvement, e.g. the development of new courses dedicated to

general skills related to critical thought, based on the experience and opinion of relevant stakeholders, especially teachers and students, in line with the description in SAR, p. 156-157. The students considered these changes introduced in the programme during the period, i.e. the introduction of new courses, the enhancement of internships, and the connection with research, positive and valuable, and the employers manifested their satisfaction with the abilities of the graduates and showed themselves engaged in the institutional processes from the perspective of relevant external stakeholders related to the labour market.

2.2.2. Not applicable.

2.2.3. The SAR provides a comprehensive description of the diverse methods involved in the teaching procedures framed in a student-centred approach (p. 157). Examples of these methods are lectures with different levels of complexity, interactive activities, problem-oriented lectures, seminars and discussions are complemented with diverse forms of pedagogical methods, e.g. joint discussions, work in groups, presentations, debates, etc. This approach involves proper attention to developing oral and written skills as a pillar of philosophical tasks with due care for evaluation and feedback from all the academic agents, i.e. management staff, teaching staff, students, graduates, and employers.

However, not all the members of the teaching staff seem to be fully aware of the adoption of the student-centred approach as an institutional policy. Even if they recognise the existence of relevant courses on pedagogical issues for the teaching staff, they are not enough to change for themselves the overall perspective. Hence, specific actions oriented to make explicit the commitment with the student-centred approach and the joint work supposed in this option would be desirable.

The defence of a paper as a special activity during the second year (cf. SAR, p. 158) is a helpful tool to produce skills' enhancement and prepare the students for developing and defending the bachelor's thesis. The provisions concerning this point are equally clear and satisfactory, i.e. election of course paper supervisor, preparation of a course paper and abstract, and revision by a Final Examinations Committe (SAR, p. 158). This scheme is apt to achieve the learning outcomes of the study courses and the study programme according to student-centred learning and teaching principles.

During the interviews in assessment visit, the teaching staff proved to be motivated and committed to the enhancement of the teaching methods, e.g. through the description of strategies to motivate students, the exploration of innovative topics, the connection with research, and the attention to peculiar issues. The tasks carried out by the teaching staff were very positively evaluated by the students, who stressed the quality of the lectures and the permanent support they receive during the whole study programme.

2.2.4. The study programme foresees an internship course focused on "Practice" and "Practical work in Archives" (SAR, p. 158-159), that offers the possibility to complete an internship in a relevant organisation with a proper framework provided by the university. The current plan involves mandatory practices in this realm corresponding to 2 CP through the already mentioned courses. The training profile concerning the relevant topics to be covered is properly defined, stressing the goal of strengthening the student's understanding of the practical application of academic knowledge and skills in the field of philosophy beyond the institution (SAR, p. 159). The framework is clarified in explicit regulations, i.e. the guidelines approved at the meeting of the Faculty of History and Philosophy Council of 01.03.2022 (BSP History and Archaeology Internship Regulations.pdf).

The range of activities from companies and government institutions to libraries, research and the media (e.g. the National Archives of Latvia, the National Library of Latvia, the portal Satori, and the publishing house Janis Roze) is achievable, broad enough to fulfill diverse interests and expectations among the students, and fully aligned with the learning outcomes. The overall approach related to the internship is effective and promising.

During the interviews in assessment visit, many stakeholders mentioned the internships as useful strategies to reach the expected graduates' profile and to expand the link with the labour market in the case of the teaching staff, the students, and the employers, which proves to be a valuable tool to introduce significant changes oriented to build stronger connections with the society at large.

2.2.5. Not applicable.

2.2.6. The bachelor's thesis is properly placed in the programme's general structure, which includes suitable activities to prepare the students for the final examination, e.g. procedures to chose the topic and preliminary work (SAR, p. 160). The overall approach envisages the gradual presentation of contents and the development of skills to comply with the mentioned requirements and steps satisfactorily, which are supervised and approved by the Philosophy Programme Council . The BA thesis is seen as the result of comprehensive field knowledge, mastering relevant abilities with proper previous training, and sufficient supervisor guidance to find an adequate topic and strategies. Indeed, students are informed about the lecturers and topics available and receive help to outline the expected work. The final examination committee must approve the issue of the bachelor's thesis in agreement with the supervisor. The theses address a wide range of contents, including diverse periods of the history of philosophy, different systematic approaches, and continental and analytical perspectives. At the same time, they are aligned with the strong lines of research at the University of Latvia, which is a good practice. The number of defended theses between 2013 and 2021, i.e., 98, is adequate considering the rate of students, and the range of assessment is equally satisfactory.

During the assessment visit, the teaching staff succeeded in describing the benefits of the evaluation processes related to the BA thesis, that allow them to synthesise their views and produce an original work as a first step in research, and the students were satisfied with them, considering that they are realistic and effective.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:
The bachelor study programme Philosophy is properly framed in current regulations and has a consistent structure to introduce the student in the scientific field, with suitable attention to their incorporation into the labour market. The teaching staff has sufficient opportunities to improve pedagogical methods and pay due attention to the learning outcomes.

Strengths
1. Consistent programme structure, in line with relevant regulations.
2. Proper attention to the learning outcomes
3. Motivated teaching staff with enough opportunities for training in pedagogical issues.

Weaknesses
1. Aspects related to the student-centred approach adopted, according to the SAR, as institutional guideline are not fully spread among the teaching staff. This point could be enhanced.

Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)

1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

   Assessment of compliance: Not relevant

   Not applicable.

2.3. Resources and Provision of the Study Programme

Analysis

2.3.1. Information about the resources and material and technical provision of the program, including the teaching staff, generally is common to all programs and it is presented in Section 2.3. of SAR- Resources and provision of the study field (SAR, P.70.-102.)

According to the SAR (point 2.3.1. p.70.), the system of the UL, including the bachelor's study programme "Philosophy", for financing the study field and the corresponding study programs is based on the "Law on Higher Education Institutions," Cabinet of Ministers Regulations No. 994 of 12.12. 2006 "Procedures for Financing Higher Education Institutions and Colleges from the State Budget", Cabinet of Ministers Regulation No. 445 of 05.07.2016 "Regulations on Remuneration of Teachers'' and other external and internal regulatory enactments. The amount of financial reference amount of studies, which is common BA and MA programms, are calculated by using the formula determined by the "Procedures for Financing Higher Education Institutions and Colleges from the State Budget" (p.14. https://likumi.lv/ta/en/en/id/149900-procedures-for-financing-institutions-of-higher-education-and-colleges-from-the-funds-of-the-state-budget), within this framework, BA "Philosophy" comply with the conditions for the implementation of the study programme.

All the faculty resources available at the UL and FHP are at the disposal of the bachelaur's study programme "Philosophy". BA students have an equal right to access to the learning features available in the faculty – lecture rooms, reading rooms, computer equipment, library (till 2022.y. January encompasses a total of 34 057 titles of printed information resources in 72 136 copies, 12 498 titles of them for philosophy students (SAR. P.81)) databases, electronic resource, and materials for technical means. The study base is regularly improved and supplemented with the most current information resources, in accordance with the needs of academic staff and students. There are freely available IT resources to students: application package "MS Office 365", MS tools such as "Outlook", "Forms", MS Teams and BigBlueButton system, software, and UL maintain e-mail. In assessment visit interviews, some students mentioned that the e-study, "Moodle" etc. systems among academic staff are not used at an equal level. Some students complained that sometimes it is difficult to get full information about study content because there are no proper details, and sometimes there is a lack of study materials. That leads to the conclusion, that without doubt technology solutions are appropriate, but they could be better used among academic staff to be more efficient

During the assessment visit in the tour over faculty, were assured that FHP has sufficient resources in respect of premises, and infrastructure and is equipped with all necessary study materials and training support equipment. All auditoriums are equipped with multimedia projectors and computers, and all premises of the building have an Internet (wireless) connection. According to SAR (P.75.) in 2022, the faculty fully equipped one auditorium for providing video lectures. The equipment included wide-angle cameras, a projector, and other technical appliances, which were purchased for this purpose.

During the assessment visit interviews lecturers and the dean expressed their hope to get wider offices after the autumn of 2023, when the move of faculty is scheduled to the new House of Letters in the UL Academic Centre in Torņakalns. It is designed as part of a modern study and research centre. Such changes will resolve the accessibility problems for disabled persons. However, until the resettlement, faculty staff should be able to ensure accessibility to the educational programme if such a desire would be demonstrated by people with disabilities; although it could be associated with excessive administrative burden and, of course, some flexibility from academic staff. It is possible that the experience of Covid-19 has also made such changes more likely (including remote lectures), including the remote availability of library resources, which is an integral part of studies.

Despite the necessary improvements, the existing technical provision – audience equipment,

available digital resources and solutions, library stock, accessibility and replenishment procedures, as well as the marked change in location to more modern construction – makes it possible to conclude that this insures a high-quality study process.

2.3.2. Not applicable.

2.3.3. The bachelor's study programme "Philosophy" is financed from state budget funding (73% of the programme's funding) and from study fees (up to 25% of the study programme's total financing) (SAR, P.163.).

For calculations, the implementers of the study programme use the strict methodology. In sum the calculated cost per student of the full–time programme is 1749 EUR per year, and the total cost of the programme is 130 920 EUR per year. The cost of the BA study progemme is divided into several parts: 55 % for Teacher costs, 12 % for General staff, 6% for Infrastructure expenditure, 26 % for Indirect costs, and 1% for other costs.

Based on the calculation, for the programme to be profitable and provide students with a quality study process, the number of paid students in the programme (all courses combined) must be at least 55 or if there were only budget students in the programme, then their number should reach 83 students. Therefore, the current distribution of budget places and study fees pay students is optimal and FHP has sufficient resources to implement the study programme and ensure its further development.

The most important work of FHP is to keep the number of students in balance and prevent students from studying leaving after 1st and 2nd semesters and the non-completed study in the last (3rd) study year, which is already being done successfully for last 2 years (e.g. BSP Philosophy_Student statistics_2013_2021.xlsx, sheet "Dropout rate").

Also, there is created "Student attraction and dropout reduction plan of the Faculty of History and Philosophy 2022–2027" (Student attraction and dropout reduction plan of FHP.pdf). In it are indicated problems and given some salvations, which includes both: internal risks - study processes and related challenges, and external factors - awareness of the curriculum, its content; the possibilities of the labour market for studies and the transformation of study programmes in line with the requirements of the era. The plan shows that faculty management is working on the issue of transparency, awareness and effectiveness of the programme, which leads legally to the stability of the number of students and the possibility of planning stable incoming financial resources, which in turn ensures the quality of the study process, the ability to transform it according to the needs of the modernization of studies and, in addition, the recruitment of specialists.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:
Bachelor's study programme Philosophy (43229) provides full time studies (3 years) in Latvian. The degree to be acquired after graduation: Bachelor of Humanities in Philosophy and Ethics. Study programme ensure the quality level of studies including a provision to necessary resources (e.g. materials, library, premises etc.). The study programme provides all necessary resources and complies with the conditions for the implementation of the study programme.

Strengths
1. FHP is equipped with all necessary study materials (books, databases, electronic resources) and they are widely available and accessible to students.

Weaknesses
1. Need to resolve the accessibility problems for disabled persons.
2. The systems for maintaining the study process (moodle, MS Teams etc.) are not used equally among academic staff and therefore, sometimes not effective.

Assessment of the requirement [6]

1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

Assessment of compliance: Partially compliant

From both the SAR (2.3., SAR part Philosophy (43229) 3.3.) and the feedback collected during interviews with academic staff and students and visited facilities, this is to confirm that Bacalor's study programme Philosophy (43229) is capacitated with respect to any of the resources needed to underpin academic processes having to do with the given Study Programme. Meanwhile, attention should be paid to the use of the provision of the existing study base and to the stability of financial collateral, which includes proactive activities in modernising the field of study and attracting/retaining students. The expected physical solutions for the availability of the study programme are welcome, but adjustment of the study programme would be desirable if needed.

2.4. Teaching Staff

Analysis

2.4.1. According to SAR (p. 165-166) the study program ''Philosophy'' is implemented by highly qualified teaching staff who are also actively involved in scientific research. In accordance with the requirements of regulatory acts, the professors, associate professors, and assistant professors involved in the implementation of the study program have obtained a doctorate degree, while lecturers and scientific assistants are applicants for a scientific degree or doctoral students.
UL has established "Regulatory enactments on academic and administrative positions at the 91 University of Latvia" (Only in Latvian) 9 see https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_LV/5._DAZADI/SL_2-3-11-2022__Nolikums_par_akad_l__1_.pdf). According to the regulations, the following academic positions exist at the University of Latvia: professor, associate professor, assistant professor, senior researcher, lecturer, researcher, assistant, and research assistant (see SAR p. 91).
According to data provided in SAR (p. 166) in the academic year 2021/2022 the study program is implemented by 4 professors, 3 associate professors, 7 assistant professors, and 3 lecturers, as well as 3 research assistants. From them, 2 professors, 5 assistant professors, 2 lecturers (1 with a doctoral degree in philosophy and 1 with a master's degree) and 3 researchers (1 with a doctoral degree in philosophy and 2 with a master's degree) are elected to academic positions in the UL Department of Philosophy and Ethics.
According to the teaching staff CV's, the academics are actively involved in research: follow the development of the research in the respective area, publish scientific articles, and monographs, create collections of scientific articles, participate in international conferences in the fields corresponding to their subdisciplines, and promote the research outside the academic environment.
According to SAR p. 165, underlined in the direct discussion with the academic staff in assessment visit, experts understood that the qualifications of the academic and scientific personnel are regularly evaluated both in the open competitions for academic positions, which are announced at the end of the election period, and in other measures carried out by the faculty leadership and the department. It is the regular improvement, extensive academic work experience and relentless scientific research that allow the program to successfully achieve the goals, tasks and results set in the study process while ensuring the qualitative compliance of the study program with the requirements of regulatory acts. All of these set a good reputation for the teaching staff and enable the achievement of the aims and learning outcomes of the study program.
2.4.2. According to SAR (p. 166) in the previous evaluation of the program 4 professors, 3 associate

professors, 3 assistant professors, and 4 lecturers were involved in the implementation of the bachelor's program (both from FHP and other faculties), while in the academic year 2021/2022 the program is implemented by 4 professors, 3 associate professors, 7 assistant professors, and 3 lecturers, as well as 3 research assistants.

As can be seen in the SAR (see Composition of teaching staff involved in the bachelor's study programme "Philosophy" (VFvirziena_docētāju saraksts.xlsx) and changes thereof in the period from 2013/2014 to 2021/2022 - SAR p. 166-167) the number of professors and associate professors working in the field of philosophy has decreased, nevertheless, the enrichment of the program content also means greater involvement of teaching staff from other fields, especially historians. At the same time, the number of new lecturers in the UL Department of Philosophy has significantly increased, including research assistants and doctoral students involved in the study program implementation.

The teaching staff changes are not affecting the quality of the implementation of the study program as are set in the regulatory enactments. Moreover, the increase of the number of the assistant professor and lecturer create a good perspective for the future of the program study.

Also, the increasing number of the research personnel is a very good base for development of the study program.

2.4.3. Not applicable.

2.4.4. According to the SAR "The list of scientific publications of "History and Philosophy" teaching staff in peer-reviewed editions" (Scientific publications of teaching staff_HPfield.pdf) all teaching staff members have been active in research in the last six years. They have published their research in peer-reviewed publications and presented the results in conferences, although the number of publications in internationally top-rated publishing houses is rare. There are some scientific contributions published mostly in German language due to the involvement of one of the academics in bilateral and international cooperation with German universities.

2.4.5. The cooperation of teaching staff both within the study field "History and Philosophy" and within the study program's "Philosophy" at all levels is consistent and diverse, it has an institutional, scientific, and academic character (see SAR p. 166-167). In the solutions of institutional and academic issues, the Council of the Study Field "History and Philosophy" holds a key function (starting from March 2020 – until then, the cooperation of teaching staff was under the control of the Philosophy Study Program Council, which ceased to exist with the establishment of study field councils) and the FHP Council, in which lecturers and students of history and archaeology, as well as philosophy programs, are represented.

During the interview in the assessment visit the expert panel could verify that the new study plan creates a strong bond between academics' form history and philosophy and between academics from philosophy. For example the course "Philosophy of Language", is taught by two lecturers, who have so far taught two separate courses "Introduction to the Philosophy of Language" and "Proseminar: Philosophy of Ludwig Wittgenstein". The small number of the students leads to the ratio of the number of students to teaching staff in the bachelor's study program "Philosophy" being 3.7.

The cooperation between teaching staff inside the FHP ensures the achievement of the aims of the study programme and the interconnection of study courses within the study programme.

Conclusions on this set of criteria, by indicating strengths and weaknesses

Conclusions:

All teaching staff have qualification in accordance with the requirements of regulatory acts: professors, associated professors and assistant professors hold PhD degrees, while lecturers have

either Master or PhD degree.

Since the last evaluation, changes have taken place in the number and composition of the teaching staff. The number of professors has decreased, and the number of lecturers has increased. All subjects in the study program are covered, and the change in the teaching staff is mainly caused by generational change.

Strengths
1. Involvement of younger researchers and doctoral students in the teaching process.
2. The ratio number of the student to teaching staff is optimal.
3. Qualified teaching staff, who also are active in research and publish intensively (mostly in Latvian language).
4. Some good international connection (esp. with Mainz University).

Weaknesses:
1. Not so much publication in foreign languages.

Assessment of the requirement [7]

1   R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

The qualification of the teaching staff is good and in accordance with the state requirements. Teaching staff members are also active in research. The research subjects of the teaching staff fit very well with the study programme and cooperation between teaching staff members from Philosophy Department but also with the teaching staff members from History and Archaeology is well developed. In order to improve the quality of scientific activities for teaching staff the FHP must pay attention to increasing the possibilities to publish more in international journals (can create a kind of reward for those who publish one article per year in an international journal).

2.5. Assessment of the Compliance

Requirements

1   1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

Assessment of compliance: Fully compliant

The study programme fulfils requirements with the State Academic Education Standard (Cabinet ministers Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic education") Annex: BSP_Philosophy_Compliance with the standard.pdf.

2   2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

Assessment of compliance: Not relevant

3   3 - The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Fully compliant

The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.
The descriptions of the study courses are available in English and Latvian. (Annexes: BSP Philosophy course descriptions.pdf

4 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

The sample of the diploma (Annex: BSP Philosophy diploma and supplement.pdf) fully complies with the procedure by which state-recognised documents of higher education are issued. (Cabinet Regulation No. 202 "Procedures for Issuing State-Recognized Higher Education Documents").

5 5 - The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions.

Assessment of compliance: Fully compliant

Study programme academic staff fully complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (Confirmation annex: BSP Philosophy compliance with the 3rd clause of the 1st paragraph of Section 55 of the Law on Higher Education Institutions.pdf

6 6 - Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Not relevant

7 7 - At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts (if applicable).

Assessment of compliance: Not relevant

8 8 - The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

The attached CV (Teaching staff CV_ HPfield.docx) of the academic staff confirm that state language proficiency is compliant with Cabinet of Ministers No. 733 (Regulations Regarding the Extent of the Knowledge of the Official Language, the Procedures for Examining the Proficiency in the Official Language and the State Fee for Examining the Proficiency in the Official

Language). (Annex:
Compliance with knowledge of the national language in the study programmes of the HPfield.7z

9   9 - The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language (if applicable).

Assessment of compliance: Not relevant

10   10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

The attached sample of study agreement (standart_samples_study_contract.zip) complies with rules of the Cabinet of Ministers. Nr. 70. (Mandatory provisions to be included in the study agreement).

11   11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

Assessment of compliance: Fully compliant

The attached document in Agreement on the possibility to continue education in other programs.7z confirms that UL undertakes to provide students with the opportunity to continue their studies in the study programme Theology and religious studies (43221) of the study field Religion and theology.

12   12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

Assessment of compliance: Fully compliant

The attached document in Refund and Compensation Policy HPfield.7z confirms that students are guaranteed compensation for losses if the study field is not accredited or the study programs licence is revoked due to the actions (actions or omissions) of the UL, and the student does not wish to continue studies in another study programme.

13   13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

Assessment of compliance: Not relevant

14   14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

Assessment of compliance: Not relevant

Assessment of the requirement [8]

1   R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

Assessment of compliance: Fully compliant

The study programme complies with the requirements set in regulatory enactments.

General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme

The study programme "Philosophy" complies with the study field indicators, conditions and criteria. The title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The goals, objectives, learning outcomes are in line and in compliance. The programme is in demand and there is a flow of incoming students every study year.

The programme is properly framed in current regulations and has a consistent structure to introduce the student in the scientific field, with suitable attention to their incorporation into the labour market. The teaching staff has sufficient opportunities to improve pedagogical methods and pay due attention to the learning outcomes. All teaching staff have qualifications in accordance with the requirements of regulatory acts. All subjects in the study program are covered.

There are still problems with large dropout rates and aspects related to the student-centred approach. For guaranteeing the high academic level, more publications in foreign languages and more active participation in Erasmus+ programs can be recommended, as well as the use of the possibilities to invite foreign lecturers.

Strengths
1. Unique and the only Bachelor's programme that provides studies in philosophy on BA level in Latvia;
2. Consistent programme structure, in line with relevant regulations.
3. Qualified and motivated teaching staff, who are active in research and publish intensively (mostly in Latvian language), and who have enough opportunities for training in pedagogical issues.
4. Proper attention to the learning outcomes.
5. The ratio number of the student to teaching staff is optimal.
6. Some good international connection (with Mainz University).
7. FHP is equipped with all necessary study materials (books, databases, electronic resources) and they are widely available and accessible to students.
8. Involvement of younger researchers and doctoral students in the teaching process.

Weaknesses
1. Large dropout rates.
2. Aspects related to the student-centred approach adopted, according to the SAR, as institutional guidelines are not fully spread among the teaching staff.
3. Limited number of publications by the teaching staff in foreign languages
4. Small number of academics who have taken the opportunity to access an Erasmus Teaching Staff.
5. Need to resolve the accessibility problems for disabled persons.
6. The systems for maintaining the study process (moodle, MS Teams etc.) are not used equally among academic staff and therefore, sometimes not effective.

Evaluation of the study programme "Philosophy"

Evaluation of the study programme:

Good

2.6. Recommendations for the Study Programme "Philosophy"

Short-term recommendations

- As the aspects related to the student-centered approach adopted as institutional guidelines are not fully spread among the teaching staff, it is recommended to develop explicit strategies to engage them in the process beyond courses on the subject, e.g. written material indicating the institutional commitment with this approach, teaching staff meetings, specific annual goals aligned with this teaching methodology, etc. Appropriate follow-up measures would be essential to cope with this issue.

Must pay attention to the use of e-platform to facilitate a common use of Moodle by all academic staff.

Until the resettlement to the new modern building, faculty staff should be able to ensure accessibility to the educational programme for people with disabilities.

Long-term recommendations

- The existing "Student attraction and dropout reduction plan of FHP" to decrease the number of students who leave studying in the first or last year should be implemented and new activities should be added if necessary.

- To reinforce the academic standard of the teaching staff, it is necessary to intensify publishing in English or other widespread languages and motivate the teaching staff to participate in Erasmus+exchange. Subsidies and awards could be effective measures.

II - "History and Archaeology" ASSESSMENT

II - "History and Archaeology" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

2.1.1. The academic Master's study programme "History and Archeology" 45228, complies with indicators, conditions and criteria of the study field of "History and Philosophy". The length of the implementation of the study programme, which is 2 years, is evaluated as sufficient for acquiring the necessary skills and way of thinking to enter the labor market.

2.1.2. According to the SAR p. 191, the title of the study programme is "History and Archeology" in the study field of "History and Philosophy" with education classification code 45228 with the last 3 numbers (228) standing for history and archeology according to the classification of Latvian education which can be accessed here: https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitibas-klasifikaciju. There is no qualification given after graduating as it is an academic Masters study programme.

According to the SAR p. 191, the aim of the study programme is to provide the set of knowledge, skills and competence necessary in the science of history and archaeology in accordance with the 7th level of Latvian Qualifications Framework in compliance with the Classification of the Latvian Education, preparing independently and critically thinking, highly competent historians and archaeologists capable of flexible integration into the changing scientific and professional environment, successfully and independently solving research problems and professional challenges. According to the information in the SAR p. 192, the admission requirements of this programme are Bachelor's degree or second-level professional higher education, or equivalent higher education, in history and archaeology. In case of a Bachelor's degree from another field then - completed Bachelor's degree or second-level professional higher education, or equivalent higher

education, in other educational programme groups and entrance examination. The programme is implemented in Latvian thus no proof of proficiency of English language is necessary. It has been stated in the SAR p.193, that after successful completion of the studies, students are awarded with Master of Humanities in History and Archaeology .

According to the SAR p.192, the study programme is implemented full-time with 80 CP to be gathered during the study process of 2 years. In the opinion of the experts, the title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The duration and scope of the study programme implementation as well as the implementation language, are reasonable and justified.

2.1.3. According to the SAR p. 194, there are minor changes made within the parameters of the study programme. One of the changes has been the change of the name of the study programme and the awarded degree have been adjusted in accordance with the Cabinet of Ministers Regulation No. 322 of 13.06.2017 "Regulations on the Classification of Latvian Education", including the field of archaeology in the title of the study programme and bachelor's degree (the previous title of the study programme, which was also included in the name of the awarded degree, was "History"). The change in the programme title reflects the growing importance of the sub-field of archaeology in the science of history and specifically in the conditions of Latvia, the scientific achievements of the sub-field and its sufficiently significant role in the programme. The second change implemented has been in regards to admission requirements for studies in this programme. During the previous period of accreditation, admission requirements included a requirement that students hold a Bachelor's degree in the humanities, social sciences, or education sciences to enter the programme. In the new accreditation period, a Bachelor's degree is required as a condition, regardless of the field in which it was obtained.

2.1.4. According to the SAR p. 196, The Master's study programme "History and Archeology" is the only programme of its kind in Latvia and one of the two history Master's study programmes in the country, which makes it a unique programme provided to students with interest in history as a subject. Graduates of the programme are employed in such consequential sectors as education and science, museum system, archives, public administration, and the non-governmental sector. During the reporting period, several dozen graduates of the programme enrolled in the Doctoral study programme "History" at the University of Latvia, whereas others entered doctoral studies at the University of Latvia pedagogy speciality, the Art Academy of Latvia, the Universities of Tartu and Daugavpils. In the field of education and science, the graduates are mainly employed at general educational institutions, but also higher education institutions and scientific institutes, for example, the UL Institute of Latvian History and the Institute of Philosophy and Sociology. Master's programme graduates work in the largest museums in Riga (Museum of the Occupation of Latvia, Museum of the History of Riga and Navigation, National History Museum of Latvia) and in local museums. Among the leading employers is also the Latvian State Archives – an umbrella organisation for many archives. From the state administration, the Ministry of Foreign Affairs and the Ministry of Defence are to be noted.

In the academic year 2012/2013, there were 83 students in the programme, while in 2016/2017 – 71, and in 2019/2020 – 65, whereas in 2021/2022 – 44 students. Student statistics clearly indicate a slow but consistent decline in the number of students. Many factors adversely affect the dynamics of the number of students. First of all, it is the unfavorable demographic situation in the 1990s, which continues into the beginning of this century. The number of students enrolled in and graduating from Bachelor's study programmes is also decreasing. Competitors of the programme are other Master's programmes, the orientation of history programmes toward political history facilitates the further career path of Bachelor's programme graduates to social science programmes with resonant titles (political science, international relations, diplomacy, etc.). According to the SAR p.197, the number of graduates and the dropout rate of students has been relatively constant. The number of graduates has varied from 19 to 25 master's degree recipients per year, which is a good indicator in

the Latvian context and significantly surpasses the relevant indicators of the DU master's programme "History". The exception is 2021 with 9 graduates, which is obviously a result of the global situation. Overall, it is expected that the new programme with more consolidated study courses and greater orientation toward the labor market will attract a larger number of students.
2.1.5. N/A.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:
All of the indicators of the study programme are in compliance with the existing preconditions of the implementation of the study programme. The study programme "History and Archeology" complies with the study field indicators, conditions and criteria. In the opinion of the experts, the title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes, and admission requirements are interrelated. The duration and scope of the study programme implementation as well as the implementation language, are reasonable and justified. The study programme is implemented in Latvian. The goals, objectives, and learning outcomes are in line and in compliance. The programme is in demand, and there is a flow of incoming students every study year. There has been a rather stable level of dropout rate in the last study years compared to before which is a good indicator. However, there has been an overall decrease in incoming students every year. The amount of graduates every year is also rather stable in numbers, especially if compared to DU. There is significant competition for Masters students in other social sciences programmes which are considered relevant and will remain existent. Graduates are employed in a wide range of institutions and based on their preferences which is also a good sign for the place of the graduates in the market.

Strengths
1. Graduates are employed in a wide range of institutions of their choice;
2. The amount of graduates every year is rather stable in numbers.

Weaknesses
1. An overall decrease in incoming students every year compared to recent years.

2.2. The Content of Studies and Implementation Thereof

Analysis

2.2.1. Tasks of the study program History and Archaeology (45228) is to provide a study process based on historical source research and critical analysis of the latest scientific literature; to consolidate and develop the knowledge, skills, and competence acquired at the previous study level with an emphasis on the theoretical, historiographical, and methodological aspects of the science of history and archaeology; to ensure the acquisition of high-level research skills and competence, application of the latest scientific methods, as well as academic writing skills and competence and understanding of the digital aspects of the field.
The Master programme - as is write in SAR p. 199 - complies with current trends in the development of the science of history and the labour market, in compliance with cabinet ministers Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic education"(compliance in annex: MSP_History and Archaeology_Compliance with the standard.pdf), cabinet ministers Regulation No. 322 of 13.06.2017. "Regulations on the Classification of Latvian Education", the description of the learning outcomes corresponding to the 7th level of the Latvian Qualifications Framework (LQF) included in Appendix 1 and "Regulations on the University of Latvia Study and Continuing Education Programmes" (UL Senate Decision No. 102 of 24.04.2017). Its goals and

expected outcomes are properly defined, including suitable references to contents, skills, and competencies to be enhanced (SAR, p. 199).The structure of the master's study program "History and Archaeology" consists of mandatory or part A courses in the amount of 46 CP, including the development and defence of the master's thesis in the amount of 20 CP, limited elective, or part B courses in the amount of 32 CP and free elective or part C parts courses in the amount of 2 CP.

Part B of the program incorporates new courses according to the recommendations obtained in discussions with employers and students. Among them, the courses "Memory Institutions and History", "Digital History: Use of Digital Technologies in the Research and Popularisation of History", "Theory and Practice of Medieval and Modern Paleography", "Application of natural sciences analytical methods in archaeological research" and "Archaeological Heritage in Contemporary Europe" should be noted.

In the assessment visit discussion with the students, the expert team got to know that the B and C parts despite the generous number of the courses offered the students can choose from a very few of them. This process is explained in the SAR p. 199, but the students are told experts in assessment visit, that in spite of a large variety of courses (in part B and C) mostly they have no more than 2. Maybe FHP must pay attention to the selection of courses from B and C part and explain better motifs for which are offered a small list of choices.

The content of the study programme is apt to lead to the achievement of the learning outcomes, and able to meet the needs of the labour market in the History and Archaeology field.

The content of the programme should include more possibilities to learn foreign languages (not just English), even some courses taught in foreign languages. The program will be enhanced, also, if students can achieve more knowledge in digital skills which will improve the learning outcomes and the future students career prospects.

2.2.2. The teaching staff of the study program History and Archaeology (45228) are researchers actively working in the science of history, who involve students in research as much as possible. Study courses, especially theoretical and historiographical courses, provide an opportunity to get acquainted with the latest knowledge generated in history science, including the history science of Latvia.

According to SAR (p. 200), students' final theses correspond to current scientific and societal problems. The theses incorporate and steadily supplement the current accomplishments offered by the history science of Latvia, often these accomplishments being the research results of the academics of FHP. The best final theses yield professional publications in Latvian scientific periodicals, they are reported in scientific conferences. Conferences for young researchers are regularly organised by the FHP Student Self-Government and in cooperation with the FHP, – by Valmiera Museum.

Also, during the assessment visit discussions with the Master students, they emphasised the availability of the teaching staff to discuss any other subjects related with the main theme of the course.

The master degree awarded (Master of Humanities in History and Archaeology) is based on the achievements of most important results obtained by teaching staff during their findings and research of relevant topics related with the archaeology and history of Latvian territory.

2.2.3. According to SAR (p. 200), during study courses and examinations, oral forms of teaching are used (seminars, colloquiums, discussions on historical sources and scientific literature, and discussion of student reports). Thus, speaking, presentation and discussion skills of students are cultivated in seminars of the study courses. Also, during the discussion with academics and students it was underlined that the teaching staff mostly uses methods that encourage active participation, critical thinking and reflection.

Lectures in the master's program History and Archaeology (45228) have a problem-oriented nature, theoretical and historiographical problems prevail, and so does the introduction to the latest methods. During the assessment visit discussions with the academic staff it was pointed out that

most of them use the e-learning facilities (MS Teams, Moodle) to enhance the level of the teaching. The classes held in the form of seminars incorporate individual and group work, for example, virtual groups in "MS Teams" remote study environment.

Students are offered study tours to the Latvian State Archives, as well as Riga and national museums. In cooperation with the student self-government of FHP, field seminars are held, which are dedicated to cultural heritage objects, and ancient archaeological sites. Within the available financial means, field seminars are organised also abroad (Poland, Ukraine, Belarus).

By observing the study principles of education in correspondence with the students' interests, student mobility (recognition of study results) is promoted, for example, every year several students of the program participate in "Erasmus+" exchange programs, attending universities of European Union countries. 1–3 students of the program have participated in "Erasmus+" every year during the reporting period, the total number reaching 22 students (see SAR, p. 201).

All of these mentioned above prove that the Master study program in Archeology and History has a student centred learning approach and the implementation of the Master program contributes to the achievements of the learning outcomes.

2.2.4. Not applicable.

2.2.5. Not applicable.

2.2.6. The 20th century history of Latvia constitutes a significant share of the topics of master's theses, however, the research of other periods in the history of Latvia, the history of other European regions, historiography and auxiliary branches of history are also represented (see SAR p. 202-203). The choice of master's these topics is determined by the scientific and social relevance and the research interests of the students, but mostly are linked with the scientific interest of the teaching staff involved in the Master program History and Archaeology (45228)..

The topics are selected and coordinated in cooperation with the research supervisor and, if necessary, other specialists in the field. Often, students' master's theses are related to the interests of their workplace. The works of diplomats and employees of the Ministry of Defense address the issues of modern political history, the theses of museum employees explore museum collections and cultural heritage, the papers of archaeologists involved in applied research deal with archaeology and prehistory. A more diversity of the topics of the Master thesis can become a point of attraction to increase the number of the students and will cover the content of the program and can be obtained with a more care accorded to the tutoring process.

According to SAR (see p. 202-203), a total of 170 master's theses have been defended during the reporting period. Their assessment in the last 8 years (2013–2021) fluctuates in a relatively consistent range from 7.0 to 8.2. This effectively means that the prevalent grades are in the range of 6 to 9, while the grades 4, 5 and 10 are rather exceptions.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusion:

The content of the study courses is complementary. The implementation methods of the study programme are optimal. The number of students in a group is small, which makes studies very individual. Examples of thesis projects demonstrated the relevance of thesis topics to the study field and study programme, while involvement in research for the Master level students was mostly demonstrated via research activities required to be done during specific programme courses.

Strengths

1. Individual approach to the students

2. The connections between students and academic staff are good and particularly good.

3. The synergy between archaeology and history create a very good interconnectivity of the two fields.

Weaknesses

1. Lack of more courses in foreign languages

2. The themes for Master thesis are most often focused on 20th Century History.

3. Project management and digital skills are not offered in the programme.

Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)

1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

Assessment of compliance: Fully compliant

The contents of the Master program History and Archaeology (45228) and the overall implementation are appropriate, cover the requirements and ensure the outcomes on a good academic level. The interconnection between history and archaeology enables the use of the best resources for both fields for achieving very good learning outcomes. In order to ensure an improvement FHP must pay attention to the internship process and to expand the choices of the students in respect of gathering more knowledge of project management and digital skills. Also, is important to have a more diverse offer for the topics of the Master final thesis.

2.3. Resources and Provision of the Study Programme

Analysis

2.3.1. Information about the resources and material and technical provision of the program, including the teaching staff, generally is common to all programs and it is presented in Section 2.3. of SAR- Resources and provision of the study field (SAR, p.70.-102.)

According to the SAR (point 2.3.1. p.70.), the system of the UL, including the master's study programme "History and Archaeology", for financing the study field and the corresponding study programs is based on the "Law on Higher Education Institutions," Cabinet of Ministers Regulations No. 994 of 12.12. 2006 "Procedures for Financing Higher Education Institutions and Colleges from the State Budget", Cabinet of Ministers Regulation No. 445 of 05.07.2016 "Regulations on Remuneration of Teachers'' and other external and internal regulatory enactments. The amount of financial reference amount of studies, which is common BA and MA programms, are calculated by using the formula determined by the "Procedures for Financing Higher Education Institutions and Colleges from the State Budget" (p.14. https://likumi.lv/ta/en/en/id/149900-procedures-for-financing-institutions-of-higher-education-and-col leges-from-the-funds-of-the-state-budget). Taking into account the degree of MA studies, the coefficient of the relevant thematic area studies is 1.5 higher than for the BA study programme (p.13. https://likumi.lv/ta/en/en/id/149900-procedures-for-financing-institutions-of-higher-education-and-col leges-from-the-funds-of-the-state-budget). Within this framework, MA "History and Archaeology" comply with the conditions for the implementation of the study programme.

All the faculty resources available at the UL and FHP are at the disposal of the master's study programme "History and Archaeology". MA students have an equal right to access to the learning features available in the faculty – lecture rooms, reading rooms, computer equipment, library (till 2022.y. January encompasses a total of 34 057 titles of printed information resources in 72 136 copies, 21 559 titles of them for history and archeology students (SAR. P.80)) databases, electronic resources, and materials for technical means. The study base is regularly improved and supplemented with the most current information resources, in accordance with the needs of

academic staff and students. There are freely available IT resources to students: application package "MS Office 365", MS tools such as "Outlook", "Forms", MS Teams and BigBlueButton system, software, and UL maintain e-mail. In assessment visit interviews, some students mentioned that the e-study, "Moodle" etc. systems among academic staff are not used at an equal level. Some students complained that sometimes it is difficult to get full information about study content because there are no proper details, and sometimes there is a lack of study materials. That leads to the conclusion, that without doubt technology solutions are appropriate, but they could be better used among academic staff to be more efficient.

During the assessment visit in the tour over faculty, were assured that FHP has sufficient resources in respect of premises, and infrastructure and is equipped with all necessary study materials and training support equipment. All auditoriums are equipped with multimedia projectors and computers, and all premises of the building have an Internet (wireless) connection. According to SAR (P.75.) in 2022, the faculty fully equipped one auditorium for providing video lectures. The equipment included wide-angle cameras, a projector, and other technical appliances, which were purchased for this purpose. Also, during the tour of faculty, experts were introduced to the "science room" and 3D scanner.

During the assessment visit interviews lecturers and the dean expressed their hope to get wider offices after the autumn of 2023, when the move of faculty is scheduled to the new House of Letters in the UL Academic Centre in Torņakalns. It is designed as part of a modern study and research center. Such changes will resolve the accessibility problems for disabled persons. However, until the resettlement, faculty staff should be able to ensure accessibility to the educational programme if such a desire would be demonstrated by people with disabilities, although it could be associated with excessive administrative burden and, of course, some flexibility from academic staff. It is possible that the experience of Covid-19 has also made such changes more likely (including remote lectures), including the remote availability of library resources, which is an integral part of studies.

Despite the necessary improvements, the existing technical provision – audience equipment, available digital resources and solutions, library stock, accessibility and replenishment procedures, as well as the marked change in location to more modern construction – makes it possible to conclude that this ensures a high-quality study process.

2.3.2. Not applicable.

2.3.3. The master's study programme "History and Archaeology" is financed from state budget funding (95% of the programme's funding) and from study fees (5% of the study programme's total financing) (SAR, p.205.).

For calculations, the implementers of the study programme use the strict methodology. In sum, the calculated cost per student of the full–time programme is 2370 EUR per year, and the total cost of the programme is 143 112 EUR per year. The cost of the Master study programme is divided into several parts: 56 % for Teacher costs, 11 % for General staff, 6% for Infrastructure expenditure, 26 % for Indirect costs, and 1% for other costs.

Based on the calculation, for the programme to be profitable and provide students with a quality study process, the number of paid students in the programme (all courses combined) must be at least 72 or if there were only budget students in the programme, then their number should reach 58 students. At this moment are 60 Master students, and the total income is 144 975 EUR. Therefore, the current distribution of budget places and study fees pay students is optimal and FHP has sufficient resources to implement the study programme, but to ensure its further development it would be necessary to increase number of paid students or budget students, to develop the goal of improvement of study quality and increase the number of optional courses.

Also, important work is to keep the number of students in balance and prevent students from studying leaving after 1st study year and try to find some motivation to prevent studying leaving in the last year. The standard situation is that MA students start their work life (and it is mainly the best time to start working, even You have some good support from family), which forces them to

divide resources between work and learning. The relevance of the position to the education acquired by the student and the understanding of the employer and the ability to support the employee in these processes is important. It is even important that there are aspects that enable MA students to complete their training – salary competitiveness, the benefits of acquired education in the labour market, public awareness of the field, etc. FHP is already developing some students' attraction / dropout reduction strategy at the period 2022.-2027. (Student attraction and dropout reduction plan of FHP.pdf). There are indicated problems and given some salvations, which includes both: internal risks - study processes and related challenges, and external factors - awareness of the curriculum, its content; the possibilities of the labour market for studies and the transformation of study programmes in line with the requirements of the era. The plan shows that faculty management is working on the issue of transparency, awareness and effectiveness of the programme, which leads legally to the stability of the number of students and the possibility of planning stable incoming financial resources, which in turn ensures the quality of the study process, the ability to transform it according to the needs of the modernization of studies and, in addition, the recruitment of specialists.

Also, there should be some similar financial support fund for Master 2nd year students like those for PhD to promote the involvement of Master students in the research process, scientific practice - studies, participation conferences in etc. Currently, such financial support is limited to those MA students involved in research projects (SAR, p .74), which means that some students do not receive support at an important stage of their growth. However, such aid should not only be assessed as financial but also mental support. The possibility of receiving financial support for studies already in the MA study programme would probably provide the missing sense of belonging and betting identified in the final point of the "Student attraction and dropout reduction plan of FHP" (Student attraction and dropout reduction plan of FHP).

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:
Masters study programme History and Archaeology (45228) provides full-time studies (2 years) in Latvian. The degree to be acquired after graduation: Master of Humanities in History and Archaeology. Study programme ensures the quality level of studies, including a provision to necessary resources (e.g. materials, library, premises etc.) and complies with the conditions for the implementation of the study programme. There is a need for extra budget funding to ensure study programme in future and some improvement of financial support funds for Master students to promote their involvement in the research process, scientific practice etc.

Strengths
1. FHP is equipped with all necessary study materials (books, databases, electronic resources) and training support equipment and they are widely available and accessible to students.

Weaknesses
1.Need to resolve the accessibility problems for disabled persons.
2. Several students leave their studies in the 2nd year.
3 There is no extra financial support fund for MA students' involvement in research practice, only for projects involving students.
4.Budget financing is at the limit of adequacy.
5.The systems for maintaining the study process (moodle, MS Teams etc.) are not used equally among academic staff and therefore, sometimes not effective.

Assessment of the requirement [6]

1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

Assessment of compliance: Partially compliant

From both the SAR (2.3., SAR part History and Archaeology (45228) 3.3.) and the feedback collected during interviews with academic staff and students and visited facilities, this is to confirm that Masters study programme History and Archaeology (45228) is capacitated with respect to any of the resources needed to underpin academic processes having to do with the given Study Programme. Meanwhile, attention should be paid to the use of the provision of the existing study base and to the stability of financial collateral. Need for extra financial support fund for MA students' involvement in research practice and prevent students from leaving their studies in the 2nd year. The expected physical solutions for the availability of the study programme are welcome, but adjustment of the study programme would be desirable if needed.

2.4. Teaching Staff

Analysis

2.4.1. All teaching staff have qualifications in accordance with the requirements of regulatory acts. The SAR p. 207-208 demonstrates that all staff members hold PhD. The staff consists of 3 professors, 6 associated professors and 5 assistant professors, all with qualifications that guarantee the effective implementation of the master study programme History and Archaeology (45228), the achievement of the stated goals and fulfillment of tasks (see the parameters of full time studies of History and Archaeology at Master level in SAR pp. 191-192). Such number and composition of the employed academic staff can be considered optimal for fulfilling the objectives of the programme.

As was clarified during the interviews in assessment visit with the programme leaders and the teaching staff, all teaching staff members are employed in the FHP only part-time. In addition, several researchers from the US Institute of Latvian History, as well as from other institutes of UL, participate in the study programme with teaching individual courses and with supervision of Master theses.

All professors are prominent researchers in the field of history. Prof Ē. Jēkabsons and G. Straube are well-known scholars dealing with modern times and the 20th century history that form a great part of the Master study program and thus directly contribute to the achievements of the learning outcomes. Prof H. Tumans deals with ancient history, which also has clear relevance for the study program.

Although archaeology has become a relevant part of the program "History and Archaeology" (45228), there are no full professors in this field. However, two associated professors, A. Vijups and A. Šnē, teach courses of archaeology and prehistory, so the high level teaching in archaeology is guaranteed anyway. Medieval and modern period history courses are effectively covered by the qualified researchers A. Levāns and V. Kļava, who are associated professors. Other associated professors in the programme, J. Taurēns and R. Cerūzis have excellent qualifications for ensuring the implementation of academic writing, 20th-century political history and theoretical aspects in the Master programme "History and Archaeology" (45228).

The quality of the master programme "History and Archaeology" (45228) was further strengthened by two courses in 2021 that were taught by a visiting professor Yuri Slezkine from the USA, "The Perspective of the Formation of Modern Nations in Eastern Europe" in the volume of 2 CP and "The Soviet Union history in films and fiction" in the amount of 2 CP (SAR p. 92). The number of visiting lectures, especially from abroad, should be increased in order to keep the teaching process on an

international level. It would also be beneficial for the study programme to have visiting lecturers on different subjects.

According to the annex "Scientific publications of teaching staff_HPfield", all staff members have published monographs or articles in peer-reviewed publications that fit well with the courses taught in the master program History and Archaeology" (45228) (see the annex "MSP History and Archaeology course descriptions"), are used in the teaching process and improve the quality of the study programme.

Positive development can be pointed out in the opportunities offered to the teaching staff to improve their qualification, as demonstrated p. 208 of the SAR. Several of the offered courses improve the intangible skills of the academic staff, such as media literacy or leadership competences, others e. g. language skills. These new competences can be considered very useful preconditions for successful development of the study field.

2.4.2. During the period from 2013/2014 until 2021/2022, 6 professors out of 7 in 2013/14 had retired and two new professors were elected to the position in 2015. These and other employments did, according to the SAR pp. 208-209, counterbalance the loss of the retired professors, who all had been well-known historians in Latvia. As further mitigation of the developed situation, several young researchers have been elected to academic positions. With these methods all different courses could be continuously taught on high level.

2.4.3. Not applicable.

2.4.4. The annex of the SAR "The list of scientific publications of "History and Philosophy" teaching staff in peer-reviewed editions" (Scientific publications of teaching staff_HPfield.pdf) demonstrates that all teaching staff members have been active in research in the last six years. They have published their research in monographs or articles in peer-reviewed publications and presented the results in conferences, although the number of publications in internationally top-rated publishing houses is low. A great percentage of the publications are in Latvian that hinders their distribution outside the country.

From the teachers lecturing in courses directly connected with history and archaeology, biological anthropologist Gunita Zariņa should be pointed out as having published in numerous internationally top-indexed volumes.

The staff of the programme has published about 20 monographs (great part of them collective monographs). These are almost entirely in Latvian, while monographs or collective monographs (collections of articles) in internationally top-rated publishing houses are absent.

The publications of the teaching staff, even if not published in internationally indexed publishing houses, however represent the highest-level research in Latvian history and archaeology and thus contribute to the implementation of a high-quality MA program that also focuses on Latvian history and archaeology.

2.4.5. According to the SAR pp. 210-211, a great part of cooperation inside the study programme is arranged by the UL Department of History and Archaeology, e. g. the selection of personnel, as well as the implementation and development of study programmes.

Several courses are taught as a cooperation between different staff members that guarantees the highest possible level (e.g. The Research Issues of History and Archaeology of Latvia, or Society and World Wars of the 20th Century). The structure of the study programme is discussed in meetings arranged by the Department. When a course is taught by several teachers, the content will be agreed in their personal discussions. The cooperation thus ensures that the aims of the study programme will be met. The interconnection of courses within the study programme is clearly demonstrated.

Cooperation between the staff members is also manifested in joint publications and joint applications or participation in research projects, joint organising of conferences and work on editorial boards.

Conclusions on this set of criteria, by indicating strengths and weaknesses

Conclusions:
The qualification of the teaching staff complies with the state requirements and fits well with the subjects taught in the study programme. All teaching staff members hold doctoral degrees, many of them are prominent researchers in the field of history and archaeology and well-known in Latvia. The composition of the staff is optimal for fulfilling the objectives of the programme.
All staff members have published monographs or articles in peer-reviewed publications that fit well with the courses taught in the Master program History and Archaeology" (45228). The number of publications in international languages is quite modest for all staff members and high for other members. Courses are offered for improving the qualification of the teaching staff, including developing their intangible and language skills. The staff members cooperate mutually for improving the study programme History and Archaeology" (45228).

Strengths
1. Good qualifications of the teaching staff.
2. Teaching staff members are connected with research and use the results in their teaching process.
3. All teaching staff members have published in peer-review publications, some of them in internationally indexed volumes.
4. The teaching staff cooperate effectively with each other in improving the master programme History and Archaeology" (45228).

Weaknesses
1. Most of the teaching staff members have published predominantly in Latvian.
2. The number of visiting lectures is low, since only two of them were announced in the SAR.

Assessment of the requirement [7]

1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

   Assessment of compliance: Partially compliant

   The qualification of the teaching staff is good and in accordance with the state requirements for teaching at MA level. Teaching staff members are active in research and publish intensively, but predominantly in Latvia. The number of visiting lecturers is low and should be increased. Cooperation between teaching staff members is well arranged and appears not only in the study process but also in joint research. The composition of the staff fulfils the objectives of the programme.

2.5. Assessment of the Compliance

Requirements

1 1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

   Assessment of compliance: Fully compliant

   The study programme fulfils requirements with the State Academic Education Standard (Cabinet ministers Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic

education"), (Annex: MSP_History and Archaeology_Compliance with the standard.pdf

2 2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

   Assessment of compliance: Not relevant

3 3 - The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

   Assessment of compliance: Fully compliant

   The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.
   The descriptions of the study courses are available in English and Latvian. (Annex: MSP History and Archaeology course descriptions.pdf

4 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

   Assessment of compliance: Fully compliant

   The sample of the diploma (Annex:MSP History and Archeology diploma and supplement.pdf) fully complies with the procedure by which state-recognised documents of higher education are issued. (Cabinet Regulation No. 202 "Procedures for Issuing State-Recognized Higher Education Documents").

5 5 - The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions.

   Assessment of compliance: Fully compliant

   Study programme academic staff fully complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (Confirmation annex: MSP History and archeology compliance with the 3rd clause of the 1st paragraph of Section 55 of the Law on Higher Education Institutions.pdf

6 6 - Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions.

   Assessment of compliance: Not relevant

7 7 - At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts (if applicable).

Assessment of compliance: Not relevant

8 8 - The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

The attached CV (Teaching staff CV_ HPfield.docx) of the academic staff confirm that state language proficiency is compliant with Cabinet of Ministers No. 733 (Regulations Regarding the Extent of the Knowledge of the Official Language, the Procedures for Examining the Proficiency in the Official Language and the State Fee for Examining the Proficiency in the Official Language). (Annex:Compliance with knowledge of the national language in the study programmes of the HPfield.7z)

9 9 - The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language (if applicable).

Assessment of compliance: Not relevant

10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

The attached sample of study agreement (standart_samples_study_contract.zip) complies with rules of the Cabinet of Ministers. Nr. 70. (Mandatory provisions to be included in the study agreement).

11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

Assessment of compliance: Fully compliant

The attached document in Agreement on the possibility to continue education in other programs.7z confirms that an agreement between UL and Daugavpils University in place and students are provided with opportunities to continue their education in Daugavpils University study programme "History" (45228).

12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

Assessment of compliance: Fully compliant

The attached document in Refund and Compensation Policy HPfield.7z confirms that students are guaranteed compensation for losses if the study field is not accredited or the study programs licence is revoked due to the actions (actions or omissions) of the UL, and the student does not wish to continue studies in another study programme.

13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

Assessment of compliance: Not relevant

14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

Assessment of compliance: Not relevant

Assessment of the requirement [8]

1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

Assessment of compliance: Fully compliant

The study programme complies with the requirements set in regulatory enactments.

General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme

Conclusions:

The study programme "History and Archeology" complies with the study field indicators, conditions and criteria. The title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. There is, however, quite a big dropout rate of students and attention should be paid to the stability of financial collateral as well.

The content of the study courses is complementary. The implementation methods of the study programme are optimal. The number of students is small, enabling individual approaches in the study process. The subjects of the MA theses are relevant to the field but could be more variable for guaranteeing new experts in all fields in Latvian history and archaeology in future. There is a demand to offer more courses in intangible skills.

The qualification of the teaching staff fits well with the subjects taught in the study programme. All teaching staff members hold doctoral degrees, and many of them are prominent researchers. All staff members have published monographs or articles in peer-reviewed publications that fit well with the courses taught in the MA program. The number of publications in international languages is quite modest. There have been only a few lectures by foreign experts.

Strengths:

1. The content of the study programme meets the needs of the labour market.

2. The amount of graduates every year is also stable in numbers.

3. The connections between students and academic staff are very good, and the small number of students enables individual approaches in the study process.

4. The synergy between archaeology and history create a very good interconnectivity of the two fields.

5. FHP is equipped with all necessary study materials (books, databases, electronic resources) and training support equipment and they are widely available and accessible to students.

6. Teaching staff members are well qualified, connected with research and use the results of the research in their teaching process.

7. All teaching staff members have published in peer-review publications, some of them in internationally indexed volumes.

8. The teaching staff cooperate effectively with each other in improving the MA programme.

Weaknesses

1. An overall decrease of incoming students.
2. The themes for Master thesis are most often focused on 20th Century History that can potentially mean lack of experts of other history and archaeology fields in future.
3. Most of the teaching staff members have published predominantly in Latvian that restricts their academic influence abroad.
4. The number of visiting lectures is low, since only two of them were announced in the SAR. There is a shortage of more courses in foreign languages.
5. Project management and digital skills are not offered in the programme.
6. Need to resolve the accessibility problems for disabled persons.
7. Several students leave their studies in the 2nd year.
8. Budget financing is at the limit of adequacy.
9. There is no extra financial support fund for MA students' involvement in research practice, only for projects involving students.
10. The systems for maintaining the study process (moodle, MS Teams etc.) are not used equally among academic staff and therefore, sometimes not effective.

Evaluation of the study programme "History and Archaeology"

Evaluation of the study programme:

Good

2.6. Recommendations for the Study Programme "History and Archaeology"

Short-term recommendations

- Must pay attention to the use of e-platform to facilitate a common use of Moodle by all academic staff.
- Until the resettlement to the new modern building, faculty staff should be able to ensure accessibility to the educational programme for people with disabilities.
- Create a support fund for MA students' involvement in research processes.

Long-term recommendations

- Address the issue of a decrease in incoming students. Try to bring awareness and attention to the study programme of undergraduates. Offer open-door sessions with alumni of the Master's programme, and distribute them through social media. Offer interested parties to join online, ensure state-funded places, and make the programme appealing and stand out in a good way.
Resolve risks with the amount of budget funding to ensure the study programme, reducing the dependency on the financial contribution of fee-paying students and reducing student dropouts.
The existing "Student attraction and dropout reduction plan of FHP" to decrease the number of students who leave studying in the first or last year should be implemented, and new activities should be added if necessary.
- It is necessary to enhance the academic level of the teaching staff to publish more internationally.

- Encourage students to choose subjects of different periods and aspects of Latvian as well as global history and archaeology for their theses.
- Include more courses in project management and digital humanities software to improve the career prospects of the students.
- Strengthen the knowledge of foreign languages among the students.
- For keeping the academic level of the teaching, find possibilities to include more foreign teachers.

II - "Philosophy" ASSESSMENT

II - "Philosophy" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

2.1.1. The academic Master's study programme "Philosophy" 45229, complies with indicators, conditions and criteria of the study field of "History and Philosophy". The length of the implementation of the study programme, which is 2 years, is evaluated as sufficient for acquiring the necessary skills and way of thinking to enter the labor market.

2.1.2. According to the SAR p. 170, the title of the study programme is "Philosophy" in the study field of "History and Philosophy" with education classification code 45229 with the last 3 numbers (229) standing for philosophy and ethics according to the classification of Latvian education which can be accessed here: https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitibas-klasifikaciju. There is no qualification given after graduating as it is an academic Masters study programme. According to the SAR p.170, the aim of the study programme is to provide a set of knowledge, skills, and competence required in the science of philosophy in accordance with the 7th level of Latvian Qualifications Framework in compliance with the Classification of the Latvian Education, preparing specialists with the right and potential to continue studies in philosophy and other doctoral study programmes, teaching staff and researchers of higher education institutions and high-level employees of state institutions, capable of addressing current problems of scientific and professional philosophy, ethics and other philosophy sub-fields in an interdisciplinary context.

According to the information in the SAR p. 171, the admission requirements of this programme is either completed Bachelor's degree or second-level professional higher education, or equivalent higher education, in philosophy and ethics or completed Bachelor's degree or second-level professional higher education, or equivalent higher education, in other educational programme groups and entrance examination. The programme is implemented in Latvian thus no proof of proficiency of English language is necessary. It has been stated in the SAR p.171, that after successful completion of the studies, students are awarded with a Master of Humanities in Philosophy and Ethics.

According to the SAR p.171, the study programme is a full-time study programme with 80 CP to be gathered during the study process of 2 years. In the opinion of the experts, the title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated.

The duration and scope of the study programme implementation as well as the implementation language, are reasonable and justified.

2.1.3. There have been minor changes in the study programme's parameters. According to the document of the Performance Report of the implemented recommendations from previous accreditation, there are various new courses implemented in the study programme in A and B parts,

however they have not been mentioned in the SAR. Such courses have been implemented in the study programme - Filz1074 "Social philosophy in practice: philosophical analysis of socio-political issues". As stated by the UL, they also have implemented three (3 ECTS) courses on aesthetics and one (6 ECTS) course in the Philosophy Masters programme. In the study year of 2014/2015, there have also been new courses introduced in the Masters programme such as Filz5054 "Cultural Theory and Practices". The changes have been made based on the recommendation received from the previous accreditation round as it was recommended to incorporate additional modern elements (including analytical philosophy) into the programme.

2.1.4. According to the SAR p.175, the interest in acquiring the Master's study programme "Philosophy" is constant – in the period from the academic year 2013–20221, 12–22 students have registered for studies each year, which generally corresponds to the proposed number of state-budget-funded and self-funded study places in the programme. A relatively smaller number of applicants can be observed between 2019 and 2021, which can be partly explained by the financial instability caused by the pandemic in the country as a whole, as well as the demographic curve, however, the number of registered students in the programme has never fallen below 25 people in any of the academic years. Considering the changes in the number of students within one academic year, the reason for student dropout is mostly non-fulfilment of programme requirements or personal reasons. Analysis of the factors affecting non-fulfilment of programme requirements reveals that they are related to (1) difficulties in balancing the time required for studies with a full time workload, (2) limited availability of restricted elective and free elective courses in the master's study programme "Philosophy"and (3) Inability to settle financial obligations constitutes - 2 cases.

2.1.5. N/A.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

All of the indicators of the study programme are in compliance with the existing preconditions of the implementation of the study programme. The study programme "Philosophy" complies with the study field indicators, conditions and criteria. In the opinion of the experts, the title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The duration and scope of the study programme implementation as well as the implementation language, are reasonable and justified. The study programme is implemented in Latvian. The goals, objectives, learning outcomes are in line and in compliance. The programme is in demand and there is a flow of incoming students every study year. There has been a significant level of dropout rate in the last study years which causes instability.

Strengths
None

Weaknesses
1. Instability of the enrolled students in the last study years.
2. A small number of students (there is a decreasing trend in the last 5 years).

2.2. The Content of Studies and Implementation Thereof

Analysis

2.2.1. The study programme "Philosophy" 45229 complies with current national regulations concerning higher education and qualification frameworks listed in SAR, p. 177 (i.e. cabinet ministers Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic education" (compliance in anex: MSP_Philosophy_Compliance with the standard.pdf), cabinet

ministers Regularion No. 322 of 13.06.2017 "Regulations on the Classification of Latvian Education", the description of the learning outcomes corresponding to the 7th level of the Latvian Qualifications Framework (LQF) included in Appendix 1 and UL Senate Decision No. 102 of 24.04.2017 "Regulations on they University of Latvia and Continuing Education Programmes"). The goals and expected outcomes are properly defined, including suitable references to contents, skills, and competencies to be enhanced (SAR, p. 178).

Its structure involves 80 CP to be covered in 4 semesters of full-time regular studies with at least 30% of contact hours. It is divided into mandatory courses corresponding to 44 CP, a master's thesis corresponding to 20 CP, elective courses in the amount of 36 CP divided into limited courses strongly related to the field and free courses oriented to explore interdisciplinary bonds.

The mandatory courses are consistent with the programme's profile, e.g. Philosophy as a system, Philosophy as a method, Cultural theory and practices, Master thesis seminar, among others (See Annex: Mapping the study programme results for the master's study programme 'Philosophy'). Free courses have been introduced recently, which allow the students to explore their own interests, including Aesthetics and Philosophy of Art, Theoretical Ethics, Phenomenological Approach in the Research of Humanities and Social Sciences, Being and Language, among others (SAR, p. 177 and Annex: Mapping the study programme results for the master's study programme 'Philosophy'). The SAR stresses the uniqueness of this programme in Latvia and its goal to keep a comprehensive view providing vital research tools to continue studies at the doctoral level and broad skills to work in related areas. Contents related to history of philosophy and diverse areas and contemporary approaches, e.g. hermeneutics, phenomenology, linguistic turn trends, etc., are properly addressed (SAR, p. 108). Methodological issues are adequately addressed both in specific courses and as part of the goals of the thematic subjects, including interdisciplinary approaches in the course "Cultural Theories and practices", offered to students of philosophy and history (SAR, p. 108). The plan is achievable, and all the courses are appropriately justified and linked to the main issue. The focus on the problem of the unity of philosophy and its place in contemporary thought is significant and relevant in the current debates, that pay special attention to the problem of the identity and structure of philosophy, its place in the horizon of knowledge in the twenty-one century, and its ability to contribute to the discussion about urgent contemporary challenges related to the environment, democracy, peace, artificial intelligence, among many others, which are intrinsically philosophical issues.

The requirements of the Environmental Protection Law and the Civil Protection and Disaster Management Law are fittingly addressed in courses related to civil protection and environmental protection, i.e. the courses Civil protection (1 CP), Environment protection (1CP), corresponding to one credit per course. Also the course Environmental philosophies in the Anthropocene, corresponding to 4 credits, should be considered as related to this aspect (See Annex: Mapping of the study programme MSP Philosophy.pdf). The assessment of all the courses is appropriately defined. It includes explicit regulations regarding the openness of evaluation, mandatory assessment, revision possibilities, and various test types according to a precise 10 point scale, aligned with cabinet ministers Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic education" and the decision of the UL Senate No. 211 of 29.06.2015, oriented to assess the amount and quality of the acquired knowledge and the acquired skills and competences (SAR, p. 180). As a result, the content of the study programme is highly topical, apt to lead to the achievement of the learning outcomes, and able to meet the needs of the scholarly environment and the labour market in the Humanities. The information provided during the assessment visit interviews by the management staff in fully aligned with the descrition in the SAR and the teaching staff is committed to reach the institutional objectives and identify proper strategies.

2.2.2. The programme aims to produce original knowledge properly connected with the current state of the art and labour market requirements, concretised in a MA degree reached after the approval of courses and a MA thesis. For instance, it pays due attention to provide significant knowledge of the

principal philosophical schools, soft skills relevant for the insertion in the labour market, and abilities to disseminate philosophical contents beyond the scholarly environment in line with a proper understanding of the ethical responsibility of this professional activity (SAR, p. 178-9). In this sense, it combines due attention to traditional roots related, e.g. to the history of philosophy, current trends, e.g., biophilosophy, cultural theories, etc., interdisciplinary elements, and connections with practical fields, e.g., academic education, public administration, the media, etc. The assessment of the programme involves participation of relevant internal and external stakeholders, who are consulted through adequate channels (SAR, 179).

During the interviews in assessment visit, the teaching staff provided relevant details about their academic interests, which are in line with the institutional priorities described in the SAR, p. 179, related to currents trends, e.g., biophilosophy, cultural theories, among others. They also described the way they produce significant innovations and the importance of guiding students to produce original contributions. Furthermore, the employers commitment and suitable connection with the programme and showed themselves eager to contribute with their perspectives and ideas to enhance the current results, considered by them highly positive.

2.2.3. Pedagogical methods in the framework of student-centred teaching and learning principles are properly taken into account, highlighting the relevance of individual profiles and interests (SAR, p. 179). Various kinds of lectures, seminars, individual and group presentations, and other relevant tasks to be complied with by the students are suitably described, including a fitting emphasis on oral and written presentations (SAR, p. 180). For instance, the courses have diverse structures and seel to reach individual treatment of students respecting their interests and needs. Provisions concerning the availability of important information in all the courses are sufficient and outline the evaluation procedures and criteria adequately (SAR, p. 180).

Access to bibliography in other languages and e-learning are incorporated in all the courses (SAR, p. 179). An E-learning platform, "Moodle" is available together with complementary systems to ensure constant connection, e.g. LUIS system (SAR, p. 179). Monitoring the processes is part of a general strategy for quality development that involves the engagement of students and graduates in the assessment, underlining the relevance of feedback and improvement from its results.

During the interviews in assessment visit, the academic staff outlined the available courses related to pedagogical issues offered regularly by the institution and considered them as helpful tools. However, the level of engagement in this activities seems still low, and the student-centred approach is not considered as an explicit framework of the joint teaching work. This aspect could be improved to produce further enhancement in the pedagogical resources.

2.2.4. Not applicable.

2.2.5. Not applicable.

2.2.6. The master's thesis marks the programme's conclusion, and the whole structure is suitably established to ensure its achievability and quality. Preliminary development of knowledge, skills and competencies is properly described. The point scale and the criteria, i.e. amount and quality of acquired knowledge, acquired skills, acquired competence according to the planned study results are wholly adequate (SAR, p. 180). The supervisor's role is clear and relevant since the election of the thesis' main topic (SAR, p. 181). During the last years, the topics have been varied and representative of diverse sub-disciplines divided into areas within theoretical and practical philosophy and covering relevant issues both in historical-philosophical topics and significant contemporary problems, e.g. classical philosophy, phenomenology, cognitive science, etc. (SAR, p. 181). Hence, the theses address a wide range of contents, and the integration with the main research lines is valuable and properly stressed. The number of defended theses between 2013 and 2021, i.e., 52, is adequate considering the rate of students, and the range of assessment is equally satisfactory (SAR, p. 181-2). During the interviews in assessment visit, the teaching staff showed to be aware of the importance of the master thesis as the coronation of the programme, and the students and graduates considered the thesis process feasible and adequate, stressing the support

they receive to reach the expected outcomes.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:
The structure of the master programme "Philosophy" 45229 is adequate to reach the learning outcomes and pays due attention to methodological aspects. Evaluation is properly planned and conducted. The integration with research as a key aspect of the overall approach ensures the production of original knowledge, which is suitably present as a programme's goal among the diverse stakeholders. Pedagogical methods are properly taken into account and oriented to enhance the teaching and learning processes, although the relevance of this aspect within the programme could be reinforced among the teaching staff. The master's thesis occupies a fitting place in the general scheme and the results are satisfactory.

Strengths
1. Solid and consistent structure of the master programme "Philosophy" 45229, including relevant courses and related activities.
2. Very good integration with research.
3. Well established protocols related to the master's thesis.
4. Implementation of new modern philosophy courses in the study programme.
5. The connection between the students and the teaching staff is very good.

Weaknesses
1. Even if relevant courses oriented to pedagogical issues are offered to the teaching staff, the level of consciousness and commitment with the student-centred approach is not strong enough, which would merit additional institutional work.

Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)

1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

Assessment of compliance: Fully compliant

The contents of the MA programme "Philosophy" 45229 in Philosophy and the overall implementation are appropriate and covers the expected requirements related to structure, due attention to pedagogical tools and organisation of the promotion measures. The adoption of the student-centred approach by the teaching staff is not fully developed, which would merit further work on this issue, but does not affect compliance.

2.3. Resources and Provision of the Study Programme

Analysis

2.3.1. Information about the resources and material and technical provision of the program, including the teaching staff, generally is common to all programs and it is presented in Section 2.3. of SAR- Resources and provision of the study field (SAR, P.70.-102.)
According to the SAR (point 2.3.1. p.70.), the system of the UL, including the master's study programme "Philosophy", for financing the study field and the corresponding study programs is based on the "Law on Higher Education Institutions," Cabinet of Ministers Regulations No. 994 of 12.12. 2006 "Procedures for Financing Higher Education Institutions and Colleges from the State Budget", Cabinet of Ministers Regulation No. 445 of 05.07.2016 "Regulations on Remuneration of

Teachers'' and other external and internal regulatory enactments. The amount of financial reference amount of studies, which is common BA and MA programms, are calculated by using the formula determined by the "Procedures for Financing Higher Education Institutions and Colleges from the State Budget" (p.14. https://likumi.lv/ta/en/en/id/149900-procedures-for-financing-institutions-of-higher-education-and-colleges-from-the-funds-of-the-state-budget). Taking into account the degree of MA studies, the coefficient of the relevant thematic area studies is 1.5 higher than for the BA study programme (p.13. https://likumi.lv/ta/en/en/id/149900-procedures-for-financing-institutions-of-higher-education-and-colleges-from-the-funds-of-the-state-budget). Within this framework, MA "Philosophy" comply with the conditions for the implementation of the study programme.

All the faculty resources available at the UL and FHP are at the disposal of the mastersr's study programme "Philosophy". MA students have an equal right to access to the learning features available in the faculty – lecture rooms, reading rooms, computer equipment, library (till 2022.y. January encompasses a total of 34 057 titles of printed information resources in 72 136 copies, 12 498 titles of them for philosophy students (SAR. P.81)) databases, electronic resource, and materials for technical means. The study base is regularly improved and supplemented with the most current information resources, in accordance with the needs of academic staff and students. There are freely available IT resources to students: application package "MS Office 365", MS tools such as "Outlook", "Forms", MS Teams and BigBlueButton system, software, and UL maintain e-mail. In assessment visit interviews, some students mentioned that the e-study, "Moodle" etc. systems among academic staff are not used at an equal level. Some students complained that sometimes it is difficult to get full information about study content because there are no proper details, and sometimes there is a lack of study materials. That leads to the conclusion, that without doubt technology solutions are appropriate, but they could be better used among academic staff to be more efficient.

During the assessment visit in the tour over faculty, were assured that FHP has sufficient resources in respect of premises, and infrastructure and is equipped with all necessary study materials and training support equipment. All auditoriums are equipped with multimedia projectors and computers, and all premises of the building have an Internet (wireless) connection. According to SAR (P.75.) in 2022, the faculty fully equipped one auditorium for providing video lectures. The equipment included wide-angle cameras, a projector, and other technical appliances, which were purchased for this purpose.

During the assessment visit interviews lecturers and the dean expressed their hope to get wider offices after the autumn of 2023, when the move of faculty is scheduled to the new House of Letters in the UL Academic Centre in Torņakalns. It is designed as part of a modern study and research centre. Such changes will resolve the accessibility problems for disabled persons. However, until the resettlement, faculty staff should be able to ensure accessibility to the educational programme if such a desire would be demonstrated by people with disabilities, although of course it could be associated with excessive administrative burden and, of course, some flexibility from academic staff. It is possible that the experience of Covid-19 has also made such changes more likely (including remote lectures), including the remote availability of library resources, which is an integral part of studies.

Despite the necessary improvements, the existing technical provision – audience equipment, available digital resources and solutions, library stock, accessibility and replenishment procedures, as well as the marked change in location to more modern construction – makes it possible to conclude that this ensures a high-quality study process.

2.3.2. Not applicable.

2.3.3. The master's study programme "Philosophy" 45229 is financed from state budget funding (92% of the programme's funding) and from study fees (until 10% of the study programme's total

financing) (SAR, P.183.).

For calculations, the implementers of the study programme use the strict methodology. In sum, the calculated cost per student of the full–time programme is 2325 EUR per year, and the total cost of the programme is 69 750 EUR per year. The cost of the MA study programme is divided into several parts: 56 % for Teacher costs, 11 % for General staff, 6% for Infrastructure expenditure, 26 % for Indirect costs, and 1% for other costs.

Based on the calculation, for the programme to be profitable and provide students with a quality study process, the number of paid students in the programme (all courses combined) must be at least 35 or if there were only budget students in the programme, then their number should reach 27 students. At this moment there are 30 Master students, and the total income is 69 900 EUR. Therefore, the current distribution of budget places and study fees pay students is optimal and FHP has sufficient resources to implement the study programme, but its further development is at risk if Master paid students decrease.

The most important work of FHP is to keep the number of students in balance and prevent students from studying leaving after 1st and 2nd semesters and the non-completed study in the last (2nd) study year. The standard situation is that MA students start their work life (and it is mainly the best time to start working, even You have some good support from family), which forces them to divide resources between work and learning. The relevance of the position to the education acquired by the student and the understanding of the employer and the ability to support the employee in these processes is important. It is even important that there are aspects that enable MA students to complete their training – salary competitiveness, the benefits of acquired education in the labour market, public awareness of the field, etc. FHP is already developing some students' attraction / dropout reduction strategy at the period 2022.-2027. (Student attraction and dropout reduction plan of FHP.pdf). There are indicated problems and given some salvations, which includes both: internal risks - study processes and related challenges, and external factors - awareness of the curriculum, its content; the possibilities of the labour market for studies and the transformation of study programmes in line with the requirements of the era. The plan shows that faculty management is working on the issue of transparency, awareness and effectiveness of the programme, which leads legally to the stability of the number of students and the possibility of planning stable incoming financial resources, which in turn ensures the quality of the study process, the ability to transform it according to the needs of the modernization of studies and, in addition, the recruitment of specialists.

Also there should be some similar financial support fund for Master 2nd year students like those for PhD to promote the involvement of master students in the research process, scientific practice - studies, participation conferences in etc. Currently, such financial support is limited to those MA students involved in research projects (SAR, p .74), which means that some students do not receive support at an important stage of their growth. However, such aid should not only be assessed as financial but also mental support. The possibility of receiving financial support for studies already in the MA study programme would probably provide the missing sense of belonging and betting identified in the final point of the "Student attraction and dropout reduction plan of FHP" (Student attraction and dropout reduction plan of FHP).

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

Master's study programme Philosophy (45229) provides full time studies (2 years) in Latvian. The degree to be acquired after graduation: Master of Humanities in Philosophy and Ethics. Study programme ensure the quality level of studies including a provision to necessary resources (e.g. materials, library, premises etc.). and complies with the conditions for the implementation of the study programme. Therefore, there is a need for extra budget funding to ensure study programme

in future and some improvement of financial support funds for MA students to promote their involvement in the research process, scientific practice etc.

Strengths:
1. FHP is equipped with all necessary study materials (books, databases, electronic resources) and they are widely available and accessible to students.

Weaknesses
1.Need to resolve the accessibility problems for disabled persons
2.There is no extra financial support fund for MA students' involvement in research practice, only for projects involving students.
3. Budget financing is at the limit of adequacy.
4. The systms for maintaining the study process (moodle, MS Teams etc.) are not used equally among academic staff and therefore, sometimes not effective.

Assessment of the requirement [6]

1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

Assessment of compliance: Partially compliant

From both the SAR (2.3., SAR part Philosophy (45229) 3.3.) and the feedback collected during interviews with academic staff and students and visited facilities, this is to confirm that MA study programme Philosophy (45229) is capacitated with respect to any of the resources needed to underpin academic processes having to do with the given Study Programme. There are still some risks with the amount of budget funding to ensure a study programme; and it is necessary for more financial actions to involve Master students in the research process. The expected physical solutions for the availability of the study programme are welcome, but adjustment of the study programme would be desirable if needed.

2.4. Teaching Staff

Analysis

2.4.1. According to SAR (p. 186) all teaching staff involved in the study program Philosophy (45229) has a doctorate in philosophy or history in accordance with the requirements of regulatory acts. In the academic year 2022/2023, the master's study program "Philosophy" involves the following members of the academic staff: 2 professors, 3 associated professors, 6 assistant professors, 2 lecturers with the degree of Doctor of Philosophy and 2 scientific assistants (with a master's degree). Elective courses, which are common to students of the master's study programs "Philosophy" and "History and Archaeology" during the reporting period have been taught by the teaching staff of the UL Department of History and Archaeology.
UL has established "Regulatory enactments on academic and administrative positions at the 91 University of Latvia" (Only in Latvian) 9 see https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_LV/5._DAZADI/SL_2-3-11-2022__Nolikums_par_akad_l__1_.pdf). According to the regulations, the following academic positions exist at the University of Latvia: professor, associate professor, assistant professor, senior researcher, lecturer, researcher, assistant, and research assistant (see SAR p. 91).
According to SAR (p. 186-187) in the spring semester of 2019/2020, a visiting professor from the

University of Melbourne J. T. Ozoliņš contributed to teaching at the Department of Philosophy and Ethics, presenting the course "Philosophical problems of social analysis" in the amount of 4 CP (in Latvian and English), a guest lecturer Dr. phil. I. Kivle (UL Academic Library) taught the course "Rhythm, number, sound, colour in a philosophical perspective" in the amount of 2 CP (in English). In 2020/2021, the students attended the course of a guest professor – a visiting professor at the University of California, Berkeley, and a senior researcher at the University of Oxford, Y. Slezkine, "The Perspective of the Formation of Modern Nations in Eastern Europe" (in English). The experts team emphasise the guest lecturers and visiting professors who were involved in teaching activities during the last 2 years.

The program Philosophy (45229) teaching staff actively implement scientific work – publishing scientific articles in database-indexed editions, monographs and collective monographs, collections of scientific articles, entries for the National Encyclopedia, and preparing translations of philosophical texts. All of these set a good reputation for the teaching staff and enable the achievement of the aims and learning outcomes of the study program.

2.4.2. In the academic year 2022/2023, the master's study program "Philosophy" 45229 involves the following members of the academic staff: 2 professors, 3 associated professors, 6 assistant professors, 2 lecturers with a Doctor of Philosophy degree and 2 scientific assistants (with a master's degree). The most notable changes occurred in the composition of professors and associate professors: during the reporting period, 3 professors retired, while 2 associate professors were re-elected to the position of assistant professor, while in 2021, 1 new professor was elected to the position of professor (see SAR - Composition of teaching staff involved in master's study programme "Philosophy" and changes thereof in the period from 2013/2014 to 2021/2022- p. 187-188).

A very good idea for the future is the implementation of the master's study program "Philosophy" 45229 in cooperation with the leading researchers of UL Institute of Philosophy and Sociology (mostly for phenomenology), as well as with assoc. prof. and researchers of UL Faculty of Geography and Earth Sciences. These changes and close cooperation between philosophy and history represent an added value for the study program and did not affect the good evolution of the program according to the regulatory enactments.

2.4.3. Not applicable.

2.4.4. According to the annex of the SAR "The list of scientific publications of "History and Philosophy" teaching staff in peer-reviewed editions" (Scientific publications of teaching staff_HPfield.pdf) the criteria fulfilment is similar to the bachelor level because most of the academic staff from the bachelor program in Philosophy (43229) are involved in the master program Philosophy (45229). During the interview and assessment visit with teaching staff members it was clarified that not all the academic staff are involved full time, which can be a weakness for the long-term development of the study program. The FHP must pay attention to the evolution of the teaching staff number and to the involvement of each member of the teaching staff in order to maintain a constant number of full-time teaching staff.

2.4.5. The mechanism for mutual cooperation was established at the level of the Faculty and it is responsible for staff selection and training issues and decides on the study program development and research activities. The Department of Philosophy and Ethics is responsible for the implementation of three philosophy programmes (bachelor's, master's, and doctoral) at the UL, therefore it is responsible for staff selection and training issues and decides on the study programme development and research activities. In the solutions to institutional and academic issues, the Council of the Study Field "History and Philosophy" holds a key function (starting from March 2020, – until then, the cooperation of teaching staff was under the control of the Philosophy Study Programme Council, which ceased to exist with the establishment of study field councils) and the FHP Council, in which lecturers and students of history and archaeology, as well as philosophy programmes, are represented.

According to SAR, for the implementation of academic and scientific goals, joint study courses with

the participation of specialists in history, environmental science, and other fields, are created (e.g., "Baltic German historical heritage", "Social movements after the Second World War", "Environmental philosophies in the Anthropocene"), while research projects in cooperation with UL IPS, as well as foreign researchers and lecturers (e.g. LCS "Institutum Herderianum Rigense" and within the national research programs). Moreover, from SAR it is not so clear the interconnection between the MA and PhD Philosophy program and this is one of the reasons because we underline the importance of interconnected activities between MA and PhD students and teaching staff. As we can saw it in SAR the qualifications of the Teaching Staff and the cooperation with other entities from UL or from outside of UL ensures the achievement of the aims of the study programme.

Conclusions on this set of criteria, by indicating strengths and weaknesses

Conclusions:
The "Philosophy" study programme has well prepared teaching staff and the small number of students creates the opportunity to have a ratio 2.7 students / teaching staff. The national reputation of teaching staff is very good and the international connections are on an ascendent trend.
There is a strong connection between the research themes of the academics involved in the teaching process and the curricula of the study program and the research results are spread through the publications (mainly in Latvian language but with a good representation in international publication, also).

Strengths
1. Well prepared teaching staff.
2. A very good national reputation.
3. Strong cooperation with other scholars from related departments from UL.

Weaknesses
1.The number of teaching staff has increased in the last 5 years which can create a financial problem if the number of students drop off in the Master Philosophy programme.

Assessment of the requirement [7]

1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

   Assessment of compliance: Fully compliant

   The programme teaching staff actively implement scientific work – publishing scientific articles in database-indexed editions, monographs and collective monographs, collections of scientific articles, entries for the National Encyclopedia, and preparing translations of philosophical texts. The teaching staff of the programme participates in the editorial boards of scientific publications in Latvia and abroad. In the last two years some international scholars (visiting professors or invited lecturers) have delivered lectures to the students (in English language). There is a potential risk which can occurred due to the fact that are a significant number of the teaching staff members who are not full time involved in the MA program, and UL must pay attention to this situation.

2.5. Assessment of the Compliance

Requirements

1   1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

   Assessment of compliance: Fully compliant

   The study programme fulfils requirements with the State Academic Education Standard (Cabinet ministers Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic education"), (Annex: MSP_Philosophy_Compliance with the standard.pdf).

2   2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

   Assessment of compliance: Not relevant

3   3 - The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

   Assessment of compliance: Fully compliant

   The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education. The descriptions of the study courses are available in English and Latvian. (Annex: MSP Philosophy course descriptions.pdf

4   4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

   Assessment of compliance: Fully compliant

   The sample of the diploma (Annex:MSP Philosophy diploma and supplement.pdf) fully complies with the procedure by which state-recognised documents of higher education are issued. (Cabinet Regulation No. 202 "Procedures for Issuing State-Recognized Higher Education Documents").

5   5 - The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions.

   Assessment of compliance: Fully compliant

   Study programme academic staff fully complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (Confirmation annex: MSP Philosophy compliance with the 3rd clause of the 1st paragraph of Section 55 of the Law on Higher Education Institutions.pdf

6   6 - Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions.

   Assessment of compliance: Not relevant

7 7 - At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts (if applicable).

Assessment of compliance: Not relevant

8 8 - The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

The attached CVs (Teaching staff CV_ HPfield.docx) of the academic staff confirm that state language proficiency is compliant with Cabinet of Ministers No. 733 (Regulations Regarding the Extent of the Knowledge of the Official Language, the Procedures for Examining the Proficiency in the Official Language and the State Fee for Examining the Proficiency in the Official Language). (Annex:Compliance with knowledge of the national language in the study programmes of the HPfield.7z)

9 9 - The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language (if applicable).

Assessment of compliance: Not relevant

10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

The attached sample of study agreement (standart_samples_study_contract.zip) complies with rules of the Cabinet of Ministers. Nr. 70. (Mandatory provisions to be included in the study agreement).

11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

Assessment of compliance: Fully compliant

The attached document in Agreement on the possibility to continue education in other programs.7z confirms that UL undertakes to provide students with the opportunity to continue their studies in the study programme Theology and religious studies (45221) of the study field Religion and theology.

12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

Assessment of compliance: Fully compliant

The attached document in Agreement on the possibility to continue education in other programs.7z confirms that UL undertakes to provide students with the opportunity to continue

their studies in the study programme Theology and religious studies (45221) of the study field Religion and theology.

13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

Assessment of compliance: Not relevant

14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

Assessment of compliance: Not relevant

Assessment of the requirement [8]

1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

Assessment of compliance: Fully compliant

The study programme complies with the requirements set in regulatory enactments.

General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme

Conclusions:
The study programme "Philosophy" complies with the study field indicators, conditions and criteria. The title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The goals, objectives, learning outcomes are in line and in compliance. The study programme ensures the quality level of studies. Budget financing of the programme is, however, at the limit of adequacy.
The structure of the MA programme is adequate to reach the learning outcomes and pays due attention to methodological aspects, but the level of consciousness and commitment with the student-centred approach needs to be improved. Pedagogical methods are properly taken into account and oriented to enhance the teaching and learning processes. The teaching staff is well qualified, with a very good national reputation. Still, the increasing number of the teaching staff forms a potential financial risk as the number of students is dropping.

Strengths
1. Solid and consistent structure of the MA programme, including relevant courses and related activities.
2. The study programme is well integrated with research.
3. Well established protocols related to the master's thesis.
4. Implementation of new modern philosophy courses in the study programme.
5. The connection between the students and the teaching staff is very good.
6. FHP is equipped with all necessary study materials and has a proper infrastructure for ensuring the best results of the study process.
7. Good qualifications and a very good national reputation of the teaching staff.
8. Well-established cooperation with other scholars from related departments from UL.

Weaknesses
1. A small number of students (there is a decreasing trend in the last 5 years), especially in the last study years.
2. Even if relevant courses oriented to pedagogical issues are offered to the teaching staff, the level

of consciousness and commitment with the student-centred approach is not strong enough, which would merit additional institutional work.

3. Need to resolve the accessibility problems for disabled persons.

4. There is no extra financial support fund for MA students' involvement in research practice, only for projects involving students.

5. Budget financing is at the limit of adequacy.

6. The systems for maintaining the study process (Moodle, MS Teams etc.) are not used equally among academic staff and therefore, sometimes not effective.

7. The number of teaching staff has increased in the last 5 years which can create a financial problem if the number of students drop off in the master Philosophy programme.

Evaluation of the study programme "Philosophy"

Evaluation of the study programme:

Good

2.6. Recommendations for the Study Programme "Philosophy"

Short-term recommendations

- Must pay attention to the use of e-platform to facilitate a common use of Moodle by all academic staff.
- Until the resettlement to the new modern building, faculty staff should be able to ensure accessibility to the educational programme for people with disabilities.
- Additional work with the teaching staff concerning the institutional adoption of the student-centred approach through specific meetings and materials. Create a support fund for MA students' involvement in research processes.
Create a support fund for MA students' involvement in research processes.

Long-term recommendations

- Resolve risks with the amount of budget funding to ensure study programme, reducing the dependency on the financial contribution of fee paying students, avoiding further increase of the teaching staff and reducing student dropouts.
- Ensure stability in the numbers of enrolled students in bringing awareness and attention of the study programme. Organise open door days, invite alumni, employers, advertise on social media. Possibly, implement the programme in one of the UL faculties in other regions in Latvia.
- The existing "Student attraction and dropout reduction plan of FHP" to decrease the number of students who leave studying in the first or last year should be implemented and new activities should be added if necessary.

II - "History and Archeology" ASSESSMENT

II - "History and Archeology" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

2.1.1. The academic Joint Doctoral study programme "History and Archeology" 51228, complies with indicators, conditions and criteria of the study field of "History and Philosophy". The length of the implementation of the study programme, which is 3 years, is evaluated as sufficient for acquiring the necessary skills and way of thinking to enter the labor market.

2.1.2. According to the SAR p. 236, the title of the study programme is "History and Archeology" in the study field of "History and Philosophy" with education classification code 51228 with the last 3 numbers (228) standing for history and archeology according to the classification of Latvian education which can be accessed here: https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitibas-klasifikaciju.

According to the SAR p.235, the aim of the study programme is to offer academically excellent, research-based studies which ensure the succession in the science of history, the education of leading personnel of research, higher education, and cultural institutions, with competence to formulate and solve the key problems of contemporary history, developing and strengthening the scientific potential of Latvia. In a broader sense, the programme will advance the formation of the intellectual elite, as well as the ability to influence the development directions and priorities of the science of national history. According to the information in the SAR p. 238, the admission requirements of this programme are Master's degree in humanities, social sciences, education, natural sciences or equivalent higher education, - application for the topic of the dissertation, - an interview. According to the SAR pp.238-239, the programme is implemented in Latvian and English. According to the study programme directors and director of the study field, one student is studying in the English stream at DU. However,there are currently no students studying English at the LU, one is said to have shown interest, but wanted to study Greek in Yugoslavia, for which there is no expert and appropriate leader in UL faculty. It has been stated in the SAR p.238, that after successful completion of the studies, students are awarded with Doctoral Degree of Science Doctor of Science (Ph.D.) in Humanities and the Arts. According to the SAR p.238, the study programme is implemented full-time with 144 CP to be gathered during the study process of 3 years. In the opinion of the experts, the title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The duration and scope of the study programme implementation as well as the implementation language are not seen as justified and interrelated. During the assessment visit, students mentioned that due to the fact they need to work, study and pay for their studies, they cannot manage to finish the studies in 3 years. In fact, in the SAR, there are no explicit comments provided why 3 years is considered as sufficient time to finish the programme. In the past, when there was EU project financing that allowed students to fully devote their time to writing publications and dissertation, then now the situation is rather different and time pressing. Possibly, the faculty can find an alternative and extend the period of time for the PhD studies.

2.1.3. According to the SAR p.239, there have been small changes in the study programme's parameters. One of them is that during the previous accreditation period, the faculty implemented the Doctoral study programme "History" in all sub-fields of history science. Since then, the UL Department of History and Archeology of the Faculty of History and Philosophy has developed the Joint Doctoral Study Programme "History and Archeology" in cooperation with the Department of History of the Faculty of Humanities of Daugavpils University. As a result of its creation, the fragmentation of doctoral study programmes in history was eliminated, the quality of doctoral studies in history increased, and cooperation between universities was promoted. Another change that has been made due to the formation of the new study programme is that the name of the degree has been changed. In accordance with the amendments to the Law on Scientific Activities, which entered into force on 29.07.2022, the degree of Doctor of Science (Ph.D.) in humanities and arts is awarded, in accordance with the Cabinet of Ministers' Regulations No. 27.09.2022. 595 "Rules on groups of Latvian scientific areas, scientific fields and subfields". This degree is awarded for the defense of doctoral theses in the field of philosophy, ethics and religious science and in the following

subfields: history of Latvia, archaeology, historiography and auxiliary sciences of history, general history, other subfields of history and archeology.Since the submission of the licensing report, taking into account the overall tasks of the study field for the period of 2022–2027, also the goal of the programme and individual tasks have been clarified and editorially corrected. The programme is entered for accreditation for the first time. The corrections made are seen as justified and are supported.

2.1.4. According to the SAR p.241, a number of doctors of history work in several ministries, and state administration institutions. Furthermore, the absolute majority of history researchers in the country have graduated from this programme, just like the academic staff in the field of history at UL and Daugavpils University.

According to the SAR p.241, the dynamics of the number of students in doctoral programmes in history have been constant. In the last decade, 17 (2013) to 21 (2021) students studied in the history doctoral study programme of UL. For example, in 2013 there were 17 students, in 2015/2016 – 20 students, while in 2020/2021 there were 21 students. At the beginning of 2022, there are 13 students in the programme "History" and 5 students in the programme "History and Archeology", which was licensed in 2021. The number of applicants always exceeds the number of state budget-funded places, which, of course, allows the selection of the best, however, the lack of budget places also hinders the studies of promising young scientists. The dropout rate in the doctoral programme has not been high.

2.1.5. According to the SAR p.243, the Department of History and Archeology of the Faculty of History and Philosophy of the University of Latvia in cooperation with the Department of History of the Faculty of Humanities of the University of Daugavpils has established the joint doctoral study programme "History and Archeology". Since the restoration of the country's independence, the UL has been implementing the doctoral study programme "History" in all sub-fields of history science. The joint study programme "History and Archaeology", combining the strengths of the history professorships of Latvian higher education institutions, ensures high-quality and versatile history education at the doctoral programme level. It is based on the academic achievements of historians affiliated to UL and DU. The new programme corresponds to the field "History and Archeology" defined in the classification of science, reinforcing the opportunity to specialize in archaeology. The increased role of archaeology will promote and strengthen the synergy of the programme with several STEM disciplines, such as geology, geophysics, chemistry, physics, and biology.

According to the SAR p. 244, on 7 April 2021, the new joint study programme was licensed and students are enrolled in it starting from the academic year 2021/2022. The Council of the Joint Doctoral study programme "History and Archeology" has been established. The joint programme is led by programme directors and a programme board in each of the parties. The composition of this council includes six representatives – three representatives from each university, including the programme director appointed by each party. The members of the Programme Council are appointed by each party in accordance with the procedures established by it. Decisions are made by the council by mutual agreement between the representatives of both parties. The Joint Council determines uniform requirements for the implementation of the joint study programme, including matriculation requirements, descriptions of study courses, and graduation examinations. Doctoral examinations are organized and accepted jointly by both parties. The composition of doctoral examination commissions is determined in each individual case by the joint study programme council. The commission consists of the most competent experts of the corresponding sub-field from UL and DU. The functions of the Council in quality control and improvement have been defined. In the future, it is planned to establish a joint Promotion Council in History and Archaeology, while at present the Promotion Councils in both universities will continue to operate. Currently, DU representatives are included in the UL Promotion Council of History. The development and implementation of the joint study programme is justified and ensures a quality study process.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:
All of the indicators of the study programme are in compliance with the existing preconditions of the implementation of the study programme. The Joint Doctoral study programme "History and Archeology" complies with the study field indicators, conditions and criteria. In the opinion of the experts, the title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The duration and scope of the study programme implementation as well as the implementation language are not seen as justified and reasonable. Students cannot manage to fulfill the requirements for graduation in a 3 year period. The study programme is implemented in Latvian and Eglish. The goals, objectives, learning outcomes are in line and in compliance. The programme is in demand and there is a flow of incoming students every study year, however, there is a limited amount of state grant places, which limits the support for the young scientists. The development and implementation of the joint study programme is justified and ensures a quality study process. This is a unique joint study programme between two Latvian universities.

Strengths
none

Weaknesses
1. Insufficient amount of state grants in accordance with the demand of students who wish to study.
2. Insufficient amount of time for the students to graduate in 3 years time.

2.2. The Content of Studies and Implementation Thereof

Analysis

2.2.1. According to the SAR pp. 245-247, the duration of the Joint PhD programme "History and Archaeology" 51228 is 3 years and it consists of 144 CP. The credit points are divided into parts A (compulsory, 106 CP) and B (restricted elective, 38 CP). During assessment visit Interviews with the doctoral students and graduates revealed that only a selection of the elective courses are offered each semester (according to the interviews, because of economic reasons), which causes that students could sometimes not study the topics they were interested in, but had to choose courses that they actually considered irrelevant but what they needed for collecting the necessary CPs. The duration of three years for the doctoral programme was assessed too short by the students, and the doctoral studies normally take longer time. According to the teaching staff, it approximately takes 4-5 years. The development of doctoral theses embraces 88 CP from the part A and forms 61% of the total programme volume that can be considered optimal.

The doctoral program "History and Archaeology" 51228 is a joint program of the University of Latvia and the University of Daugavpils. The content of the joint doctoral program is developed according to cabinet ministers Regulation No. 1001 of 27.12.2005 "The procedure and criteria for awarding (promotion of) a doctoral degree" and the UL Regulations of the Study Programmes, as well as normative documents of Daugavpils University.

The compliance of the program is demonstrated in documents provided as annexes ("Compliance of the joint study programme "History and Archaeology" with the requirements of the Law on Higher Education Institutions" and "Agreement on the implementation of the joint doctoral study programs "History and Archaeology"). According to these agreements, and as demonstrated by the annexes provided in the SAR, the study courses form a sequential learning of knowledge and skills, regardless of which university implements the specific study course.

The structure and content of the doctoral study programme follows the recommendations that were

given in the Conceptual Report from June 2020, "Implementation of a New Higher Education Financing Model in Latvia" by the Ministry of Education and Science of Latvia. According to the annex provided in the SAR "CHE decision on DSP History and archaeology" the demand for such a study program is evaluated very high be such employers as the Ministry of Foreign Affairs of the Republic of Latvia, the National Archives of Latvia and The Institute of Philosophy and Sociology of UL. The same was confirmed by the employers during the assessment interviews. An important aspect is also that the doctoral program is relevant for the successful functioning of Latvian national education system in the European Union's higher education and science fields.

The annex provided in the SAR "DSP History and Archaeology course descriptions"" demonstrates the interconnectedness of the offered courses, with well formulated descriptions of all subjects. The programme generally ensures the achievement of the proposed learning outcomes and covers some theoretical aspects of modern research in history and archaeology. However, several modern approaches in history (e. g. environmental history, postcolonial history, history of things etc) were not apparent in the description of study courses and the preliminary knowledge of their importance was not acknowledged by the teaching staff during the interviews. An exception seems to be digital history that was highlighted by both teachers and students. Some intangible skills, such as project writing, have been included in the doctoral programme recently. Students and graduates expressed during the interviews the wish to get more teaching in intangible skills as these were assessed useful in the future career of the graduates.

The course "University pedagogic practice in history" is one of the most relevant parts of the programme for providing the students with skills for their later job as university teachers. The importance of this course is also emphasized in the SAR (p. 246) and was appreciated by the students during the interviews. In the framework of this course, doctoral students teach some courses or parts of courses at Bachelor level programmes. The teaching can take part in different higher education institutions, and are autonomously administered by these institutions.

According to the annex "The study plan of the joint doctoral full-time regular study programme "History and Archaeology" (51228)" the elaboration of the doctoral theses is divided between the six semesters, while additional courses are all scheduled to the first semester, and part B elective courses divided between all semesters. The plan is generally well thought out and supports the study process of the PhD students, although the possibility to concentrate the elective courses to the first four semesters and ensure more time for the development of the dissertation during the last two semesters should be considered.

2.2.2. History and archaeology can be considered relevant topics for national identity. As was demonstrated in several places in the SAR, the political and public interest towards these disciplines is high in Latvia, especially what concerns the history of Latvia in the 20th century. The main subjects and objectives of the commissions of historians created by the state, focusing on the history of the independent Republic of Latvia, the Soviet occupation, or the Second World War correspond well with the subjects of doctoral students in the programme "History and Archaeology" 51228. Accordingly, the programme clearly contributes to better understanding of these turbulent periods in the history of the country. Considerable public interest focusing these and similar subjects guarantees the relevance of the dissertations for cultural development of Latvia.

The SAR also demonstrates the increasing relevance of archaeology that gains much attention in public and is frequently needed due to rescue excavations in connection with building activities. The relevance of different sub-fields of history, as well as findings and achievements in the study of different, earlier than the 20th century history periods, cannot be underestimated either.

The students finishing the joint doctoral programme "History and Archaeology" acquire the degree "Doctoral Degree of Science, Doctor of Science (Phd) in Humanities and the Arts (SAR p. 238). According to the information provided, it is well justified and based on the achievements of the field history and archaeology.

2.2.3. The doctoral programme "History and Archaeology" 51228 is arranged as a full-time regular

study for six semesters. The aims and learning outcomes of the doctoral program are given in the SAR annex "Mapping of the study programme results for the joint doctoral study programme "History and Archaeology" (51228)", and the learning outcomes of courses are well explained in the annex "DSP History and Archaeology course descriptions". The implementation methods described in the same documents are generally in good correspondence to the expected outcomes.

The SAR states that "the dominant form of activity in theoretical courses is the seminar, while the number of lectures is relatively small." (SAR p. 248). Still, according to the appendix "DSP History and Archaeology course descriptions", the number of lectures in several courses can be considered relatively high, especially for the doctoral level of education. The interview with the doctoral students revealed, anyhow, that the dominating teaching form is seminar or individual work.

The regular annual assessment and monitoring of the progress of the doctoral students is optimal and follows the widespread practice at universities.

The students are involved in the learning and teaching processes mainly through discussions with their supervisors and the other teaching staff. Although most supervisors work in the FHP at UL, there are some from other institutions (e. g. Armands Vijups from the Institute of Latvian History, UL). The small number of supervisors from outside the FHP was explained by the limited resources, but the interviewed students and graduates expressed the desire to have a bigger choice of supervisors.

The study programme is created and implemented as a joint programme by the University of Latvia and the University of Daugavpils. The council of the joint study program is established for guaranteeing uniform requirements for the implementation of the programme, for graduation examinations etc. The planned content of study courses is coordinated with both UL and DU, and the courses are designed in a way that the students have to study the course at the university that is responsible for the implementation of the particular course. In addition, the lecture schedule enables the students to actually attend the classes intended for them in both partner institution (the appendixes in the SAR ("Compliance of the joint study programme "History and Archaeology" with the requirements of the Law on Higher Education Institutions" and "Agreement on the implementation of the joint doctoral study programs "History and Archaeology"").

2.2.4. Not applicable.

2.2.5. The University of Latvia and the University of Daugavpils have established a promotion council for the doctoral program "History and Archaeology", which also includes members from the UL Institute of Latvian History (the SAR p. 249). The academic criteria for the members in the council are clearly defined, and consist of demand that the members must be LCS experts with long-standing experience at the field of history and archaeology, and with recognized international publications indexed in international daabases (SAR p. 249). During the interviews and according to SAR p. 249 the possibility of including experts from abroad is noticed, but hindered by the fact that the dissertations are normally written in Latvian. Writing in local language and thus the exclusion of foreign experts in the assessment process can potentially endanger the academic quality of the dissertations, and restrict the acknowledgement of Latvian research in other countries.

The SAR provided very limited information about the demands for the dissertation, and there was not demonstrated very clearly defined knowledge about the demands during the interviews either. The study programme leaders clarified that the dissertations that have been defended so far are monographs that need to be minimum 200 pages long. Additionally, some articles are demanded. The dissertations will be published online and some selected ones later on paper.

The SAR describes in detail the process of the promotion from the first feedback by the staff in the structural unit, where the student works, to the final vote and awarding the degree by the council. After defending the doctoral thesis, the graduates will be awarded Doctoral degree of Science Doctor of Science (Ph.D.) in Humanities and the Arts (SAR p. 238).

2.2.6. According to the SAR pp. 249-250, the majority of the defended theses cover the contemporary or the 20th century history of Latvia, which is in good correlation with the institutions

where the graduated doctors are employed. The issues connected with 20th-21st-century history are the most popular fields among students, as reported in the SAR, and several doctoral graduates work in higher education institutions as teaching staff or researchers, thus helping along for the improvement of study programs. Some graduates also work in state administration institutions, where the topic of their PhD theses can be considered relevant and create good educational ground for their duties.

The topics of defended dissertations and PhD theses in progress are in good correlation with the offered study programme. Positive improvement can especially be pointed out in the variation of the topics of the theses that are currently under progress. Several topics include auxiliary sciences of history, social and cultural history. This change corresponds well with the new study program, as well as with the general trends in history research in the world.

Some defended PhD theses covered earlier periods, e. g. the Middle Ages, or had more global focus than just Latvia. In the modern globalizing world, it can be assessed as important development. It can be considered alarming that a very small number of defended theses are in archaeology, even though the need of educated archaeologists for Latvian economy was well demonstrated in SAR. The recent change of the programme name, as well as the change of its content, was meant for improving this situation. At the present moment, three of the doctoral dissertations in progress are in archaeology or connected with archaeology, as demonstrated in the extra annex "VFF_doktoranti_akreditacijai_17_01_2023".

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:
The benefits of the joint doctoral programme "History and Archaeology" are justified and clearly demonstrated. The offered courses are interconnected, forming a coherent structure of the study programme that ensures the achievement of the proposed learning outcomes. The programme, however, lacks introduction to the most widespread modern approaches in academic history. University pedagogical practice is included in the programme. A course offering some knowledge in project management has recently been added to the programme and is appreciated by the students, but this part should be increased.

The most relevant subjects of history defined by the state of Latvia and preferred by the wider audience of the country correspond well with the subjects of doctoral students. The variation of subjects has increased during the recent years, and archaeology is also represented among the subjects of the doctoral dissertations.

The implementation methods are generally in good correspondence to the expected outcomes. The regular monitoring of the progress of the doctoral students is optimal. The process of promotion is clearly explained, but the demand of using Latvian for the dissertations hinders the possibilities to include foreign experts as opponents or promotion committee members.

Strength
1. The joint doctoral program of two universities benefits both sides and ensures the optimal outcome of the doctoral studies in Latvian history and archaeology.
2. The structure of the doctoral program is coherent.

Weaknesses
1. Introduction to some most widespread approaches in modern history are not included in the study programme.
2. The number of dissertation supervisors from outside the Faculty is modest.

3. The part of intangible skills in the study programme is small.

4. Foreign experts are not included in the promotion of the dissertations.

Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)

1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

Assessment of compliance: Partially compliant

The study programme is coherent, ensuring outcome on a good academic level. The programme meets the needs of the labor market. The recently launched joint programme of two universities enables the use of the best academic resources of Latvia for achieving the best learning outcomes.
The content of the programme should include more theoretical directions that characterize the field of history globally. More courses of intangible skills would improve the career prospects of the graduates. Greater impact and internationally acknowledged quality of the dissertations presume wider inclusion of foreign experts in the promotion process.

2.3. Resources and Provision of the Study Programme

Analysis

2.3.1. Information about the resources and material and technical provision of the program, including the teaching staff, generally is common to all programs and it is presented in Section 2.3. of SAR- Resources and provision of the study field (SAR, p.70.-102.)

According to the SAR (point 2.3.1. p.70.), the system of the UL, including the master's study programme "History and Archaeology", for financing the study field and the corresponding study programs is based on the "Law on Higher Education Institutions," Cabinet of Ministers Regulations No. 994 of 12.12. 2006 "Procedures for Financing Higher Education Institutions and Colleges from the State Budget", Cabinet of Ministers Regulation No. 445 of 05.07.2016 "Regulations on Remuneration of Teachers'' and other external and internal regulatory enactments. The amount of financial reference amount of studies are calculated by using the formula determined by the "Procedures for Financing Higher Education Institutions and Colleges from the State Budget" (p.14. https://likumi.lv/ta/en/en/id/149900-procedures-for-financing-institutions-of-higher-education-and-col leges-from-the-funds-of-the-state-budget). Values of the coefficients of the study, the coefficient of the relevant thematic area studies is 3 times higher than for the BA study programme (p.13. https://likumi.lv/ta/en/en/id/149900-procedures-for-financing-institutions-of-higher-education-and-col leges-from-the-funds-of-the-state-budget). The same regulation applies Funding from the funds of the State basic budget for scientific research. From this funding are funded research trips, participation in conferences etc. Within this framework, PhD "History and Archaeology'' complies with the conditions for the implementation of the study programme. Meanwhile, there could be some improvements within the law level to propose any changes to the financing procedures to improve the situation of the humanities budget.

All the faculty resources available at the UL, Daugavpils University and FHP are at the disposal of the Doctoral study programme "History and Archaeology". PhD students of both universities have an equal right to access to the learning features available in the faculty – lecture rooms, reading rooms, computer equipment, library (till 2022.y. January encompasses a total of 34 057 titles of printed information resources in 72 136 copies, 21 559 titles of them for history and archeology students (SAR. p.80)) databases, electronic resource, and materials for technical means. According to the SAR (p.77.) PhD students of UL, can order information resources from any library, can specify the most

convenient place to receive the reserved information resource the branch library. The study base is regularly improved and supplemented with the most current information resources, in accordance with the needs of academic staff and students. There are freely available IT resources to students: application package "MS Office 365", MS tools such as "Outlook", "Forms", MS Teams and BigBlueButton system, software, and UL maintain e-mail. According to the SAR (3.3.1 History and Archaeology (51228), p.250) PhD students have the possibility to go on exchange visits, as well as to go on research missions to other Latvian and foreign research centers, libraries, and archives. Doctoral students with the financial support of the program have gone to collect materials in Poland, England, and other countries; also supported special research that requires particular equipment, machinery, or raw materials (SAR, p.251.)

During the assessment visit in the tour over faculty, we were assured that FHP has sufficient resources in respect of premises, and infrastructure and is equipped with all necessary study materials and training support equipment. All auditoriums are equipped with multimedia projectors and computers, and all premises of the building have an Internet (wireless) connection. According to SAR (p.75.) in 2022, the faculty fully equipped one auditorium for providing video lectures. The equipment included wide-angle cameras, a projector, and other technical appliances, which were purchased for this purpose. Also, during the tour of faculty, experts were introduced to the "science room" and 3D scanner.

During the assessment visit interviews lecturers and the dean expressed their hope to get wider offices after the autumn of 2023, when the move of faculty is scheduled to the new House of Letters in the UL Academic Centre in Torņakalns. It is designed as part of a modern study and research center. Such changes will resolve the accessibility problems for disabled persons. However, until the resettlement, faculty staff should be able to ensure accessibility to the educational programme if such a desire would be demonstrated by people with disabilities. The small count of PhD students makes it easier to react than in other study programmes' in FHP.

Despite the necessary improvements, the existing technical provision – audience equipment, available digital resources and solutions, library stock, accessibility and replenishment procedures, as well as the marked change in location to more modern construction – makes it possible to conclude that this ensures a high-quality study process.

2.3.2. PhD study provision and scientific base at the UL and Daugavpils University, the joint doctoral study programme "History and Archeology" is implemented by the Faculty of History and Philosophy in cooperation with the Institute of Latvian History of the University of Latvia. According to the SAR (P.250.), the implementation of the programme is ensured by the academic staff of the Department of History and Archaeology, while the teaching staff of the Department of Philosophy and Ethics also participate in the teaching of certain courses. Also, Students can choose theoretical courses in other UL structural units, for example, in the Faculty of Humanities, Faculty of Social Sciences, and archaeologists may require courses taught in the Faculty of Geography and Earth Sciences. To implement the principles of interdisciplinarity in the study process, students are involved in the classes offered by the UL doctoral school, for example Faculty of Humanitie, Faculty of Theology etc. According to SAR (p.251.) and as doctoral students mentioned in assessment visit interviews, they receive a financial contribution from the doctoral studies' support programme to attend conferences and make study trips to foreign libraries and archives. Also, there are possibilities to use resources available to co-operation institutes, scientific and technical equipment thereof, if students are employed in a project or are already working in one or other of the institutions.

2.3.3. The joint doctoral's study programme "History and Archaeology" (UL and Daugavpils University) is financed from state budget funding and from study fees . (SAR, P.252.). In the current period, there are 13 budget funding students and 12 study fees students. In addition, according to the SAR (p.255.) the development of the program can be financed from the income received from lifelong learning and other services, as well as from the financial resources accumulated by the structural unit. The faculty also receives financial support for the development of the joint doctoral

study programme "History and Archaeology" from development projects of doctoral studies. At the same time, in assessment visits as the interviews cleared out, students cannot complete PhD studies at the time, because the student usually already works, and they cannot focus on developing the thesis. The interviews also mentioned that the timely development of the final thesis was accompanied by scholarships which allowed them to focus on the final work.There in interviews and, also in SAR (p.122) is some notes, that lead to conclusions, that kind of scholarships are not enough. For now, from 2021, there is just one scientific degree candidate who received a scholarship from the Association for the Advancement of Baltic Studies to complete her doctoral dissertation. Previous scholarships project ended 2015. (SAR, p.131.)

For calculations, the implementers of the study programme use the strict methodology. In sum the calculated cost per student of the full–time programme is 3274 EUR per year, and the total cost of the programme is 81 850 EUR per year. The cost of the PhD study programme is divided into several parts: 51 % for Teacher costs, 10 % for General staff, 6% for Infrastructure expenditure, 26 % for Indirect costs, and 7% for other payments.

Based on the calculation, for the programme to be profitable and provide students with a quality study process, the number of paid students in the programme (all courses combined) must be at least 40 or if there were only budget students in the programme, then their number should reach 15 students. At this moment there are 26 PhD students, and the total income is 89 178 EUR. Therefore, the current distribution of budget places and study fees pay students is optimal and FHP has sufficient resources to implement the study programme and ensure its further development. However, if the number of paid students decreases, the financial provision of the study programme may be at risk, particularly if no additional state grant is granted.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

Doctoral study programme History and Archaeology (51228) provides full time studies (3 years) in Latvian and full time studies (3 years) in English. The degree to be acquired after graduation for both studies programmes: Doctoral Degree of Science Doctor of Science (Ph.D.) in Humanities and the Arts. Study programme ensures the quality level of studies including a provision of necessary resources (e.g. materials, library, premises etc.) and also receives financial support from development projects of doctoral studies. Meanwhile there is a need for more scholarships to end the doctoral thesis and there are still some risks with the amount of budget funding to ensure a study programme. The study programme provides almost all necessary resources and complies with the conditions for the implementation of the study programme.

Strengths
1. FHP is equipped with all necessary study materials (books, databases, electronic resources) and training support equipment and they are widely available and accessible to students. PhD students can order information resources from any library, and can specify the most convenient place to receive the reserved information resource, the branch library.
2. PhD students have financial support to go on exchange visits, research missions to other Latvian and foreign research centers, libraries, and archives.

Weaknesses
1 .Need to resolve the accessibility problems for disabled persons.
2. Not enough scholarships for ending the thesis.
3. If the number of paid students decreases, the financial provision of the study programme may be at risk.

Assessment of the requirement [6]

1 R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

Assessment of compliance: Partially compliant

From both the SAR (2.3., SAR part History and Archaeology (51228) 3.3.) and the feedback collected during interviews with academic staff and students and visited facilities, this is to confirm that Doctoral study programme History and Archaeology (51228) is capacitated with respect to any of the resources needed to underpin academic processes having to do with the given Study Programme. However, there are still some risks with the amount of budget funding to ensure a study programme and students' scholarships need to be improved. The expected physical solutions for the availability of the study programme are welcome, but adjustment of the study programme would be desirable if needed.

2.4. Teaching Staff

Analysis

2.4.1. According to the information provided in the SAR pp. 255-256, as well as the extra information provided by UD (KDSP "Vēsture un arheoloģija" DU akadēmiskā personāla zinātniskās publikācijas (2016–2022) and the CV-s of staff members from the UD side), the academic qualifications of the teaching staff generally comply with the joint doctoral program History and Archaeology (51228). The staff includes seven professors from UL (3 professors and 4 associate professors), and three professors (2 professors and an associate professor) from UD, all members hold PhD degrees. The research subjects of the teaching staff correspond, according to the appendix "Scientific publications of teaching staff_HPfield", to the study courses given in the appendix "DSP History and Archaeology course descriptions", thus ensuring effective implementation of the study programme. The qualification of the teaching stuff clearly enable the the achievement of the aims and learning outcomes of the doctoral programme.

The interviews in assessment visit with the teaching staff revealed that they all of them from LU side work in the FHP of History and Philosophy only part time, and many of them are partly employed in the institutes of UL as researchers. There was no information about the workload of the teaching staff from the UD side. According to the document "VFF_doktoranti_akreditacijai_17_01_2023", a minor part of supervisors is entirely employed in other institutions, especially in the Institute of History of the University of Latvia. Several of the teaching staff members are well-known researchers who publish intensively, present their research in conferences, and participate in research projects.

According to the answers to expert questions, provided after request, the involvement of guest teachers has been hindered by the Covid pandemic. In spring 2021, a study course was taught by the professor at the University of California, Berkeley, Yuri Slezkine. There are ongoing negotiations for receiving guest lecturers in the near future, but at the present moment teaching stuff from abroad is not involved in the joint doctoral program.

Very positive development can be pointed out in the opportunities offered to the teaching staff to improve their qualifications. It is made possible in frames of EU-funded SO 8.2.2. project "Renewal of Academic Staff and Improvement of Competences at the University of Latvia'' that offer a wide range of courses. Most of the courses improve the intangible skills of the academic staff, such as e. g. digital skills, commercialization, public speaking, or project management. Intangible skills can be considered a very useful precondition for successful development of the study field, for reaching the wider audience and attracting additional finances, as well as for more effective use of resources

inside the existing organization.

2.4.2. Two prominent professors have retired in the academic year 2014/2015 in UL, who have functioned as supervisors of several doctoral theses. Their duties have been divided between other teaching staff in the field "History and Philosophy", notably three other professors. As shown in the SAR p. 256, two leading researchers in the field of history have been included to the doctoral programme for mitigating the possible negative effect of these retirements. At UD, professor Aleksandrs Ivanovs has resigned frrom his position in DU during the accreditation process. The situation is improved by the launching of the joint doctoral programme, that also meant united academic forces from both the University of Latvia and the University of Daugavpils. All these changes generally meet the requirements and ensure that the implementation of the study programme is held at the same level as before.

2.4.3.In the appendix "Quantitative data on scientific and/or applied research_HPfield" and in SAR p. 258 two international projects are listed where the members of the UL teaching staff of the doctoral programme have participated. However, they were not involved as prime contractors or leading researchers, and both projects are finished by now. At the moment, there are no international or EU-financed research projects with members of the teaching staff as participants.

12 national-level research projects at UL were listed (SAR p. 258 and the appendix "Quantitative data on scientific and/or applied research_HPfield"), where the staff members participated as project leaders or leading implementers. Especially the project "War and society in Latvia 1914–1921" (duration 2018-2020) can be highlighted. The project was lead by Prof. Ē. Jēkabsons and involved several doctoral students, thus very effectively contributing to the doctoral program. Ē. Jēkabsons, M. Mintaurs and J. Taurēns also participated in other national research projects in the UL. In addition, several projects developing Erasmus+, university teaching, German-Baltic cultural relations etc. can be mentioned, where the staff members functioned as leading implementers. Especially the ones connected with teaching can be considered most beneficial for enhancing the quality of the joint doctoral program.

According to the extra information provided by UD (KDSP "Vēsture un arheoloģija" DU akadēmiskā personāla zinātniskās publikācijas (2016–2022) and the CV-s of staff members from the UD side), the situation is somewhat better at UD, where prof. Anita Stasulane and prof. Irēna Saleniece participate or have recently participated in several international as well as national research projects.

2.4.4. The SAR p. 255 states that the teaching staff members at UL "regularly participate in international conferences and publish in internationally respected scientific journals, including those in the SCOPUS database)" (Scientific publications of teaching staff_HPfield.pdf). It is well demonstrated in the annexes "The list of scientific publications of "History and Philosophy" teaching staff in peer-reviewed editions" and "Quantitative data on scientific and/or applied research_HPfield". 96 articles have been published in peer-reviewed publications that are not indexed in international databases – however, the number of journals and collections in human disciplines that are indexed in the scientific databases is not very big. The volumes where the articles of the teaching staff are published are various, from quite local ones to actually well-known and internationally acknowledged journals. 11 articles are also published in journals indexed in Scopus, but most of them are published by staff members who are scientists and do not have a prominent role in the PhD study programme. The percentage of publications in Latvian is very high.

The staff of the programme in the UL side has published about 20 monographs (great part of them collective monographs). These are almost entirely in Latvian, while monographs or collective monographs (collections of articles) in internationally top-rated publishing houses are absent.

The publications of the teaching staff, even if not published in internationally indexed publishing houses, however represent the highest-level research in Latvian history and archaeology and thus contribute to the implementation of a high-quality doctoral program that also focuses on Latvian history and archaeology.

According to the extra information provided by UD (KDSP "Vēsture un arheoloģija" DU akadēmiskā

personāla zinātniskās publikācijas (2016–2022) and the CV-s of staff members from the UD side), the staff members of the UD side of the doctoral program, prof. Anita Stasulane and prof. Irēna Saleniece, have published intensively both in Latvian and in international volumes, including the ones indexed in high-ranked databases.

The quality of the teaching staff at UL is further ensured by the fact that 3 members from UL and 2 members from Ud are or have recently been elected the experts of the Latvian Council of Science.

2.4.5. According to the SAR pp. 258-259, cooperation between the teaching staff included in the joint doctoral program is first of all manifested in joint publications and joint applications or participation in research projects. This cooperation also involves the doctoral students. Many courses are taught by different lecturers that guarantee the highest possible level and promote interdisciplinarity, especially when some of the teachers come from the philosophy study field. Students receive consultations from different researchers, according to the subjects and interests of their dissertations. The study courses at both universities are well and convincingly interconnected.

Members of the staff cooperate in the quality control of the joint doctoral program and work together in the UL and Daugavpils University Joint Program Council. The evaluation of the development of dissertations, as well as the monitoring of the progress is conducted by different staff members, who constantly consult with each other. The evaluation of the dissertation manuscript before the defense can be highlighted here. It takes place in the Department of History and Archaeology at the Faculty of History and Philosophy at UL, with the presence and active participation of staff members and often also experts from other institutions, e. g. the UL Institute of History.

The cooperation between UL and UD was highly appreciated during the interviews. Considering the excellent expertise from the UD side, even though their part in the joint programme is considerably smaller, the cooperation can be considered as very successful. The variable and well-connected teaching staff ensures best possible achievement of the aims of the study programme. However, cooperation on a practical level can be improved, considering that the information first provided for the experts did not include UD.

Conclusions on this set of criteria, by indicating strengths and weaknesses

Conclusions:

The academic staff qualifications of the teaching staff comply with the joint doctoral program. Several of the teaching staff members are well-known researchers in Latvia. The research subjects of the teaching staff correspond to the study courses.

The staff members have published intensively, but, with some few ones as exception, not particularly internationally. A great part of articles and monographs are in Latvian, and publications in international journals are rare. The situation is better in UD. No monographs or articles have been published in internationally top-ranked editorial houses.

There are presently no international or EU-financed research projects with members of the teaching staff from UL as participants, but two persons have been active in international projects earlier during the assessment period. Participation in international research projects is clearly more intensive in UD. Participation in national-level research projects is intensive at both universities, and several staff members function in these projects as leaders or leading implementers.

Many courses are taught by different lecturers, and the staff members cooperate in monitoring and evaluating the development of dissertations. They also cooperate in joint publications and joint applications or participation in research projects.

Strengths

1. The teaching staff consists of qualified and in Latvia well-known researchers, which ensures the quality of the doctoral programme.

2. The professors at UD are members of international research projects, and staff members of both universities participate in national-level research projects, publish intensively and present the results of their research in conferences.

Weaknesses
1. The staff members are not included in international research projects.
2. The number of international publications by the teaching staff is low, and that can potentially have a negative effect on the quality of teaching at the doctoral level.

Assessment of the requirement [7]

1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

   Assessment of compliance: Partially compliant

   The qualification of the teaching staff is good, but cannot fully answer the international standards for teaching at PhD level. The staff members publish intensively and participate in numerous national-level research projects. The small number of international publications and low participation in international research projects can be pointed out as disadvantages. The cooperation between the staff members in ensuring the quality of the joint doctoral program is good.

2.5. Assessment of the Compliance

Requirements

1 1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

   Assessment of compliance: Not relevant

2 2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

   Assessment of compliance: Not relevant

3 3 - The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

   Assessment of compliance: Fully compliant

   The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education.
   The descriptions of the study courses are available in English and Latvian. (Annex: DSP History and Archaeology course descriptions.pdf

4 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

Assessment of compliance: Fully compliant

The sample of the diploma (Annex:Joint_DSP History and Archeology.docx) fully complies with the procedure by which state-recognised documents of higher education are issued. (Cabinet Regulation No. 202 "Procedures for Issuing State-Recognized Higher Education Documents").

5 5 - The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions.

Assessment of compliance: Fully compliant

Study programme academic staff fully complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (Confirmation annex:DSP History and archeology compliance with the 3rd clause of the 1st paragraph of Section 55 of the Law on Higher Education Institutions.pdf

6 6 - Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Not relevant

7 7 - At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts (if applicable).

Assessment of compliance: Fully compliant

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 are in annex:
Declaration on DSP History and Archeology academic staff composition.pdf

8 8 - The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

The attached CV (Teaching staff CV_ HPfield.docx) of the academic staff confirm that state language proficiency is compliant with Cabinet of Ministers No. 733 (Regulations Regarding the Extent of the Knowledge of the Official Language, the Procedures for Examining the Proficiency in the Official Language and the State Fee for Examining the Proficiency in the Official Language). (Annex:Compliance with knowledge of the national language in the study programmes of the HPfield.7z)

9 9 - The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language (if applicable).

Assessment of compliance: Fully compliant

Confirmation by the Head of the study direction: Compliance with knowledge of English in the study programmes_HPfield.7z

10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

The attached sample of study agreement (standart_samples_study_contract.zip) complies with rules of the Cabinet of Ministers. Nr. 70. (Mandatory provisions to be included in the study agreement).

11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

Assessment of compliance: Fully compliant

The attached document in Agreement on the possibility to continue education in other programs.7z confirms that on the basis of a cooperation agreement between UL, Daugavpils University and the University of Tartu, the University of Tartu provides in the event of suspension students with the opportunity to continue studies. LU and DU students will enroll in the TU study programme "History".

12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

Assessment of compliance: Fully compliant

The attached document in Refund and Compensation Policy HPfield.7z confirms that students are guaranteed compensation for losses if the study field is not accredited or the study programs licence is revoked due to the actions (actions or omissions) of the UL, and the student does not wish to continue studies in another study programme.

13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

Assessment of compliance: Fully compliant

Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions in annex: Compliance of the joint study programme History and Archaeology with the Law on Higher Education Institutions.7z

14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

Assessment of compliance: Not relevant

Assessment of the requirement [8]

1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

Assessment of compliance: Fully compliant

The study programme complies with the requirements set in regulatory enactments.

General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme

Conclusions:

The Joint Doctoral study programme "History and Archeology" complies with the study field indicators, conditions and criteria. The title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The goals, objectives and learning outcomes are in line and in compliance. The study programme provides all necessary resources and complies with the conditions for the implementation of the study programme.

This is a unique joint study programme between two Latvian universities. The benefits of the joint doctoral program "History and Archaeology" are justified and clearly demonstrated. The offered courses are interconnected, forming a coherent structure that ensures the achievement of the proposed learning outcomes. The programme, however, lacks introduction to the most widespread modern approaches in academic history. The variation of PhD theses subjects has increased during the recent years. The implementation methods are generally in good correspondence to the expected outcomes. The process of promotion is clearly explained, but the demand of using Latvian for the dissertations hinders the possibilities to include foreign experts as opponents or promotion committee members.

Several of the teaching staff members are well-known researchers in Latvia. The research subjects of the teaching staff correspond to the study courses. The staff members have published intensively, but, with some few ones as exception, not particularly internationally. There are presently no international or EU-financed research projects with members of the teaching staff of UL as participants, but the participation in national-level research projects is intensive.

Strengths

1. The joint doctoral program of two universities benefits both sides and ensures the optimal outcome of the doctoral studies in Latvian history and archaeology.
2. The structure of the doctoral program is coherent.
3. FHP is equipped with all necessary study materials and training support equipment.
4. PhD students have financial support to go on exchange visits, research missions to other Latvian and foreign research centers, libraries, and archives.
5. The teaching staff consists of qualified and in Latvia well-known researchers.
6. The professors at UD are members of international research projects, and staff members of both universities participate in national-level research projects, publish intensively and present the results of their research in conferences.

Weaknesses

1. Insufficient amount of state grants in accordance with the demand of students who wish to study.
2. Insufficient amount of time for the students to graduate in 3 years time.
3. If the number of paid students decreases, the financial provision of the study programme may be at risk.
4. Introduction to some most widespread approaches in modern history discussion are not included in the study programme.
5. The number of dissertation supervisors from outside the Faculty is modest.
6. The part of intangible skills in the study programme is small.
7. Foreign experts are not included in the promotion of the dissertations.
8. The staff members at the University of Latvia are not included in international research projects.
9. The number of international publications by the teaching staff, especially at UL, is low, and that can potentially have a negative effect on the quality of teaching at the doctoral level.

10. Need to resolve the accessibility problems for disabled persons.

Evaluation of the study programme "History and Archeology"

Evaluation of the study programme:

Good

2.6. Recommendations for the Study Programme "History and Archeology"

Short-term recommendations

- It would be beneficial to widen the doctoral program with introducing modern approaches in the global history research. Better knowledge of theoretical approaches will enhance the academic level of the students and potentially develop the possibilities to cooperate with universities and projects abroad.
- More courses in intangible skills, especially project and organization management would improve the students' career opportunities.
- Ensure that there is correct information in regards to implementation languages of the programme so that it is not misleading and contrary to what has been said during the accreditation visit.
- Until the resettlement to the new modern building, faculty staff should be able to ensure accessibility to the educational programme for people with disabilities.

Long-term recommendations

- Resolve risks with the amount of budget funding to ensure study programme, reducing the dependency on the financial contribution of fee paying students.
- There is a need to increase financial resources for improving the possibilities to ask people from outside the faculty to supervise and teach in the doctoral programme.
- More study grants for students provided from the state, university or projects that allow students to focus on their studies and end the thesis.
- The teaching staff members should be encouraged to publish internationally, in widespread languages and top-ranked publishing houses/journals.
- Teaching staff members should be motivated to apply for international research projects.
- For including foreign experts in the promotion process, students should be encouraged to write their theses in English.

II - "Philosophy" ASSESSMENT

II - "Philosophy" ASSESSMENT

2.1. Indicators Describing the Study Programme

Analysis

2.1.1. The academic Doctoral study programme "Philosophy", complies with indicators, conditions and criteria of the study field of "History and Philosophy". The length of the implementation of the

study programme, which is 3 years, is evaluated as sufficient for acquiring the necessary skills and way of thinking to enter the labor market.

2.1.2. According to the SAR p. 126, the title of the study programme is "Philosophy" in the study field of "History and Philosophy" with education classification code 51229 with the last 3 numbers (229) standing for philosophy and ethics according to the classification of Latvian education which can be accessed here: https://likumi.lv/ta/id/291524-noteikumi-par-latvijas-izglitibas-klasifikaciju. There is no qualification given after graduating as it is an academic Doctoral study programme.

According to the SAR p. 126, the aim of the study programme is to educate highly competent researchers in the fields of philosophy, ethics, and interdisciplinary research, capable of flexible integration into the changing scientific and professional environment, successfully and independently solving research problems, and able to yield a high-quality contribution in formulating and solving issues of importance to the entire society.

According to the information in the SAR p. 127, the admission requirements of this programme is Master's degree in humanities, social, educational sciences, natural sciences or equivalent higher education, with an entrance examination. It has been stated in the SAR p.128, that after successful completion of the studies, students are awarded with a Doctoral Degree of Science Doctor of Science (Ph.D.) in Humanities and the Arts.

According to the SAR p.127, the study programme is a full-time study programme with 144 CP to be gathered during the study process of 3 years. In the opinion of the experts, the title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The duration and scope of the study programme implementation as well as the implementation language, are reasonable and justified. However, when asked by Doctoral students, they pointed out that for them it is rather hard to combine work with doctoral studies as there are a very limited number of projects in recent years that allow them to fully focus on their studies and thus they can decide not to work. As the studies are not by default paid and there are limited amounts of scholarships or grants that also help to pay for doctoral studies, it is a truly struggling issue for the people who wish to gain PhD but cannot afford it or it is just hard to manage that with work. For that purpose, it would be highly advisable to find extra funding or try to manage some project participation so that students can manage to study in the doctors.

2.1.3. According to the SAR p. 129, there are various changes made within the study programme's parameters. One of the changes has been a greater emphasis on research, research cooperation in an international context and on the current topics of contemporary philosophy. Second change has been several additional elective (part B) courses have been introduced. Third change has been within the framework of cooperation in the study field between research areas (philosophy and history), the doctoral study programme "Philosophy" has benefitted from accentuating research in the points of contact amongst the spheres of philosophy and cultural heritage and the history of Latvia, which is studied in depth and taught in the study programmes in the field of history. Fourth change - the name of the degree has been changed. In accordance with the amendments to the Law on Scientific Activities, which entered into force on 29.07.2022, the degree of Doctor of Science (Ph.D.) in humanities and arts is awarded, in accordance with the Cabinet of Ministers' Regulations No. 27.09.2022. 595 "Rules on groups of Latvian scientific areas, scientific fields and subfields".

2.1.4. According to the SAR p.131, the graduates have had various different kinds of employment all around the country in different industries. Some of them are employed in research institutes, some of them work in higher education institutions, in the creative industry, meaning - TV, theatre, cinema as well as mass media. It shows that the graduates are employed due to their skills gained during their studies, way of thinking and analysis because as we know there is no such profession in today's modern society - being a philosophist. Technically, it can be argued but mostly, people earn money in this field of study with the acquired skills that can be applied in different market industries as mentioned above.

According to the SAR p.131-132, since 201 the number of students has remained the same. In

2013–2014, the number of students increased (20), but since 2015, the number of students has remained constant (11–16). In the context of the number of students, issues of doctoral funding provided by the state and UL have played a big role. In 2015, the European Social Fund project "Support for Doctoral Studies at the University of Latvia" ended. Within this project, the students had the opportunity to receive relatively large scholarships. Funding issues are the first reasons given in student surveys and conversations with students for interrupting or protracting studies, which seems to be a reasonable excuse from the student perspective who cannot afford time wise to manage both or only study without any extra income. In the academic year 2021/2022, the number of students increased again to the level of 2016/2017. However, the number of graduates has decreased.

2.1.5. N/A.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:
All of the indicators of the study programme are in compliance with the existing preconditions of the implementation of the study programme. The study programme "Philosophy" complies with the study field indicators, conditions and criteria. In the opinion of the experts, the title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The duration and scope of the study programme implementation as well as the implementation language, are reasonable and justified. The study programme is implemented in Latvian. The goals, objectives, learning outcomes are in line and in compliance. The programme is in demand, however, since the end of the EU project, it is harder for the UL to provide students with the necessary financial support to focus only on their studies. The number of graduates has decreased.

Strengths
None

Weaknesses
1. Decrease in graduate levels;
2. Limited funding for scholarships for students, no projects that help students to fully focus on doctoral studies.

2.2. The Content of Studies and Implementation Thereof

Analysis

2.2.1. The Doctoral study programme "Philosophy" 51229 complies with current regulations, i.e., "The procedure and criteria for awarding a doctoral degree" and the institutional framework (SAR, 134). Its objectives and expected learning outcomes are suitably determined, including the emphasis in research (SAR, p. 130). The Annex "Mapping of the study programme" provides clear and suitable information about knowledge, skills, and competencies to be developed during the studies. It pays due attention to theoretical discussions and the latest research on them, their critical comprehension, methodological abilities, practical projections, and ethical responsibility concerning the possible impact of results and professional activity. The Doctoral study programme "Philosophy" 51229 structure involves 144 CP to be covered in 6 semesters of full-time regular studies. It is divided into a mandatory part corresponding to 132 CP to be covered through general education courses (30 CP), theoretical courses in the field (22 CP) and courses contributing to the thesis (80 CP), and an elective part of 8 CP to be covered with specialisation courses and 4 CP with free courses. The mandatory courses include methodological elements oriented to ensure the

management of academic skills (SAR, p. 134). Hence, it includes participation in seminars and activities related to joint work with foreign universities. The courses "New philosophical trends at the 21st century and international philosophical organisations" (I–II) includes an international scientific seminar in philosophy, created in cooperation with international universities – within the framework of international doctoral student programme cooperation, students, visit universities abroad and participate in joint seminars and other events together with doctoral students and professors from other universities.

A strong direction towards research is properly reflected in the courses, especially in the case of the Seminars, that allow changing topics and addressing innovative subjects (See Annex: Mapping of the study programme results for the doctoral study programme 'Philosophy' and DSP Philosophy course descriptions.pdf). The overall scheme is achievable, fitting with the learning outcomes, up to date, and aligned with the needs of the UL and the labour market in the Humanities. During the interviews in assessment visit, all the stakeholders were aware of the expected objectives and provided valuable indications of their commitment and strategies to reach them, including the management staff, the teaching staff, the students and the employers. A broader participation of the graduates could enhance the joint work since some of them participate in the institutional activities, but solid channels to ensure collaboration are still missing.

2.2.2. This study programme offers PhD degrees in philosophy based on the achievements during the studies and based on the defending results of the PhD thesis. The institutional priorities concerning research are clearly established and point to relevant issues, i.e., Ethics and aesthetics of existence, integrative biophilosophy, and History of Western philosophy and the intellectual history of the Baltic region (SAR, p. 135). This framework includes groundbreaking developments and provides an adequate basis for producing innovative research, as viewed in the doctoral theses and the publications (See Annex "Scientific publications of the teaching staff"). The academic production of the teaching staff and the current plans to strengthen the activities in those areas, especially concerning internationalisation, ensures the quality of the outcomes. As a result, the degree is based on significant scientific achievements. Still, as the overall number of works in indexed journals and international publications is low (See the mentioned Annex "Scientific publications of the teaching staff"), an institutional strategy to enhance quality in this area would be desirable. During the interviews in assessment visit, the management staff and the teaching staff described their contributions in this area, revealing clear ideas about the shared goals, e.g. the participation in research projects, the strategies to include students and their views to broaden the impact of the current developments through the joint work with international colleagues and groups with similar goals.

2.2.3. The Doctoral study programme "Philosophy" 51229 relies on solid methods related to student-centred teaching and learning principles. In this vein, it appeals to traditional and innovative lectures, problem-oriented studies, seminars, and participation in academic tasks (SAR, p. 136). Both individual and collaborative work is contemplated, together with procedures of e-learning. The platform "Moodle" is at disposal and used throughout the programme (SAR, p. 136). Developing oral and written skills is at the forefront aiming at providing the students with subtle argumentative abilities (SAR, p. 136). All the courses have intermediate and final examinations to assess the effective acquisition of the learning outcomes. The evaluation system is clear, responds to regulations, i.e. "Regulations on the state standard of the academic education", and the system of scoring and the criteria (amount and quality of the acquired knowledge, acquired skills, and acquired competence according to the planned study results) are adequate (SAR, p. 136). The programme aims to introduce doctoral students to publication as part of the central academic tasks, which are valuable and well-connected with the overall goals of excellence in research. Permanent monitoring relying on some milestones in seminars is apt to ensure proper evaluation and feedback from the lecturers and supervisors. At the same time, student feedback is adequately incorporated as a tool to improve the programme.The student feedback is collected in two steps: first one is at the end of

the first year and the second is at the end of the final year of study. The process is organised as a mandatory process for the students.

Soft skills related to information and communication technologies are suitably contemplated and based on available resources, e.g., the mentioned e-study platforms and access to specific material (SAR, p. 136). Some hints of internationalisation are visible, e.g. student mobility by organising seminars in universities abroad and invitation of guest professors, although participation in student exchange and international research projects as well as publication in international indexed journals are still in progress. This need is properly recognised in the SAR (p. 135), where plans to intensify international research and join work with other universities (at Potsdam, Bordeaux, Bologna, Athens, Luxembourg, Copenhagen, Basel, among others) is mentioned. Also, the contribution of foreign scientists in the committee for the evaluation of the PhD thesis is not so well represented and can be increased in order to add more value and to contribute to the internationalisation of the study program.

The programme has an effective system of assessment and improvement with contributions from diverse stakeholders, including management and teaching staff, the quality assurance units, students, and employers. There is also some participation of the graduates, although it is not strongly developed, according to the information collected during the interviews. Maybe, creation of an Alumni of PhD program will ensure more cooperation on a constant basis with the graduates and the participation of them in the assessment of the program will have a more direct contribution. It should be noted that the students emphasised the high-quality of the lectures and the support they receive from the teaching staff and the institution, as well as their participation in institutional evaluation, access to resources and funding to participate in academic events.

2.2.4. Not applicable.

2.2.5. The promotion channel, consisting of a doctoral thesis, is clearly defined according to current regulations related to the University of Latvia and the policy of doctoral schools (SAR, p. 137). The Doctoral Council in Philosophy decides on all the related procedures and relies on the Promotion Council in Philosophy for this specific stage. Its composition by recognised international experts is fully adequate (SAR, p. 137). The promotion procedure involves the evaluation of the thesis and the organisation of the committee, and the defence according to reasonable protocols (SAR, p. 137). The mechanism is clear and properly informed. However, the participation of foreign experts in the evaluation of the doctoral theses is still low and could be improved to ensure high standard in evaluation and enhance institutional visibility. During the interviews in assessment visit, the academic staff was well-aware of the protocols and goals in this area and the students assessed the process as highly satisfactory.

2.2.6. The topics addressed in the doctoral theses entail scientifically relevant problems and problems related to current debates in many sub-disciplines, e.g. history of philosophy, epistemology, ontology, philosophy of language, practical philosophy, among others (SAR, p. 138). The SAR underlines the efforts to align these topics with the institutional research strategies to improve the synergy and the growth of interdisciplinary doctoral theses. In this framework, the study of lesser-studied aspects of modern philosophy are considered priority issues (SAR, p. 138). Recent initiatives to enhance interdisciplinary studies and bring together some universities in the region are also valuable. The experiences in this field have produced significant contacts with institutions abroad and the student's attendance to conferences and joint summer schools (SAR, p. 138), which could help to enhance internationalisation. During the interviews, the teaching staff described the attention to the dissertation as the conclusion of the programme's process and the commitment to reach the best possible outcomes. The students and graduates coincided on the received institutional support and the feasibility of the whole process.

Conclusions on this set of criteria, by specifying strengths and weaknesses

The structure of the PhD programme in Philosophy is adequate and able to cover the main aspects in the field satisfactorily. All the stakeholders proved to be aware of the institutional objectives. Research is properly integrated in the everyday life of the programme, although internationalisation processes and activities should be improved. Pedagogical aspects are properly covered and addressed through innovative strategies. The promotion channel related to the doctoral thesis is clear and appropriate.

Strengths

1. Consistent and solid structure to reach valuable results in the field.
2. Research properly integrated in the programme, with firm institutional support for participation in academic activities.
3. Clear, effective, and feasible processes to guide the doctoral thesis.

Weaknesses

1. The participation of foreign experts in the evaluation of doctoral theses is still low.
2. Although there is some contact with the graduates, it could be enhanced.
3. Internationalisation processes and scientific production should be improved by increasing the number of indexed publications and research activities.

Assessment of the requirement [5] (applicable only to master's or doctoral study programmes)

1 R5 - The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or field of artistic creation.

Assessment of compliance: Partially compliant

The contents of the PhD programme in Philosophy and the overall implementation are appropriate and covers the expected requirements related to structure, due attention to pedagogical tools and organisation of the promotion measures. Strategies related to scientific publication, internationalisation, and integration of the graduates are still areas for improvement. The internationalisation process (strengthen the connections with foreign partners, increase the number of the papers published in international journals i.e.) must be accelerated in order to increase the value of the program. Also, there is a need to involve more the graduates in the assessment process and this can be made with the help of a functional Alumni Association.

2.3. Resources and Provision of the Study Programme

Analysis

2.3.1. Information about the resources and material and technical provision of the programme, including the teaching staff, generally is common to all programs and it is presented in Section 2.3. of SAR- Resources and provision of the study field (SAR, P.70.-102.)

According to the SAR (point 2.3.1. p.70.), the system of the UL, including the master's study programme "History and Archaeology", for financing the study field and the corresponding study programs is based on the "Law on Higher Education Institutions," Cabinet of Ministers Regulations No. 994 of 12.12. 2006 "Procedures for Financing Higher Education Institutions and Colleges from the State Budget", Cabinet of Ministers Regulation No. 445 of 05.07.2016 "Regulations on Remuneration of Teachers'' and other external and internal regulatory enactments. The amount of financial reference amount of studies are calculated by using the formula determined by the "Procedures for Financing Higher Education Institutions and Colleges from the State Budget" (p.14.

https://likumi.lv/ta/en/en/id/149900-procedures-for-financing-institutions-of-higher-education-and-colleges-from-the-funds-of-the-state-budget). Values of the coefficients of the study, the coefficient of the relevant thematic area studies is 3 times higher than for the BA study programme (p.13. https://likumi.lv/ta/en/en/id/149900-procedures-for-financing-institutions-of-higher-education-and-colleges-from-the-funds-of-the-state-budget). The same regulation applies Funding from the funds of the State basic budget for scientific research. From this funding are funded research trips, participation in conferences etc. Within this framework, PhD "Philosophy" complies with the conditions for the implementation of the study programme. Meanwhile, there could be some improvements within the law level to propose any changes to the financing procedures to improve the situation of the humanities budget.

All the faculty resources available at the UL, DU and FHP are at the disposal of the Doctoral study programme "Philosophy". PhD students of UL have an equal right to access to the learning features available in the faculty – lecture rooms, reading rooms, computer equipment, library (till 2022.y. January encompasses a total of 34 057 titles of printed information resources in 72 136 copies, 12 498 titles of them for philosophy students (SAR. P.81)), databases, electronic resources. According to the SAR (P.77.) PhD students of UL can order information resources from any library, and can specify the most convenient place to receive the reserved information resource the branch library. In SAR (P.139.), as good practice stressed out the Interdisciplinary Research Center of the UL Academic Library, cooperation of students of the study program with foreign universities (UL participate in the FORTHEM university network). The study base is regularly improved and supplemented with the most current information resources, in accordance with the needs of academic staff and students. There are freely available IT resources to students: application package "MS Office 365", MS tools such as "Outlook", "Forms", MS Teams and BigBlueButton system, software, and UL maintain e-mail.

During the assessment visit in the tour over faculty, were assured that FHP has sufficient resources in respect of premises, and infrastructure and is equipped with all necessary study materials and training support equipment. All auditoriums are equipped with multimedia projectors and computers, and all premises of the building have an Internet (wireless) connection. According to SAR (P.75.) in 2022, the faculty fully equipped one auditorium for providing video lectures. The equipment included wide-angle cameras, a projector, and other technical appliances, which were purchased for this purpose.

During the assessment visit interviews lecturers and the dean expressed their hope to get wider offices after the autumn of 2023, when the move of faculty is scheduled to the new House of Letters in the UL Academic Centre in Torņakalns. It is designed as part of a modern study and research centre. Such changes will resolve the accessibility problems for disabled persons. However, until the resettlement, faculty staff should be able to ensure accessibility to the educational programme if such a desire would be demonstrated by people with disabilities. The small count of PhD students makes it easier to react than in other study programmes' in FHP.

Despite the necessary improvements, the existing technical provision – audience equipment, available digital resources and solutions, library stock, accessibility and replenishment procedures, as well as the marked change in location to more modern construction – makes it possible to conclude that this ensures a high-quality study process.

2.3.2. PhD study provision and scientific base at the UL the doctoral study programme "Philosophy" is implemented by the FHP Department of Philosophy and Ethics in cooperation with the FHP Department of History and Archeology within the study field "History and Philosophy". Teaching staff (professors, associate professors, assistant professors, and researchers) are involved in the doctoral study programme, as well as, those foreign university professors and other teaching staff, with whom it is planned to hold seminars and other events during the three years of doctoral studies, plus there are plans to attract teaching staff from abroad, using the opportunities offered by SAM, DAAD, and other projects. Also FHP planned to use the opportunities provided by the participation of

UL in the FORTHEM to exchange teaching staff of network universities in study work (SAR, p.140.). The teaching staff may be involved in the supervision of doctoral theses. The doctoral study teaching staff has been published in Latvian and foreign peer-reviewed publications and the professors of the study programme are members of various international and national scientific societies, members of LAS, and heads or leading implementers of research projects.

2.3.3. The doctoral study programme "Philosophy" is financed from state budget funding and from study fees. (SAR, P.141.). In the current period, there are 8 budget funding students and 3 study fees students. In addition, according to the SAR (P.143.) the development of the program can be financed from the income received from lifelong learning and other services, as well as from the financial resources accumulated by the structural unit. The faculty also receives financial support for the development of the doctoral study programme "Philosophy" from development projects of doctoral studies. At the same time, in assessment visits as the interviews cleared out, students cannot complete PhD studies at the time, because the student usually already works, and they cannot focus on developing the thesis. The interviews also mentioned that the timely development of the final thesis was accompanied by scholarships which allowed them to focus on the final work. There in interviews and, also in SAR (p.122) is some notes, that lead to conclusions, that kind of scholarships are not enough. For now, from 2021, there is just one scientific degree candidate who received a scholarship from the Association for the Advancement of Baltic Studies to complete her doctoral dissertation. Previous scholarships project ended 2015. (SAR, p.131.)

In addition, the development of the programme can be financed from the income received from lifelong learning, for example, from the professional competence development courses of teachers organised by the faculty, as well as other services and the financial resources accumulated by the structural unit. The faculty also receives financial support for the development of the doctoral study programme "Philosophy" from development projects of doctoral studies. Also, cooperation between the UL Department of Philosophy and Ethics and the UL Institute of Philosophy and Sociology bring extra options to coordinate the needs of programme with the research base of IPS and the research resources of IPS and involving students of the PhD in joint research, as well as creating applications for LCS projects, in which an important role is specifically assigned to the work of young researchers – doctoral students (SAR, p.143.).

For calculations, the implementers of the study programme use the strict methodology. In sum, the calculated cost per student of the full–time programme is 3888 EUR per year, and the total cost of the programme is 42 768 EUR per year. The cost of the PhD study programme is divided into several parts: 45 % for Teacher costs, 9 % for General staff, 6% for Infrastructure expenditure, 26 % for Indirect costs, and 14% for other payments.

Based on the calculation, for the programme to be profitable and provide students with a quality study process, the number of paid students in the programme (all courses combined) must be at least 20 or only budget students in the programme. At this moment there are 11 PhD students, and the total income is 45 522 EUR. Therefore, the current distribution of budget places and study fees pay students is optimal and FHP has sufficient resources to implement the study programme and ensure its further development. However, if the number of paid students decreases, the financial provision of the study programme may be at risk, particularly if no additional state grant is granted.

Conclusions on this set of criteria, by specifying strengths and weaknesses

Conclusions:

Doctoral study programme Philosophy (51229) provides full time studies (3 years) in Latvian. The degree to be acquired after graduation for: Doctoral Degree of Science Doctor of Science (Ph.D.) in Humanities and the Arts. Study programme ensure the quality level of studies including a provision to necessary resources (e.g. materials, library, premises etc.) and also receives financial support from development projects of doctoral studies. Meanwhile there is a need for more scholarships to

end the doctoral thesis and there are still some risks with the amount of budget funding to ensure a study programme. The study programme provides almost all necessary resources and complies with the conditions for the implementation of the study programme.

Strengths
1. FHP is equipped with all necessary study materials (books, databases, electronic resources) and training support equipment and they are widely available and accessible to students. PhD students can order information resources from any library, and can specify the most convenient place to receive the reserved information resource, the branch library.
2. PhD students have financial support to go on exchange visits, research missions to other Latvian and foreign research centres, libraries, and archives.

Weaknesses
1. Need to resolve the accessibility problems for disabled persons
2. Not enough scholarships for ending the thesis.
3. If the number of paid students decreases, the financial provision of the study programme may be at risk.

Assessment of the requirement [6]

1   R6 - Compliance of the study provision, science provision (if applicable), informative provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and ensuring the achievement of learning outcomes

Assessment of compliance: Partially compliant

From both the SAR (2.3., SAR part Philosophy (51229) 3.3.) and the feedback collected during interviews with academic staff and students and visited facilities, this is to confirm that Doctoral study programme Philosophy (51229) is capacitated with respect to any of the resources needed to underpin academic processes having to do with the given Study Programme. However, there are still some risks with the amount of budget funding to ensure a study programme and students' scholarships need to be improved. The expected physical solutions for the availability of the study programme are welcome, but adjustment of the study programme would be desirable if needed.

2.4. Teaching Staff

Analysis

2.4.1. According to SAR (p. 144-145) in the 2022/2023 academic year, there are 4 professors (two from the field of philosophy, two – from the field of history science), 1 associate professor, 1 assistant professor, and 1 researcher involved in the implementation of the doctoral study program "Philosophy". As it can be seen in the SAR p. 144-145 the number of the professors with PhD in Philosophy has dropped 50% in tha last 10 years and UL must take action in order to increase the number of the academic staff with PhD degrees in Philosophy.
The number of teaching staff members and their qualifications fully comply with the requirements stipulated in the relevant legislative acts regarding the implementation of the doctoral study program. 3 professors are members of Latvian Academy of Science (see SAR, p. 144). Teaching staff are members of several international scientific societies, one of them is a member of the scientific board of the international scientific organisation "Martin Heidegger Society" and an honorary member of the International Scientific Society.
The UL provide for teaching staff, through EU project "Renewal of Academic Staff and Improvement

of Competences at the University of Latvia", the opportunity to improve their qualifications by attending courses, which include "Development of academic staff competence in the field of leadership", "Digital media literacy", "Improvement of professional English language proficiency of academic staff for work in a study environment", "Research activities and publishing skills", "Development of digital skills of academic staff", "Commercialisation training", "Public speaking, the art of speech and basics of presentation for cooperation with industry and audience". Adjacent to this the Study Centre of the UL Faculty of Business Management and Economics offers qualification improvement courses "Development program for managers of the new era", "Development of employees' computer skills for increasing productivity" and "Project management methods". All these qualification courses contribute to the development of the knowledge and the competence of the teaching staff involved in the study program.

UL has established "Regulatory enactments on academic and administrative positions at the 91 University of Latvia" (Only in Latvian) 9 see https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_LV/5._DAZADI/SL_2-3-11-2022__Nolikums_par_akad_l_1_.pdf). According to the regulations, the following academic positions exist at the University of Latvia: professor, associate professor, assistant professor, senior researcher, lecturer, researcher, assistant, and research assistant (see SAR p. 91).

According to all these, this criterion is fulfilled.

2.4.2. According to SAR (p. 145) since the period 2013/2014, when 4 professors of philosophy were involved in the realisation of the study program, the situation has changed under the influence of transformations in the structure and research positions and strategic cooperation models of FHP: in 2022/2023, 4 professors (2+2), 1 associate professor, 1 assistant professor (involved in a course taught by a professor), 1 researcher (involved in a course taught by a professor) work in the program (see the below table). These changes are the results of the change of the study program curricula. Moreover, starting with this new plan, courses in philosophy within the study field "History and Philosophy" will be complemented by interdisciplinary courses for historians, whose themes bring together questions of philosophy and problems of cultural heritage, topics of the history of philosophy and ideas, questions of cultural and ethical theories, as well as theoretical questions of history as a science and topics of the philosophy of science.

2.4.3. According to SAR (p. 146-147) the academic staff of the doctoral study program "Philosophy" is involved in research projects and, the teaching staff of the program has successfully enabled past and current implementation of the National Research Program and the Latvian Council of Science projects at FHP, in which they were and are either project managers or leading implementers. Research projects are also closely linked with Erasmus+ projects, whose activities are coordinated with the activities of research projects. An example of such close interconnection is the LCS project "Institutum Herderianum Rigense" (headed by Prof. R. Bičevskis), the results of which have enabled the Erasmus+ joint project of 8 universities "The Future of Cultural Heritage in Modern Europe" (Latvian group headed by Prof. R. Bičevskis).

The teaching staff members of the PhD program "Philosophy" were involved in other national research programs in the field of philosophy or in the field of history. One of the teaching staff is director of UL Institute of Latvian History which creates good opportunities for interdisciplinary research projects.

2.4.4. The FHP teaching staff of the programme have prepared about 10 individual and collective scientific monographs and 150 scientific articles in peer-reviewed periodicals and article collections, of which about 10 articles are included in SCOPUS/WoS databases.

All members of teaching staff fulfil the criterion of the publications in peer-reviewed journals and/or international editions. A list of the key publications of the academic staff is attached in Appendix Scientific publications of teaching staff_HPfield.pdf at SAR, and the subjects of these articles are focused on the specifics of the Philosophy PdD study program. Anyway, the number of articles in foreign journals is at minimum and the publication in international journals can be increased. UL

must encourage the academic staff to publish constantly in journals from abroad.

2.4.5. According to SAR (p. 189) in the last period, starting mostly with 2020, a very good cooperation in the PhD Program "Philosophy" was established with academics from the UL History and Archaeology Department. The emphasis is placed on cooperation between researchers and teaching staff in the fields of philosophy and history in the doctoral study program "Philosophy"; the solid foundation of this cooperation is the long academic tradition that unites FHP departments both in institutional and collegial aspects. The mechanism which supervises the cooperation is the council of the study field "History and Philosophy" and the FHP council, both having a significant role in resolving institutional and academic issues and this very close and longtime cooperation ensures a good interconnection between the goals of the study programs and create a synergy between study courses and the aim of the study program. For the future this cooperation must be strengthened creating the opportunity not just for the academic staff to be in close relations but also for the students. Maybe, can be take into consideration some bilateral seminars for the PhD students from Philosophy and from Archaeology and History program.

Conclusions on this set of criteria, by indicating strengths and weaknesses

Conclusions:

The qualifications of the teaching staff involved in the Doctoral study programme is good and, in some cases, very good. Several of the academics are well-known researchers in Latvia and they published in well-known journals, also. A great part of articles and monographs are in Latvian, but there are some articles published in foreign journals.

Participation in national-level research projects is constant, and several staff members function in these projects as leaders or leading implementers. Research projects are also closely linked with Erasmus+ projects, whose activities are coordinated with the activities of research projects. One of the staff members is director of UL Institute of Latvian History which creates good opportunities for interdisciplinary research projects.

Strengths
1. Good international cooperation
2. Members of the teaching staff are and were involved in significant national and/or international research projects.
3. Strong cooperation between Philosophy and History study program.

Weaknesses
1. Decreasing number of the professors with PhD in Philosophy.
2. Small number of the articles in foreign languages.

Assessment of the requirement [7]

1 R7 - Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements set out in the respective regulatory enactments.

Assessment of compliance: Fully compliant

The qualification of the teaching staff is good, the staff members publish in indexed peer review journals and participate in national-level and one international level research projects. The small number of international publications and low participation in international research projects can be a disadvantage. The cooperation between the staff members in ensuring the quality of the doctoral program is good. Eksperts identified some weaknesses, but they are only for

improvement, and doesn't affect evaluation.

2.5. Assessment of the Compliance

Requirements

1 1 - The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard

   Assessment of compliance: Not relevant

2 2 - The study programme complies with a valid professional standard or the requirements for the professional qualification (if there is no professional standard required for the relevant occupation) provided if the completion of the study programme leads to a professional qualification (if applicable)

   Assessment of compliance: Not relevant

3 3 - The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 561 , Paragraph two and Section 562 , Paragraph two of the Law on Higher Education Institutions.

   Assessment of compliance: Fully compliant

   The descriptions of the study courses and the study materials have been prepared in all languages in which the study programme is implemented, and they comply with the requirements set forth in Section 56.1, Paragraph two and Section 56.2, Paragraph two of the Law on Institutions of Higher Education. The descriptions of the study courses are available in English and Latvian. (Annex:
   DSP Philosophy course descriptions.pdf

4 4 - The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure according to which state recognised documents of higher education are issued.

   Assessment of compliance: Fully compliant

   The sample of the diploma (Annex:DSP Philosophy diploma.docx) fully complies with the procedure by which state-recognised documents of higher education are issued. (Cabinet Regulation No. 202 "Procedures for Issuing State-Recognized Higher Education Documents").

5 5 - The academic staff of the academic study programme complies with the requirements set forth in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions.

   Assessment of compliance: Fully compliant

   Study programme academic staff fully complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (Confirmation annex:DSP Philosophy compliance with the 3rd clause of the 1st paragraph of Section 55 of the Law on Higher Education Institutions.pdf

6 6 - Academic study programmes provided for less than 250 full-time students may be implemented and less than five professors and associated professors of the higher education institution may be involved in the implementation of the mandatory and limited elective part of these study programmes provided that the relevant opinion of the Council for Higher Education has been received in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions.

Assessment of compliance: Not relevant

7 7 - At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts (if applicable).

Assessment of compliance: Fully compliant

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 are in annex: Declaration on DSP Philosophy academic staff composition.pdf

8 8 - The teaching staff members involved in the implementation of the study programme are proficient in the official language in accordance with the regulations on the level of the official language knowledge and the procedures for testing official language proficiency for performing professional duties and office duties.

Assessment of compliance: Fully compliant

The attached CV (Teaching staff CV_ HPfield.docx) of the academic staff confirm that state language proficiency is compliant with Cabinet of Ministers No. 733 (Regulations Regarding the Extent of the Knowledge of the Official Language, the Procedures for Examining the Proficiency in the Official Language and the State Fee for Examining the Proficiency in the Official Language). (Annex:Compliance with knowledge of the national language in the study programmes of the HPfield.7z)

9 9 - The teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, if the study programme or any part thereof is to be implemented in a foreign language (if applicable).

Assessment of compliance: Not relevant

10 10 - The sample of the study agreement complies with the mandatory provisions to be included in the study agreement.

Assessment of compliance: Fully compliant

The attached sample of study agreement (standart_samples_study_contract.zip) complies with rules of the Cabinet of Ministers. Nr. 70. (Mandatory provisions to be included in the study agreement).

11 11 - The higher education institution / college has provided confirmation that students will be provided with opportunities to continue their education in another study programme or another higher education institution or college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.

Assessment of compliance: Fully compliant

The attached document in Agreement on the possibility to continue education in other programs.7z confirms that UL undertakes to provide students with the opportunity to continue their studies in the study programme Theology and religious studies (51221) of the study field Religion and Theology.

12 12 - The higher education institution / college has provided confirmation that students are guaranteed compensation for losses if the study programme is not accredited or the study programme's license is revoked due to the actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.

Assessment of compliance: Fully compliant

The attached document in Refund and Compensation Policy HPfield.7z confirms that students are guaranteed compensation for losses if the study field is not accredited or the study programs licence is revoked due to the actions (actions or omissions) of the UL, and the student does not wish to continue studies in another study programme.

13 13 - The joint study programmes comply with the requirements prescribed in Section 55.(1), Paragraphs one, two, and seven of the Law on Higher Education Institutions (if applicable)

Assessment of compliance: Not relevant

14 14 - Compliance with the requirements specified in other regulatory enactments that apply to the study programme being assessed (if applicable)

Assessment of compliance: Not relevant

Assessment of the requirement [8]

1 R8 - Compliance of the study programme with the requirements set forth in the Law on Higher Education Institutions and other regulatory enactments.

Assessment of compliance: Fully compliant

The study programme complies with the requirements set in regulatory enactments.

General conclusions about the study programme, indicating the most important strengths and weaknesses of the study programme

Conclusions:
The doctoral study programme "Philosophy" complies with the study field indicators, conditions and criteria. In the opinion of the experts, the title, code, degree to be obtained of the study programme, aims, objectives, learning outcomes and admission requirements are interrelated. The goals, objectives, learning outcomes are in line and in compliance. The study programme complies with the conditions for the implementation of the study programme.
The structure of the PhD programme in Philosophy is adequate and able to cover the main aspects in the field satisfactorily. Research is properly integrated in the everyday life of the programme, although internationalisation processes and activities should be improved.
The teaching staff is qualified and involved in several international and/or national research projects.

Strengths
1 Consistent and solid structure to reach valuable results in the field.
2 Research is properly integrated in the programme, with firm institutional support for participation in academic activities.
3 Clear, effective, and feasible processes to guide the doctoral thesis.
4 The Faculty is equipped with all necessary study materials and training support equipment.
5 PhD students have financial support to go on exchange visits, research missions to other Latvian and foreign research centres, libraries, and archives.
6 Good international cooperation.
7 Members of the teaching staff are involved in several international and/or national research projects.
7 Strong cooperation between Philosophy and History study.

Weaknesses

1 The number of graduates is decreasing.

2 Funding for scholarships for students is limited, there are no projects that help students to fully focus on doctoral studies.

3Although there is some contact with the graduates, it could be enhanced.

4 The participation of foreign experts in the evaluation of doctoral theses is still low.

5 Internationalisation processes should be improved by increasing the number of indexed publications and research activities.

6 Need to resolve the accessibility problems for disabled persons.

7 If the number of paid students decreases, the financial provision of the study programme may be at risk.

8 Decreasing number of the professors with PhD in Philosophy.

Evaluation of the study programme "Philosophy"

Evaluation of the study programme:

Good

2.6. Recommendations for the Study Programme "Philosophy"

Short-term recommendations

- Increase the number of international experts in the evaluation of the dissertations.
- Until the resettlement to the new modern building, faculty staff should be able to ensure accessibility to the educational programme for people with disabilities.

Long-term recommendations

- Internationalisation should be improved by promoting students and teaching staff' participation in international activities and publication in indexed journals beyond the local environment. Explicit strategies to promote these actions through specific incentives, e.g. subsidies or awards, could produce a visible improvement in the current practices.
- Resolve risks with the amount of budget funding to ensure study programme, reducing the dependency on the financial contribution of fee paying students.
- Increase the number of graduates. It is closely related to the enrolled students and funding. Ensure that there are means that allow doctoral students to study full-time - enrollment of the UL and faculty in EU projects, and receiving state grants and scholarships for ending the thesis.
- Develop strategies to integrate the graduates to the programme's everyday life, e.g. promoting a graduates association or active institutional measures oriented to this goal.
- Increase the number of professors with PhD in Philosophy.
- Increase the number of publications/articles in foreign languages.

III - Assessment of the Requirements for the Study Field and the Relevant Study Programmes

III - Assessment of the Requirements for the Study Field and the Relevant Study

Programmes

Assessment of the Requirements for the Study Field

Requirements	Requirement Evaluation		Comment
R1 - Pursuant to Section 5, Paragraph 2.1 of the Law on Higher Education Institutions, the higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing its internal quality assurance system:	Fully compliant		The continuous improvement, development, and efficient performance of the study field is described in the Quality Management Manual and the statements of the graduates and other stakeholders proves that the assessment of the program carried out for improving the quality of the programs provides recommendations which are taken into considerations in the new curricula. Yearly quality assurance meetings for the staff and regular student surveying are effective ways to maintain the quality of the studies and to help detect shortcomings and solve them appropriately. Eksperts identified some weaknesses, but they are only for improvement, and doesn't affect evaluation.
R2 - Compliance of scientific research and artistic creation with the level of development of scientific research and artistic creation (if applicable)		Partially compliant	The organisation of research activities and its integration within teaching activities is appropriate, covers the basic requirements, and are suitably organised to develop the expected activities related to the study field. Internationalisation and publication in indexed journals, teaching staff's commitment with the institutional adoption of student-centred approach, and students' early integration in research activities are areas for improvement which nowadays are not wholly developed.

Requirements	Requirement Evaluation		Comment
R3 - The cooperation implemented within the study field with various Latvian and foreign organizations ensures the achievement of the aims of the study field.		Partially compliant	The cooperation inside Latvia can be assessed very good, but there are still many fields to develop in internationalisation. The list of cooperation contracts provided in the annex "List of cooperation agreements with other institutions, including agreements on provision of internship" only contained a very limited number of foreign institutions. Cooperation at the international level has mainly been practised in frames of research or educational projects led by other institutions and, mainly for the students, in frames of the Erasmus+ program. There are at the moment only few ongoing international research projects and the mobility of both students and the teaching staff is modest.
R4 - Elimination of deficiencies and shortcomings identified in the previous assessment of the study field, if any, or implementation of the recommendations provided.		Partially compliant	There has been substantial improvements made through the implementation of the recommendations received in the study field and implemented study programmes. However, there are still recommendations that have not been managed to fully implement due to various reasons stated by the UL. For example, lack of funding for research, lack of publications in international journals, lack of incoming foreign students, decrease of enrolled Latvian students, which are crucial elements that have to be taken into account and addressed for the future.

Assessment of the Requirements for the Relevant Study Programmes of the Study Field

No.	Study programme	R5	R6	R7	R8	Evaluation of the study programme (excellent, good, average, poor)
1	History and Archaeology (43228)	Not relevant	Partially compliant	Fully compliant	Fully compliant	Good
2	Philosophy (43229)	Not relevant	Partially compliant	Fully compliant	Fully compliant	Good
3	History and Archaeology (45228)	Fully compliant	Partially compliant	Partially compliant	Fully compliant	Good
4	Philosophy (45229)	Fully compliant	Partially compliant	Fully compliant	Fully compliant	Good
5	History and Archeology (51228)	Partially compliant	Partially compliant	Partially compliant	Fully compliant	Good
6	Philosophy (51229)	Partially compliant	Partially compliant	Fully compliant	Fully compliant	Good

The Dissenting Opinions of the Experts

None