APPLICATION

Study field "History and Philosophy" for assessment

Study field	History and Philosophy
Title of the higher education institution	Latvijas Universitāte
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Self-evaluation report

Study field "History and Philosophy"

University of Latvia

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1. Information on the Higher Education Institution/College

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

The University of Latvia (hereinafter –UL) was founded in 1919 and is the largest general profile university in Latvia. It plays an important role not only in the development of the educational system, but also sustains the overall national economic growth. UL is a research university, incorporating and developing the country's main study and scientific research potential in the field of humanities, natural, technical, and social sciences.

Mission: The mission of the University of Latvia is expressed in its motto *Scientiae et Patriae*. UL contributes to global processes of science, higher education, knowledge, technology transfer and innovation, ensures growth of democracy and culture of Latvia, development of Latvian language and prosperity of the national economy.

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

Values:

- University community,
- Excellence,
- Research-based development,
- Openness,
- Cooperation,
- Academic freedom.

UL offers state-of-the-art studies and research through the synthesis of higher education and science. UL actively participates in solving topical national and social problems, as well as being the centre of intellectual life of Latvia, it generates new knowledge while nurturing the national language, culture and promoting the development of the state and society.

UL concentrates its efforts on high return on invested resources, sustainable and environmentally friendly use of resources, the development of scientific excellence, open and interdisciplinary structures for research and studies. UL has evolved into a modern academic campus providing the environment and infrastructure for excellence in research, studies and creativity.

The study process at UL is implemented at 13 faculties, 7 branches (only in Latvian) and 3 medical colleges. Research is also performed at 18 research institutes, and various research, training and consultancy activities are conducted in 28 study centres. UL Regional Centre (only in Latvian) coordinates and supervises the activities of UL branches, as well as promotes cooperation between the University and local authorities in the fields of human resources development, education and interdisciplinary research.

UL has more than 230 bilateral cooperation agreements with universities in 51 countries.

The UL Culture Centre (only in Latvian) is represented by 21 amateur arts groups – choirs, dance groups, vocal ensembles, early music ensembles, theatre, a brass band and a ceramics studio. The

UL Sports Centre organises UL sports activities in more than 40 different sports classes in 11 sports disciplines – basketball, wrestling, group fitness classes, football, floorball, table tennis, kendo, general fitness, volleyball, cheerleading and self-defence. UL research and cultural activities are also performed by the UL Museum, the UL Botanical Garden, the UL Rhododendron Nursery "Babīte", the UL Academic Publishing House, and the UL Baldone Observatory (only in Latvian). The UL Foundation and the Alumni Club (only in Latvian) successfully uphold and develop philanthropy and solidarity directions at UL.

As of 1 October 2021, UL has 3 250 employees, including 1 420 UL academic staff and 1 830 UL general staff. UL financial performance is characterised by a turnover of EUR 81 million and an equity ratio of 73%. The main UL operation takes place in Riga, at Raiņa bulvāris 19 and the UL Academic Centre in Torņakalns, as well as in several locations in Riga and in the UL regional branches in Alūksne, Bauska, Cēsis, Jēkabpils, Kuldīga, Madona and Tukums.

UL is ranked 601–800 in the Times Higher Education World University Rankings of 2021, its academic staff and students publish more than nine hundred scientific publications annually in *Scopus* and *Web of Science* databases.

UL offers study programmes at all levels, encompassing 28 branches of science and 22 fields of study. UL 13 faculties offer 140 study programmes. See Table 1 for the fields of study, the number of study programmes and the accreditation periods.

Table 1

Study fields, number of study programmes and accreditation periods (02.11.2021.)

No	Study fields	Number of study programmes	Accreditation period
1.	Architecture and Construction	1	08.06.2022-09.06.2028.
2.	Life Sciences	3	29.05.2013–31.12.2023.
3.	Economics	8	08.09.2021–09.09.2027.
4.	Physics, Materials Science, Mathematics and Statistics	7	29.05.2013–31.12.2023.
5.	Geography and Earth Sciences	6	24.04.2017–24.04.2023.
6.	Information Technology, Computer Engineering, Electronics, Telecommunications, Computer Management, and Computer Science	5	29.05.2013–22.08.2023.
7.	Internal Security and Civil Defence	3	05.06.2013–31.12.2024.
8.	Information and Communication Sciences	5	16.06.2021–17.06.2023.
9.	Education, Pedagogy and Sports	24	12.06.2013–31.12.2024.

No	Study fields	Number of study programmes	Accreditation period
10.	Chemistry, Chemical Engineering and Biotechnology	3	24.05.2013–31.12.2023.
11.	Arts	1	24.11.2021-25.11.2027.
12.	Psychology	3	21.06.2019–21.06.2025.
13.	Sociology, Political Science and Anthropology	9	12.06.2013–31.12.2024.
14.	Social Welfare	2	14.09.2022-13.09.2028.
15.	Religion and Theology	3	22.05.2013–31.12.2023.
16.	Law	4	21.06.2019–21.06.2025.
17.	Translation	2	14.05.2013–31.12.2024.
18.	Management, Administration and Real Estate Management	8	29.09.2021–30.09.2027.
19.	Language and Culture Studies, Native Language Studies and Language Programmes	21	26.06.2013–31.12.2024.
20.	Healthcare	13	31.05.2013–31.12.2022.
21.	History and Philosophy	6	24.05.2013–31.12.2023.
22.	Environmental Protection	3	05.06.2013–31.12.2024.

UL study programmes in several fields of study are also offered at seven UL branches located in the regions of Latvia. In the academic year 2021/2022, 11 different fee study programmes in 3 study fields, ranging from first-level (college) higher education study programmes, professional bachelor's study programmes to master's study programmes, are being implemented in the branches. The number of study fields and study programmes in the regional branches are provided in Table 2 below.

Table 2

Number of study fields and study programmes implemented in the regional branches of the University of Latvia as of 2021

Branches	Alūksne (founded 1997)	Bauska (founded 1997)	Cēsis (founded 1995)	Jēkabpils (founded 1996)	Kuldīga (founded 1996)	Madona (founded 1997)	Tukums (founded 1996)
Number of study fields	3	1	2	1	2	1	1
Number of study programmes	5	3	7	4	9	3	6
Number of students	75	146	428	99	302	99	333

As of 1 October 2021, the total number of students studying at UL is 15 590, 40% of whom are financed from the state budget. Around 10% of students study at the regional branches of UL. In total, almost five thousand new students are enrolled every year.

Figure 1 shows the dynamics of the number of students at the University of Latvia and the population of Latvia over an 8-year period, and the respective correlation trends.
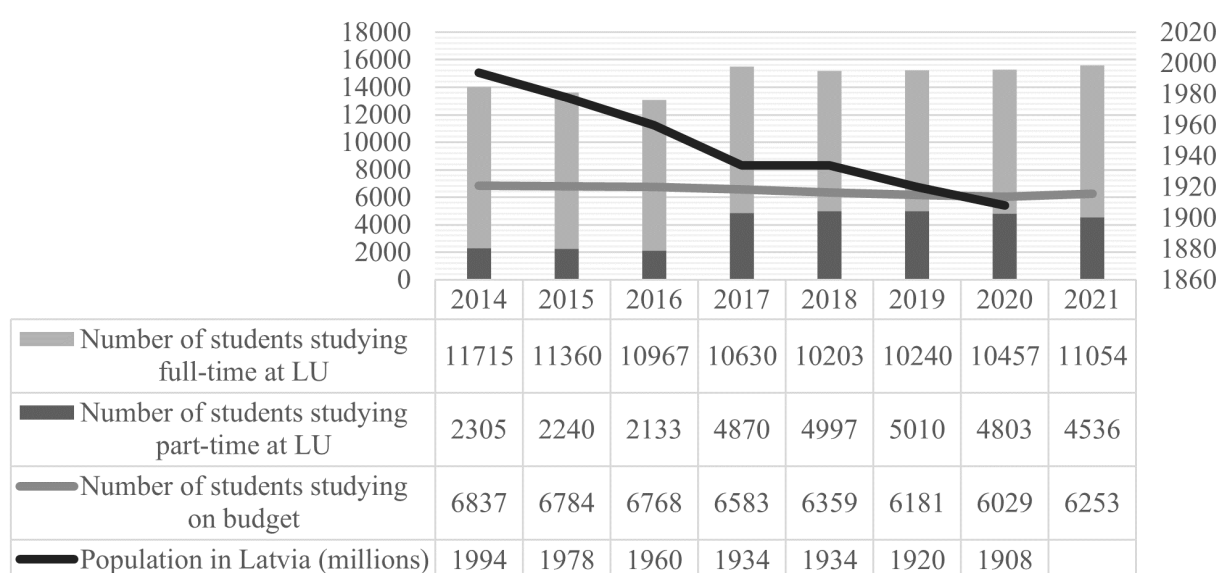

	2014	2015	2016	2017	2018	2019	2020	2021
Number of students studying full-time at LU	11715	11360	10967	10630	10203	10240	10457	11054
Number of students studying part-time at LU	2305	2240	2133	4870	4997	5010	4803	4536
Number of students studying on budget	6837	6784	6768	6583	6359	6181	6029	6253
Population in Latvia (millions)	1994	1978	1960	1934	1934	1920	1908	

Figure 1. **Number of students at the University of Latvia compared to the population of Latvia, 2014–2021**

UL medium-term development strategy for the period from 2021 to 2027 (UL Strategy 2027 LV, ENG) was approved on 28 June 2021 by the Senate decision No. 2–3/90. With the cooperation of the involved parties and the analysis of the national and international competitiveness of UL, the mission of the University of Latvia has been revised and strategic goals have been defined in six development directions – three in each – in the core business and institutional areas. Development goals have been set for science, studies, public education, as well as in the domains of staff and organizational culture, environment and governance. The UL Strategy 2027 envisages the further development of UL as an internationally recognised science centre, the development of unique study and lifelong learning programmes, as well as the offer of competitive working and study conditions. UL continues the work initiated in the previous strategic period to achieve the highest level of scientific excellence, as well as to promote student-oriented studies and develop a modern study environment. The involvement and contribution of UL to the society of Latvia is being

purposefully promoted. UL is consistently improving the working conditions and environment necessary for talent development. Sustainable growth is playing an increasingly important role and is becoming a cross-cutting principle in all its areas of activity. Particular attention is concentrated upon ensuring academic integrity and strengthening the value-oriented organisational culture of UL. See Table 3 for the current strategic goals and development directions of UL.

Table 3

Map of UL Strategic Goals, 2021–2027

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

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

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

Until the introduction of the Higher Education Reform (hereinafter – HER) (only in Latvian), the Constituent Assembly, the Senate, the Rector and the Academic Arbitration Court were the governing, management and main decision-making bodies of the University. In 2022, a new governing body of UL has started its work – the Council of the University. See Table 4.

Table 4

Terms of election, representation and terms of office of the main UL decision-making bodies

	Changes	Term of election	Total number of participants	Academic staff representation	General staff representation	Student representation
Constitutional Assembly	Prior to HER	3 years	300	66.7%	8.3%	25%
	After HER	3 years	200	>60%	<20%	>20%
University Council	From 2022.	4 years	11	5		
Senate	–	3 years	50	76%	4%	20%
Rector	–	4 years	1	1		
Academic Arbitration	–	3 years	5	80%	0	20%

Full name

Constitutional Assembly

Prior to HER: The Constitutional Assembly is the supreme representative body of UL.	After HER: The Constitutional Assembly of the University is the representative body of the academic staff, general staff and students of the University.

Competence prior to HER: adopt and amend the Constitution of the University of Latvia; adopt the Statutes of the Constitutional Assembly; approve the Statutes of the Senate; elect and dismiss members of the Senate; elect and dismiss the Rector; hear the Rector's report on the activities of the University of Latvia; approve the Statutes of the Court of Academic Arbitration; elect and dismiss members of the Audit Commission; elect and dismiss members of the Court of Academic Arbitration. The Constitutional Assembly has the right to adopt for consideration and decision other conceptual issues concerning the activities and development of the University.

Competence after HER: Approves the University's constitution and amendments thereto, elects the Rector; may propose the Rector's dismissal; hears the Rector's annual report on the university's activities; elects members of the Senate from among the academic and general staff; may recall members of the Senate; elects the Academic Arbitration Court.

University Council (after HER)

Competence after HER: The Council of a state–run University is a collegial decision–making body of a state–run University, which is responsible for the sustainable development, strategic and financial supervision of the University, as well as ensures the operation of the University in accordance with its development strategy.

University Council approves the University's constitution and amendments thereto and submit them for approval at the Constitutional Assembly; approves the university's development strategy and monitors the progress of its implementation; approves the University's budget and financial plan, as well as annual reports; monitors the functioning of the cooperation and financing agreement between the University and the State; monitors the functioning of internal control and risk management systems, reviews their adequacy and effectiveness; approves policies defining the University's management processes and general principles of their functioning; decides on: the structure of the University, the establishment, reorganisation and liquidation of the University's structural units, the establishment and liquidation of the University's branches and institutions, the University's participation in commercial companies, foundations and associations, the remuneration policy of the University's staff, the attraction of investments, the University's credit commitments, the University's real estate development plan, the appointment of the University's auditor; approves the regulations for the election of Rector; nominates one or more candidates for election to the position of Rector at the Constitutional Assembly, concludes an employment contract with the Rector and evaluates the activities of the Rector; may initiate the removal of the Rector from office, as well as decide on the removal of the Rector from office, observing the provisions of the Law on Higher Education Institutions. The Council seeks the opinion of the Students' Council before taking decisions concerning the amount of tuition fees, the closure of study fields and programmes, and scholarships established by the University .

Senate

Prior to HER: The Senate is a collegial management and decision-making body established by the staff of the University, which approves the rules and regulations governing the activities of the University.

After HER: The Senate is a collegial supreme academic decision–making body of the University, responsible for the excellence, development and compliance with internationally recognised quality standards of the University's education, research and creative activities. The Senate regulates the academic, creative and scientific activities of the University.

Competence prior to HER: Approves the rules and regulations governing the activities of UL. The UL Senate elects Honorary Doctors and Honorary Members of UL, the Court of Honour of the UL, the Advisory Council of UL; elects and dismisses the Chair of the Senate (professor) and his/her deputy(s), organises the election of the Rector, approves the UL budget, Vice–Rectors and UL Directors, the UL Chancellor, Deans, Directors of UL Scientific Institutes and other heads of UL core structural units, the Regulations of the Advisory Council, Regulations of the Administration of UL, upon the proposal of the Rector; approves study programmes and their directors, the Secretary of the Senate (on the proposal of the Chair of the Senate), approves the regulations or statutes of the associations, foundations, public agencies, commercial companies, institutions and other institutions established for the achievement of the objectives specified in the *Satversme* (Constitution), the regulations on academic and administrative positions, the Constitution of the Student Council of the University of Latvia, the conceptual documents regulating the study process, the Regulations of the Court of Honour of the University of Latvia, the Rules of Procedure of the University of Latvia, the decisions of the Academic Arbitration Court of the University of Latvia; decides on the establishment, reorganization or liquidation of faculties, scientific institutes and other core structural units, as well as associations, foundations, public agencies, commercial companies, institutions and other institutions, on the use of the name and attributes of the University of Latvia, on essential issues of economic activity, incl. acquisition, pledge or alienation of real estate, for convening a Constitutional Assembly. The Senate may also accept for consideration other significant issues of activities of the University of Latvia, as well as provide an explanation regarding the application of the norms of the Constitution of the University of Latvia.

Competence after HER: Develops the draft Constitution of the University and its amendments. The Senate is responsible for the compliance of the Constitution with the development needs of the University and regulatory enactments; approves the development plan of the study process of the University, submits proposals to the council regarding the fields of study to be developed; on the proposal of the Rector decides on:

the opening, development and closure of study fields, the opening, content and development of study programmes, as well as the closure, requirements, procedures and examinations for the acquisition of degrees and qualifications; approves the development plan of the scientific and artistic creative activity of the University, encourages the implementation of specific directions of scientific activity; determines the requirements for election to academic positions and the evaluation criteria for the academic staff; determines the requirements and procedures related to the observance of academic integrity; nominates the members of the University Council in accordance with the procedures specified in the Constitution of the University; may initiate the removal of the Rector from office, as well as decide on the removal of the Rector from office; provide an opinion and make proposals regarding the development strategy, budget, establishment, reorganization and liquidation of the structural units of the University and the real estate development plan prior to their consideration by the Council. The Senate has the power to set up committees to coordinate and resolve individual issues.

Rector

| Prior to HER: The rector is the highest official of UL who implements the general administration of UL and represents UL without special authorisation. | After HER: The Rector is the highest official of a higher education institution who implements the general administration of the higher education institution and represents the higher education institution without special authorisation. |

Competence prior to HER:	Competence after HER:
The Rector is in charge of the activities of the University and is responsible for the compliance of these activities with the Law on Higher Education Institutions and other regulatory enactments, as well as with the Constitution of the University. The Rector, in accordance with his competence, issues orders and determines the competences of the Vice–Rectors, Chancellor and Directors.	The Rector ensures the management of the University and is responsible for the achievement of the goals set out in the University's development strategy, as well as for the efficient and lawful use of the University's financial resources in accordance with the law, other normative acts, as well as the University's constitution, decisions of the Council and the Senate. The Rector exercises the representative functions of the University, performs other activities to ensure the success of the University and represents the University in cooperation with other institutions and individuals. The Rector issues orders within the scope of his/her competence. The Rector ensures the elaboration of the study and scientific development plan of the University and submit it to the Senate for approval, ensures the elaboration of the development strategy of the University and submits it to the Council for approval after receiving the approval of the Senate of the University. The Rector, in cooperation with the University departments, ensures the implementation of the University development strategy.
	The Rector appoints and dismisses Vice–Rectors and Deans, as well as determines their areas of competence, authority and responsibility, in accordance with the objectives set out in the University's development strategy. The Rector is responsible for the successful implementation of the University's personnel policy. The Rector ensures the preparation of the budget of the University and, after obtaining the approval of the University Senate, submits it to the Council for approval. The Rector is responsible for the implementation of the budget and submits the annual accounts of the University to the Council for approval. The Rector, by the mandate of the Council, manages the funds of the University, including the necessary actions related to the University's credit obligations and the attraction of investments. The Rector takes decisions on the acquisition, encumbrance or disposal of immovable property in accordance with the real estate development plan approved by the University Council. The Rector, within the scope of his/her competence, is responsible for the compliance of the activities of the University with this Law and other regulatory enactments.

Academic Arbitration Court

Competence prior to HER: Examines applications from students and academic staff concerning restrictions or violations of academic freedoms and rights outlined in the Constitution of the University, as well as disputes between UL officials, as well as administrative bodies of structural units in subordinate relations.	Competence after HER: Examines applications of students and academic staff concerning limitations or violations of academic freedoms and rights stipulated in the Constitution of the University, disputes between officials of the University, as well as governing bodies of departments in subordination relations, in the cases specified in the Law on Higher Education Institutions, examines applications regarding contestation of an administrative act or actual action and makes relevant decisions regarding the same, as well as performs other tasks stipulated in the Constitution of the University.

For information on the governance structure of UL (UL Structure LV, ENG), its composition and competences, see Section 1.2 of the UL Quality Management System Manual.

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

UL quality policy is a continuous evolution towards excellence to ensure balanced and sustainable outcomes that meet the needs of all stakeholders. The Quality Policy and the resulting Quality Action Policy are a set of quality–related principles, objectives and the actions necessary for their achievement, implemented by the University in accordance with internationally recognised standards in higher education and organisational governance. The Quality Policy aims to contribute to the achievement of the mission, strategic objectives and sustainable development of the University by setting out guidelines and principles that can be used to ensure a consistently high quality of performance. The Quality Policy and the Quality Action Policy, together with other policies and processes, ensure the coherent planning and implementation of the activities of the University. The Quality Policy and Quality Action Policy are an integral part of the Quality Management System, which is applied to all areas of UL activity and envisages its implementation at all levels of UL governance. Quality is defined as a measure of excellence that characterises the ability of UL to meet and exceed the foreseeable and future needs of its stakeholders, and to ensure that its processes comply with industry regulatory and standard requirements. UL provides a set of activities and methods by which quality is planned, implemented, systematically assessed and continuously enhanced, thereby contributing to the achievement of the UL's stated objectives and to meeting the needs of its stakeholders.
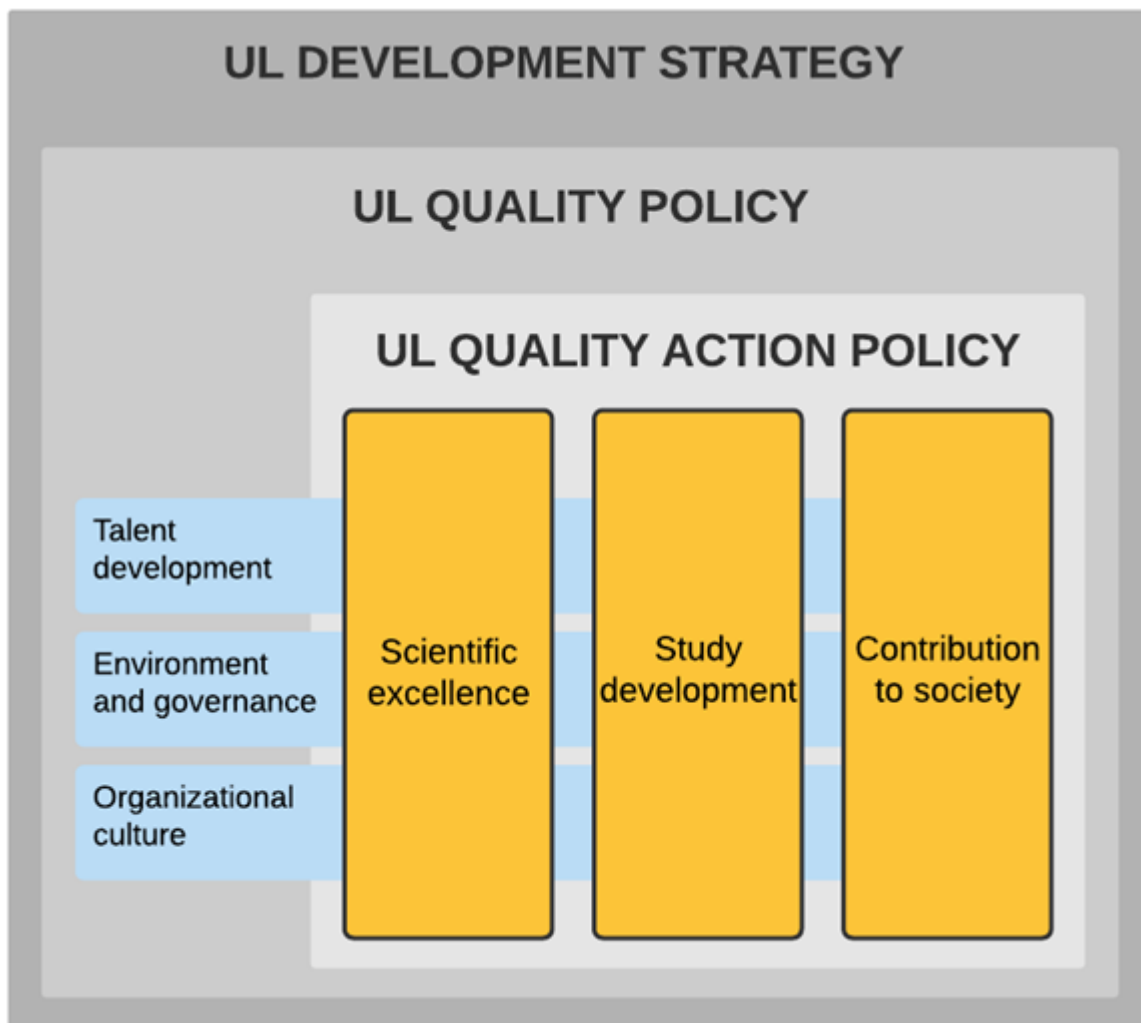
Figure 2. **Hierarchy of Quality Policy and Action Policies at the University of Latvia**

Quality management has been implemented at the University since 2010. **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 University. For the implementation of Total Quality Management, UL uses an internationally recognised and practically applicable quality management methodology – the EFQM (European Foundation of Quality Management) Excellence Model. The quality management system is enhanced in the core activities areas by developing internal quality assurance systems integrated into the quality management system and based on current sectoral standards and frameworks. 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. Figure 3 provides a diagram of a quality management system with an integrated quality assurance system for studies. For a more detailed description of the UL Quality Management System, see Section 2.1 of the UL Quality Management System Manual.

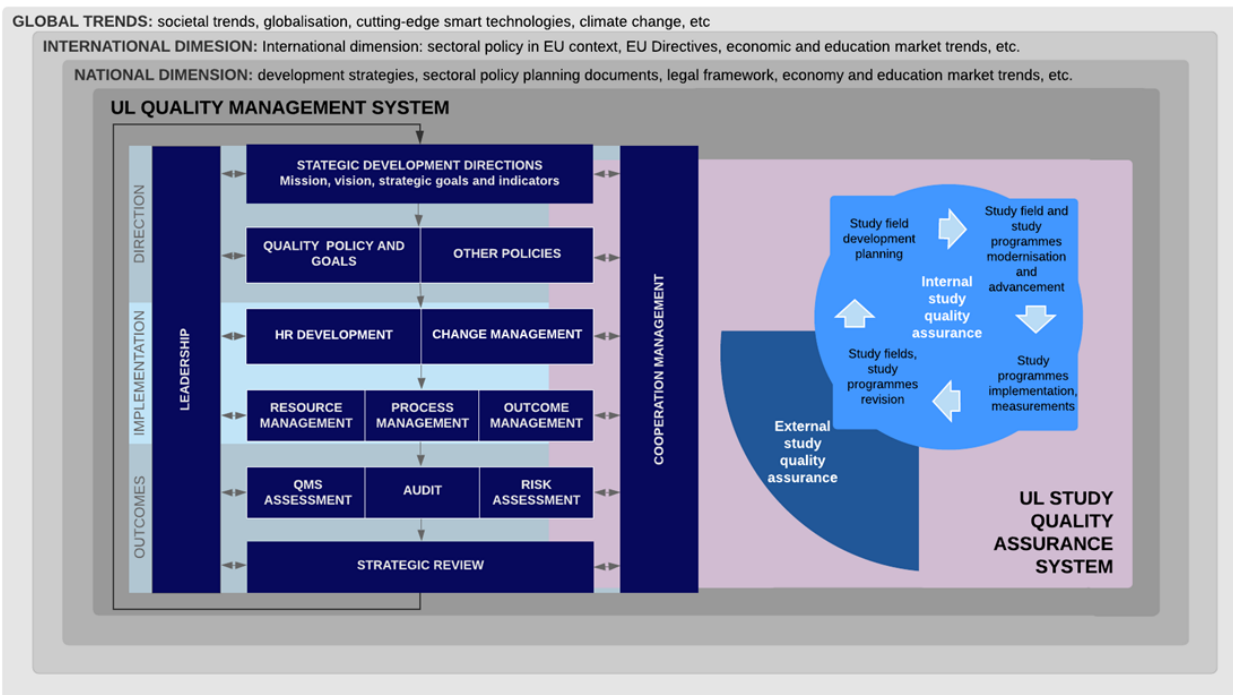*Figure 3.* **UL Quality Management System and principles of the Quality Assurance System**

To ensure the quality of higher education, the University of Latvia 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 (ESG), as well as for internal needs. The University of Latvia provides planning for the development of the study field and improvement of the existing study programmes for a period of 6 years. The procedure for the implementation of study programmes is laid down in the internal legal acts of the University, including the development of new study programmes, admission requirements, matriculation and registration for studies, development, implementation and review of study courses and modules, planning, implementation and assessment of study internship placements, organization of examinations and final examinations, rotation, the principles of academic integrity and their observance, matriculation, issuance of diplomas and certificates, recognition of previous education or professional experience, the procedure for conducting surveys, submission of student proposals and complaints, contestation of administrative decisions, doctoral dissertation promotion process, etc. The University ensures that the measurements and data necessary for quality assessment and improvement are collected and used for both immediate corrective action and regular evaluation and planning of further improvement. The 6–year study field development plan is monitored annually, the measurements are analysed, and the SWOT is discussed, if necessary, by introducing changes to the operational study programme implementation plans, to the study field plan or, when assessing the overall development of study fields within the framework of UL Strategic Control, to the UL Strategic Action Plan. For more information on quality assurance of studies, see Section 3.1 of the UL Quality Management System Manual. For the breakdown of responsibilities for quality management and assurance, see Section 2.5 of the UL Quality Management System Manual.

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.

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

1.	The higher education institution/ college has established a policy and procedures for assuring the quality of higher education.	The University has formulated "Quality Policy" (https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/2/Kvalitates_politika_majas_lapai_ENG.pdf) in line with its "Strategy" (https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_LV/1._VISPAREJIE_DOKUMENTI/LU_strategija_buklets_2021.pdf), which is detailed in the "Quality Action Policy" (https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/2/Kvalitates_ricibpolitika_majas_lapai_ENG_new.pdf). For quality assurance of higher education, the Studies Quality Assurance System (in compliance with ESG) has been implemented and integrated into the Quality Management System (in compliance with EFQM). For more information, see Part I, Section 1.3 of this document and Section 3.1 of the UL Quality Management System Manual. The establishment, maintenance and improvement of the UL quality management system at the University of Latvia are performed by the management and heads of core structural units (deans of faculties) and their delegated employees. The Academic Department is responsible for the establishment, implementation and improvement of the study quality assurance system, in close cooperation with the heads of study fields and directors of study programmes. Two collegiate committees have been established for quality assessment with the participation of UL stakeholders: The Quality Advisory Committee and the Study Programme Quality Assessment Committee. For more information, see Section 2.5 of the UL Quality Management System Manual (see Other annexes, Quality Management Handbook)
2.	A mechanism for the creation and internal approval of the study programmes of the higher education institution/ college, as well as the supervision of their performance and periodic inspection thereof, has been developed.	The establishment and internal approval of study programmes are stipulated in "Regulations on the University of Latvia Study and Continuing Education Programmes" (UL Senate Decision No. 102 of 24.04.2017). For more information, see Section 2.4 of this report, as well as sub-section II of Section 3.1 the UL Quality Management System Manual. Periodic quality review of study programmes is stipulated in the "Procedure for Preparation of Annual Reports on UL Study Fields" (UL Order No.1/290 of 14.07.2020). For more information see Section 2.4 of this report, Section 3.1, sub–sections IX and X of the UL Quality Management System Manual (see Other annexes, Quality Management Handbook).

3.	The criteria, conditions, and procedures for the evaluation of students' results, which enable reassurance of the achievement of the intended learning outcomes, have been developed and made public.	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). The conduct and assessment of entrance and final examinations, as well as the assessment and recognition of learning outcomes achieved in previous education or professional experience, are regulated by the relevant regulations of the University. For more information, see Part II, Section 1.4 of this report. The desired ethical and fair conduct and justice are ensured at the University of Latvia by internally regulating issues related to academic freedom and academic integrity, electing and ensuring the Academic Arbitration Court, and ensuring the operation of the Academic Ethics Committee, as well as regulating the principles of protection of intellectual property rights. For more information see Quality Management System Manual, Section 3.2, sub-section 2.1. (see Other annexes, Quality Management Handbook)
4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	The principles of personnel management at the University of Latvia in the areas of personnel selection, labour relations, motivation system and personnel development are defined in the UL "Personnel Management Policy" (https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/3/264_personala_vadibas_politika-en.pdf). Accordingly, the development of academic staff is planned for the medium term, and training plans are drawn up for the year. The qualification requirements of the staff are defined in the internal regulatory enactments of the University of Latvia in accordance with the external regulatory enactments, and the requirements for ensuring the quality of work – within the framework of regular staff appraisal, including the analysis of students' satisfaction with the delivered study courses, as well as the results of scientific activity. For more information on attracting, engaging, developing and retaining staff: see the UL Quality Management System Manual, Section 3.2, sub-section 3.2. (see other annexes, Quality Management Handbook)

5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	Information on students' achievements is accumulated in the information system LUIS of the University of Latvia and analysed in the framework of study course implementation (including student-centred approach) and study programme improvement. Satisfaction of students and graduates with the study programme is monitored through communication activities of staff involved in the implementation of study programmes, representation of students and graduates in decision-making and advisory bodies, as well as by conducting surveys in accordance with the Procedure for the Organisation of Regular Surveys to Evaluate the Study Process at the University of Latvia (UL Order No.1/334 of 22.08.2016). 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. Issues related to the efficiency of academic staff, available study resources and their costs are monitored in the core structural units (faculties, institutes, etc.) as well as centrally. For more information on study information management, see Section 3.1, sub-section VII of the UL Quality Management System Manual. The UL performance management system introduced and implemented at the University of Latvia monitors key performance indicators of the University of Latvia on the basis of which further strategic decisions are made. For more information, see Section 3.2, sub-section 7 of the UL Quality Management System Manual (see Other annexes, Quality Management Handbook).
6.	The higher education institution/ college shall ensure continuous improvement, development, and efficient performance of the study field whilst implementing their quality assurance systems.	The development of each study field is planned in accordance with the 6–year development strategy of the University. 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. UL provides the external evaluation required by the legislation, obtaining additional external quality certificates for individual programmes. For more information, see Part II, Section 2.4 of this report. To promote the quality and competitiveness of the study programmes of the University of Latvia, the University of Latvia creates and finances internal grant projects (University of Latvia Study Quality Improvement Fund), as well as attracts external funds (European Social Fund (https://www.ozolzile.lu.lv/projekti/eiropas-socialais-fonds/ (only in Latvian)), ERASMUS+ (https://www.ozolzile.lu.lv/projekti/erasmus/ (only in Latvian)).

2.1. Management of the Study Field

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

The goal of the University of Latvia study field "History and Philosophy" is to provide academically excellent, research-based studies, educating independently-thinking, competent, intellectually versatile, and civically active specialists of history and philosophy, who are able to flexibly apply their knowledge and skills to today's changing requirements and to be competitive in the Latvian and European academic environment and the labour market.

Based on these goals and the UL Strategy for 2021–2027, 10 main tasks of the study field for this period have been formulated:

1. Promote the development of a research environment focused on excellence, creativity, openness, internal and international cooperation;
2. Promote internationalization of the study process and research;
3. Advance research-based studies focusing on academic excellence, diversity of study methods and interdisciplinarity, strengthening high-level professional knowledge and skills, developing higher-level studies and involving all levels of students in research;
4. In the study process to strengthen widely applicable skills and competence, to expand the involvement of graduates and representatives of the research area in programme development;
5. Strengthen the quality management and support system aimed at promoting student motivation and engagement;
6. Promote, in the study and research process, the knowledge and preservation of national identity, culture and intellectual succession;
7. Promote the transfer of academic knowledge in society, the active involvement of academic staff and students in solving socially important problems and popularizing the research results of the study field;
8. Strengthen the quality management and support system aimed at promoting the motivation and involvement of academic staff;
9. Provide the necessary resources for the high-quality and sustainable implementation of the study process and research;
10. Ensure a democratic, inclusive and secure environment that is focused on cooperation, principles of academic integrity and the welfare of all students, academic and general staff.

The goal and tasks of the study field correspond to the main strategic goals of UL adopted in the UL Strategy 2021–2027:

- University as an internationally recognized research university (Tasks 1 and 2 of the study field)
- A unique spectrum of studies offered, and high competitiveness of graduates (Tasks 2 to 5 of the study field)
- University activities as a basis for the growth of Latvia (Tasks 6 and 7 of the study field)
- Development- and excellence-oriented personnel policy (Task 8 of the study field)
- Green thinking, an attractive, sustainable university environment, and effective

administrative support (Task 9 of the study field)

- Inclusive, cooperation- and innovation-focused culture (Task 10 of the study field)

The goal and tasks of the study field also correspond to the priorities of the Latvian National Development Plan 2021–2027, including the 2nd priority "Knowledge and skills for personal and national growth".

The goals and tasks of the study field are implemented with the help of the study field development plan and study programme goals, tasks and expected results. The study field plan (see Appendix: Development plan of the History and Philosophy study field) formulates sub-tasks that are subordinated to the tasks of the study field, indicators of achievement of results, responsible persons, deadlines for achievement of results and planned performance indicators. The Strategy of the Faculty of History and Philosophy for 2022–2027 (only in Latvian), which has been developed in the spring of 2022, is also important for achieving the goals of the study field "History and Philosophy".

Study programmes have defined goals, tasks and results to be achieved, according to which the programme content and course mapping have been created. The tasks of the programmes do not represent all the tasks of the study field, but only those directly related to ensuring a high-quality and research-based study process.

Bachelor's study programme "History and Archaeology"

Goal

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 labour market.

Tasks

1. To engender students' understanding of the processes of general history and history of Latvia;
2. To provide students with an in-depth comprehension of diverse research directions in history and archaeology, current research problems, and contemporary approaches;
3. To ensure the acquisition of basic research work skills and abilities, particularly focusing attention on the skills of obtaining, analysing and using information, improving critical thinking, scientific approach to problem-solving, academic integrity, and digital competence;
4. To promote the professional growth of students through engagement in scientific research and popularization of science, social and creative activities;
5. To promote students' self-education and the development of skills and interest in further education.

Results

Knowledge:

1. demonstrates and uses expanded knowledge in the field of history and archaeology;
2. demonstrates an understanding of historical processes and developments, understands the key concepts and fundamentals of the field;
3. is familiar with the latest discoveries and research approaches in history and archaeology, which provide a basis for creative thinking or analytical research, including work in an

environment, where different fields of science overlap.

Skills:

4. independently uses theoretical principles and methods to perform research or any other creative activity or highly qualified professional work;
5. formulates and analytically describes the information, problems, and solutions related to the field of history and archaeology, and provides substantiated explanation of, as well as discusses important aspects and problems of history and archaeology with specialists of the field, as well as non-specialists;
6. independently improves professional competence by learning new methods and skills and encouraging the co-worker group to do so;
7. solves problems using a scientific approach and finds solutions in changing or uncertain conditions.

Competence:

8. independently obtains, selects, and critically analyses information and uses it in making decisions and solving problems;
9. demonstrates an understanding of academic and professional ethics, evaluates and takes responsibility for the possible impact of research results or professional activity on the environment and society;
10. actively participates in the life of history and archaeology field in Latvia.

Bachelor's study programme "Philosophy"

Goal

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, thus preparing competitive specialists for entry into the labour market, proficient in fundamentals of philosophy and its sub-fields – ethics, aesthetics, social philosophy, etc., capable of thinking independently and critically, and able to identify, research and analyse cultural and social problems.

Tasks

1. To provide students with the knowledge and competencies necessary to navigate the concepts, theoretical problems, and methods of philosophy and to apply them independently in formulating and analysing research problems in the field of philosophy;
2. To provide the knowledge and skills required for independent application of philosophical methods and analytical tools in an interdisciplinary context, in critical analysis and evaluation of texts and information, as well as in creative work;
3. To promote students' creative and social activity, openness to innovation and change, interest in lifelong learning, and an attitude towards studies and research work based on academic integrity.

Results

Knowledge:

1. understands the specific character of philosophy as a field of science and is familiar with the spectrum of problems and their historical development, comprehends the most important theoretical positions and concepts;

2. is familiar with the main sub-fields of philosophy and their specific character, as well as their relationship with other areas of research, culture, and society;
3. understands the nature of the research work, understands the principles of argumentation, text analysis, and interpretation, as well as evidence-building.

Skills:

4. independently analyses, interprets and critically evaluates texts of different levels of complexity;
5. applies theoretical and methodological knowledge in formulating and solving research problems and issues of social significance;
6. independently plans and organizes the individual and team study work, uses digital tools, presents the results obtained in study and research work, and justifies them to different types of audiences.

Competence:

7. recognizes the connection and uses academic skills and knowledge in solving socially important problems globally and in Latvia;
8. acts responsibly in research work, showing comprehension of academic and professional ethics;
9. independently learns, finds, and applies information, methodological and technological tools to solve research problems.

Master's study programme "History and Archaeology"

Goal

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.

Tasks

1. To provide a study process based on historical source research and critical analysis of the latest scientific literature;
2. 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;
3. 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;
4. In the study and research process, promote addressing of current scientific and public research problems, the studies of national identity and cultural heritage problems in the European and global context, as well as communication of research results in the professional and public space;
5. To promote the development of competent, comprehensive, civically active historians and archaeologists who become a part of the scientific environment of Latvia and Europe and the professional environment of education, culture, public administration, and the non-governmental sector.

Results

Knowledge:

1. explains the place of history in the context of social sciences and humanities, masters profound knowledge in the science of history and the chosen sub-field of history;
2. explains and critically analyses current historical research methods;
3. explains and critically evaluates the latest achievements in the scientific literature of Latvian and world history, the historiographical problems of the field and their solutions.

Skills:

4. justifies one's position in professional discussions regarding complex theoretical and practical aspects of the field of history;
5. independently uses the theoretical achievements of history, methods and problem-solving skills to perform research activities or highly qualified professional functions in institutions whose operation concerns resolution of historical problems, also in cooperation with specialists in history and other fields;
6. applies the latest historical research methods, including application of digital skills and selection of the most appropriate methods for one's scientific activity.

Competence:

7. independently formulates and critically analyses complex scientific and professional problems in the field of history research and its practical applications, substantiates decisions of civic consequence and, if necessary, performs additional analysis;
8. independently and creatively carries out research in the science of history;
9. integrates knowledge of history and other related fields, contributes to the creation of new knowledge, and creative development of historical methods.

Master's study programme "Philosophy"

Goal

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.

Tasks

1. To create and regularly update high-quality study content in accordance with the theoretical and methodological innovations of philosophy and its sub-fields, as well as the requirements of the academic and professional environment and the labour market;
2. To promote the development of the skills of scientific research and analytical work, to prepare students for independent scientific and research work, to integrate studies with research, involving students in research projects of the department;
3. In the day-to-day study process, to develop students' initiative, understanding, and responsibility for research results and ethical aspects of professional activity; to advance the development of students' creative abilities and motivate the best students for further studies in the doctoral study programme;

4. To promote international cooperation in philosophy and its sub-disciplines, as well as cooperation in the development of interdisciplinary projects.

<u>Results</u>

Knowledge:

1. demonstrates extended and in-depth knowledge of philosophy and the chosen sub-field;
2. is well versed in the most important theoretical discussions and the latest research on them, as well as demonstrates his/her critical comprehension of them;
3. demonstrates knowledge and understanding of the methods of philosophy and its sub-disciplines, including their application in interdisciplinary research.

Skills:

4. formulates and analytically describes the latest information, problems and solutions in the chosen sub-field of philosophy in order to carry out research;
5. explains and discusses the theoretical and practical aspects of the field of philosophy with specialists of the field, as well as non-specialists;
6. independently develops the competence necessary for the chosen sub-field.

Competence:

7. independently formulates and critically analyses complex scientific and professional problems in philosophy and the chosen sub-field of philosophy, justifies decisions and, if necessary, performs additional analysis;
8. integrates knowledge of philosophy and related fields, finds solutions to substantial research tasks;
9. demonstrates understanding and ethical responsibility regarding the possible impact of research results or professional activity on the environment and society.

Doctoral study programme "History and Archaeology"

<u>Goal</u>

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.

<u>Tasks</u>

1. To carry out the selection of the best applicants in compliance with the jointly developed criteria for the evaluation of doctoral applicants;
2. To ensure the acquisition of profound and extensive knowledge about the current theoretical and methodological problems of the contemporary science of history in the world and Latvia;
3. To develop the skills and competence of doctoral students, which will enable them to carry out independent projects based on scientific knowledge and methods, and to conduct scientific research, achieving results corresponding to the international standards of the scientific field;
4. To provide qualified supervision for the scientific work of doctoral students, to ensure the transfer of scientific work experience, research methods, and erudition of the academic staff

to the next generation;

5. To create an opportunity for doctoral students to publish the results of their scientific research and theoretical insights in international and national scientific periodicals;
6. To introduce doctoral students to the latest theoretical and historiographical achievements;
7. To promote doctoral students' understanding of research and academic career and improve the pedagogical competence required for academic work;
8. To advance the development of interdisciplinarity by cooperating with other doctoral study programmes of UL, DU, and other higher education institutions.

Results

Knowledge:

1. has a good command of current historical and archaeological research methods;
2. knows and applies the latest achievements in Latvian and world historiography;
3. is well versed in the theoretical problems of history and their solutions;
4. understands of the interdisciplinary relationship between history and other social and humanitarian disciplines;
5. has profound specialized knowledge in the chosen research direction, in the corresponding sub-field of history, and extensive knowledge in the science of history.

Skills:

6. independently formulates and critically analyses research problems at different levels of education, including higher education and doctoral studies;
7. makes scientifically justified decisions in solving the problems of the science of history and related disciplines of social sciences and humanities as well as provides a well-argued defense of his/her opinion;
8. initiates and implements research-based changes in his/her institution, in the field of history and, as far as possible, in society as a whole;
9. applies the latest historical research methods, choosing the most appropriate ones for his/her scientific endeavors;
10. integrates the results of scientific research in study courses at the university, in the supervision of the research assignments and theses of students, including doctoral students.

Competence:

11. independently and responsibly plans, structures and manages scientific projects, including international ones;
12. publishes the results of his/her research in internationally recognized, including internationally cited publications in Latvia and abroad;
13. publicizes the results of scientific research at national and international scientific conferences and seminars;
14. independently, responsibly and critically conducts notable scientific research in the science of history, and promotes the introduction of innovations in research practice;
15. independently leads collective research work in the field of history and archaeology.

Doctoral study programme "Philosophy"

Goal

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.

<u>Tasks</u>

1. To provide profound knowledge and understanding of the problems of philosophy and interdisciplinary research, to promote in-depth learning of theories and methodologies of the scientific field, to ensure the achievement of high competence of doctoral students in the chosen field of science. To provide knowledge about the disciplines of philosophy, their mutual interconnection, as well as comprehension of the interaction of philosophy and other fields of science;
2. To develop and improve the research skills, to promote the learning of the latest theoretical approaches and research methods and their application in practice, enabling doctoral students to attain innovative scientific results in the chosen field of science;
3. To promote acquiring of the theoretical knowledge and practice of university pedagogy, as well as to develop the pedagogical skills necessary for successful work as a teaching staff after completing the doctorate;
4. To develop scientific literature analysis and scientific communication skills, to promote the advancement of creative and critical thinking and reasoning abilities and skills for the enrichment of the country's intellectual potential and the development of the scientific field;
5. To promote the participation of doctoral students with reports at conferences, seminars, doctoral schools, etc.
6. To provide opportunities for doctoral students to publish the results of research and theoretical insights in recognized peer-reviewed scientific periodicals and scientific periodicals of the research area, paying special attention to publications in an international environment and internationally recognized databases;
7. To provide an opportunity for students to independently prepare a doctoral thesis and pre-defend it at the Doctoral Study Council, thus confirming high-level knowledge, skills, and competence in philosophy.

<u>Results</u>

Knowledge:

1. is competent in and understands classical and modern theories and insights of philosophy, and their development;
2. knows and comprehends at a meta-level the development and use of philosophical methods, as well as applies philosophical methods in research;
3. is well versed in and comprehends current, topical discussions in philosophy, ethics, and interdisciplinary research areas.

Skills:

4. independently evaluates and chooses appropriate methods for research;
5. contributes to expanding the boundaries of knowledge or giving new understanding of existing knowledge and its application in practice by carrying out original research, at least some of which is at the level of internationally cited publications;
6. communicates both orally and in writing about the field of philosophy and ethics (his/her chosen sub-field) with wide scientific circles and society in general, as well as independently raises his/her scientific qualification, implements research projects, achieving accomplishments that meet the international criteria of the scientific area, and leads research or development tasks in companies, institutions and organizations where extensive research knowledge and skills are required.

Competence:

7. finds solutions to important tasks in the fields of philosophy, ethics, and interdisciplinary research by performing independent and critical analysis, synthesis, and evaluation of various theoretical elements;
8. independently formulates and critically analyses complex philosophical, ethical, and interdisciplinary problems;
9. justifies civically responsible decisions in public discussions on issues important to society, as well as contributes to an innovative vision of the problems of the contemporary world.

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

The SWOT analysis of the study field was carried out in several stages. In the spring semester of 2021, a SWOT analysis outline of the study field and programmes was prepared under the direction of the head of the study field, based on the previous years' self-assessment reports of the programmes and study field, as well as the summaries of student surveys contained therein, the 2020 study field development plan, the comments and recommendations of the experts provided during accreditation of 2013, "PricewaterhouseCoopers" assessment of history and philosophy bachelor's programmes in 2020, as well as the materials of UL Strategy 2021–2027 which was prepared concurrently in the same period. The SWOT analysis was submitted to working groups for discussion. The working groups included representatives of teaching staff, students, employers and graduates. The SWOT analysis of the study field was updated in the autumn of 2021, after completing the discussions in the department and the study field council regarding the study plans of the study programmes for the new accreditation period, and the UL strategy 2021–2027 was made public (approved by the UL Senate Decision No. 90 of 28.06.2021).

Strengths

Development of studies

- The study field provides academically excellent, full-cycle studies in the field of history and philosophy.
- The lecturers of the study field include many leading researchers of Latvia in the research area, philosophy programmes are unique in Latvia.
- Study programmes are versatile and rich in content. Students have the opportunity to choose a research topic from a very wide range of themes.
- Students are interested in studies, as well as in developing original research topics. They have a wide range of interests.
- The studies provide a good humanities education with relevant skills and competence that can be applied in various professions.

- The number of state-budget-funded places is optimal, students have an opportunity to study, covering tuition with state budget funds.
- The small number of students provides opportunities for direct and personal communication both among students and between students and lecturers.
- Active student self-government, constantly evolving means of cooperation amongst students of different departments and between students and lecturers.
- Increasing cooperation between the study field and other areas of science and economy.

Research development

- The directions of scientific activity cover a wide range of topics and fields, which are represented to a limited extent in other research institutions in Latvia.
- There are research spheres and areas that are unique to the study field, and their provision is basically considered as its duty before Latvian society – Latvian archaeology and important topics of Latvian history, history of ideas and philosophy in Latvia, scientific terminology and the Latvianization of the intellectual heritage of the world.
- A large number of scientific articles and publications in the Latvian language.
- Many lecturers have participated in the projects of the Institute of Latvian History and the Institute of Philosophy and Sociology.

Cooperation, internationalisation and contribution to society

- There is a wide range of cooperation partners both in Latvia and abroad, including institutions of various nature (universities, museums, archives, including the strategic partner National Archives of Latvia, research institutes, and state administration institutions).
- The academic staff and researchers of the field of study are actively involved in popularizing the research area in Latvia and act as opinion makers and leaders in the public space.
- Among the graduates of the study programmes there are many who actively participate in the Latvian state administration, politics, civil society and media, are opinion makers and leaders.
- Continuous work on popularizing the study field among pupils and cooperation with schools is carried out, including the organization of classes at the School of Young Historians and University of Young Philosophers. The faculty's academic staff participates in the conferences of secondary school students' scientific research, in the organization of the State and International Olympiads in Philosophy, and in the classes of the UL Excellence School.

Development of academic staff

- Highly qualified academic and research staff.
- Lecturers are interested in their field, approachable, are ready, within their competencies, to lecture on topics of interest to students.
- UL offers wide opportunities for the development of academic staff.
- Democratic administration, many lecturers are involved in organizing the life of the faculty.

Development of study resources and provision

- Students have access to UL-provided information technology infrastructure that meets contemporary requirements and allows for the ever-wider use of modern technologies in the study process.
- In the context of Latvia, there is a rich library that provides the most important database resources for the humanities.
- Technologies that meet the requirements of modern archaeology are available to researchers.
- The state budget grant is increasing.

Weaknesses

Development of studies

- A large number of students drop out of undergraduate study programmes in the first year of study.
- A relatively small number of students in higher level study programmes.
- Programmes do not always correspond to students' initial perceptions of study fields.
- Although study programmes increasingly involve the development of practical skills, it is not sufficiently clear to students how the knowledge acquired during their studies can be used in working life, unless it is an academic career.
- As a result of the financial consolidation of programmes, the offer of elective courses in study programmes has decreased.
- Although the cooperation between history and philosophy study programmes has significantly increased in recent years, the cooperation is not yet sufficiently developed.
- The involvement of graduates and employers in ensuring and improving the learning process must be increased.

Research development

- Although the understanding of the importance of international publications in shaping the quality of research and studies has significantly increased, the number of international publications included in *Scopus* and *Web of Science* databases and listed in the Hirsch index (h–index), must certainly be increased.
- Although the understanding of the importance of research projects for professional development and the link of the study process with research has significantly increased, the number of projects that have attracted funding must be raised.
- Thematic fragmentation of research within the faculty hinders agreement on joint scientific projects. Therefore, it is important to formulate research priorities at the level of the department, faculty and university, and this work is currently in progress.
- Student involvement in research is implemented, but these efforts are not sufficiently systematic.

Cooperation, internationalisation and contribution to society

- Although international cooperation is on the rise, the international mobility of lecturers and the involvement of guest lecturers in teaching programmes could definitely be more extensive.
- A small number of foreign students, including those studying within the *Erasmus+* exchange programme.
- Although the number of *Erasmus+* contracts is relatively large, exchange opportunities do not always match the expectations of UL students.
- Although the field of lifelong learning is currently being actively developed in the form of courses, the offer in the field of lifelong learning can definitely be expanded.
- The public image of the faculty and study fields can be improved.

Development of academic staff

- During the previous accreditation period, the renewal of lecturers has been relatively slow and sporadic.
- Although the age structure of the study field's teaching staff is gradually changing, the number of young researchers and doctoral students who are involved in the teaching process

must certainly be increased.

- Insufficiently clear career-building conditions for young lecturers.
- Guest lecturers should be more extensively involved in the study process.

Development of study resources and provision

- Study premises at the current location, Aspazijas bulv. 5 require improvement in order to better suit the requirements of a modern higher education institution.
- Although the provision of the library has significantly increased during the accreditation period, especially access to databases, nevertheless, the financial resources do not permit to ensure systematic purchase of books and periodicals in all sub-fields of research.
- State funding for the so-called budget-funded study places does not cover all expenses incurred thereby.
- Insufficient remuneration for lecturers for ensuring the operation of the study programme, especially for new lecturers, as a result, the remuneration system is not sufficiently dynamic and stimulating.

<u>Threats</u>

Development of studies

- The demographic situation in the country and the decrease in the overall number of students.
- The Covid-19 pandemic affects the motivation of students in the programmes of the study field, correspondingly reducing the opportunities to change student dropout trends.
- The reform of general education and the project "School 2030" significantly alter the place of history and philosophy in curricula, and it is currently difficult to predict their impact on students' understanding of these research areas, it is particularly relevant in the case of teaching of the subject of philosophy and the inclusion of the subject of history in the subject of social studies in the school curriculum.
- Contradictions in the perceptions of society and employers – on the one hand, the ability to adapt to changing situations and general skills and competence are required, on the other hand, immediate readiness to work at a definite workplace is called for. Hence, an education in history and philosophy is sometimes perceived as impractical.
- Increasing international competition, which also includes the migration of students abroad.

Research development

- Emphasis on sciences that belong to STEM in the distribution of research funding in Latvia reduces the opportunities to attract funding to humanities.
- Catastrophically insufficient state support for fundamental research, including nationally important research areas that do not belong to STEM sciences.

Cooperation, internationalisation and contribution to society

- The public does not always have an understanding of the importance of humanities in the development of democracy and the welfare of society, as well as the specific characteristics of these sciences, including the importance of quality in academic knowledge and research.
- Decrease in mobility as a result of the Covid-19 pandemic. If the pandemic persists, it threatens the opportunities to increase cooperation and visibility in the inter-ethnic environment.

Development of academic staff

- Insufficient funding for the lecturer's work can significantly affect the renewal of the

academic staff.

- If the salary for teaching is not significantly increased, the chances of attracting highly qualified foreign lecturers to permanent employment are negligible.

Development of study resources and provision

- Overall, significant changes in the financing of higher education and science regarding the humanities in Latvia are not planned in the coming years.
- Emphasis on STEM sciences in the development of national higher education may mean a reduction in state-budget-funded study places for humanities, including the field of history and philosophy.

Opportunities

Development of studies

- Processes in the labour market suggest that general skills, including analytical skills, critical thinking, text and data analysis, reasoning and communication skills, problem-solving skills, etc., will be increasingly important in the future. These skills are acquired and furthered in the programmes of the study field, hence, the study field has a valuable offer to the labour market and society as a whole also outside the research as a discipline.
- Lifelong education is constantly gaining significance – both that which is focused on the acquisition of specific skills and that which is aimed at a wide range of interests that are not tied to specific professional requirements. At the moment, the faculty is actively working to increase the offer of professional development courses for school teachers, but there are certainly still extensive growth opportunities in this area.

Research development

- Although the opportunities to attract funding for fundamental research projects positioned exactly in the field of humanities are very limited, the nature of the study field provides diverse opportunities for interdisciplinary cooperation and is capable of providing a significant contribution to the studies of many notable contemporary problems.
- The planned move of the Faculty of History and Philosophy to the UL Academic Centre in Torņakalns in 2023 will provide opportunities for closer cooperation with specialists from other fields and the realization of interdisciplinary projects.
- Possibilities for more intense cooperation with other research, educational, public administration institutions and non-governmental organizations in Latvia and abroad, implementing studies and developing projects.

Cooperation, internationalisation and contribution to society

- The study field has a great potential for contributing to securing the position of the university as an opinion leader.
- General education schools are cooperation partners of the university. There are opportunities to promote this cooperation, to expand the recognition of the field of study and the fields of research related to it amongst the youth audience.
- Cooperation with employers is becoming increasingly intensive and diverse, yet there are ample opportunities to expand this cooperation and improve the quality of the study process with the support of employers.
- The faculty representing the study field is located in Riga, which is an attractive centre for students, as well as prospective foreign partners.

Development of academic staff

- There is an opportunity for involvement in the study process those persons who work in the research area, but whose main job is not at the University of Latvia.
- An increased research activity will enable a more extensive involvement of young researchers and doctoral students in the study process.

Development of study resources and provision

- In 2023, the Faculty of History and Philosophy is to be transferred to the UL Academic Centre in Torņakalns, which will significantly improve the study environment and the prospects of material and technical support.

The SWOT analysis is the basis for the formulated tasks and development plan of the study field "History and Philosophy" for the next accreditation period (see appendix). In the field of study development, the main tasks are to increase the quality of studies, strengthening widely applicable skills and competence in the study process, while at the same time more closely linking studies with research, thus promoting the competitiveness of programs. In the development of scientific research, one of the most important goals is to make full use of the opportunities to develop high-quality, interdisciplinary and international projects, not forgetting the need to strengthen the place of history and philosophy in Latvian society and intellectual space. The teaching staff and scientific staff involved in the work of the study field have both good training and wide opportunities here. For the development of the academic staff, the reforms that are currently being implemented throughout the LU are highly relevant and that includes improvements in the staff motivation system, ensuring both the regeneration of teaching staff and greater competition. Finally, the further development of the resources necessary for studies should also be evaluated in the context of the overall goals of infrastructure and sustainability development of the UL, which opens up new opportunities for the development of the study field, although it does not change the general situation of humanities in Latvia.

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

Collegiate responsibility for the administration of the study field lies with 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 University of Latvia 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. Each lecturer is responsible for the quality of the content and implementation of the course, research activities and professional development. The students' responsibility is defined in their rights and obligations to promote the achievement of UL goals and excellence in studies, participating in the UL collegial institutions and regularly expressing their opinion in student surveys. See Figure 4 below for the governance scheme of the study field of the

University of Latvia and the study programmes included therein –
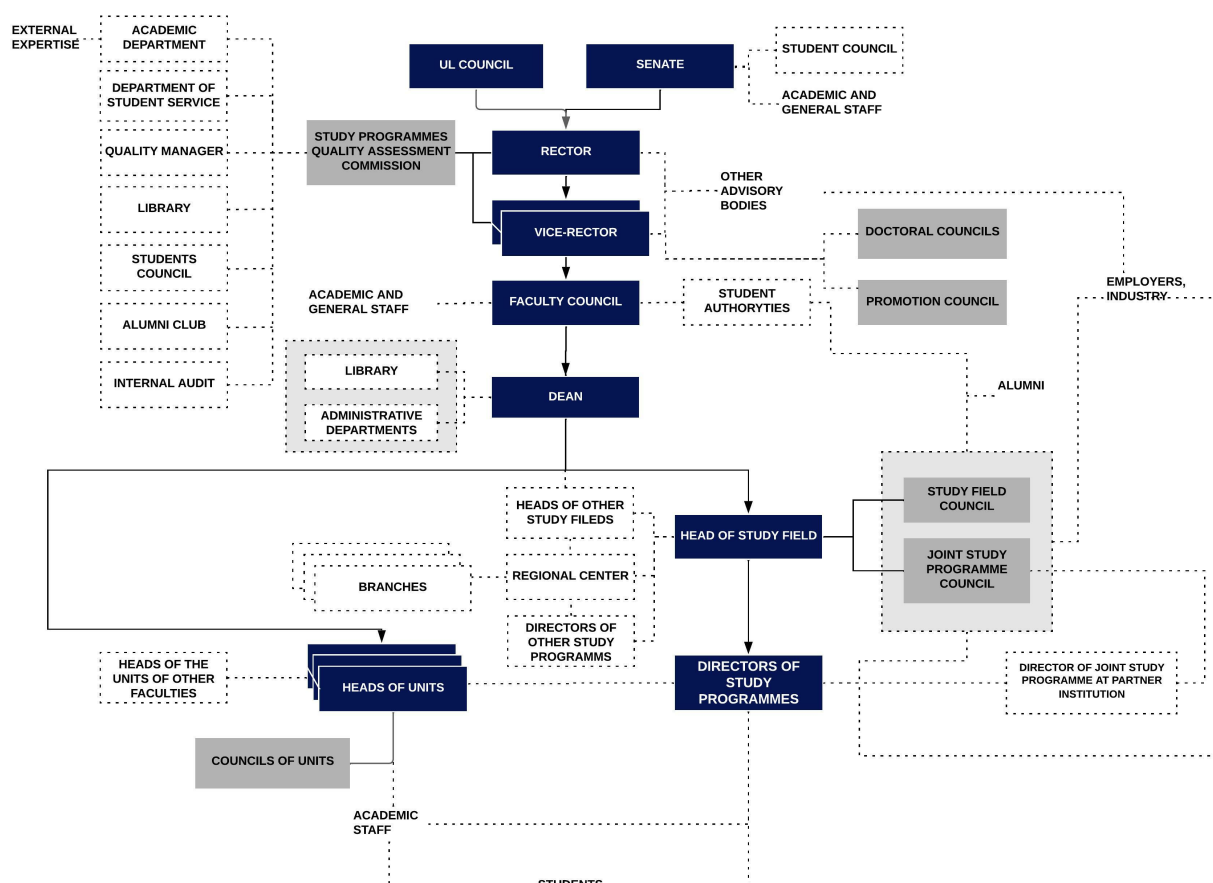
Figure 4. Administration structure of study field at UL and the study programmes included therein

 "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.

Each UL study programme has a **study programme director** who directs the development and implementation of this study programme. The director of the study programme is approved by the Senate on the proposal of the Faculty Council representing the respective branch of science. The director of the study programme is a member of the Study Field Council of the respective branch and coordinates his/ her activities with the Head of the Study Field and Study Field Council. The director of the study programme is accountable for his/ her activities to the dean of the faculty. The responsibilities of the study programme directors include ensuring a well-functioning, sustainable operation of the study programme in accordance with the procedures specified by the University of Latvia and other responsibilities. If the study programme covers several sub-programmes, the **sub-programme director** may be approved by the decision of the Faculty Council in each sub-programme. The Head of the sub–programme is approved by the Faculty Council. If several faculties are involved in the implementation of the study programme, the Head of the sub-programme shall be approved by the Faculty Council which grants the corresponding degree or qualification on the proposal of the deans of the faculties involved in the implementation of the programme. The sub-programme director is a member of the relevant Field Council. The Head of the sub-programme is accountable for their activities to the Director of the study programme. The responsibilities of the director of the study sub-programme include, in cooperation with the director

of the study programme, organizing and managing the development and implementation of the sub-programme, as well as preparing the documentation required for the approval, licensing and accreditation of the sub-programme.

The competence of **the head of the study field** (hereinafter – head of the study field) is to ensure the management and development of the study field. The Head of the study field is approved by the Rector on the proposal of the Dean of the faculty. The head of the study field is accountable to the Study Field Council and the Dean. The heads of study fields, in co-operation with the study programme directors and the director of the UL Regional Centre, in cases when the study programmes included in the study field are implemented in UL branches, ensure the revision, development planning and implementation of study programmes included in the study field. The heads of study fields organize the work of study field councils, as well as regularly organize the development of annual study field reports and their promotion for review and approval by the Study Programme Council and the Faculty Council. The heads of study fields in co-operation with the study programme directors and the UL Academic Department ensure the accreditation and re-accreditation of the study field and perform other duties.

Council of Study Field (hereinafter – study field council) is a collegial study field management body, which supervises academic, professional (including residency) and doctoral study programmes of all levels within one study field. The head of the study field, all the directors of the study programmes corresponding to the study field, the representatives of the students in the respective programmes (not less than 20% of the composition of the Study Field Council, promoting the representation of all levels of study programmes, as well as the largest possible number of study programmes, nominated by the Student Council), representatives of employers and co–operation partners of the study field (candidates are nominated by the heads of structural units, heads of fields, directors of study programmes and heads of sub-programmes). The composition of the Field Council may be complemented by involving graduates of the study field programme who are not involved in the implementation of the study field, as well as by professors, associate professors and other qualified specialists (candidates are nominated by the heads of structural units, heads of fields and study programme directors). The Field Council approves the development strategy of the study programmes of the given area, evaluates and submits the conceptualisation of new study programmes for approval to the Study Programme Quality Assessment Commission, evaluates and submits for Faculty Council's approval the annual reports of study fields, as well as changes in study programmes.

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

The Study Programme Quality Assessment Commission (hereinafter – SP QAC) assesses the performance of UL study fields and study programmes, as well as makes proposals to the Faculty Council and UL governance on the further development of the programmes. This commission reviews and provides opinions on study programmes, incl. evaluates applications for new study programme concepts, new study programmes and closure proposals, significant changes in accredited study fields that require a decision of the SP QAC, as well as applications for new study modules and sub-programmes. When evaluating the concepts of new study programmes, annual reports of study programmes and study fields, the SP QAC is guided by the opinion of anonymous, independent experts. The SP QAC consists of Vice-Rectors, Chairman of the Academic Commission of the Senate or his authorized representative, Director of the Academic Department, Representative of the Department of Student Services, Internal Auditor, Head of Quality, representative of the Department of Science, representative of the UL Library, a representative

delegated by the Student Council and a representative delegated by the UL Alumni Club.

Starting the implementation of the UL Strategy 2027, based on the efficiency audit of the administrative structural units performed in 2021, in November 2021 the UL Administration was significantly reorganized, thus strengthening the strategic and quality management functions in the structural units of the Administration. One of the most significant changes is the integration of the Department of Studies of the University of Latvia and the Department of Science of the University of Latvia, forming the Academic Department, thus strengthening the unity of higher education and science. The UL Administration includes the following units: Academic Department, Department of Study Service, Department of Communication, Legal Department, Department of Human Resources, Department of Information Technology, Department of Finance and Accounting, Document Management Division, Infrastructure Management Division, Real Estate Revenue Division, Institutional Data Analysis Centre, Project Support Centre, Academic Centre Development programme, Study Development and Management Improvement Programme. The Chancellor of the University of Latvia, the internal auditor, the quality manager, the head of the work safety system, and the information technology security manager also work in the administration. The study process is also supported by the Culture Centre, the Sports Centre and the Pre-Study Training, which are under the supervision of the Head of the Administration.

The Academic Department has the most important role in the management of the field of study. The Academic Department consists of the Academic Policy Division, the Science Projects Division, the Study Quality Assurance Division and the Lifelong Learning Division. The competence of the Academic Department is to monitor the requirements of the regulatory enactments in force in the Republic of Latvia and changes therein, national and European Union development policy documents, as well as standards and good practices in the field of academic activities and lifelong learning. development of regulations and supervision of their implementation in these fields, to ensure the development, implementation of studies, as well as scientific quality assurance systems (or processes), monitoring and continuous improvement of their implementation, Ensuring regular review of academic and lifelong learning processes and risks, necessary control and identification and provision of preventive measures in accordance with the practice implemented by the University of Latvia, it ensures analytical identification of the results of academic activities and lifelong learning and the opportunities for their improvement, development of proposals for the Governance of the University of Latvia. The Department of Study Quality Assurance monitors the observance of all study levels and internal regulation of lifelong learning, coordinates the medium–term development plan of studies and lifelong learning in cooperation with faculties, manages its implementation, monitors and provides methodological support in developing new study programmes and implementing and improving existing programmes; processes in studies and lifelong learning, organizes and coordinates external quality assessment, ensures centralized administration of doctoral student admission, doctoral studies and promotion process, provides support in the process of implementation and improvement of studies and lifelong learning at all levels, evaluates study and lifelong learning programme results and competitiveness, and participates in resource evaluation.

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

Quality control and Internal Auditor also participate in the development, maintenance, implementation, evaluation and improvement of the study quality management system. (Regulations of UL Administration, p.50–51, approved by Resolution No. 1–4 /559 of the UL Senate of 15.11.2021.,(*Only in Latvian*)). Pursuant to the new UL Administration Regulations, the **UL Academic Competence Development Centre** is being established within the Department of Human Resources, whose functions will include developing and improving staff development, career and succession planning systems, implementing staff growth promotion measures, as well as to provide methodical management of UL structural units in matters of academic staff management.

Cooperation with the **student self–government of the faculty,** which represents the interests of the students in the activities of the faculty, including solving the issues of the academic, social and cultural environment, plays an important role in the management of studies. Members of the Student Self–government are represented in the **UL Student Council**, thus participating in the governance of the University of Latvia.

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

The management of the study field "History and Philosophy" is ensured by the head of the study field and the study field council. The decisions which also fall under the area of authority of the FHP council are prepared and approved by the study field council and forwarded to the faculty council. The study field council and the head of the study field coordinate the activities with the dean and executive director of the faculty and the UL Academic Department (formerly – the UL Study Department).

Pursuant to rector's order of 05.03.2020, Assistant Prof. A. Svece has been appointed to the position of the head of the study field. The composition of the study field council nominated by the FHP council has been approved on 16.04.2020 by the instruction of the UL Vice-Rector for Humanities and Educational Sciences. The study field council consists of the head of the study field, directors of study programmes, 4 student representatives (two representatives for each research area) and 2 representatives of employers, a total of 12 people. Student representatives make up about 30% of the composition of the study field council in compliance with "Regulations on UL study field administration". As the chairperson of the study field council, the council has elected Assoc. Prof. A. Šnē. Since its establishment, the council has not changed structurally, although its composition has had a slight alteration – student representatives have changed, and when the director of the doctoral study programme "Philosophy" changed, the composition of the council altered accordingly. The study field council meets as needed, but not less frequently than twice a semester.

In the period since the establishment of the study field administration structure, the most important

issues that the head of the study field and the council have had to resolve are the assessment of study programmes and the creation of new study plans for the next accreditation period. Assessment of the content and organization of study programmes takes place regularly and continuously. In the spring of 2020, the study field council had to carry out an assessment of the organization and content of the study programmes in accordance with the order of the UL rector of 07.06.2020, which required FHP to take measures to optimize study programmes in order to ensure the financial stability of the faculty. In May 2020, the study field council reviewed and approved the licensing report of the new joint study programme "History and Archaeology", in the autumn of 2020, the programmes were evaluated while working on the study field self-assessment for 2019 / 2020, when the initial study field development plan was drafted. In the spring of 2021, work was started on the SWOT analysis of the study field and the development of study plans for the next accreditation period.

Overall, the study field programme administration structure can be considered successful, as it helps to integrate the work of the study programme directors and, consequently, a unified functioning of the programmes themselves. Furthermore, it promotes cooperation between the research areas involved in the study field, – history and archaeology and philosophy and ethics. In the study field council meetings, problems are discussed in substance, even in those cases where a formal decision does not have to be made, and this is a significant difference from the faculty council, which focuses on decision-making. Accordingly, although in both structures there is the participation of students and employers, in the study field council this participation allows for a freer and more informal evaluation and discussion of various issues related to the study process. At the same time, it should be recognized that the study field council, which has taken over the functions of the study programme councils since March 2020, is not always suitable for evaluating the problems of a specific research area and study programmes related to it. As a result, departments and department meetings, as well as other commissions, play an important role in the study field administration structure. For example, during the previous accreditation period, student applications for the *Erasmus+* exchange programme were evaluated by the programme councils, whereas currently it is done by the FHP *Erasmus+* study and personnel mobility commission, which includes the directors of both bachelor's and master's study programmes, two student representatives (one representative for each research area) and the executive director. Approving the topics of the student term papers, bachelor's and master's theses and appointment of the research supervisor was one of the key tasks of the programme council, and at present, it is carried out by academic groups of teaching staff in the Department of History and Archaeology, which are formed according to the topic of students' papers, whereas regarding bachelor's and master's theses – by the final examination commissions of the respective year, while in the Department of Philosophy and Ethics, the topics and supervisors are approved by the final examination commissions. Programme directors have an important part in the study field administration structure. Study field has six programmes: bachelor's study programme "History and Archaeology", bachelor's study programme "Philosophy", master's study programme "History and Archaeology", master's study programme "Philosophy", doctoral study programme "History and Archaeology", doctoral study programme "Philosophy". Programme directors are approved on the basis of the proposal of the faculty council with the decision of the UL Senate. Programme directors follow up and assess the compliance of study implementation with the study plan and quality requirements, monitor student feedback on specific courses and the programme as a whole, accordingly instigating changes in programme work and eliminating deficiencies. They prepare study program self-assessment reports. Programme directors specify the study plans for each academic year, participate in the planning of lecturers' workloads. Taking into account that the Faculty of History and Philosophy is not large, the actual participation of programme directors in organizing the work of the study field and faculty is very diverse, it also includes participation in the study field council,

faculty council and various commissions.

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

Student admission procedures and requirements:

- Terms of admission at University of Latvia

- Admission requirements and criteria for undergraduate studies (Only in Latvian)
- Admission requirements and criteria for higher level studies Only in Latvian)

Normative regulations governing recognition procedures:

- Regulations on the Recognition of Knowledge, Skills, Competence Acquired Outside of Formal Education or in Professional Experience, Recognition of Study Results Achieved in the Previous Education, and Referencing of Academic Activity at the University of Latvia
- Regulations of Recognition of Knowledge, Skills and Competence Mastered or Acquired in the Professional Experience During Study Courses and Outside Formal Education, and Learning Outcomes Achieved in the Previous Education in the University of Latvia (Only in Latvian)

The admission process at the University of Latvia and, consequently, also with the study programmes in the study field "History and Philosophy" is regulated by the Admission Regulation and its subordinate orders, which determine the procedures for the given academic year:

1. admission requirements and criteria for undergraduate programmes;
2. admission requirements and criteria for higher-level study programmes;
3. admission requirements and criteria for doctoral programmes;
4. admission requirements and criteria for residency study programmes;
5. admission procedure for the academic year;
6. an estimate of the registration fee;
7. tuition fees in programmes;
8. number of study places for admission;
9. procedure for the development of entrance examination materials;
10. composition of the Admission Committee;
11. composition of the entrance examination boards;
12. date and place of entrance examinations.

Admission procedures vary by study level. **Enrolment in undergraduate studies** is centralized through the "Single Enrolment in Undergraduate Programmes", which integrates the enrolment in 12 universities in Latvia. The competition for study places is based on the results of the centralized examinations or the secondary education certificate grades of the persons who have acquired secondary education before 2004, who have been exempted from the centralized examinations or

have completed their secondary education abroad. In the case of study programmes that do not have relevant centralized examinations, additional requirements for specific grades are set, and the programmes requiring special skills or aptitude set an additional entrance examination. As a result, applicants are ranked according to their scores. Programmes may provide benefits to National Olympiads and other contest winners (for more information on admission requirements, see the description of each study programme).

Admission to the bachelor's study programmes 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 general condition is secondary education, the competition criteria are published on the UL website (Enrolment requirements and criteria for undergraduate studies). In the bachelor's programme "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 programme "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. See Appendix 18.

Enrolment in master's degree programmes is decentralized, at each faculty, but with uniform deadlines. Enrolment is based on grades obtained during undergraduate studies. In programmes 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 programme.

Admission to master's study programmes 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/). In the current accreditation period, the admission criteria for the master's study programme "History" required a bachelor's degree or a second-level professional higher education (or equivalent higher education) in humanities, social or educational sciences. This limitation does not correspond to the orientation of studies and research towards interdisciplinarity. In the new accreditation period for both master's programmes, a bachelor's degree is required as a condition, regardless of the field in which it was obtained. 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). In the master's programme "History and Archaeology", the entrance examination takes place in the form of an interview considering the questions of the 20th century history. The commission takes into account the applicant's knowledge of empirical factual material, the ability to critically analyse historical processes, analysis of cause and effect relationships, as well as knowledge of historiography research schools, and abilities to present a critical and comparative analysis of opinions reflected in scientific literature.

The entrance examination for the master's study programme "Philosophy" consists of two parts: 1) a written application (4–6 pages) for studies in the master's programme "Philosophy", describing previously acquired knowledge, referring to courses taken, literature read, demonstrating the ability to use the terminology of philosophy appropriately and highlighting the student's sphere of

philosophical interests (interdisciplinary or in one of the subfields of philosophy), 2) interviews with each of the applicants, clarifying the questions formulated in the application regarding motivation and interests. The assessment criteria for the entrance examination are, as follows: the previously attended philosophy study courses and acquired literature (50% of the assessment), the topic of the defended bachelor's or master's thesis in related study programmes (20%), the ability to master philosophical literature in one or more foreign languages (10%) and the chosen purpose of philosophy studies, its compliance with the UL FHP master's study programme "Philosophy" and the work commenced during previous studies (20%).

Admission to doctoral studies takes place centrally. The applicant must submit the topic of the promotion thesis and the name of the approved supervisor. The applicant's eligibility is assessed by the doctoral council of the branch.

The requirements and criteria in the study programmes 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 programmes 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 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 programme "History and Archaeology" is designed as an entry interview, where the prospective research topic, its relevance, research opportunities are presented by the applicant. The results of the master's degree, previous work experience and achievements in the field of research are also taken into account (https://www.lu.lv/studijas/fakultates/fakultates/vestures–un–filozofijas–fakultate/doktorantura/vesture–un–arheologija/). The entrance examination for the doctoral study programme "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/).

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, which is regulated by the *Regulations on UL Procedure for Recognition of Competencies Developed outside Formal Education or Through Professional Experience and Learning Outcomes Achieved in Previous Education*, as well as the recognition and alignment of academic activity (UL Senate Decision No. 2–3/ 86 of 28 June 2021) (hereinafter – the Regulations) and the UL Procedure for the recognition of study courses and knowledge, skills and competencies acquired in study courses and outside formal education or through professional experience and learning outcomes achieved in previous education (UL Order No. 1–4 / 543 of 04.11.2021). Based on the student's application, the possibility to recognize study courses acquired at another higher education institution in Latvia or abroad or during the previous study period at the University of Latvia is considered. According to Clause 8 of the Regulations, previously acquired study courses may be recognized at the same or lower study level.

When applying for commencing the studies in subsequent stages, the application form must be

completed and the necessary documents must be attached. The Recognition Committee for the assessment and recognition of competencies acquired outside formal education or through professional experience and learning outcomes achieved in previous education (hereinafter – the Recognition Committee) or the director of the programme, if the student renews his/her studies in the same UL programme, assess and recognise previously acquired study courses, the learning outcomes in terms of correspondence to the learning outcomes of the given UL study programme. Study courses are recognized if their volume in credit points in both comparable study programmes is equal or if the number of credit points in the previously acquired study course is higher. The total volume of additional study courses may not exceed 20 credit points. Acquisition of additional study courses or taking examinations is a paid service. For students from another higher education institution or college, when commencing studies in the subsequent stages of studies at the University of Latvia, the budget funding for studies is not maintained. Final examinations passed at other universities are not recognized.

Upon the application of the applicant, the University of Latvia evaluates and recognizes the knowledge, skills, competencies acquired outside formal education or through professional experience, and the learning outcomes achieved in previous education. When submitting an application, documents confirming the achieved learning outcomes must be enclosed/attached – certificates, employer's confirmations, recommendations, project results, job descriptions, etc. The learning outcomes achieved through professional experience may be recognised only for the part of the relevant study programme comprising the internship or for the learning outcomes to be achieved in a study course or study module of a study programme that provide evidence of the practical knowledge acquired. In particular cases, to recognize the knowledge, skills and competencies acquired through professional experience as appropriate outcomes of the course of the given study programme, the applicant may be required to take the examinations provided for in the relevant study course or part thereof.

Recognition of study courses in the bachelor's study programme most often takes place in the following cases – when the student returns from the exchange programme (Erasmus + or others), as well as when persons matriculated in the bachelor's study programme apply for recognition of study courses taken during previous studies, provided that their scope and content are appropriate to the existing courses of the given study programme. Students have every opportunity to have the taken courses recognized, if they have not succeeded in completing their studies at another university. In these cases, the Recognition Committee compares the scope and content of the previously acquired study courses and passes a decision on the possibility to recognize the study courses. In some cases, previously acquired study courses are recognized for students whose studies in the study programmes of the study field are at the second or further higher education programme. For example, if a student has already taken a Civil Protection course while studying in a bachelor's study programme in chemistry, then this course does not have to be taken a second time in the History and Archaeology bachelor's study programme. Likewise, when renewing studies after a break in studies, courses are recognized following the changes in the study programme plan.

In master's programmes, on the other hand, the recognition of study courses is most often performed in cases when students have returned from mobility programmes, participated in various projects, such as summer school, or have entered the given programme from other universities in Latvia where they have not completed their studies. In these cases, the programme director or the Recognition Committee compares the scope and content of the previously acquired study courses and passes a decision on the possibility to recognize the study courses.

The doctoral programme also offers the opportunity to recognise previously completed courses. In this programme, however, such applications are rarely received, and the recognition of study

courses has been mostly performed on the return from Erasmus + studies or changes in the study programme plan. In addition, academic activities performed outside the doctoral study programme can be equated to the requirements of the doctoral study programme of the University of Latvia. The criteria and procedure for this alignment are also set out in the regulations. The opportunity to recognize learning outcomes from previous education (including further education) or professional experience is less frequently used.

For UL students who use the opportunity to study or undergo internship within the framework of various international exchange programmes, the recognition and crediting of learning outcomes acquired during mobility is carried out in accordance with the above-mentioned procedure regulating recognition at UL, as well as "Procedures for Organising Erasmus+ Programme Mobility at the University of Latvia" (UL Order No.1/363 of 18.12.2014). In accordance with these regulations, the following is taken into account in the 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 University of Latvia. The comparison of the learning outcomes acquired during the mobility is performed by the director of the respective study programme or the Recognition Committee on the basis of transcripts from the partner university or confirmation from the place of internship. After the assessment, the recognised learning outcomes are filed with the student's fulfilled academic obligations.

All exchange students must coordinate with the programme director a preliminary mobility plan for their course or placement before going on mobility. If changes are made to this plan during the exchange programme, these must receive prior approval from the study programme director. The preliminary study or internship plan also stipulates the process of learning outcome alignment, the study programme director approves the study courses chosen by the student at the foreign university and notes which study course from the student's study plan at UL these courses will be substituted or aligned. If the student participates in the internship mobility, before going on the mobility, the student agrees with the relevant study programme director on how the internship will be recognized. If the internship is provided for in the UL study plan, then the internship mobility is treated as an internship from the UL programme.

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.

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

In conformity with the Law on Higher Education Institutions of the Republic of Latvia, the UL internal regulation "*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 recording of the assessment of students' performance takes place in the respective study course e-environment. UL has formulated the learning outcomes for each study programme and for each study course as a set of knowledge, skills and competencies. The courses in study programmes are developed in accordance with the principles of gradation and succession. To that end, in the study programmes, the mapping of the planned learning outcomes has been carried out at the level of the study programme and at the level of the study courses.

The study programme course mapping results for the study field "History and Philosophy" are attached in an appendix. It should be noted that in the areas of history and philosophy, knowledge, practical and research skills are mostly acquired simultaneously. Programmes at all levels contain courses that are aimed at developing particular research skills, however, the courses devoted to a certain period of history or a topic in philosophy are not aimed solely at imparting knowledge, – for example, students studying history of philosophy simultaneously learn how to define a concept, interpret texts, formulate research questions, evaluate substantiation, etc. On the other hand, in the bachelor's study programme "History and Archaeology", for example, when acquiring general history courses, students are introduced to the most significant historical processes and characteristics of historical eras, as well as encounter various interpretations considering the impacts of historical developments, ideological, political, etc. factors, thereby simultaneously acquiring knowledge and forming comprehension of the processes shaping interpretation and the skills to analyse sources and interpretations. There is graduality in the study programmes, i.e., students demonstrate skills within the framework of acquired knowledge and develop skills by applying them, and learning diverse content. However, this does not mean that students can first acquire knowledge and then learn skills, or vice versa.

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, as well as explain the integral quality of the study course for achieving the overall outcomes of the study programme. The students can familiarize themselves with the criteria and conditions for the assessment of student achievement and the binding procedures in the course descriptions and e-learning environment, as well as at the beginning of each course during the first lecture when each lecturer introduces students to the course organization, briefly describes the requirements for intermediate assessments and final examinations, describes grading criteria and examination procedures, without changing these requirements and grading criteria throughout the semester.

Study course tests in the study field "History and Philosophy" employ diverse methods – both written and oral. Written work is the most common method of examination, but it includes a wide variety of forms, including a research report, a substantiated essay, an answer prepared in advance to an examination question given by the tutor, interpretation of the text, or commentaries on the literature read, a demonstration of the application of methods by analysing an example chosen by the student or offered by the tutor, etc. Likewise, the forms of oral examination are varied, including presentations and presentations of group work. Tests are also used in study courses, including self-administered tests in e-studies, and exercises, for example, in study courses of logic.

The organization of the study course examinations and the assessment of the students' achievements is performed in accordance with "Law on Higher Education Institutions" and "Procedure for Organizing Study Course Examinations at the University of Latvia" (University of

Latvia Senate Decision No. 211 of 29.06.2015) elaborated by the UL Constitution and applicable to the assessment of the learning outcomes of full-time and part-time students enrolled in UL study programmes at all levels.

There are two types of assessment in each course: the interim assessment or so-called semester examinations and the final examination. The overall assessment of the acquisition of a study course consists of the overall assessment of interims (not less than 50% of the total score) and the assessment obtained in the final examination of the course (not less than 10% of the total score). The tests may be assigned in writing or orally, or in a combined form (written and oral). The students' achievements are assessed through tests and the assessment mechanisms corresponding to the teaching methods used in the study process, both during contact lessons and in the organization of students' independent work.

Taking an examination is a mandatory requirement for obtaining credits for the acquisition of a study course. The procedures and criteria for the assessment of interims are determined by the responsible department in accordance with the profile of the study course. The study course acquisition rating is calculated in UL centralised recording system according to the algorithm specified in the course description, taking into account the assessments obtained in the interims and examination, and recorded in the examination report.

Types of interim assessment include tests, individual work, practical work, laboratory work, reports, and other types of work according to the profile of the study course. The number and type of interim assessments are specified in the description of the study course. To be assessed on the acquisition of a course, the assessment obtained for the examination is to be positive. The acquisition of a course may be positively assessed even if the examination has failed but this possibility has been specified in the study course description. The overall assessment of course acquisition is calculated in the UL e-studies environment according to the algorithm specified in the course description, taking into account the assessments obtained in interim tests and examinations.

In accordance with the profile of the study course, the requirements for mandatory attendance of classes may also be stipulated.

At the end of each study course, there is a final examination: examination or defence (course work, final project, term paper, field course, internship). The procedure of defence and assessment of study paper, final thesis project, term paper, field course and internship is stipulated in UL normative acts.

The learning outcomes are evaluated on a 10-point scale. If allowed by external regulations, learning outcomes can be assessed as "passed" or "failed" with the permission of the UL Vice-Rector. The course is considered to have been successfully completed, i.e., the grade is positive if the grade on the 10-point scale is not lower than '4' (almost satisfactory) or 'passed'. In this case, the student earns credit for the course.

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 (see Table 5) published in "*Procedures for the Development and Actualization of Study Courses at the University of Latvia*".

Table 5

Explanation of assessment in the 10-point system

Acquisition level	Grade notations	Explanation (pursuant to Cabinet Regulations No. 141, 512, 240 and the UL Senate Decision No 211 of 29.06.2015)
very high acquisition level	10 (with distinction)	knowledge, skills and competence exceed the requirements of the study programme, study module or the study course and testify to the ability to carry out independent research and deep understanding of problems
	9 (excellent)	knowledge, skills and competence fully comply with the requirements set for the study programme, study module or the study course and the students possess the ability to use the acquired knowledge independently
high acquisition level	8 (very good)	the requirements of the study programme, study module or the study course are completely met, though in certain issues the students do not have an understanding deep enough to use the knowledge independently for solving more complex problems
	7 (good)	in general, the requirements of the study programme, study module or the study course are met but occasionally the inability to use the acquired knowledge independently is established
average acquisition level	6 (almost good)	the requirements of the study programme, study module or the study course are met, but there is a lack of deep understanding of the problem and inability to use the acquired knowledge
	5 (satisfactory)	in total, the study programme, the study module or the study course is acquired but there is insufficient knowledge of certain issues and inability to use the acquired knowledge
	4 (almost satisfactory)	in total, the study programme, the study module or the study course is acquired, however, there is insufficient understanding of some basic concepts and there are considerable difficulties in practical application of the acquired knowledge
low acquisition level	3 (weak)	the knowledge is superficial and incomplete; the student is unable to use it in specific situations
	2 (poor)	superficial knowledge of only some issues; most of the study programme, study module and the study course is not acquired
	1 (very poor)	no understanding of the fundamentals of the course and almost no knowledge of the study programme, study module or the study course

The needs of students and the relevance of assessment methods and procedures to the achievement of the study programme goals are analysed and developed, taking into account the experience of academic staff, by analysing the results achieved by students and comparatively assessing the results of surveys conducted over several academic years. Students in the surveys recognise the importance of clearly formulating the outcomes of the studies and defining the evaluation criteria, as well as the regular feedback on student achievements in the study process. To ensure this, lecturers systematically analyse their experience, cooperate with colleagues, analyse student achievements and improve course descriptions and the e-study environment by developing evaluation criteria corresponding to the planned learning outcomes, thus providing substantiation of assessment.

In evaluating the learning outcomes, compliance is ensured with the basic principles for the assessment as set down by the Republic of Latvia Cabinet of Ministers Regulation No. 141 of 20.03.2001 "Regulations on the State Standard for First Level Professional Higher Education", CM Regulation No. 512 of 26.08.2014 "Regulations on the State Standard for Second Level Professional Higher Education" and CM Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic education":

- **the principle of openness of the evaluation and clarity of requirements**— the University has established a set of requirements for evaluating learning outcomes in line with the aim and objectives of the study programme as well as the aim and objectives of study courses;
- **the principle of the possibility of reviewing the evaluation** – the University has established the procedures for reviewing the obtained assessment;
- **the principle of mandatory evaluation** – it is necessary to obtain a positive assessment of the content of the entire study programme;
- **the principle of the variety of types of testing used in the evaluation** – different types of testing shall be used in the evaluation of the acquisition of the study programme;
- **principle of conformity of assessment** – in the course of testing, the student is given an opportunity to demonstrate knowledge, skills and competence in relevant tasks and situations. The content to be included in the tests corresponds to the content specified in the course programmes.

The basic criteria for the evaluation of final papers are determined by the UL Decree No 1/38 of 03.02.2012 *(Amendments: UL Order No 1/69 of 26.02.2015) On the development and defence of the final papers (bachelor's, master's, diplomas and qualifications) at the University of Latvia.* Additional criteria may be determined for the evaluation of final papers, which shall be approved by the Faculty Council on a proposal from the relevant Study Programme Council.

The requirements for the final theses of the bachelor's and master's study programmes in the study field "History and Philosophy" are published on the FHP website in the section "Methodological instructions" (https://www.vff.lu.lv/studijas-vff/studiju-darbi/metodiskie-noradijumi/ - only in Latvian). Here, the evaluation criteria for final theses are provided – separately those concerning the final theses for bachelor's and master's studies, as well as general requirements for the development, structuring and presentation of research papers.

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

UL respects the principles of fair and responsible conduct as stipulated in *The Academic Ethics Code of the University of Latvia* (UL 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.

A particular section has been created on the FHP website, which highlights the principles of

academic integrity of the Faculty of History and Philosophy for students and teaching staff, and provides links to the main UL documents related to academic integrity and the procedure for examining student proposals and complaints ((https://www.vff.lu.lv/akademiska-etika-un-akademiskais-godigums/ - only in Latvian).

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.

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, Daugavpils University, Liepaja University, Latvia University of Life Sciences and Technologies, Riga Stradiņš University, Rezekne Academy of Technologies, EKA University of Applied Sciences and Riga International School of Economics and Business Administration use the System.

The system automatically compares the final theses uploaded to the systems of these higher education institutions, incl. material available on the Internet, and in the event of a certain percentage match, the study programme directors are sent an overview of these test results, whereby the same text snippets from different authors are simultaneously viewed. The programme directors pass this information on to the appointed supervisor and reviewer for review and, in the event of a suspected breach of academic integrity, pass on the results of the analysis to the final examination commission for final consideration.

Automatic plagiarism detection tools are currently only used to inspect theses. In 2019, the automatic system recognized large fragments from the 2012 thesis of another philosophy bachelor's thesis used in the final thesis of the 3rd year student of the philosophy bachelor's study programme. The student was expelled. It is a substantial consideration that the decision about the presence of plagiarism in a paper is made after the assessment by the programme director and supervisor of the paper because there have been cases when the automatic system has warned about the risk of plagiarism, but the programme director has recognized that the quotes used in the work do not constitute plagiarism and their frequent use is justified or that the student has partially used some of his/her earlier work.

The cooperation of several higher education institutions in the field of unified computerized plagiarism control facilitates more effective superintendence of the study process at every higher education institution and overall – in Latvia. This system works well in practice, raising the relevance and quality of the final theses.

2.2. Efficiency of the Internal Quality Assurance System

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

The quality assurance policy of the study field "History and philosophy" is designed according to the overall UL quality assurance policy (https://aic.lv/lv/par–aic/projekti/esf–projekts/aktualitates/esg–2015), which, in turn, is based on the Republic of Latvia Law on Higher Education Institutions (https://likumi.lv/ta/en/en/id/37967-law-on-higher-education-institutions) and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (http://www.ehea.info/page-standards-and-guidelines-for-quality-assurance). On the basis of the UL Quality Policy (https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Dokumenti/Dokumenti_EN/2/Kvalitates_politika_majas_lapai_ENG.pdf), the UL Quality Management System Manual has been developed, which helps to build systemic quality management of the study field and ensure consistent work on programme improvement, development and operational efficiency.

The functioning of a sustainable study programme that meets the objectives of the study field and study programme is ensured by systematically defining and implementing quality assurance procedures, including continuous monitoring and analysis of the implementation of the study programme and the use of measurements for the prompt implementation of preventive and improvement measures. The provision of management levels involved in the quality assurance of the study programme allows the programmes to be implemented in a predefined form according to predefined procedures, reacting promptly to possible changes in the situation, with quality-related decisions being taken collectively or according to the division of competences. An important methodological tool for quality assurance is the Quality Management System Manual of the University of Latvia, which identifies in detail the practice of the University of Latvia in ESG implementation.

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):

1. Policy for quality assurance

- The quality assurance policy study of the study field "History and Philosophy" is based on UL's quality assurance system, which includes the study field management structure, as well as the procedures. In the previous accreditation period, the goals and objectives of the study programmes included in the study field were formulated in accordance with the UL Strategy for 2010–2020. Monitoring of the fulfilment of goals took place every year, which was reflected in the annual self-evaluation reports of the study programmes discussed in the history and philosophy study programme councils. The study programme councils included both program lecturers and students, as well as representatives of social partners, and after discussion and approval in the study programme councils, the reviews were considered at the Faculty of History and Philosophy Council. In addition to this quality assessment process, every year, in the spring, the necessary changes are discussed in the study programme councils and the faculty council. It is evaluated whether the indications given by experts in the previous accreditation and the evaluations of the annual self-evaluation report about the necessary improvements have been successfully implemented in the study programmes, the required changes in the study process are discussed accordingly, the study plan for the next year clarified and new elective courses – approved. Also, the election of the dean and heads of departments, as well as the annual performance evaluation of the general staff, which has been taking place since 2020, also contribute to the consistent quality assessment process.

During the accreditation period, elections of the faculty dean have been held twice – in 2015 and 2019, and the department head elections – in 2016 and 2020. These elections also include the evaluation of the work of the dean and heads of the departments for the previous period and the discussion of the programmes of candidates for the position of dean.

- In 2020, a reorganization of study programme administration took place at UL, which included the creation of study fields, in this case – the study field "History and Philosophy" was created, appointing a head of study field and a council, which took over the key functions of programme councils. Accordingly, in 2020, the first study field self-assessment report was prepared for the academic year 2019/2020, which also included the study field development plan, which served as the basis for the study field development plan for 2022 and 2027, developed at the end of 2021 and the beginning of 2022, which was approved by the Faculty of History and Philosophy Council on 09.03.3022, attached to the study field self-assessment report for accreditation. It includes a detailed description of tasks, results to be achieved and responsible persons. This document is coordinated with the faculty development strategy 2022–2027, which is currently being drafted. The head of the study field is responsible for the implementation of the study field plan. His/her task is at least once a year, as the study field self-assessment report is prepared at the beginning of the academic year, to call the convening of a study field council meeting and to examine the compliance of the previous academic year's results with the study field development plan and to specify the results to be achieved during the coming academic year.

- The establishment of the study field council and head of study field position has contributed to greater coordination of the programmes within the study field, as well as promote the integration between the research areas of philosophy and ethics and history and archaeology, and the corresponding departments. At the same time, the issues that are rather related to the vertical connection between study programmes of different levels within the same research area cannot always be solved most effectively by the study field council, therefore, after the dissolution of the programme councils, the importance of departmental meetings has increased. Departmental meetings played a key role in study field and programme SWOT discussion and preparation of study plans for the next accreditation period.

2. Design and approval of programmes

- See accreditation report, Part II, Chapter 2, Section 2.2.

3. Student-centred learning, teaching and assessment

- Study courses have formulated goals, content, the scope of independent work and course requirements, provided in the course description. The students are clearly informed about the course requirements in the first lecture of the study course. According to the study course objectives, various methods are used in the learning process and assessment of learning outcomes. Lecturers use diverse forms of seminars, which include joint analysis of texts, group work, as well as presentations, discussions, etc. Study tours are also used as a form of study according to the course content. Currently, guidelines for teaching staff are being developed in order to record in writing the good practices, recommendations and requirements for managing the study process.

- The methodological instructions for the preparation of the bachelor's and master's final theses are published on the faculty's website, and the evaluation criteria for the final theses can also be found here

(https://www.vff.lu.lv/studijas-vff/studiju-darbi/metodiskie-noradijumi/). The topics of bachelor's and master's theses are submitted to and approved by the final examination commissions in the 5th study semester for bachelor's programme students and in the 3rd study semester for master's programme students. At the beginning of the final semester, students are informed about the dates and procedures for completing study assignments, and submitting and defending the final thesis.

- During the accreditation period, the e-study environment has been significantly improved and the overall use of digital technologies in the study process has increased. Course descriptions and plans, lecture and seminar materials, tests and self-administered tests are available to students on the "Moodle" platform of e-studies. Grades are posted in the e-study assessment book, enabling students to keep track of completed assignments and grades. Materials in the e-study environment are available for practically all the courses, however, work on the e-study environment must continue on a regular basis and the content must be improved, including the placement of new study course materials in this environment for the next accreditation period. At the same time, it must be recognized that especially during the Covid-19 pandemic, the e-study environment has become a regular part of the learning process, achieving a certain turning point, especially in the attitude of lecturers towards the e-environment. Similar processes were also observed in the use of the "MS Teams" platform during the Covid-19 crisis. If in the first months of the spring of 2020, the lecturers placed a greater emphasis on the independent work of students, then, during the semester, the remote study forms were already mastered and a certain reorientation was necessary in the periods when the studies returned to on-site, regular form.

- When developing the UL study programme and continuing education programme regulations, one of the requirements of the UL students was to reduce the number of examinations within a single study semester to 6. Likewise, the evaluation of history and philosophy bachelor's programmes carried out by "PricewaterhouseCoopers" in 2020 indicated that the programme is too fragmented and should be constructed on the basis of courses whose volume comprised at least 4 CP. In the study plan submitted for the new accreditation period, these requirements have been met, although due to various reasons related to planning the study process and content creation, some 2 CP courses have been retained. "PricewaterhouseCoopers", for example, indicated the presence of several small courses in aesthetics, and in the new study plan students are offered one 4 CP course in the bachelor's study programme and one 4 CP course in the master's study programme, which together provide a sufficient basis for mastering the topics and problems of aesthetics and philosophy of art.

- The regulations of UL study programmes and continuing education programmes developed in 2017 provide that in bachelor's study programmes, a student can acquire up to 20 CP in related study programmes, enabling the students to create individual study plans. Furthermore, students of bachelor's and master's study programmes are given the opportunity to acquire courses in the other research area within the study field – in the case of philosophy students – history. and for history students – the courses in the philosophy programme. In the Erasmus+ exchange, all the courses which have been studied at other universities and have been approved by the programme director, are recognized and equated to UL FHP.

- Students' professional orientation continues to be one of the key issues to be solved. This is especially true for students of the philosophy bachelor's study programme who in surveys continuously indicate that the acquired education will hardly be useful in working life, some of the graduates also hold the same opinion. In a sense, the problem is aggravated by the fact that, in essence, history programmes and, especially, philosophy programmes yield a good level of education in humanities that is not directly tied to a specific position. For

example, "PricewaterhouseCoopers", in the evaluation of the bachelor's study programme in philosophy, finds that philosopher as a profession is currently not in demand on the labour market. At the same time, it should be noted that the skills and competence developed during the studies in the study field programmes are useful in many professions, which is also reflected in the diverse employment positions of FHP graduates. A study conducted by the Ministry of Education and Science in 2020 "Studijas humanitāro zinātņu grupā" ("Studies in the humanities group") shows that, although employment and salary in the humanities are relatively lower than in other thematic groups of higher education, the salary and employment of history and philosophy graduates are among the highest in this thematic group (chrome–extension://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fwww.izm.gov.lv%2Flv%2Fmedia%2F11025%2Fdownload&clen=1394556&chunk=true&pdffilename=hum_ai_15.12.2020-1.pdf). These findings indicate that it is necessary to dedicate a more systematic effort to students' professional orientation, and the study field study plan envisages the development and implementation of the student professional orientation support plan in 2022. Likewise, in the new accreditation period, study programmes of all levels have placed a greater emphasis on acquiring skills and developing competence.

- Students are involved in the administration of the faculty and study field at various levels, the decision-making process is transparent to them, and they take part therein. Student representatives are present in the faculty council, and the council of study field, they are regularly invited to department meetings, their representatives are in the FHP Erasmus+ exchange programme commission, which decides on the selection of students for the exchange programme. The study field's annual self-assessment reports are submitted to student representatives for evaluation and they express their opinion about it in the UL Study Programme Quality Assessment Commission. They were actively involved in the SWOT evaluation of the study field and formulation of amendments to the study plan for the new accreditation period. They also took part in the FHP strategy development working group.

4. Student admission, progression, recognition and certification

- Study programme content, duration, the degree to be obtained, admission requirements, number of budget places and other information are available on the UL website (https://www.lu.lv/en/studies/faculties/faculty-of-history-and-philosophy/) and the faculty's website https://www.vff.lu.lv/ - only in Latvian).
- In order to promote students' understanding of the learning process at the UL FHP, its requirements and the study progress, in 2015, following the FHP student self-government initiative, an introductory week was organized for first-year philosophy bachelor students at the beginning of the study year. This initiative was also adopted by history students, and it is currently a regular event for first-year undergraduate students throughout the faculty. Senior year students introduce them to the study process, types of lectures and seminars, as well as tests, the operation of the library. Meetings with lecturers, administration and graduates are organised, as well as other informal activities. Likewise, for master's programme students who received their previous education in study programmes of other fields, adaptation classes are offered at the beginning of their studies – a special set of lectures outside the regular list of lectures for history master's students and the opportunity to choose integration seminars for philosophy master's students.
- One of the reasons for initiating the introductory week for the first year of bachelor's students was a large number of dropouts, especially in the first year of study. In order to reduce the dropout rate, students can seek the assistance of curators and senior year mentors (see Part

II, Chapter 3, Section 3.8). However, the high dropout rate of students has not yet been eliminated. The assessment conducted by "PricewaterhouseCoopers" in 2020, evaluating history and philosophy undergraduate programmes also pointed to this problem, however, without identifying a specific cause. Their report noted that the studies in the programmes were "intense and challenging", and not all students who entered the programmes had a clear idea of the nature and requirements of the studies. Compared to the secondary school experience, the studies are much more complex, – not all the students are prepared for that. The recommendation is to actively support students, and provide "intensive supervision" in lectures, training, practical assignments and individual studies, which, as far as possible, is done within the programme. It should be emphasized that the studies take place in relatively small groups, thereby giving the lecturers the opportunity to work with the students individually and providing the students with an opportunity to regularly consult with the lecturers. All the lecturers have scheduled regular consultations once a week for 2 hours, which were replaced by on-demand consultations in a remote format during the Covid-19 pandemic. Judging by students' comments in individual conversations, especially those of the students of bachelor's programmes, the remote study form of Covid-19 was a test and contributed to the dropout of students in 2020–2022.

- In November 2021, new "Regulations on the Recognition of Knowledge, Skills, Competence Acquired Outside of Formal Education or in Professional Experience, Recognition of Study Results Achieved in the Previous Education, and Referencing of Academic Activity at the University of Latvia" were approved at UL. These regulations specify the procedure whereby prior education is recognised and equated within the system. The key role is assigned to the Commission for the Assessment and Recognition of Competencies Acquired Outside of Formal Education or in Professional Experience, and Study Results Achieved in the Previous Education. In the case of FHP, it is a commission in humanities – history and philosophy.

5. Teaching staff

- The recruitment of teaching staff takes place in an open competition for an academic position, which is announced according to the needs of the study programmes. The tasks of the academic position are approved at departmental meetings and by the faculty council. The suitability of the applicants for the position is evaluated in departmental meetings and in the faculty council. The human resources policy of the departments is decided by the faculty council, the dean and the councils of departments, which also include the heads of the departments. The human resources policy is part of the History and Faculty Development Strategy, developed in the spring of 2022 by the strategy development working group led by the dean. It is coordinated with the tasks and results of the study field development plan.
- The personnel policy is part of the Faculty of History and Philosophy Development Strategy, prepared in the spring of 2022 by the strategy development working group headed by the dean. It is coordinated with the tasks and results of the study field development plan.
- The monitoring of the scientific and creative activity of the teaching staff is carried out by the heads of departments and the dean. They also oversee and encourage faculty participation in research project competitions. Heads of departments encourage and counsel the international cooperation of teaching staff, which also includes cooperation within the framework of Erasmus+, which is coordinated by the Mobility Division of the UL Student Service Department and the international cooperation coordinator of the Faculty of History and Philosophy.

- The teaching staff's work process and quality are monitored by the programme directors and the head of the study field. Students express their opinion about the quality of study courses twice a year, at the end of the session, the course evaluation questionnaire is currently mandatory, and it helps to attain a more objective evaluation of the taught courses and prevent problems. If the surveys reveal a relatively low assessment of the course quality and clear trends can be seen in the assessments and comments, the programme directors discuss this case with the lecturers. As a rule, it represents a fairly effective means of eliminating shortcomings. If the problem is rather structural, for example, in the academic year 2020/2021 students were dissatisfied with the reduction of elective courses, and the students of the Department of History and Archaeology initiated a discussion on the balance of different history sub-programmes in the programme, the issues of this kind are discussed in the meetings of the department, study field council and faculty council, and the heads of departments play a greater role in these discussions. Heads of departments also organize mutual peer observation of classes – although this form of quality assessment was not sufficiently consistent in previous years, it has now resumed as a permanent form of collegial learning and cooperation.
- The teaching staff work quality assessment would definitely have a greater weight if there was a simple and clear system of remuneration and motivation, which would affect the remuneration of the employee not only when the employee can apply for election to a position, but also within the duration of the elective post. However, such a motivational system is possible only if the faculty has funds that are channelled toward such a system. During the previous accreditation period, the faculties mostly did not have such funds, with the exception of the research base and performance-based funding, part of which is distributed according to the individual contribution of the teaching staff to research and science communication, however, as a result of the consolidation of the faculty budget in 2020, it is expected that in the next few years there could be a surplus income, which could be used for the needs of such a motivation system. Accordingly, the study field development plan foresees that such a system is implemented in 2022.

6. Learning resources and student support

- The executive director of the Faculty of History and Philosophy systematically, at least once a year, reports to the faculty council regarding the faculty's budget. The most important decisions about the faculty's budget are made with the involvement of the dean, and also the heads of departments, the programme directors and the faculty council. These decisions include a whole series of decisions passed in the spring of 2020, the purpose of which was to eliminate the shortfall in the faculty's budget, as a result of which at present the income of the study field currently exceeds the expenses.
- The material supply of the study process, including the technical facilities of the study and work premises, is monitored by the executive director of the faculty.
- Library resources, including digital ones, are regularly supplemented. The ordering of books is organized by the dean through the involvement of the programme directors, addressing all teaching staff. The involvement of programme directors in decision-making took place in order to prevent the inadvertent purchase of books and to ensure that only the publications most necessary for the study process, including those in digital format, are purchased.
- Constant student support is provided by the programme's executive director and methodologist/study coordinator, and students customarily rate this work very highly in surveys (6.8–7 points out of 7). Additional support to first-year undergraduate students is provided by curators – one for history students and one for philosophy students. They

regularly meet with students, help them to adapt, orient themselves in the study process and solve problems. At least in the first year of study, the curator meets with students frequently and often solves issues with students individually.

7. Information management

- Information on various aspects of the study field is collected regularly, this process is managed by the executive director of the faculty. Information is compiled, evaluated and published in annual self-assessment reports of the study field.
- Students are surveyed at the beginning and end of their studies, as well as at the end of each semester when they assess the quality of individual courses. The programme directors and head of the study field monitor the results of the surveys, discussing the received assessment with the teaching staff as necessary or instigating changes in the programme.
- The less formal exchange of information is also of key importance – consulting with students and the student self-government of the faculty, including responding to the initiatives of the student self-government. For example, the head of the Department of History and Archaeology in the academic year 2020/2021 organized several informal discussions with representatives of students and teaching staff on the possibilities of improving study programmes.

8. Public information

- Meetings of departments, study field council and faculty council are open and announced to all faculty employees and student self-government. Council decisions are available in the system of UL regulatory acts. Faculty self-evaluation reports are publicly available (https://www.lu.lv/par–mums/dokumenti/pasnovertejuma–zinojumi/).
- Information about the programmes offered by the Faculty of History and Philosophy is available on the UL website (https://www.lu.lv/gribustudet/studiju–programmas/bakalaura–limena–studijas/) and the website of the faculty (https://www.VFF.lu.lv/). Major news are published in the faculty's "Facebook" profile (https://www.facebook.com/VFF.LU/). Publication of information on these sites is organised by the executive director of the faculty.

9. On-going monitoring and periodic review of programmes

- The study process has been regularly considered at study programme council meetings, and at present, this function has been taken over by departmental meetings and the study field council. Regular evaluation of the programme content takes place at least twice a year – at the end of the academic year, when the next academic year's study plan is clarified and changes to it are approved, and in autumn, when the study programme and the annual self-assessment report of the study field are prepared, discussed and approved. This is also evaluated by the UL Study Programme Quality Assessment Commission.
- Preparation for the new accreditation period has clearly served as an incentive for careful evaluation of existing programmes and study field development.

10. Cyclical external quality assurance

- Annual self-assessment reports of the study field are regularly evaluated by the UL Study

Programme Quality Assessment Commission.

- In 2020, the bachelor's study programmes "History" and "Philosophy" were evaluated in the UL study programme research report prepared by "PricewaterhouseCoopers", the research results were used in the study field SWOT analysis.

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

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

Within the framework of the quality assurance system (see Figure 5), the development of the study field and the interconnection of study programmes, the establishment of new study programmes, as well as the results of each existing study programme are planned, monitored, evaluated and reviewed, ensuring the involvement of all levels of the study field management in the quality assurance of studies, as well as representatives of key stakeholders. The review of study programmes is regulated by the procedure for preparation of the annual reports of the study fields of the University of Latvia (UL Order No. 1/290 of 14.07.2020).

UL QUALITY MANAGEMENT SYSTEM

UL DIMENSION
UL Constition, Strategic Develment directions, Policies, Conceptions, Programms, Plans etc.,

HIGHER EDUCATION STAKEHOLDERS NEEDS AND REQUIRMENTS
Graduate labour markets, students and other stakeholders needs

Developed by: HSF, SPD
Coordinated with: D, FC, SFC, SPQAC
Approved by: UL Senate

Implemented by: HSF, SPD, Adminidtration
Involved: heads of departments/chairs, teaching staff, students, employers, etc.

Development/ Revision of study field 6 year plan

Improvement of study field and programmes

UL INTERNAL QUALITY ASSURANCE FOR STUDY FIELDS AND STUDY PROGRAMMES

Revision of study field and programmes

Imple- mentation and monitoring of study programmes

Annually

EXTERNAL QUALITY ASSURANCE FOR STUDY FIELDS AND PROGRAMMES

Developed by: HSF and SPD
Coordinated with: D, FC, SFC, SPQAC
Approved by: UL Senat

Implemented by: HSF and SPD, Administration
IInvolved: heads of departments/chairs, teaching staff, students, etc

Biannually or once every 6 years

Annually

Assessment and enhnancement of QAS

Strategic review

Abbreviations and acronyms:
D - dean, FC - faculty council, SFC - study field council, HSF - head of study fied, SP QAC -study programmes quality assessment commission

Figure 5. Quality assurance system for the study fields implemented by the University of Latvia and the study programmes included in it

REGULATIONS on University of Latvia study and continuing education programmes

The development of new study programmes 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), it is implemented in several stages, including coordination and evaluation at all levels of governance involved in the quality assurance of studies twice – by coordinating and approving the study programme concept, as well as coordinating and approving the study programme characteristics at the end of the process. For a detailed description of the development of the programme and the content of the concept, see the Quality Management System Manual, Chapter 3.1, Section II.

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

Heads of UL study fields in cooperation with study programme directors prepare annual study field self-assessment reports (hereinafter – self-assessment report) (procedure approved by UL Order No

1/373 of 16.09.2016.).   Self-assessment reports are approved by the Faculty Councils and submitted to the Academic Department. The Academic Department checks self-assessment reports for compliance and submits the same to the SP QAC composed of all Vice-Rectors, the Chair of the UL Senate Academic Committee, the UL Students' Representative, the UL Alumni Club Representative, the UL Library Representative, the Quality Manager, the Internal Auditor, as well as representatives of the Academic Department and the Department of Study Service.

The self-assessment reports reflect the implementation of the programmes, developments, newly introduced changes and evolution of the same, as well as the assessment by stakeholders, both, in terms of student survey results and the assessment expressed by employers. In the process of self-assessment of study programmes, as well as the development of a new study programme, the Academic Department also provides independent expertise and the implementation of substantiated proposals which is considered at the SP QAC meeting. Accreditation self-assessment reports are prepared using the annual self-assessment results. The recommendations of the Accreditation and Licensing Evaluation Expert Group and the Study Quality Commission are evaluated by the Study Field Council, preparing a plan for the implementation of expert recommendations, which is agreed with the SP QAC. More information on the content of the self–assessment of study programmes and the process of ensuring external accreditation in Sections IX and X of Chapter 3.1 of the UL Quality Management Manual.

The latest pre-accreditation self-assessment report was prepared in 2020 for the academic year 2019/2020. it was approved by the study field council and the faculty council. During the evaluation of the report, the UL Study Programme Quality Assessment Commission received comments from the UL Department of Studies, experts and students. The suggestions and comments of students about the study process at FHP were incorporated into the report. Both the meeting of the UL Study Programme Quality Assessment Commission and the comments of the Department of Studies emphasised the need to develop a more precise and detailed study field development plan. This task has been completed by evaluating the study field and its programmes in preparation for accreditation. The instructions of the expert invited by the UL Study Programme Quality Assessment Commission concerned several aspects of the self-assessment report. It was requested to more precisely formulate the goals and tasks of the study field and programmes, linking them both with each other and with the UL strategy, which at that time had not yet been developed for 2021–2027, and with the requirements of the levels of the Latvian Qualifications Framework. 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 programmes 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 digitalization, internationalization, mobility of programmes, greater involvement of industry experts in teaching courses. The need to qualitatively speed up these processes is recognized among the heads of study fields and teaching staff, yet some plans were not implemented due to the Covid-19 pandemic, although it does not apply, for example, to digitalization, which since the academic year 2019/2020 has significantly increased. Students called attention to the balance of different sub-fields in study programmes, especially in history programmes. This issue was extensively discussed during the development of the new study plans, and although opinions differed, and sometimes were contradictory, the new study programme plans will give students the opportunity to acquire different sub-fields. *Inter alia*, the bachelor's programme "History and Archaeology" offers more courses involving the collaboration of specialists whose research is dedicated to different chronological periods of history and who focus on different

sub-disciplines, and in all programmes, there is a greater emphasis on developing skills and competence. The students' comments also concerned some changes introduced as a result of the 2020 financial consolidation in the offer of elective courses and courses that are taught to students of the bachelor's study programmes "History" and "Philosophy" together. In the next accreditation study plan, it is intended to continue the approximation of research areas of the study field, while increasing the offer of elective courses according to the available resources. The design of the new curriculum was carefully considered to prevent the duplication of undergraduate and graduate level programmes, which was indicated by the students, and this problem is believed to have been remedied. Students called for improving the quality of study internships and practical courses. Here, too, the Covid-19 crisis incurred a certain impact, nevertheless, a new internship regulation has been adopted for the internship courses of the bachelor's programmes "History and Archaeology" and "Philosophy", and it specifies the requirements and responsibilities of the various parties involved, which is expected to improve the quality of internships in the near future. The expert's recommendation was to find strategic partners, and since then strategic partnership agreements have been concluded with the National Archives of Latvia and the National Library of Latvia.

During the reporting period, a new joint doctoral study programme with Daugavpils University (DU) was developed. The development of the programme was started in May 2019 under the auspices of the operational programme "Growth and Employment", the specific objective 8.2.1. To reduce fragmentation of study programmes and to strengthen sharing of resources. The establishment of this joint programme has prevented the fragmentation of doctoral study programmes in history, increasing the quality of doctoral studies in history, as well as furthering cooperation between universities. The development of the joint doctoral study programme "History and Archaeology" was carried out by the working group, which was established in May 2019.

It included representatives of the Department of History and Archaeology of the UL FHP and the Department of History of the Humanities of the DU Faculty of Humanities, who participate in the implementation of the corresponding doctoral study programmes in history at UL and DU. Members of the working group met regularly and discussed programme development topics, such as programme planning, development of new, innovative courses, admission requirements, planned cooperation mechanism, and quality assurance. Logistical support in the development of the programme was provided by representatives of the UL Department of Studies. When preparing the concept of the joint programme, the opinions of representatives of several employers and cooperation partners were requested. The opinion was expressed by the Ministry of Foreign Affairs, National Archives of Latvia, UL Institute of Philosophy and Sociology (UL IPS). During the elaboration of the programme concept, the regular surveys of doctoral students enrolled in the history study programmes were taken into account. Several discussions were held with the students of the UL doctoral study programme "History", headed by Prof. Ēriks Jēkabsons and Assoc. Prof. Andris Levāns, in which doctoral students expressed the opinion that the operation of the doctoral study programme should overall be focused on support in the development of a doctoral thesis. Doctoral students believe that knowledge, skills and experience in creating academic articles, reports and popular scientific publications should be reinforced. They indicated that during studies it would be necessary to learn such skills as academic language, preparation of scientific and popular science publications, research techniques and methodology, principles of scientific discussion, and reviewing skills. According to the views of the students, which were taken into account when working on the programme, the structure and content of the programme, doctoral examinations and taught theoretical courses should advance the development of the doctoral thesis. These discussions resulted in the idea of developing doctoral seminar courses and including them in the programme. The programme concept was reviewed and approved at the meeting of the UL History Study Programme Council and the UL Study Programme Quality Assessment Commission in January

and February 2020. The programme licensing report was accepted by the UL FHP Council in May 2020 and, after making corrections and additions, at the meeting of the UL Study Programme Quality Assessment Commission on 9 October 2020, and at the meeting of the UL Senate on 26 October 2020. On 7 April 2021, the new joint study programme has been licensed and students are enrolled in it as of the academic year 2021/2022.

The work on the accreditation report of the study field "History and Philosophy" began in the spring of 2021, when a working group for the development of the accreditation report was formed. The working group included the head of the study field, dean, heads of departments, programme directors and the executive director. The working group met regularly during the spring and autumn semesters of 2021. A study field evaluation, report preparation and process plan thereof were prepared. Under the direction of the head of the study field, a SWOT analysis draft of the study field and programmes was prepared, based on the previous years' self-assessment reports of programmes and the study field, and the summaries of student surveys contained therein, the study field development plan of 2020, comments and recommendations of experts received during accreditation of 2013, "PricewaterhouseCoopers" evaluation of bachelor's programmes "History" and "Philosophy" conducted in 2020, as well as the materials of UL Strategy 2021–2027, which was prepared simultaneously during that period. The study field SWOT analysis was clarified in the autumn of 2021 when the discussions were concluded in the department and the study field council regarding the study plans of the study programmes for the new accreditation period, and the UL Strategy 2021–2027 was made public. for the year (approved by UL Senate Decision No. 90 of 28.06.2021). In the spring and autumn of 2021, several meetings of the Department of History and Archaeology and the Department of Philosophy and Ethics were held. They were organized by the heads of departments, inviting representatives of graduates, employers and students. The schedule of meetings and the order of organization were slightly adjusted in the case of each department – the Department of Philosophy and Ethics had three meetings, in which the department's teaching staff, students, alumni and employer representatives participated together. The Department of History and Archaeology held both joint meetings and separate meetings with particular groups of cooperation partners, for example, a separate meeting was organised with history teachers. When the study plans were approved by the study field council in November 2021, the respective course descriptions were prepared in December. At the same time, a study direction development plan was developed, which was approved at the meeting of the study field council and the UL Study Programme Quality Assessment Commission in March 2022.

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

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

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

 On the other hand, 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.). The procedure specifies the form for the submission of proposals and complaints, as well as the procedure for registration and resolution thereof. Proposals and complaints regarding the study process may be submitted to faculty deans (on the schedule of lectures, on the study process implementation, on the quality of studies administered by the respective faculty and on its development, on the non–fulfilment of the duties of faculty staff, etc.). The initial complaint should be acknowledged, and a full response provided within 15 days or within 30 days if additional information is required. Significantly, paragraph 17 of that order expressly provides that: "At the end of each academic year, the Dean of the Faculty must report to the UL Board on the complaints received and decisions are taken in the previous academic year." This demonstrates the importance of the internal control mechanisms and the cyclical monitoring of complaints, decision making, student rights and interests, which is important for the proper functioning and possible improvement of this system.

The "*Procedure for the organisation of study course examinations at the University of Latvia" (*UL Senate Decision No. 211 of 29.06.2015) has been developed and implemented for the comprehensive evaluation of UL study processes, where the right of students to file complaints regarding the procedures for interim and final assessment and the procedures for resolution of these complaints have been determined. The complaint is submitted by the student to the member of the academic staff who has evaluated the examination, on the condition that the student has requested a justification for the assessment from the academic staff prior to submitting the complaint. The lecturer must review the application within 5 working days. If the lecturer considers that the student's application is not substantiated, they shall submit the application to the head of a department for consideration and decision.

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

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

The students have the right to appeal against the UL order on the ex-matriculation in conformity with "University of Latvia state budget subsidized 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.

The "Procedure for Discontinuing Studies at the University of Latvia" (Senate of the University of Latvia Decision No.178 of 01.12.2008) provides for the right to appeal against the decision of the dean refusing to grant a student a study break. The "Procedure for the commencement of studies in the subsequent stages of studies at the University of Latvia" (UL Order No. 1/128 of 08.06.2009)

also provides for the right to appeal within a specified period against the decisions made by the dean.

In compliance with the rights of students also outside the study process, for those students who use the University dormitories, the Internal Regulations of the University of Latvia Dormitories (UL Order No 1/171 of 30.06.2009) define the rights and obligations of students, including the right to submit complaints about problems in dormitories. Hostel and catering issues are addressed by the hostel superintendent.

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

The proposals and complaints are registered with the structural units or commissions where they are submitted, and the registration of outcomes of the enquiry taken and respective resolutions is also ensured.

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

It follows from the above that the centralized segment of the UL Complaint and Proposal Submission and Review System covers all the components of every student's study life as it applies to enrolment at UL as well as the full-cycle studies and final examinations.

At the Faculty of History and Philosophy, taking into account the small number of student groups, communication between students, teaching staff and the administration takes place continuously. Any conflicts that appear, for example, regarding the final assessment in the study course, are usually resolved first between the teaching staff and the student and, if necessary, involving the programme director or the dean. In the surveys at the end of the semester, students in some cases have indicated that the lecturer has not specified the requirements sufficiently clearly at the beginning of the course, there have been mistakes in the organization of the study process, the requirements in some cases have not corresponded to the scope of the course – in such cases, the programme director conducts discussions with the lecturers. They might not have an instantaneous effect, however, student assessments are taken into account and impact the changes in study programme planning.

In 2017, in an application to the dean, the director of the master's study programme and the head of the department, a student of the master's programme requested a detailed substantiation for the assessment of her final thesis, which, in the author's opinion, was too low. In response to the student's inquiry, the master's theses defence committee provided a detailed substantiation for the evaluation of the said final thesis, based on the opinion of two reviewers on the quality of the work submitted for defence and the commission's assessment of the skills demonstrated by the student in the defence of the thesis.

In 2018, a student of the bachelor's programme submitted an appeal application regarding the assessment of the bachelor's thesis. The Faculty's Final Examinations Appeals Commission reviewed the application within the timeframe provided for in the UL regulatory enactments and, after hearing the appellant, as well as the Final Examinations Commission, the thesis supervisor and the reviewer, decided to leave the previously obtained assessment in effect, which was communicated to the applicant with the appropriate reasoning.

In 2019, a student of the bachelor's programme disputed the compliance of the actual study course with the description of the study course. The dean tasked the head of the department, the study programme council, the study programme director and the lecturer of the relevant course with clarifying the circumstances thereof and providing a written comment on them. It was concluded that there was no reason to claim that the course goals and learning outcomes indicated in the study course description would not be achieved, the applicant was presented with this conclusion and its substantiation.

In 2020, students of history bachelor's and master's programmes drew the attention of the faculty, department and study programme administration to a series of shortcomings in the content and implementation forms of the respective study programmes, for example, excessive workload and an uneven amount of study work in different courses, an overly limited and thematically unbalanced offer of elective courses, insufficient internship opportunities. In order to analyse the problems and develop an action plan for their prevention, several meetings of the department were convened with the participation of students. Decisions were made to introduce some immediate improvements, recognizing that, in most cases, it was possible to eliminate the deficiencies indicated by the students only by introducing significant changes and even restructuring the study programmes, especially the bachelor's study programme "History". The aforementioned student initiative was one of the fundamental reasons for the development of a new bachelor's study programme for the next accreditation period. The new programme was widely discussed among the teaching staff, students and employers and sectoral partners, and it was universally appreciated and received recognition.

In 2021, students drew the attention of the faculty and department administration to the inconsiderate communication of one lecturer with students. The circumstances were analysed at the meeting of the council of the department, to which representatives of the students and the lecturer who was implicated in the inconsiderate behaviour were also invited. The lecturer was reprimanded and called upon to change the communication style with students in the future.

In 2022, students submitted 3 complaints about the actions of teaching staff in their study courses. In one case, the reproach involved an unfair assessment of study papers and a late publication of the final assessment. The dean clarified the circumstances in communication with the student and the lecturer who taught the course and found that the student was not right regarding the evaluations of the study papers, while the reproach regarding the late publication of the final evaluation was substantiated, for which the lecturer was reprimanded, and this was reflected in the response to the complainant. In the second case, bachelor's programme students accused a lecturer of making tactless statements and expressing personal opinions unrelated to the study course. At the dean's request, the complainants and the lecturer expressed their opinion in an individual conversation, while the student self-government and department of the faculty formulated their opinion in writing. At the meeting of the council of the department with the participation of the respective lecturer, the circumstances of the incident were analysed and conclusions were drawn that, to a large extent, misunderstandings and insufficient knowledge of norms related to academic ethics and academic integrity on the part of the students and lecturers have led to the conflict situation, therefore, in the future, increased attention would be paid to these in study courses and on the faculty website. The complainants were informed about the decisions. In the third case, the students repeatedly complained about a lecturer's tactless communication with the students and statements violating academic ethics. At the dean's request, the student self-government of the faculty gave its opinion and the department started the examination of the issue by organizing s meeting of the council of the department with the participation of the lecturer implicated in the violations. Consultants from the UL Legal Department and the vice-rector of the field were involved in seeking a solution. Consideration of the issue is

ongoing.

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

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

- characterizing the number of applicants and matriculated students and their profile, such as secondary education institution, year of institution graduation, assessment obtained in secondary education examinations, age, gender, previous higher education and the assessment obtained in such examinations;
- number of students, broken down by faculties, study programmes, study levels, study years, forms and types of studies, source of financing for studies, the status of studies – ex–matriculated on the grounds of academic non–compliance, ex–matriculated on the grounds of financial non–compliance, ex–matriculated on the grounds of completion of studies, on academic leave.

In order to control the progress of students' studies and the implementation of the programme, UL collects data on:

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

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

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

In order to prevent violations of the principles of academic integrity in UL students' final theses and promotion papers, UL ensures automatic examination of all submitted final theses and doctoral theses by using the unified computerized plagiarism control system, making a mutual comparison with the final theses of the University and other higher education institutions accumulated in the System.

Cases of plagiarism are rare in final theses, as supervisors can detect such attempts during the development of the manuscript. During the accreditation period, there has been one decision

regarding plagiarism in the bachelor's thesis in the study programme "Philosophy" and the student was exmatriculated, following the order of the Head of Administration of UL Ansis Grantiņš of 18.06.2019.

In order to evaluate the satisfaction of students, graduates and employers with the study quality and results, as well as to implement the necessary improvement measures, UL organizes and compiles data from the following surveys:

- <u>a survey at the start of studies</u>, which is conducted electronically once a year. The survey aims to obtain information for the improvement of student attraction activities. The tasks of the survey are: (1) to find out students' motivations for choosing a university and study programme, (2) to find out sources of information about studying at the University, (3) to obtain an assessment of the application and registration process, and (4) to find out the socio-demographic portrait of respondents who have started their studies. Data on each study programme are collected by LUIS, but for the University as a whole data are collected and analysed by the Academic Department. The results of the survey are presented to UL governance, departments and faculty administration, and the necessary improvement measures are proposed by the UL management, faculty management and programme directors in cooperation with the Academic Department;
- <u>a survey of the first-year bachelor's students on the first study experience</u>, also conducted electronically once a year. The survey aims to obtain information for the improvement of the study environment and the promotion of student adaptation. The tasks of the survey are: (1) to find out students ' opinions on different aspects of studies and (2) to find out students' opinions about what support is needed when starting studies. Data on each study programme are collected by LUIS, but for the University as a whole data are collected and analysed by the Academic Department. The results of the survey are presented to the UL governance, departments and faculty administration, and the necessary improvement measures are proposed by the UL governance, faculty administration and programme directors in cooperation with the Academic Department;
- In order to find out students' opinions about the content of the study courses and to obtain the evaluation of the work of the teaching staff, every semester <u>an electronic survey is conducted on the study courses, including study internship, term papers and final theses</u>. Data on each study programme are collected by LUIS and are available to the teaching staff, programme directors and the dean of the faculty, the Academic Department. The data is analysed by the programme directors, the dean, and the necessary improvement measures are proposed by the programme director, the dean, and the Study Field Council. The results are used to prepare annual reviews of study fields, as well as to develop study programme development plans;
- In order to obtain students' evaluation of the study programme for its further development, improvement of the study process, improvement of the quality and study environment, <u>a survey of the students of the last study year is conducted regarding the study programme as a whole.</u> The survey is conducted electronically once for each study programme. The data collection on each study programme is performed by LUIS and is available to the programme directors and the dean of the faculty. The data is analysed by the programme directors, the dean, and the necessary improvement measures are proposed by the programme director, the dean, and the Study Field Council. The results are used in the preparation of annual study field reviews, study field self–assessment reports for the field accreditation and re-accreditation, and in the preparation of study programme development plans;
- In order to identify the main reasons for discontinuation of studies and to facilitate the reduction of drop-out rates, a <u>survey is conducted of students who have expressed a wish to discontinue studies or have already discontinued studies</u>. The survey is conducted

electronically (in some cases in paper form) throughout the academic year. Data are collected and analysed by the Academic Department once a semester. The results of the survey are presented to the management of the University of Latvia and the management of the faculty;

- The aim of the <u>alumni survey</u> is to obtain an assessment of alumni satisfaction with the quality of the programme, the knowledge, skills and competencies acquired at the University, the contribution of the graduate programme to their employment, as well as their plans to continue their studies. The survey is carried out by the programme directors at their discretion using a questionnaire prepared by the Academic Department;
- The aim of <u>the employer survey</u> is to determine how employers assess the relevance of the knowledge, skills and competencies acquired by graduates of the University to the requirements of the labour market. The survey is carried out at the discretion of the programme directors using a questionnaire prepared by the Academic Department.

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

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

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

The target audience of the UL website https://www.lu.lv/en (hereinafter referred to as the website) is the prospective and existing students of UL, employees, cooperation partners, researchers of UL and the general public.

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

The site consists of the following sections:

- ROTATING NEWS – important information about the University of Latvia through the visual identity of the University of Latvia, which has certain parameters and strengthens the image

of the University and promotes its visibility in the digital environment.
- NEWS AND EVENTS – News and events at the University. Information prepared by UL departments and the Department of Communication and Innovation.
- DISCOVER UL – Information about studies, extracurricular activities, and science.
- STUDIES – with subdivisions –
  - College study programmes,
  - Bachelor's study programmes,
  - Master's study programmes,
  - Doctoral study programmes,
  -

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

The STUDIES section in Latvian provides information on programme goals, objectives, study outcomes, programme volume and duration, programme study language, information on job opportunities after graduation, as well as programme study plans. If you have any questions, please contact us for further information. This section also publishes study-relevant information under the heading STUDY PROCESS – Academic calendar, Lecture timetable, Tutorials, Key documents and forms, Information on mobility at higher education institutions, Recognition of experience/education, Lifelong learning opportunities as well as references to UL e-learning environment and LUIS information system.

The section contains information about the University of Latvia Libraries offer, Career Centre information. Student Council activities.

The two subsections STUDENT LIFE and EXTRACURRICULAR ACTIVITIES inform both existing and potential students about hostels, meals, parking and bicycle parking, mentor support, and information for people with disabilities. There is a wide range of information on how to enrich one's extracurricular life with sport, and culture.

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

Other sections – SCIENCE, COOPERATION, ABOUT US. They provide more information about UL activities in research, projects, conferences, cooperation partners, normative acts, and strategy.

The website www.lu.lv/par–mums/dokumenti/pasnovertejuma–zinojumi/ (only in Latvian) contains annual self–assessment reports of study fields.

The websites of the structural units (faculties) prepare information on the programmes offered by the respective faculty and on the scientific activities of the faculty. Content blocks are exactly the same as the ones on the UL official site, but more specific information is posted directly about the respective faculty's activities.

The faculty website can be reached from the UL website via the faculty link/reference.

The heads of the UL departments are responsible for the preparation, correctness and updating of the information within the competence of the departments they manage. The content

administrators of the structural units' websites are responsible for maintaining the website, posting the updated information and updating it regularly. For a given faculty, the person responsible for content placement is the marketing or public relations specialist or coordinator who administers the existing website, or an employee who has completed a short TYPO 3 content placement course in ITD management.

The homepage of the Faculty of History and Philosophy (https://www.vff.lu.lv/ (*only in Latvian*)) has developed significantly in recent years, and it contains various materials for students, prospective students, and teaching staff. The basic structure of the website corresponds to the common system of the UL website: NEWS, I WANT TO STUDY, STUDIES AT FHP, SCIENCE, ABOUT US. The information on the homepage is primarily provided in English. The section I WANT TO STUDY contains information specifically about study field programmes and activities for students, including classes at the School of Young Historians and the University of Young Philosophers. The section STUDIES is analogous to the content on the UL common page, whereas the lecture timetables, examination session schedule, consultation times are selected for students specifically for studies at FHP. This section also provides is a link to methodological instructions for the development of theses in the sub-fields of history and archaeology, philosophy and ethics. This section also contains information on scholarship opportunities and a list of FHP students who have received scholarships in the current or previous years. The section SCIENCE contains information about the research directions and research projects of the faculty departments, conferences and public lectures organized by FHP, the key publications of the teaching staff, guest lectures given at the faculty and guest researchers who have worked here. The ABOUT US section has sub-sections for both departments of the faculty, various information is available about each department, for example, the information about the department's lecturers and their latest publications, a separate section is dedicated to the department's doctoral students and their research topics. FHP has a separate subsection for student self-government. This section also contains information about FHP's cooperation partners and a selection of news about the most important events at FHP.

2.3. Resources and Provision of the Study Field

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

The system of the University of Latvia 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.

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

study process.

The remuneration of the teaching staff includes:

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

The norms of the formation of the remuneration of the teaching staff (norms of the planning and accounting of the workload of the academic staff) are determined by the order of the Rector for the whole university. Taking into account the specifics of studies and available resources, the management of the faculties may set different regulations in coordination with the vice-rector of the respective field.

Costs related to the organization of the study process:

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

In order to estimate the amount of funding required for financial provision, the University of Latvia calculates the cost of each study programme according to the methodology developed by the University of Latvia, which takes into account all the costs of providing the study process described above and information on the specific study programme plan, involved teaching staff, planned number of students, etc., thus ensuring the reliability of the forecasts.

Financing of studies at the University of Latvia – sources of financing

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

Tuition fees at the University of Latvia are determined, including:

- the cost of the study place, taking into account all the costs of the study process;
- tuition fees for similar programs at other universities;
- the interest of potential paid students in the study program;
- the estimated financing of the study place from the state budget;
- the opinion of the UL Student Council;

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

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

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

Financing of studies at the University of Latvia – reallocation of funding received

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

Faculties manage their own funding within the current year's budget. The Dean of the Faculty and the Executive Director are responsible for the rational use of financial resources and for operational financial management.

Actual returns are recorded at the faculty level, without separating results for each programme or field of study. At the same time, the management of the faculty monitors the outcomes of the study process, the dynamics of the number of students and the factors influencing it, the balance of the cost of a particular programme with the state budget subsidy and tuition fees and, if necessary, makes the necessary adjustments in the organisation of the study process to ensure the long–term viability and development of the study field of the faculty.

Funding of study field "History and Philosophy"

The funds available for the study field "History and Philosophy" implemented by UL are determined by the state budget funding (grant) intended for the particular study field and income from study fees.

The amount of state budget funding for the particular study year is set in accordance with the agreement between the Ministry of Education and Science (MES) and UL. The amount of funding is determined by:

- the number of study places financed from the state budget in the study programme;
- the base cost of the study place in the given year;
- study programme level;
- cost coefficient for the thematic area of education.

The study fees of each UL programme are determined annually, based on the planned cost of the place of study (which includes all foreseeable costs – teaching staff remuneration, material and technical support, infrastructure maintenance and administration costs), the expected number of students and the situation in the market – study fees offered by other higher education institutions. The tuition fee for a specific student for each study year is determined for the entire study period.

Both state budget funding and tuition fees are accumulated in the overall budget of the UL for the

given financial year. The UL budget is created in accordance with the general principles of budgeting and the budget procedures established for each year. The basic structural unit, which is implementing the study field study programme, plans the tuition fee revenues for the particular calendar year, submitting them to the Academic Department, which compiles them and submits them to the Finance and Accounting Department for the creation of the overall UL budget.

According to the budgeting principles of UL, the revenue intended for the study field is divided, as follows: 74% are allocated to cover the direct and directly attributable costs of the study field (remuneration of teaching staff, costs of material assets and services, as well as the costs of premises and other basic structural units involved in the implementation of the study field), 26% are allocated to meet indirect costs (all supporting processes – information resources, marketing, IT, financial accounting, administration, provision of sports, cultural and social activities, development programme).

The relevant basic structural units – faculties, in cooperation with the Department of Finance and Accounting, plan their direct costs for the given financial year.

The Department of Finance and Accounting prepares the overall UL budget draft and the UL chancellor submits it to the Finance and Budget Commission of the Senate, whereby it is, in turn, submitted to the UL Senate for approval.

Following the approval of the current year's budget, the planned revenues and expenses of the specific basic structural unit are imported into the UL IT system, which is linked to the accounting system and provides the opportunity to monitor the actual financial situation of the relevant basic structural unit throughout the year.

The dean and the executive director of the faculty are responsible for the rational use of the financial resources of the respective faculty within the confines of the budget. The executive director performs the operative financial management of the basic structural unit.

The Department of Finance and Accounting is responsible for monitoring budget execution and preparing the required reports for UL governance and the supervisory institutions.

The UL system for determining the necessary funding for the implementation of the study field and the corresponding study programmes is based on the Law on Higher Education Institutions, CM Regulation No. 445 of 05.07.2016 establishing the rules of the remuneration of teachers, internal regulatory enactments of UL, etc. Every year, the UL Senate approves the budget of UL, which includes the annual revenue and expenditure plan of each structural unit, which is divided by items: state budget funding for studies, tuition fees and other own revenue, science base funding, performance-based funding, project funds.

Financial resources for the implementation of the study field's study programmes at the Faculty of History and Philosophy are mainly provided by state budget funding for studies, as well as the faculty's own revenue and study fees. Based on the decision of the UL Senate on the budget of the University of Latvia for 2022, the UL Council with Decision No. 1–48/4 of 20.04.2022 has approved the UL budget, which provides 41 746 297 EUR for the implementation of studies of the UL, while the total UL FHP budget has been approved in the amount of 522 201 EUR, of which 321 445 EUR, or 62%, is the state budget funding for studies, the faculty's own revenue and tuition fees.

In order to ensure a uniform approach to the assessment of study programmes at UL, based on the predictable expenses of the study programme, financial results and the cost of the study place, 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.

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. Rational use of financial resources in accordance with regulatory enactments and financial management in the faculty is ensured by the dean and executive director. Support for ensuring and controlling the sustainability of financial resources is provided by the UL Department of Finance and Accounting and the UL Academic Department. The financial situation is regularly monitored by reviewing the costs of study programmes, the correspondence of the planned workloads of teaching staff with the actual number of students and the amount of work.

The financial resources necessary for the research work of students in doctoral study programmes and participation in scientific conferences are planned and financed from the funds intended for the development of doctoral studies, while the research work of students in master's study programmes in most cases is planned and funded only for those who participate in the implementation of research projects.

Every year, when planning the financial resources 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.

UL 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.

Funding of student self-government is also important in compliance with Section 53 of the Law on Higher Education Institutions, and it is not less than one two-hundredth of the university's annual budget. Student self-governance is financed from the centralized funds of UL in accordance with the Law on Higher Education Institutions, while the faculty provides self-governance with the necessary facilities (infrastructure). The funding, as well as material and technical support of the FHP student self-government, is used to stimulate the research activities of the faculty students, to support archaeological internships, to organize visiting seminars dedicated to culture and history studies, and other activities.

The adequacy of financial resources for ensuring the 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. To fund the research of study field academic staff, the base funding of scientific activity (base funding provided by the state) is used, which is distributed among the faculties according to the results-based outcome indicators, i.e. taking into account the number of publications (according to the impact factor and citation index), the money raised through research projects, sectoral contracts and defended dissertations. Additionally, the development of the study field can be financed from the income received from lifelong learning and other services, including professional competence development courses for teachers organized by FHP (in 2021, FHP successfully offered two such courses on history to teachers of social sciences and history, philosophy, culture and art, in the autumn of 2022 the courses are planned in history, philosophy and social science topics), as well as from the accumulated financial resources of the structural unit. The faculty also receives financial support for the development of programmes from the UL Study Quality Improvement Fund. A significant contribution to the scientific activity of study field academic staff is provided by the funding of implemented local and international research projects.

Although state funding for higher education, including the study field "History and Philosophy", has increased during the accreditation period, the increase in the minimum salary rates set by the state for teaching staff does not always correspond to the real increase in the income of study

programmes and the increase in state funding per state-budget-funded place. As a result, in 2018, a deficit began to form in the faculty's budget. In order to eliminate the shortfall, the expenses of the faculty were reviewed in the spring of 2020, including those related to the costs of study programmes. Consequently, a consolidation of the budget took place. Currently, the study field's revenues exceed the expenses, and also that in 2022 it is expected that the deficit created in previous years will also be eliminated and, according to the FHP and the study field, funds will be available for motivational systems for improvement and improvement of the offer of study courses. The negative consequence of consolidation is the reduced offer of elective courses in the programmes, and according to the development plan, this offer must be expanded, which is also requested by students. At the same time, the consolidation was a good reason to analyse programme structure and content, and it promoted greater cooperation between the two departments of FHP, which is expected to continue in the next accreditation period. It is clear that the students of study programmes of various areas of science are currently developing a greater understanding of the capacities and specifics of the other areas. At the same time, it should be recognized that, methodologically, history and archaeology significantly differ from philosophy and ethics, thus, a mechanical fusion of the two areas is impossible.

Data on available funding for a specific study programme is provided in the programme report Chapter 3, Sections 3.3.

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

The premises housing the UL Faculty of History and Philosophy are adequate for the number of faculty students. The faculty uses the UL premises in Riga, Aspazijas bulvāris 5, located on 2 floors of the building, with a total area of 587.10 m^2. The location of the premises is advantageous in terms of transport – in Riga city centre, the faculty can be easily reached using various forms of public transport. There is a parking space for teaching staff in the territory, as well as an equipped bicycle parking space for students.

There are 5 auditoriums with a total area of 312.30 m^2 on the 5th floor of the faculty building. Seats are provided in the auditoriums for 260 students, and they are occupied almost throughout the day – 67% on weekdays (95% in the spring semester), 74% on Saturdays. All auditoriums are equipped with multimedia projectors and computers, all rooms of the building have Internet (wireless) connection.

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. The equipment is necessary to ensure a good quality work of the joint doctoral study programme "History and Archaeology", since its participants are located in two universities, as well as to expand the live broadcast and recording opportunities of guest lectures, lifelong learning programmes, and science forums.

UL offers students and employees (academic and administrative staff) the opportunity to use

Microsoft Office 365 ProPlus software free of charge on a personal computer for the duration of studies or the period of the employment contract.

The building at Aspazijas bulvāris 5 has a library with a reading room, giving students the opportunity to develop and design their study papers. Free access printers/copiers are available in the library for students.

On the 2nd floor of the building, there are offices of the faculty lecturers, the office of the dean and executive director of the faculty, a research facility (which is being developed as an archaeology laboratory), as well as common rooms, including the dean's room, staff recreation room, and auxiliary rooms. All lecturers are provided with workplaces. The lecturers' offices have equipped workplaces that are furnished with a desk, a stationary computer and a printer. The faculty renews computer equipment every year and gradually switches to the use of portable computers to ensure both face-to-face and remote work.

A three-dimensional 3D scanner purchased in 2015 is located in the research facility, which is gradually being developed into an archaeology laboratory. This equipment provides detailed surface scanning. The scanner enables scanning of small and medium-sized objects, for example, various antiques, paintings, household objects with high resolution, and it is possible to use it in research that involves studying and documentation of the surface of small-sized objects. The researchers can create 3D digital copies of the surfaces of small objects, which can then be used to study in depth with an aid of a computer program – at a level not always physically possible. A license has been purchased for the use of the 3D scanner, which permits its use in study and research work not only for FHP students and teaching staff but also for the research purposes of other UL structural units and other researchers in the sector.

In the autumn of 2023, the move of faculty is scheduled to the new House of Letters in the UL Academic Centre in Torņakalns, which will mean the modernization and improvement of the auditoriums and workspaces.

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

General description of the UL Library

The Library of the University of Latvia is included in the Library Register of the Ministry of Culture (BLB1000) and accredited as a library of national significance until 2022.

Access to UL Library information resources and services, opening hours

The basic principle of the library is the availability of its services to every user.

The services are provided in the 8 branch libraries of the University of Latvia Library in accordance

with the regulations for the use of the University of Latvia Library (07.01.2021. Order of the Rector of the University of Latvia No. 1–4 / 9). According to the terms of use, the services can be used by LU students, lecturers, staff, other libraries, students of other universities, as well as any resident. The LU Library provides free basic services and paid services.

The opening hours of branch libraries are tailored to the convenience of users. On weekdays from 9.00–20.00, in some branch libraries from 9.00 – 18.00, Saturdays from 9.00 –17.00 The Natural Sciences Library and the House of Science Library are available 24 hours a day, 7 days a week. Three branch libraries are open to customers all year round, including during the summer.

In the Natural Sciences Library, the staff of the University of Latvia has the opportunity to use: free access to the collection, a self-service facility for home delivery of books, renewal and check–out, computers, and mobile phone charging. In the House of Science Library, the following facilities are available to UL staff 24 hours a day: the open-access collection, two self-service machines for home delivery, renewal and check-out of books, and a self-service wall for the use of laptops. The UL Library is the first in the Baltic states to provide such a facility and service. The self-service facility is equipped with 36 laptops. UL staff can check out the laptops at any time of the day and use them for 6 hours, not only in the library area but in the whole building, using student or employee ID cards.

The premises housing the collection of philosophy, history, archaeology and related disciplines of science are open at convenient times for students for 40 hours per week. Users are provided with the open-access collection. The library in Aspazijas bulvāris 5 is located on five premises with a total area of 362 m².

The library in Aspazijas bulvāris 5 is available to users at 50 workstations, including 15 computer workstations.

Free services

- Electronic ordering/reservation/renewal of information resources in the National Library Collections Catalogue (hereinafter – the Collections Catalogue) and obtaining information resources for use on-site in the library's reading room or to take home.

The service is available to users registered with the UL Library via the Union Catalogue from any mobile device and from any location with internet access.

- Delivery of information resources

Academic staff, researchers and doctoral students of UL, when ordering information resources from any library, can specify the most convenient place to receive the reserved information resource – the branch library. For other users, this option is available only when ordering information resources from the Repository.

- Self-service

Self-service scanning is available in all branch libraries. 5 branch libraries have self-service facilities for checking out/returning/renewing books. The House of Science Library has a self-service computer wall with 36 laptops.

- Use of open access reading rooms, computers, and the Internet

In the reading rooms, it is possible to use a collection of reference literature and periodicals, stationary and portable computers (both UL Libraries' and users' personal equipment), Internet connection, including WI–FI, which operates in all UL buildings. The library in Aspazijas bulvāris has

50 workplaces available to users (15 computerized and 35 workplaces without computers).

- Night subscription, booking of information resources

The purpose of the "Night Subscription" service is to provide an opportunity to use certain information resources outside the University of Latvia Library free of charge from the time of its closure until its opening. The information resource can be reserved in advance for certain hours. If the information resource is not transferred on time, a contractual penalty is applied for the delay in its term in accordance with the price list of paid services of the Library of the University of Latvia.

- Delivery of information resources in the summer

Once a week, users can receive the information resources reserved in the Union Catalogue from the Repository in the most convenient branch library (Library on Raiņa bulvāris, Library of Natural Sciences, Library of House of Science).

- Inquiries and consultations

Information service for users – consultation, reference, training and research support is one of the main areas of work of the University of Latvia Library. The consultant of the Library of the University of Latvia and the staff of branch libraries provide bibliographic, thematic, factual, address, clarifying and other references and consultations to the students, academic, scientific, and general staff of the University of Latvia.

The Chief Reference Consultant of the University of Latvia Library (Library on Aspazijas bulvāris) provides the official and general information service of the University of Latvia Library. Users are consulted electronically: info–bibl@lu.lv, by telephone: 28623551, "WhatsApp" 28623551 via "Skype" – address: LU Library Consultant. Advice is also provided by any member of Library staff on-site at the library or by telephone via "Skype".

In case of uncertainty, users can also use the options available in the Library section of the UL portal: "Ask a Librarian", "Frequently Asked Questions", "Have Your Say".

- User training

The training is organized with the aim of developing users' skills to work independently, to find, evaluate and use information resources and e-environment tools. The library actively works with target audiences – students of all study levels, academic, scientific, and general staff to promote not only information literacy but also to provide in-depth knowledge and skills in working with electronic resources.

The library organizes and conducts presentations, classes in auditoriums and computer classes, as well as remotely. Organizes practical study tours in the Library so that users acquire the skills to work with open access stock, self-service equipment, and office equipment – self-service scanners, and copiers, thus improving the competence of independent learning.

Special attention is paid to foreign students. The library has prepared and conducts presentations in English "Step by step, the library of UL – for you!", In computer classes, the skills of using e-resources are acquired.

The following classes are provided for the students of the bachelor's study programme: presentation "Step by step: Library for you", lessons" Electronic Union catalogue and Primo for your successful studies "(90 min.)," Get to know e-resources "(90 min.)," E-resources in the field "(90 min.), E-course" Introduction to information literacy" (part C course).

Students in master's study programmes and residency students have training in "E-resources in the field" (90 min.), Providing in-depth skills for working with the electronic resources of the respective

field.

The following training opportunities are provided for students in doctoral study programmes: "Introduction to the Scientific Publication Process" (90 min.), "Bibliography and Citation Management Tools" (90 min.), "Using the *Web of Science* and *Scopus* Databases in Studies and Research" (90 min.).

The following training opportunities are provided for academic and research staff: "Bibliography and citation management tools" (90 min.), "Using the *Web of Science* and *Scopus* databases in studies and research" (90 min.), "Entering publications and editing the list of publications in LUIS" (90 min.), "Research results depositing in the repository of e-resources of the University of Latvia" (90 min.).

UL Library staff also offers training for students at UL branches: In Alūksne, Bauska, Cēsis, Jēkabpils, Kuldīga, Madona, and Tukums.

Paid services

The list of paid services and the price list of the University of Latvia Library have been approved by the Rector of the University of Latvia on August 10, 2021, by Order No. 1–4/387 on the pricing of paid services of the University of Latvia Library.

- Compilation of a list of information resources

The specialists of the UL Library prepare a list of information resources on the topic of interest to the user, for example, in the process of study or other work development. The user can order the list by filling in the electronic application form electronically.

- Interlibrary Loan (IL) and International Interlibrary Loan (IIL) services

The UL Library offers its users to order information resources that are not available in Latvian libraries from other libraries in Latvia using the IL and worldwide using the IIL service. It is also possible to receive electronic copies of scientific articles in the form of printouts and by e-mail.

The library collection, replenishment procedure

The collection of the University of Latvia Library is created in accordance with the study fields and scientific work of the University of Latvia, the requirements of study programmes, providing information at all levels of studies at the University of Latvia – bachelor's, master's, doctoral and scientific research areas. Purchasing e-resources is a priority in building a collection.

Purchase of new information resources in the collection (purchase of books, subscription to databases, and periodicals) is carried out in accordance with the funding allocated centrally by the University of Latvia, which is approved annually by the order of the University of Latvia. The allocated funding is used to purchase the necessary books, pay for databases subscribed to in the industry and subscribe to periodicals.

The library provides acquisition of information resources on the orders of the academic staff of the Faculty, on the proposal of the students' 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.

In 2022, Library users have access to **more than 1.8 million** items of information resources. According to the study and research infrastructure of the University, the collection of the University Library is located in 8 branch libraries and in the Repository.

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

According to the data reflected in the Electronic Catalogue as of 25 January 2022, the literature available in the collection of the UL Library for the study field "History and Philosophy" encompasses a total of **34 057** titles of printed information resources in **72 136** copies (see table below).

Overall printed information resources for UL study field "History and Philosophy"

Printed editions (titles/copies)			Division of editions according to language (titles/copies)					
Books	Serials Periodicals	Other types of publications	Latvian	English	Russian	German	French	Other
32302 / 56259	927 / 14811	828 /1066	6143 / 22279	6619 / 11672	10171 / 18819	7950 / 13884	727 / 1390	2447 / 4092

Total: **34 057 titles** = **72 136** copies

Out of this total, publications in the field of history and its auxiliary sectors encompass **21 559** titles in **46 032** copies, and in the field of philosophy – **12 498** titles in **26 104** copies (see tables, including a detailed breakdown by individual subfields).

Overall for UL study field "History and philosophy", history and its auxiliary fields

Printed editions (titles/copies)			Division of editions according to language (titles/copies)					
Books	Serials *Periodicals*	Other types of publications	Latvian	English	Russian	German	French	Other
20271 / 34555	649 / 10650	639 / 827	4161 / 14356	3518 / 6681	6791 / 11937	4718 / 9095	502 / 973	1869 / 2990

Total: **21 559** titles = **46 032** copies, of which

History without its auxiliary sectors: **16 351** titles / **33 734** copies

Books	Serials	Other	Latvian	English	Russian	German	French	Other
15456 / 26882	327 / 6154	568 / 698	2949 / 10258	2584/ 4107	5256 / 9044	3689/ 7238	388 / 755	1 485 / 2332

Archaeology: **643** titles / **1 768** copies

Books	Serials Periodicals	Other types of publications	Latvian	English	Russian	German	French	Other
562 / 942	69 / 804	12 / 22	108/ 644	135/298	269/536	76/184	7 / 13	48 / 93

Historiography: **1 576** titles / **3 734** copies

Books	Serials Periodicals	Other types of publications	Latvian	English	Russian	German	French	Other
1509 / 2844	54 / 861	13 / 29	225 / 1316	331/725	540/ 986	371/528	27 / 54	82 / 125

Prehistory, historical antiquities, local history studies: **2 989** titles / **6 796** copies

Books	Serials Periodicals	Other types of publications	Latvian	English	Russian	German	French	Other
2744 / 3887	199 / 2831	46 / 78	879 / 2138	468 / 1551	726 / 1371	582/ 1145	80 / 151	254 / 440

Overall for UL study field "History and Philosophy", philosophy

Printed editions (titles/copies)			Division of editions according to language (titles/copies)					
Books	Serials Periodicals	Other types of publications	Latvian	English	Russian	German	French	Other
32302 / 56259	927 / 14811	828 / 1066	6143 / 22279	6619 / 11672	10171 / 18819	7950 / 13884	727 / 1390	2447 / 4092

Total: **12 498** titles = **26 104** copies

Including in ethics and morality: **1 575** titles / **3 053** copies

Books	Serials Periodicals	Other types of publications	Latvian	English	Russian	German	French	Other
1530 / 2809	22/217	23/27	356/1416	559/756	282/378	325/418	10/12	43/73

In the period from 1 January 2013 to 25 January 2022, **12 501** titles in **20 580** copies have been included in the collection of the UL Library as information resources corresponding to the LU study field "History and Philosophy". Of these, in the field of history and its auxiliary sectors, this new acquisition consists of **8 916** titles in **14 283** copies, and in the field of philosophy – **3 585** titles in **6 297** copies (see tables).

Collection increase for UL study field "History and Philosophy" 01.01.2013. to 25.01.2022.

Printed editions (titles/copies)			Division of editions according to language (titles/copies)					
Books	Serials Periodicals	Other types of publications	Latvian	English	Russian	German	French	Other

11574 / 16014	336/3882	591/684	3016/6930	1656 / 2333	4018 / 5183	2252/ 3761	217 / 462	1342 / 1911

Total in history and philosophy: **12 501** titles = **20 580** copies

UL study field "History and Philosophy" history and its auxiliary fields (01.01.2013. to 25.01.2022.)

Printed editions (titles/copies)			Division of editions according to language (titles/copies)					
Books	Serials *Periodicals*	Other types of publications	Latvian	English	Russian	German	French	Other
8174 / 10887	260/2845	482/551	2120 / 4305	1208 / 1739	2998 / 3855	1453 / 2702	168 / 275	969 / 1407

Total: **8 916** titles = **14 283** copies, of which

History without its auxiliary sectors: **6 926** titles / **10 809** copies

6333 / 8569	148/1733	445/507	1518 / 3077	953 / 1291	2342 / 2948	1172 / 2090	130/204	811 / 1199

Archaeology: **349** titles / **671** copies

322 / 433	23/233	4/5	68/244	45/57	181/242	34/96	3/4	18/28

Historiography: **575** titles / **969** copies

540/758	25/199	10/12	122/278	85/131	207/298	88/152	13/36	60/74

Prehistory, historical antiquities, local history studies: **1 066** titles / **1 834** copies

979/1127	64/680	23/27	412/706	125/260	268/367	159/364	22/31	80/106

UL study field "History and Philosophy", philosophy (01.01.2013. to 25.01.2022.)

Printed editions (titles/copies)			Division of editions according to language (titles/copies)					
Books	Serials *Periodicals*	Other types of publications	Latvian	English	Russian	German	French	Other

3400 / 5127	76/1037	109/133	896 / 2625	448 / 594	1020 / 1328	799 / 1059	49/187	373/504

Total: **3 585** titles = **6 297** copies

Including in ethics and morality: **454** titles / **763** copies

438/745	2/2	14/16	176/453	81/90	82/91	89/102	– / –	26/27

Conclusions and commentary: There is a tendency to decrease in the number of copies, while an increase is observed in the variety of titles. The rise in the number of titles within the period 2013–2022 makes up 37% of the total amount of history and philosophy literature in the library, the increase in the number of copies – about 29%.

The numerical proportion in the category "Other types of publications" has changed (including manuscripts, copies of archival materials, etc.) – the addition is around 0.71% of titles and 0.64% of copies, which can be explained by the gifts to UL Library from private collections of historians and philosophers.

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.

For some of the books published in earlier years, the bibliographic descriptions in the Electronic Catalogue add e-links to digitized versions freely available online, if any are available. This greatly expands the possibilities of use, especially in relation to materials in the field of history. Overall, the UL Library has accumulated a wide, historically significant range of publications, which can be additionally used as a study object.

Information about e-resources for the study field "Philosophy and History"

Level of digitization of the collection

The UL Library in cooperation with the UL Information Technology Department provides free online access to the UL e-resource repository http://space.lu.lv. A mobile version of the repository is also available for user convenience. The UL Library, authors of publications, UL structural units, or representatives of UL editions regularly place electronic versions of their publications, digitized information resources with cultural and historical value, doctoral dissertations of UL teaching staff and their summaries in the UL e-resources repository to ensure free and constant online access to UL scientific achievements.

Digitized publications, which are subject to copyright, are offered for use by the Library of the University of Latvia in on-site library reading rooms.

The e-resources repository currently contains more than 3018 publications in the study field "History and Philosophy".

E-resources

According to the UL strategic plan, the UL Library increases the share of e-resources and develops remote access to e-resources.

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

In total, in 2021, 42 e-resource platforms were available at the University of Latvia (both e-book platforms – *VLeBooks, ProQuest Ebook Central*, and e-journal databases – *Cambridge Journals Online* (archive available until 31.12.2018), *Emerald eJournals Premier* (archive available until 22.04.2020.), *JSTOR I–XII, XIV, XV and Life Sciences Collections, HeinOnline, Oxford Journals Online, Sage Journals, ScienceDirect, SpringerLink Contemporary Journals, Taylor & Francis Social Science & Humanities Library, Physical Review Journals, Westlaw, Wiley Online Library E-Journals Full Collection* and separately purchased e-journals, and *Lursoft Newspaper Library NEWS.LV*, reference resources – *LETA online news, LETA Archive* and *Nozare.lv, Letonika*, tools – *SAGE Research Methods, Passport, Orbis, Overleaf Commons, MarketLine*, mixed–format databases – *ClinicalKey, Culturethèque, European Pharmacopoeia, LVS Latvian Standards Online Reading Room, OECD iLibrary, ProQuest Dissertations & Theses Global, ScienceDirect, Scopus, UpToDate, Web of Science Core Collection*). In total, 17 477 full-text e-journals (including individual subscriptions), about 205 306 e-books, almost five million full texts and abstracts of dissertations and master's theses worldwide are available. 174 verified open access databases with multi-format materials are available at UL.

Every year, the UL Library offers an average of 110 new electronic resources. In total,1555 e-books have been acquired by the UL Library as of 28.01.2022, the number of e-books available in the subscribed ProQuest Ebook Academic Complete collection ~ 211 296.

Twice a year, the University of Latvia Library evaluates and analyses the usability of subscribed databases. The statistical data of the e-resources subscribed to by UL for 2021 show that, in general, the usability has grown by an average of 9.72% compared to 2020. A pronounced individual increase in usability can be observed for foreign multidisciplinary databases *ProQuest E–book Central Academic Complete Collection, SAGE Journals, Sage Research Methods*, EBSCO *Central & Eastern European Academic Source*, a slight decrease – for the Latvian database LETA (soc. direction), for foreign databases – *Oxford Journals Online, ProQuest Dissertations & Theses Global, Taylor & Francis Social Science & Humanities Library*, as well as the citation databases *Scopus* and *Web of Science*. In the period from 2013 to 2022, in the context of the informational provision of the field of study "History and Philosophy", the variety of e-resources subscribed to by UL has increased (by approximately + 35.71%) and the remote access options have expanded.

Likewise, the Library of the University of Latvia regularly provides trial access to various databases, on average about 10–15 accesses to trial e-resources are organized per year. The information about it is available in Latvian and English languages on the website of the University of Latvia Library in the sections "News", "Trial resources", "E-resources from A to Z" and in the University of Latvia Information System LUIS, sections of "My Portal" – "Databases", "Libraries", and "For students and employees".

The aggregated information on e-resources is available on the website of the University of Latvia Library in the sections "E-resources from A to Z" and "E-resources according to the field of science", as well as in the section "Databases" of "My portal".

UL offers an opportunity to use the subscribed electronic information resources (databases, e-book platforms) outside the UL computer network by logging in with the LUIS username and password, in particular cases – with access data of the personal profile, which has been created while being in the range of UL IP addresses.

As of 28.01.2022, there are no individually subscribed e-resources that contain materials specifically for the study field "History and Philosophy" in the collection of the UL Library.

Subscribed multidisciplinary e-resources that include the materials for the UL study field "History and Philosophy"

Cambridge Journals Online – Cambridge University Press full-text database of multidisciplinary e-journals that offers seeking information in more than 300 scientific journals, as well as related online resources. The full texts in such fields as sociology, communication science, politics, philology, etc. are available in the database. *UL has an access to the e-resource archive up to 31.12.2018.*

Culturetheque – a digital library developed by the French Ministry of Foreign Affairs with a wide range of resources in French, including materials on history, and cultural history.

EBSCO Central & Eastern European Academic Source – offers full texts of more than 400 multidisciplinary journals in fields such as history, philosophy, culture, computer science, education, economics, politics, medicine, law, information and library science, literature, linguistics, sociology, etc., covering the CEE region.

Emerald eJournals Premier – multidisciplinary e-journal full-text database containing information in such fields as history and archaeology, linguistics, cultural and literary studies, education, business, library and information science, etc. *UL has an access to the e-resource archive up to 28.02.2020.*

JSTOR – a database of journals, books and primary sources. JSTOR offers journals published by the leading publishing houses: *Sage Publications, Springer, Taylor & Francis, Blackwell Publishing, Cambridge University Press, Oxford University Press, John Wiley & Sons,* etc. The chronological coverage of journals reaches back to the beginning of their publication. Several extensive material collections are available as part of the UL subscription.

LETA – Ziņas, Arhīvs un Nozare.lv – a Latvian-language resource, which offers an opportunity to efficiently search published news, photos, videos, press releases, and articles from Latvian press publications, statistics and other information.

Letonika.lv – reference and translation database, which includes encyclopedias, dictionaries, image, audio and video collections, and a full-text library of Latvian literature.

Lursoft Laikrakstu bibliotēka NEWS.LV – The library of electronic versions of Latvian newspapers provides access to current and archival articles of **more than 100 newspapers**.

Oxford Journals Online – the collection provides access to more than 350 widely recognised and leading *Oxford University Press* journals published in collaboration with the world's leading scientific organizations. The database includes full-text journals with high citation index indicators in various sciences – social sciences, humanities, natural and life sciences, etc.

ProQuest Dissertations & Theses Global – the world's largest database of dissertations and master's theses contains over five million works in various fields, including humanities, social sciences, natural and life sciences.

ProQuest Ebook Central Academic Complete Collection – company **"**ProQuest" collection of electronic books, available on the ProQuest Ebook Central platform. It has approximately 211 355 e-books by leading publishers across all industries, including many university publishers.

SAGE Journals – the full-text journal database of publishing house SAGE, featuring articles from more than 1 100 journals. The database encompasses various sciences, including history, philosophy, politics, communication science, literary theory and others.

SAGE Research Methods – a library of research methods with more than 1 000 books, reference collections, journal articles and other resources from the world's leading scientists in the social sciences and humanities. SAGE Research Methods is an important online tool for researchers. Two collections are available at the University of Latvia – SAGE *Research Methods – Books and Reference*, and SAGE *Research Methods Cases*.

ScienceDirect – publishing house Elsevier database of humanities and social sciences, as well as other sciences. The database contains information on several thousand journals and books published by Elsevier. The full texts of about 2650 journals are accessible to the University of Latvia, mostly available from 2002 to the latest issue of the journal, as well as more than 350 e-books.

Scopus – database of bibliographic and citation information of multidisciplinary scientific releases by the publishing house Elsevier, containing entries about more than 21 000 journals, 86 000 e-books and 6.8 million conference materials, as well as 27 million patents.

SpringerLink Contemporary Journals – full-text database of Springer Nature journals. It offers UL scientific and academic staff, as well as students access to more than 6 million articles from more than 3 400 journals, covering social sciences, humanities, and other fields of science.

Web of Science – Clarivate Analytics database, which contains the most important scientific information about more than 12 000 journals, offering bibliographic and citation information, summaries and other information of articles. The database offers extensive search, selection and analysis of results, including information from 1990 onwards. The database includes the fields of history, philosophy, culture, linguistics, as well as social, natural, and life sciences.

Wiley Online Library E-Journals Full Collection – access to more than 8 million full-text articles in more than 1 600 peer-reviewed multidisciplinary journals, including philosophy, history, anthropology, linguistics, literary studies, social, natural, and life sciences.

E-books available in the UL Library, which include information resources for the provision of the study field "History and Philosophy"

VLeBOOKS – e-book platform, where a total of **121** e-books purchased by the LU Library from the world's leading publishing houses are available, which include materials for the provision of the study field "History and Philosophy" (for example, Routledge, Facts on File, Oxford University Press, Greenwood Press, Palgrave Macmillan, etc.), of which **35** were issued in the period from 2013 to 2016.

ProQuest Ebook Central Academic Complete Collection – a subscription of a collection on the e-book platform ProQuest eBook Central, which altogether provides access to **56181** sources that correspond to the requirements of the study field "History and Philosophy" of these, **15155** editions have been published in the period from 2013 to 2021 (inclusive). Also available here are **37** separately purchased e-books to supply the study field "History and Philosophy" provided by the world's leading publishing houses (e.g., Princeton University Press, Bloomsbury Publishing, John Wiley & Sons, Taylor & Francis Group, Brepols, BRILL, etc.), of which **33** have been published in the period from 2013 to 2021.

Open resources, containing materials for the study field "History and Philosophy"

Ad*Access, Ancient Encyclopaedia of History, Bookyards, Cambridge Dictionaries Online, Cogent OA, De Gruyter Open, Directory of Open Access Books (DOAB), Directory of Open Access Journals

(DOAJ), eBook Open Access (OA) Collection (EBSCOhost), Europeana, Google Scholar, Harvard Digital Collections, Internet Library of Early Journals, Internet Archaeology, Journals for Free , STOR Open and Free Content, Language Science Press, OAPEN, Open Dissertations, Open Humanities Press, Periodika.lv, Project Gutenberg, Raduraksti, Rare Book Room, Runivers, Stanford Encyclopedia of Philosophy, The Internet Encyclopedia of Philosophy, The Reasoner, Virtual Library Eastern Europe, Zenodo

Following the initiative of the director of the bachelor's study programme "Philosophy", the UL Library offered the ProQuest Philosophy database, which also includes the Philosopher's Index indexing database, from March to June 2021 to the faculty members and students of the study field "History and Philosophy".

Statistics of the use of databases subscribed to by UL

On the whole, the collection of Library corresponds to the implementation of studies in the UL study field "History and Philosophy" and the development of scientific research. Every year it is supplemented with the most current printed and electronic information resources in accordance with the informational preferences and needs of academic staff and students. In the period from 2013 to 2022, in the context of the study field's informational provision, the variety of e-resources subscribed to by UL has increased (by approximately +35.71%), remote access options and equal rights have been expanded, regardless of belonging to a specific faculty.

Table 6 Database usage assessment and trends

Title	Subscription period	Usage assessment and trends
UL centralized funds (UL order) – multidisciplinary databases		
EBSCO Central & Eastern European Academic Source Complete	01.01.2021.–31.12.2021.	Substantiation for subscribing to the database: the database contains a large number of publications by UL teaching staff. Costs – very low. Usage dynamics – increasing (on average + 64.53%) *Subscribed for 2022.*
JSTOR	01.09.2020.–31.08.2021.	Substantiation for subscribing to the database: high-quality scientific content, a unique database of archival articles. Costs – low. Usage dynamics – increasing (on average + 6.12 %) *Subscribed for 2022.*
LETA Arhīvs un Nozare.lv	01.01.2021.–31.12.2021.	Substantiation for subscribing to the database: subscribed to meet the requirements of UL within the KISC consortium. Costs – low. Usage dynamics – decreasing (on average – 22.11 %) *Subscribed for 2022.*
LETA online ziņas	01.01.2021.–31.12.2021.	Substantiation for subscribing to the database: subscribed to meet the requirements of UL, an important source of Latvian news. Costs – very low. Usage dynamics – decreasing (on average – 22.14 %) *Subscribed for 2022.*
Letonika	01.01.2021.–31.12.2021.	Substantiation for subscribing to the database: an important source of information in the Latvian language on the Internet, is subscribed to within the KISC consortium. Costs – very low. Usage dynamics – increasing (on average + 20.42 %) *Subscribed for 2022.*

Lursoft Laikrakstu bibliotēka NEWS.LV	01.05.2021.–31.01.2022.	Substantiation for subscribing to the database: access to current and archive articles of Latvian newspapers. Costs – average. *Subscribed for 2022.*
Oxford Journals Online	01.01.2021.–31.12.2021.	Substantiation for subscribing to the database: an authoritative database of the university publisher of global level recognition and high scientific standing. Costs – average. Usage dynamics – decreasing (– 16.22 %) *Subscribed for 2022.*
ProQuest Ebook Central Academic Complete Collection	01.01.2021.–31.12.2021.	Substantiation for subscribing to the database: the e-book database provides access to approximately 211 297 publications from leading publishers in all industries, including many university presses. Costs – very low. Usage dynamics – increasing (on average + 56.26 %) *Subscribed for 2022.*
SAGE Journals	01.01.2021.–31.12.2021.	Substantiation for subscribing to the database: is subscribed within the KISC consortium; access to peer-reviewed journal articles published by one of the world's leading publishing houses is provided. Costs – low. Usage dynamics – increasing (+ 20.96%) *Subscribed for 2022.*
SAGE Research Methods	01.01.2021.–31.12.2021.	Substantiation for subscribing to the database: a unique tool of research methods in the social sciences. Costs – low. Usage dynamics – increasing (on average + 12.77 %) *Subscribed for 2022.*
SpringerLink Contemporary Journals	01.01.2021.–31.12.2021.	Substantiation for subscribing to the database: request of UL students and academic staff; one of the leading databases of peer-reviewed publications in the world in various branches of science. Costs – low. Usage dynamics – increasing (+ 7.79 %) *Subscribed for 2022.*
Taylor&Francis Social Science&Humanities Library	01.01.2021.–31.12.2021.	Substantiation for subscribing to the database: a valuable database of the world's high-class scholarly publisher in the social sciences and humanities. Costs – low. Usage dynamics – decreasing (on average – 8.96 %) *Subscribed for 2022.*
VLeBOOKS	01.01.2021.–31.12.2021.	E-book purchase and access platform. Usage dynamics – increasing (on average + 84.70 %)
Wiley Online Library E–Journals Full Collection	01.06.2021.–31.12.2022.	Substantiation for subscribing to the database: subscribed at the request of UL representatives in accordance with LU Order No. 1–4/182. Costs – low. *Subscribed for 2022.*
UL Department of Studies		
ProQuest Dissertations& Theses Global Full Text	01.11.2020.–31.10.2021.	Substantiation for subscribing to the database: the only database of its kind available. Costs – average. Usage dynamics – decreasing (on average – 18.17 %) *Subscribed for 2022.*
Financing of the Ministry of Education and Science of the Republic of Lithuania (within the framework of the national license)		
ScienceDirect	01.01.2021–31.12.2021.	Usage dynamics – decreasing (on average + 13.40 %)

SCOPUS	01.01.2021–31.12.2021.	Usage dynamics – decreasing (on average – 15.84 %)
Web of Science Core Collection	01.01.2021–31.12.2021.	Usage dynamics – decreasing (on average – 36.32 %)

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

Contemporary ICT provides great opportunities for the development of the educational process, which allows the implementation of new projects and the introduction of new systems so that the study process is as successful as possible. The use of ICT in the educational process is one of the ways to increase learning motivation.

The UL IT Department provides UL students and employees with the application package "MS Office 365", which is a cloud-based technological solution. "Office 365" offers the students and employees the best tools for modern study work, such as "Outlook", "Forms", "OneNote", "Sway", as well as the "Office" program package, which includes "Word", "Excel" and "PowerPoint" programs. In addition to "MS Office 365", UL students and employees are provided with software such as "SPSS", "Question Pro", "Autodesk", "MathWorks MathLAB", "Esri ArcGIS", etc.

One of the "Office 365" online applications, "Microsoft Teams", is used to implement the remote study process and distance learning programmes, which enables conducting lectures online, recording lectures and communicating with students online. The "MS Teams" platform includes a calendar where students can clearly see the upcoming remote lessons and join them accordingly, it is also possible to add materials intended for a specific group to "MS Teams", to record lessons and add videos to "Moodle" environment. Students have access to developed tutorials that help them better navigate both e-studies and "MS Teams":
https://estudijas.lu.lv/mod/page/view.php?id=403092.

In addition to the "MS Teams" platform for the remote study process, UL offers its students and employees the UL information system BigBlueButton (hereinafter referred to as the BBB system), which is an open-source web-based online video conferencing system. BBB provides UL online event organization for UL staff, including students and visitors to UL events, and can be used as an integrated solution both in the e-study system (only users registered in the course) and outside the e-study system, where connection to the UL web conference server is required in a web browser
https://bbb.lu.lv

UL has two e-education environments available – estudijas.lu.lv and edu.lu.lv. The e-study environment estudijas.lu.lv is intended for implementing and managing the study process, and the e-education platform edu.lu.lv is designed for e-education projects, events and courses, as well as distance learning programmes. For both e-education environments, the open source e-study environment "Moodle" is used, which is a modular object-oriented dynamic learning environment, currently – the most methodologically and pedagogically effective, and furthermore – the most economically advantageous e-study solution. In the "Moodle" e-study environment, courses have

been created in which students have access to the necessary study materials and activities. Course descriptions and lesson plans are available in the course sections. The teaching staff can evaluate students, as well as register attendance. In the "Moodle" environment, students can contact the lecturer of a given course, and lecturers can communicate directly with all course participants. Additionally, this platform offers various forms of collaboration and learning. It is possible to submit completed practical assignments and tests in the e-study environment. All materials can be accessed using the Internet, LUIS username and password. The availability of all materials necessary for studies on the web ensures an efficient study process. The materials and databases of scientific articles located in the e-studio environment are available both from computers in the auditoriums and wireless networks throughout the building, Aspazijas bulv. 5, both from the students' living places, using the virtual private network provided by UL. Some materials are also available for guests.

For the purposes of data storage during the study process, both students and employees can use the UL-provided "Office 365" cloud service "OneDrive" in the amount of 1TB. "OneDrive" is a "Microsoft" cloud service that connects all of a user's files. It enables saving and protecting user's files, sharing them with other users and accessing them from anywhere on all the user's devices.

The faculty also has a license for the Zoom platform, which is purchased centrally by UL. This platform is used when events involving participants from and outside UL are organised, for example, the Zoom platform is used for the classes of the School of Young Historians and the University of Young Philosophers, where students and teachers from all over Latvia join them. Also, the Zoom platform is used during conferences, for instance, for the purposes of the sections of the UL International Science Conference. This platform was also employed in departmental meetings for the drafting of the study field assessment and creation of the new study plans, – these meetings were joined by people who do not work at the university, such as graduates of UL.

For data transfer, UL offers its students and employees a bulk file transfer system store.lu.lv. This system enables transferring files that cannot be sent by email due to their size but is not intended for long-term file storage.

In the faculty, internal communication among teaching staff members, students and administration take place using the university's lu.lv e-mail. The e-mail addresses of the administration, programme directors and teaching staff members can be found on the websites of UL and the faculty. Information about the faculty and events at the faculty are published on the websites of the UL and the faculty, as well as on the FHP Facebook profile (https://www.facebook.com/VFF.LU/).

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

There are three teaching groups at UL:

- academic staff who hold their academic positions for a definite period of tenure on the basis of elections;
- interim academic staff and visiting academics;
- hourly-paid staff.

In the case of elected academic positions, as well as the acting academic staff, the recruitment and selection are regulated by "Regulatory enactments on academic and administrative positions at the

University of Latvia" *(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.

The decisions on the need for certain positions are made by the faculties. Competitions for elected academic positions are announced openly. Public calls for applications for the elected academic positions, including the function and terms of reference for the respective position, are published on the University of Latvia's website and in the Official Journal "Latvijas Vēstnesis". Any person who conforms to the requirements specified by the Law on Higher Education, as well as the requirements for the position specified in the terms of reference may apply for the position.

The applicants for academic positions must deliver an open lecture, which is evaluated by two reviewers, who issue their opinion on the quality of the lecture. The election procedure is carried out either by the decision-making body of the relevant unit (in the case of assistants, research assistants, researchers, senior researchers, lecturers and assistant professors – by the Faculty Council) or in the case of associate professors and professors by the relevant Professors' Council. Elections must take place within three months from the date of the call for applications. The individuals to be elected for the positions – assistant professors, lecturers, assistants, senior researchers, researchers and research assistants – are elected by secret ballot. Professors and associate professors are voted openly with ballot papers (UL Order No. 565 of 30.12.2020. "On the voting procedure in the Professors' Councils" based on the amendments to Section 33 (2) of the Law on Higher Education adopted on 05.11.2020 (entered into force on 01.01.2021)). An applicant who has received more than half of the votes of the members present with the right to vote shall be considered elected. According to the Law on Higher Education Institutions, teaching staff members are elected for a term of 6 years. At the end of the term, the faculty decides on the need to announce a new competition. There are no restrictions regarding the term of office.

In accordance with the UL regulations, minimum requirements are set for all applicants for academic positions, i.e. knowledge of the official language in accordance. with regulatory enactments, knowledge of foreign languages to the extent necessary for the performance of academic duties and continuous improvement of their academic and scientific qualifications. Other requirements differ across academic positions, for instance, to qualify for the position of 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.

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

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

In the Faculty of History and Philosophy, the selection of teaching staff is determined by the content-related requirements of the study programmes and the current research tasks. Decisions on the announcement of new places and the approval of the competition results at the faculty level are passed by department councils, the general meeting of the department and the faculty council.

Currently, the entire academic staff of the faculty is expected to be involved in both teaching and research, the leading researchers, researchers and research assistants elected in the faculty also participate in teaching the courses. The workload of employees is closely linked with the implementation of study programmes, but it is also influenced by other factors, such as experience in working with students, the semester-long creative leave that every teaching staff member is entitled to during the election period, child care leave, etc.

During the accreditation period, efforts regarding academic staff renewal have been made. In the academic year 2013/2014, the average age of study field teaching staff members was 52.45 years, while in the academic year 2021/2022 – 49.2 years. The changes have been brought about both by the involvement of new teaching staff members in the teaching of study field study programmes and by the retirement of teaching staff members. The study field is close to attaining the ratio amongst employment positions recommended in the Cabinet of Ministers Regulation No. 994 of 12.12.2006. "Procedures for Financing Higher Education Institutions and Colleges from the State Budget". If in the academic year 2013/2014 the study field has been taught by 39% of professors, 32% of associate professors, 21% of assistant professors, 7% of teaching staff members and interim lecturers, then in the academic year 2021/2022, the ratio is 31% professors, 27% associate professors, 27% assistant professors, 15% lecturers. Furthermore, it should be taken into account that some teaching staff members have entered the retirement age or will reach it in the next few years and will terminate their working relationship with UL after the end of their election period, consequently, it is expected that the aforementioned trends will intensify in the coming years, which in turn will necessitate an increased focus on the involvement of new teaching staff members and career development. Doctoral programme students are increasingly involved in the study process. Generally, the number of teaching staff involved in the implementation of the study field is optimal, currently the ratio between the number of students and the number of teaching staff members in the study field as a whole is 12.1 students per teaching staff member. Notably, in addition to ensuring the delivery of specific programmes, the UL Faculty of History and Philosophy essentially is the centre of the science of history, archaeology and philosophy in Latvia, therefore, in addition to the function of education, its task is to secure the existence of these sciences in Latvia and in the Latvian language.

The task of FHP to secure the existence of history and philosophy in the Latvian language does not mean that studies should be only local. Greater internationalization of studies and research is an essential task of the study field development plan. During the accreditation period, 52 guest lectures were held. If in 2015 there were 3 guest lectures at FHP, then in 2019 their number had grown to 12. The commenced work on developing the exchange of guest lecturers was significantly affected by the Covid-19 pandemic, nevertheless, the study field development plan envisages increasing this form of cooperation, especially by connecting guest lectures with research and study project activities. In the spring semester of 2020, using SO 8.2.2. project "Renewal of Academic Staff and Improvement of Competences at the University of Latvia", 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).

Within the framework of the same project, in the spring semester of 2021, the Department of History and Archaeology welcomed a guest professor – a visiting professor at the University of California, Berkeley, and a senior researcher at the University of Oxford, Y. Slezkine, who taught two courses in English language, "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.

During the spring semester of 2022, the associate of the University of Göttingen (Georg-August-Universität Göttingen), Dr Katja Wezel, who was a consultant to the faculty during the project funded by the Humboldt Foundation, enrolled the students of the faculty in acquiring an internationally taught online course "Modernity, Mobility, Consumer Goods Production: European Port Cities, 1850–1960" in the amount of 2 CP.

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

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

The professional development of the UL academic staff is organised in accordance with the 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", where paragraph 16 states: "Educators of higher education and colleges shall, by the end of the term of their election, undertake a vocational development programme on innovation in the higher education system, or the higher education didactics, or the management of educational work at 160 academic hours. (including at least 60 contact hours). Professional development may include international mobility and participation in conferences and seminars relevant to the purpose of the professional development, as evidenced by submitted documents", as well as 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".

The qualification requirements and tasks of the academic staff of the University of Latvia are included in "Regulations on Academic and Administrative Positions at the University of Latvia" *(Only in Latvian)*, while the quality/performance of the academic staff of the University of Latvia is evaluated in accordance with "University of Latvia Academic Remuneration Regulations" (Decision No. 14 of the University Senate of 30 May 2016) and "Regulations on Remuneration of Scientific Staff at the University of Latvia" (Decision No. 71 of the University Senate of 27.01.2020) *(Only in Latvian)*.

The UL Academic Department and the UL Adult Education Centre of the Faculty of Education, Psychology and Art (UL AEC) provide informative, consultative and methodological support to the UL academic staff in the field of higher education didactics. EL AEC offers a vocational development programme "Didactics of Higher Education: modern theories and practices", as well as continuing education programmes "Pedagogical aspects of the development of study programmes in higher

education", "The professional development of the competence of the student trustee", etc.

On the completion of the continuing education programme "Methodology for formulation and evaluation of the learning outcomes", programme directors and academic staff target the updating of their study courses and the mapping of the learning outcomes of the respective study programmes and study courses. This course has been mastered by the dean of FHP, Assoc. Prof. V. Kļava.

The UL academic staff has the opportunity to advance their English language skills by completing the continuing education programme "Professional English Language Enhancement Course for Academic Staff" at the Centre for Applied Linguistics of the UL Faculty of Humanities. This course has been mastered by Prof. J. Tumans, Assoc. Prof. A. Šnē, Assistant Prof. J. Ķeruss and lecturer A. Sauka.

To stimulate collegial learning and identify good practices in teaching, UL offers the continuing education programme "Promoting the collegial experience exchange of academic staff" where academic staff perform peer observation, thereby in a targeted manner promoting the exchange of teaching experience among academic staff and contributing to organisational growth of UL. This course has been mastered by the dean of FHP, Assoc. Prof. V. Kļava.

The UL academic staff working with first-year undergraduate students are a special target group of lecturers for continuing education, and as such, they are offered a continuing education programme "Professional development advising first-year students". This course was completed by lect. E. Guščika and research assistants, doctoral students K. Lācis and T. Stepiņš, as well as master's students G. Plakane (at present – a doctoral student) and K. Poriķe. The continuing education course "Professional development of student curator's competence" was completed by Assistant Prof. I. Gubenko and lect. E. Guščika. In the period from the acad. year 2017/2018 to the acad. year 2021/2022, E. Guščika and G. Plakane periodically worked as student curators with the students of the bachelor's study programme "History", while K. Lācis and K. Poriķe worked with the students of the bachelor's study programme "Philosophy".

In particular, academic staff in continuing education programmes welcome the opportunity for study process modelling, testing new teaching methods and mutual sharing of their experience.

With the funding of the European Union in the period from 2018 to 2022, several study programmes for teaching staff members are being implemented:

1. Development of online learning and digitization of learning content (target group – academic staff);
2. Innovations to improve the quality of the learning process (target group – academic staff);
3. Academic integrity (target group – directors of study fields and study programmes).

The following colleagues have participated and completed the courses from FHP in this programme:

- "Pedagogical approaches and their implementation in the digital environment" – dean, Assoc. Prof. V. Kļava,
- "Distance learning" – Assoc. Prof. V. Kļava, Assistant Prof. J. Ķeruss,
- "E-environment of Learning – "Moodle"" – Assoc. Prof. V. Kļava, head of study field, director of the bachelor's study programme "Philosophy", Assistant Prof. A. Svece,
- "Collaboration and document storage using Office 365" – Assistant Prof. A. Svece and executive director I. Briede,
- "Electronic documents: Digital storage" – Assistant Prof. M. Mintaurs, Lect. I. G. Bikše,
- "Project management methods"– head of study field, Assistant Prof. A. Svece,
- "Business project and team management"– Lect. I. G. Bikše,

- "Academic integrity" - dean, Assoc. Prof. V. Kļava, head of study field, director of the bachelor's study programme "Philosophy", Assistant Prof. A. Svece director of bachelor's study programme "History and Archaeology", Assoc. Prof. A. Šnē, director of the master's study programme "Philosophy", Assistant Prof. A. Priedīte–Kleinhofa.

During the accreditation period, FHP staff have completed further education courses on data analysis and report preparation in MS Excel, the basics of public speaking and presentation, development of academic staff competencies in the field of leadership, attracting European funds for research, etc.

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

On the implementation of each programme, a survey and an evaluation of the outcomes are conducted among the attendees of the programme. Participation in continuing education programmes is voluntary or else might be a recommendation issued by the leadership of the faculty. By and large, the UL faculties organise thematic seminars on topics relevant to the academic staff of the respective faculty.

The professional development activities of the academic staff of the University of Latvia have been included in the plan of measures for the development of the academic staff of the University of Latvia for 2018–2020 and are included in the plan of measures for the development of the academic staff of the University of Latvia for 2021–2023.

In order to determine the professional development needs of the academic staff of the University of Latvia in the field of pedagogical activity, the Department of Studies of the University at the end of 2017 and the Programme for Development and Management Development of the University in the 1st quarter of 2020 and in the spring of 2021 conducted a survey of academic staff, including heads of study fields and study programme directors, the results of which were taken into account when developing a training plan for the development of academic staff competencies, including the project of the Operational Programme "Growth and Employment" 8.2.2. within the framework of the 1st round "Renewal and Competence Development of Academic Staff at the University of Latvia", the 2nd round – "Motivated, Modern and Competitive Academic Staff of the Study Field "Education, Pedagogy and Sport" at the University of Latvia", and the 3rd round "Strengthening the Capacity of the Doctoral Studies of the University of Latvia within the Framework of the New Doctoral Studies Model" in order to effectively plan and ensure the enhancement of the competences of academic staff. The following outcomes are to be achieved by December 2023:

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

When planning the growth and development of the academic staff, the University of Latvia pays equal attention to the identification of the most capable students in the study programmes of the University of Latvia and to motivating them to get involved in academic work already during their studies (related to both teaching and research). In this context, the University of Latvia has developed requirements and selection criteria for attracting new doctoral students to the project operational programme "Growth and Employment" strategic objective 8.2.2., the 1st round "Renewal and Competence Development of Academic Staff at the University of Latvia", the 2nd round – "Motivated, Modern and Competitive Academic Staff of the Study Field "Education, Pedagogy and Sport" at the University of Latvia", and the 3rd round "Strengthening the Capacity of the Doctoral Studies of the University of Latvia within the Framework of the New Doctoral Studies Model" (SO "To strengthen academic staff of higher education institutions in strategic specialisation areas"):

1. A doctoral student studying in the last year of an accredited doctoral study programme, as well as a doctoral student who is a Latvian citizen studying in an accredited doctoral study programme outside Latvia, and a scientific degree candidate;
2. successfully acquired the number of credit points required in the first two/three years of study/ or, for a doctoral degree candidate, successfully completed studies in DSP;
3. Participation in an international scientific conference with a presentation/report;
4. Publication of at least one scientific article in an international edition;
5. English language skills at least at the C1 level;
6. successful passing of the doctoral exam in English;
7. Positive feedback from the supervisor of the doctoral thesis about the doctoral student as a potential lecturer;
8. leadership traits and interest in UL research and course delivery.

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

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

For the successful and unified implementation of study programmes at the University of Latvia, a special study programme for heads of study fields and programme directors was developed, its implementation took place from 12 to 28 October 2021, the training was run by an international accreditation expert from Poland and representatives of the Latvian Higher Education Quality Agency.

This course has been mastered by the head of the study field, Assistant Prof. A. Svece.

In the course of elaboration of the self–assessment report of the study field, the information on the opportunities for promotion and qualification improvement used by the participating teaching staff members during the reporting period was collected, the results of which are summarised in Table 7.

Table 7. Promotion of the growth of teaching staff (improvement in didactic skills and

qualification)

No.	Criteria / academic year	2016	2017	2018	2019	2020	2021
1.	Improvement of language skills (participation in training)[2]					2	2
2.	Higher education didactics (participation in training)[3]	2		3			3
3.	Improvement of digital skills (participation in training)				3	2	2
4.	Improvement of managerial skills (participation in training)	1			1	4	2
5.	Attendance of various summer schools			1	1		3
6.	Teaching lectures and study courses within the framework of Erasmus and Erasmus + programmes	2	3	3	1		
7.	Participation by teaching staff in Erasmus staff mobility programme		1		1		
8.	Participation in the organization and provision of continuing education						6
9.	Participation in various international organizing committees	19	19	20	23	23	26
10.	Participation in various national organizing committees	12	12	13	12	13	14
11.	Participation in conference organisation	3	12	14	8	9	7

More detailed information is reflected in CVs of faculty teaching staff members

[1] Eurydice report Modernisation of Higher Education in Europe: Academic Staff - 2017

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

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

2.3.7. Provide information on the number of the teaching staff members involved in the

implementation of the relevant study programmes of the study field, as well as the analysis and assessment of the academic, administrative (if applicable) and research workload.

The qualification of the UL academic staff of the study field "History and Philosophy" fully corresponds to the implementation requirements of this field's study programmes. A total of 36 teaching staff members participate in the implementation of study field programmes (see Appendix 22). Of them, 26 are representatives of FHP academic staff: 5 professors, 6 associate professors, 8 assistant professors, 4 lecturers, 3 research assistants. 21 or 80% of the FHP teaching staff involved in the implementation of the study field have a doctoral degree in history and archaeology or philosophy and ethics, the majority of academic staff with a master's degree are young lecturers and research assistants. All FHP employees elected to academic positions are elected in compliance with the procedures specified in the Law on Higher Education Institutions and are elected for a maximum term of 6 years. The 10 teaching staff members recruited from other faculties, universities and institutes include 1 associate professor, 3 assistant professors, 1 lecturer, 3 leading researchers and 1 research assistant, 70% of them have a doctoral degree in the field in which they teach courses.

The national language proficiency of all teaching staff involved in the teaching of the study field programmes complies with the Cabinet of Ministers Regulation No. 733 of 07.07.2009 "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" and to CM regulation No. 157 of 08.03.2022. "Regulations on the required level of state language proficiency and the procedure for checking the compliance", which comes into force on 1 January 2023. The foreign language proficiency of all teaching staff members who are involved in teaching courses taught in English and other official languages of the European Union corresponds to at least the B2 level.

Most of the teaching staff are elected to academic posts half-time (at a workload of 0.5). The involvement of teaching staff in teaching courses depends on the research specialization and study programme requirements of the teaching staff. The part of the workload, which is intended for teaching courses, is quite constant for teaching staff, although every year the programme directors, when specifying the study plan for the next academic year, also decide on the workloads according to the situation. The workloads are planned in cooperation with programme directors, heads of departments and the executive director, and in consultation with the teaching staff members themselves. In addition to the workload of teaching, there is also the part of the workload allocated to research and administrative work. Although research work is a part of any teaching staff member's tasks, this part of the workload is greatly influenced by involvement in specific research projects and can change significantly from year to year. The amount of work of teaching staff is planned in accordance with the decisions arrived at during the discussions of study programme directors, heads of departments and the dean, and registered in accordance with the "Regulations for planning and accounting of academic work" (approved by UL order No. 1/469 of 07.12.2016).

The teaching staff members teaching the programmes are also involved in research projects and actively publish their results. Faculty members of the Department of History and Archaeology have been involved in the activities of three state-organized historical research commissions. They were the Commission of the Historians of Latvia (1998–2019, commission member Prof. E. Jēkabsons, researcher – Assoc. Prof. J. Taurēns), Cross-Border Commission of Historians of Latvia and Russia (J. Taurēns), Scientific Research Commission of the State Security Committee of the Latvian SSR (J.

Taurēns, J. Ķeruss, R. Cerūzis, members of the commission, as well as several students of the faculty's master's and doctoral study programmes). Of all the numerous projects in which study field teaching staff members have participated, international projects should be highlighted. Prof. E. Jēkabsons participated in the Oxford University project "Hunger Draws the Map: Blockade and Food Shortages in Europe, 1914–1922", implemented in 2016–2018. A number of teaching staff and doctoral students implemented a large-scale project funded by the European Economic Area financial instrument and Norwegian financial instrument "Technology transfer in the processing of mineral resources in earlier times" (2015–2017). The projects of the National Research Programme and the Latvian Council of Science (LCS) have been implemented at FHP in the past and are being implemented currently. Prof. E. Jēkabsons headed the LCS project "War and Society in Latvia 1914–1921", implemented in 2018–2020, involved several doctoral students and post-doctoral researchers in carrying out the project. Leading researcher M. Mintaurs participates in the LCS project "A New History of Latvian Literature: The Long 19th Century", which is implemented by the UL Institute of Literature, Folklore and Art. Ē. Jēkabsons and J. Taurēns as leading researchers participated in the UL Institute of Philosophy and Sociology project "History of Latvia: Cultural and Historical Environment and Socio-Political Developments in the Context of the Baltic Sea Region" (2013–2017). The involvement of faculty members representing the area of philosophy and ethics in several projects of the Latvian Council of Science implemented by the UL should be particularly noted. The LCS project "Competing Discourses of Nature in Latvia and Ecological Solidarity as a Consensus Building Strategy" (NATURED) headed by A. Svece (2021–2023) should be especially highlighted. This project involved the researchers R. Bičevskis and I. Gubenko of the Faculty of History and Philosophy, and the researchers of the Faculty of Geography and Earth Sciences – leading researcher A. Zariņa, leading researcher I. Vinogradovs, as well as several doctoral and master's students. In 2021, another LCS project was implemented at the faculty – "Institutum Herderianum Rigense: Herder Institute in Riga as a science network in the European Science Network" (HeInRi), which brought together teaching staff and students representing the areas of philosophy and history. During the reporting period, the teaching staff of the faculty were also involved in several projects of the Latvian Council of Science and the National Research Programme implemented by other structural units of the University of Latvia, including the UL Institute of Philosophy and Sociology, the UL Institute of Literature, Folklore and Art, and the UL Institute of Latvian Language. A. Sauka, a lecturer at the Faculty of History and Philosophy, is implementing the ERAF Postdoctoral research project "Ontogenalogies: Body and Environmental Ethics in Latvia" (2021–2023).

An example of linking the teaching staff of philosophy and history areas is the LCS project "Institutum Herderianum Rigense" (headed by Prof. R. Bičevskis), the results of which are applied in the activities of the Erasmus+ joint project of 8 universities "The Future of Cultural Heritage in Modern Europe" (group of Latvia headed by Prof. R. Bičevskis). The cooperation of the teaching staff of philosophy and history areas is manifested in the Erasmus+ project "Media Practices during the Enlightenment" (group of Latvia headed by Assoc. Prof. A. Levāns) or, for example, in the project "Baltic-German Cultural Relations in the 16th–19th Centuries" (group headed by Prof. R. Bičevskis, Assoc. Prof. A. Levāns).

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

etc.).

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

The aim of academic support is to provide students with information and advice on study issues throughout the entire period of studies. Academic support includes the implementation of the first year of the studies support programme, advice on the study process (the content of the study programme, choice of study courses, legal documents regulating the study process at UL), information on tutorials, counselling and workshops on study skills (notetaking, reading for academic purposes, active listening, exam anxiety, time management, use of libraries and Internet resources).

Academic support in academic matters is managed centrally by the UL Department of Study Service and the responsible persons with the respective faculties: the director of the study programme, study advisor, trustee, mentor, coordinator, academic staff, the UL Student Council and student self-governments at a faculty. Advice on the use of library and Internet resources is provided by the UL Library. The University of Latvia Library provides consultations on the use of the library and Internet resources. Table 8 displays examples of key tasks to be performed by student support units/staff.

Table 8 Examples of key tasks to be performed by student support units/staff

Structural unit/staff	Key responsibilities
Faculty's student self-government	Represents the interests of the students in the administrative structures of the University of Latvia, actively advocates cultivating the academic, social and cultural environment of the faculty in accordance with the interests of the students.
Trustee	Informs students of the current developments in the study process, provides individual support to those students who face difficulties in integrating into the academic environment of UL, initiates adaptation and team-building measures.
Coordinator, study advisor (curator)	Provides study advice, assists in day-to-day issues related to the study process, files study records, advises on the Information System of the University of Latvia (LUIS).
Mentor	A senior student who helps the first-year students adapt to the study environment and share their experiences.
Student Council (SC)	The purpose of the SC is to represent UL students and to advocate their rights and interests. The SC represents the students' interests in academic issues by electing student representatives to the decision-making bodies of the University of Latvia, considering issues related to the study process and its improvement.

Study programme director	Organises and manages the development of a study programme in accordance with the requirements of the specific scientific or economic sector, cooperates with employers and internship sites in matters of study content, evaluates and approves individual study modules and individual study plans, etc.
Study Service Department	Organises the admissions process, advises the staff and students on mobility programmes, study, social and cultural issues, advises and organises career coaching and consultancy. Organises adaptation measures for students provides training for trustees, and mentors, organises cooperation with employers, etc.

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

The Career Centre provides the following services to students:

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

Psychological support is provided by the Study Service Department. A psychologist-consultant provides psychological support to students in solving personal and study issues arising from studies (relationship issues, conflict resolution, emotional difficulties). A psychologist provides individual counselling and telephone counselling.

Special events aimed at integrating domestic and international students are organised in cooperation with the ESN (Erasmus Student Network), thus introducing international students to Latvian culture and traditions and promoting international and domestic student interactions.

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

Methodologists/study coordinators provide the most significant support to students in the FHP administration. FHP has a methodologist/coordinator of studies for history and archaeology study

programmes and a methodologist/coordinator of studies for philosophy and ethics study programmes. The duties of the methodologist/study coordinator include:

- Supervision of student registration, including registration of students of part C (elective) courses;
- Supervision of registering and implementation of study course assessments and final reports/papers;
- Advising students on the study process, including requirements, obligations and other aspects of the study process that affect the successful participation of students therein;
- Organizing the examination session and informing students about it;
- Drawing up a lesson plan and informing students about it;
- Communication with students;
- Working with student documentation;

FHP students highly appreciate the work of the methodologist/coordinator of studies, this is confirmed by the assessment that the students give to this work in surveys, consistently giving it 6.8–7 points out of 7.

FHP student self-government provides extensive support to students. The students of various programmes, study levels and branches are involved in this representation. FHP self-government elections are held every year when the head of the student self-government is elected. 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. Student representatives have been actively involved in the evaluation and planning of the study programmes in the study field, as well as in the development of the faculty's strategy. Representatives of the self-government participate in the national monthly and one-time scholarship awarding meetings. The student self-government organizes an introductory week for 1st-year students of both bachelor's study programmes. The self-government organizes winter, spring and graduation balls (when not prevented by the epidemiological situation), board game evenings, participation in UL cultural and sports initiatives, students' academic readings and discussions, as well as archaeology and cultural history visiting seminars. Students have repeatedly organized International Philosophy Day events at UL and outside.

2.4. Scientific Research and Artistic Creation

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

The teaching staff involved in the study field mostly conduct research in two areas – the area of historical and archaeological sciences and the area of philosophical and ethical sciences. FHP's research areas fully comply with the study field goals and study programmes offered by UL and FHP.

There are several major research directions in the Department of History and Archaeology of the UL FHP: 1) the 20th century history of Latvia, which includes the research of political processes, military

developments, ethnic relations, and cultural development, focusing attention on the tradition of parliamentarism and the interaction between democracy, authoritarianism and totalitarianism in Latvia; 2) research of the social and cultural processes of Latvia in the Middle Ages and the modern era in the context of the history of the Baltic Sea region; 3) research of archaeological sites of various periods of Latvian history, especially the evidence of the Viking Age and the post-medieval period; 4) research of the development of historical thought from the Middle Ages to the present day in the Baltic area and the historiography of Latvian history. Notably, the history of the 20th century (the history of the Republic of Latvia in the interwar period, the Second World War in Latvia, and the history of the Soviet occupation regime) is a priority of the national history and memory policy and constantly remains in the focus of public interest, as evidenced by, for example, the commissions of historians formed by the state administration (Commission of Historians in Latvia and Commission for Research of State Security Committee). The aforementioned directions correspond to the research interests of the teaching staff of the programme and the offer of study courses. Simultaneously, FHP is the only place in Latvia implementing research on particular topics of general history, as well as in auxiliary branches of history, especially in heraldry and numismatics.

The Department of Philosophy and Ethics of UL FHP has defined its priority research interests and directions, which are coordinated with priorities at the global, European, and national levels: 1) Ethics and aesthetics of existence (theoretical and applied ethics, the art of living, identity and difference in social and political philosophy, traditions and perspectives of liberal and conservative ideas, theories of power, cultural psychoanalysis, philosophy of contemporary art), 2) Integrative biophilosophy (philosophical anthropology, biopolitics, bioethics, philosophy of technology, environmental humanities, discourses of nature, transformations of the concept of life), 3) History of Western philosophy and the intellectual history of the Baltic region (ancient philosophy, ideas of the Enlightenment, the era of German idealism, phenomenology, philosophy of culture and history of the 20th century, theories of cultural memory, philosophy of cultural heritage). These priorities are reflected both in the research work of teaching staff and in the offer of study courses.

In the development plan for the study field "History and Philosophy" 2022–2027, one of the development directions is ensuring the excellence of science. It envisages two tasks – to promote the development of a research environment oriented toward excellence, creativity, openness, and internal and international cooperation, and to promote the internationalization of the study process and research.

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

Linking research and studies is one of the tasks of modern education and the goals of the study field "History and Philosophy", which corresponds to the second strategic goal formulated in the UL Strategy 2021–2027 "A unique study offer and high competitiveness of graduates" with the corresponding result "Studies based on research and practice".

Linking scientific research with the study process is mainly implemented through six approaches:

- Study field teaching staff create study courses based on research activity. The offer of such courses is particularly important in master and doctoral study programmes. The study plans for the next accreditation period envisage courses at all study levels taught by several

teaching staff members in collaboration. This creates an opportunity to orient part of the courses to the priority research directions of UL, faculties, and departments.

- The result of the research activity of the teaching staff – publications – is a useful tool for students in the learning process.
- Doctoral students are involved in teaching courses according to their research specialization.
- Students can choose to prepare course papers, bachelor's, master and doctoral theses in research sectors in which FHP has specialists and thus participate in the development of certain research topics at FHP.
- Students have the opportunity to participate in research projects headed by the study field teaching staff members and other research initiatives. First of all, this applies to doctoral students, however, some master's and bachelor's level students are also involved in research projects.
- Students and teaching staff participate in scientific conferences, where they can explore the current research issues and present the results of their own research, already developed during their studies. This can especially be said about the conferences and seminars organized by UL and FHP, whose organizational principles often envisage the cooperation of teaching staff and students, especially doctoral students, rather than strict separation of these groups.

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

The most intensive and regular international cooperation at FHP takes place with the University of Tartu, University of Vilnius, University of Tallinn, University of Kaunas, University of Rostock, University of Greifswald, University of Toruń, University of Stockholm, University of Oslo, University of Mainz, Charles University of Prague, Freud University of Vienna, University of Tübingen, Heidelberg University, Herder Institute in Marburg.

The periodical collection of scientific articles "Forschungen zur baltischen Geschichte", jointly published with the University of Tartu, should be noted as a particularly valuable result of international scientific cooperation, which clearly demonstrates high standards of scientific publications for students. Within the framework of academic staff cooperation, there has been an exchange of academic staff with Ankara University (Turkey), Charles University of Prague (Czech Republic), Warsaw Institute of Oriental Studies (Poland), and Lviv University (Ukraine) – guest lecturers from the University of Latvia read lectures at the aforementioned universities. This list can be further expanded with the University of Veliko Tarnovo in Bulgaria and the Linnaeus University in Sweden. Archaeologists of UL FHP and other universities of the Baltic states (Tartu, Vilnius, and Helsinki) cooperate in preparing regular conferences and publication of the periodical "Interarchaeologia". During the execution of the agreement with the Embassy of the Republic of Latvia in the Republic of Turkey on the study of the history of relations between the two countries and the publication of the study, cooperation with the researchers of Ankara University has commenced with the support of the embassy.

FHP has participated in two Erasmus+ projects, which included a wide network of cooperation and diverse research and study activities: strategic higher education partnership framework project of 4 universities (Potsdam, Riga, Tartu, and Bordeaux) "Media Practices during the Enlightenment" (2016–2019, Latvian group is headed by Assoc. Prof. A. Levāns) and 8 universities (Potsdam, Krakow, Athens, Bologna, Riga, Copenhagen, Luxembourg) joint project "The Future of Cultural Heritage in Modern Europe" (2020–2021, (group of Latvia headed by Prof. R. Bičevskis).

Regular internships and cooperation with universities and institutes of other countries take place within the doctoral programme. Students in the doctoral study programme "Philosophy" traditionally participate in scientific seminars organized in cooperation with Western European universities: following the previous academic year's example of cooperation in this field with the University Paris-Est Créteil, during the reporting period doctoral students in philosophy participated in the scientific seminar "Vienna-Riga, Current Affairs in Philosophy 2016" organized in cooperation with the Sigmund Freud University Vienna.

In such seminars, all participants contribute their reports, discuss research topics with students of the host university, benefit from contact with the teaching staff of foreign universities. In the framework of bachelor's and master's studies in history, in cooperation with twinning universities, visiting seminars are regularly held (the implementation of which was interrupted by the pandemic situation, however, it is planned to continue this practice): in the academic year 2016/2017, continuing the experience of visiting seminars to Lithuania, Estonia, Poland, Germany, Russia, Ukraine, a visiting seminar for students of bachelor's and master's programmes specializing in cultural heritage was organised with the Balkans n (23.08.–30.08.2016) and Lithuania (01.05.06.2017) as the destinations. An archaeology excursion seminar to North Kurzeme (04.2017) was organised in cooperation with the Ventspils Museum. During the pandemic, this practice subsided, however, it is planned to restore it as the general epidemiological situation improves.

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

Study field teaching staff of history research the history of the church and education of Latvia in modern times (Prof. Gvido Straube), the history of Latvian regions, the military and political history of Latvia and the history of Latvian minorities (Prof. Ēriks Jēkabsons), the political and cultural history of the Baltic Sea region in early modern times, historiography of early modern times (Assoc. Prof. Valda Kļava), the political and cultural history of ethnic minorities in Latvia in recent times (Assoc. Prof. Raimonds Cerūzis), the history and historiography of Latvia's modern foreign policy, the historiography of contemporary international relations, the history of Latvia in the 20th century (Assoc. Prof. Jānis Taurēns), the political and economic history, as well cultural history of Latvia in the interwar period (Prof. Aivars Stranga), history of the Soviet occupation period of Latvia and historiography of the Soviet occupation period history (Assistant Prof. Jānis Ķeruss), the history of the preservation of material cultural heritage, the history of development of historical methodology, and the history of historiography (Assistant Prof. Mārtiņš Minaturs). Other research directions include the history of the ancient world, the cultural history of ancient Rome and Greece, the historiography of ancient history (Prof. Harijs Tumans), the political and church history of the Middle Ages, the history of the culture of texts, images and cultural memory (Assoc. Prof. Andris Levāns),

the modern history, the historiography of US political culture and ethnic history, the historiography of the history of European and US cities (Assoc. Prof. Lilita Zemīte).

Several representatives of the teaching staff specialize in theoretical archaeology, social archaeology, as well as research archaeological sources and heritage, organizing and managing archaeological research in various archaeological sites of different eras (Assoc. Prof. Armands Vijups; Assoc. Prof. Andris Šnē; lecturer Elīna Guščika).

During the reporting period, teaching staff of the philosophy and ethics area of the study field conducted research in the history of philosophy (Prof. Raivis Bičevskis, lecturer Elvīra Šimfa, lecturer Edgars Narkēvičs, research assistant Krišjānis Lācis), theoretical and applied ethics, philosophy of the art of living, psychoanalytic anthropology (Prof. Igors Shuvajevs), aesthetics and semiotics (leading researcher Māra Rubene, Assistant Prof. Igors Gubenko, research assistant Toms Stepiņš), logic, philosophy of science, epistemology, philosophy of language (Assistant Prof. Vsevolods Kačans, Assistant Prof. Līva Rotkale, research assistant Reinis Vilciņš), history of ideas in Latvia and philosophy of culture (Assistant Prof. Aija Priedīte-Kleinhofa), phenomenology, hermeneutics, human rights philosophy, identity studies, theoretical and applied ethics, feminist philosophy (Prof. Maija Kūle), biophilosophy, social philosophy and ethics (Assistant Prof. Artis Svece, lecturer Anne Sauka).

All of the aforementioned members of the academic staff regularly participate in scientific conferences in Latvia and abroad, contribute to the organization thereof, and publish scientific articles in international peer-reviewed publications.

 Table 9. Scientific and applied research activities corresponding to the study field, 2015–2021.

No.	Criteria/year	2016	2017	2018	2019	2020	2021
1.	International scientific publications indexed in international level scientific databases *Scopus, Web of Science*	3	3	5	8	13	11
2	International scientific publications indexed in international level scientific databases *Erih+* and *Ebsco*	13	17	11	3	8	0
3.	Scientific publications that are not indexed in international scientific databases	92	55	107	145	130	96
4.	Participation in international scientific conferences with a report	46	60	67	75	35	46
5.	Participation in national level scientific conferences with a report	14	18	13	5	5	2
6.	Participation in international research projects (number of projects)	2	2	1	1	1	1

| 7. | Participation in national-scale research projects (number of projects) | 4 | 3 | 3 | 4 | 5 | 7 |

More detailed information is reflected in CVs of faculty teaching staff members

2.4.5. Specify how the involvement of the students in scientific research and/ or applied research and/or artistic creation activities is promoted. Provide the assessment and description of the involvement of the students of all-level study programmes in the relevant study field in scientific research and/ or applied research and/or artistic creation activities by giving examples of the opportunities offered to and used by the students.

Student involvement in research is implemented indirectly and directly.

First of all, students become acquainted indirectly with the research work of study field teachers, which is reflected in the topics and content of the study courses offered by them. Elective courses linked to research projects and FHP's overall research activity are being increasingly incorporated into the programme. This trend will certainly increase even more in the near future, as priority research topics are specified at the level of departments, faculties and UL. It must be said that students of all levels are interested in the research conducted by the teaching staff members, not only in the acquisition of knowledge, and they appreciate the aspect of topicality and practical application of knowledge therein.

The learning process of the students provides for the research activity of the students in the course of developing their bachelor's, master's and doctor's theses. Students develop theses on original, often previously unstudied topics, especially in connection with the identification of new archival materials or results of archaeological research, or problems and authors that have not previously been explored in the Latvian environment of philosophical research. A necessary condition for the defence of a doctoral dissertation is a contribution to research, as well as original conclusions and research results. Also at the bachelor's and master's levels, students are invited to become involved in research, including taking part in conferences designated for students, as well as a wider range of participants. In 2019, the first scientific conference of all UL students "Homo et" was held, and FHP students also took an active part in the organization and conduct of this conference. Doctoral students of the faculty organize particular, specialised sections at the UL international scientific conference. Several Scientific Conferences of Young Historians have been held in Valmiera, yielding publications (UL students and graduates make up the largest number of participants in these conferences).

Students are also involved in research projects. Here, however, the most extensive involvement concerns the doctoral students. For example, the Erasmus+ project "Media Practices during the Enlightenment" or the LCS-funded project "Competing Discourses of Nature in Latvia and Ecological Solidarity as a Consensus Building Strategy", involve FHP doctoral students. Currently, one student of the master's study programme "Philosophy" and one student of the bachelor's study programme "Philosophy" is also involved in the projects of the UL Institute of Philosophy and Sociology, while the students of all levels of study programmes who are interested in the archaeology-related research participate in archaeological fieldwork. Additionally, doctoral students have often already obtained the right to conduct archaeological research.

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

During the accreditation period, the most significant innovations in the operation of the study field have been related to the study process. During this period, the study process has obviously turned in the direction of a student-centred approach, which includes both a more pronounced emphasis on practical skills, a greater role of students in creating the content of study programmes, and the development of more diverse forms of study, as well as the advancement of the digital environment.

While preserving the basis of humanities education in the studies and the study forms characteristic to this area – lecture and seminar, the teaching staff uses the diverse possibilities offered by these general forms. Lectures regularly include the aspect of interactivity, which is made possible by small groups of students in FHP, and a large part of them are problem-oriented, accordingly, their purpose is not only to transfer information and knowledge but to actively involve students in the study process. People from other research institutions are involved in the teaching of individual lectures. A very diverse form of study is a seminar, which includes a joint discussion of texts, group work, presentations, including the presentations, debates and speeches prepared independently before classes, – individually and in groups. In both areas, a field trip is used as a study form, however, this is more characteristic of history and archaeology studies.

During the accreditation period, the convergence of study programmes also increased significantly, introducing courses that students of both programmes acquire together (for example, "Cultural Theories and Practices" in the master's study programmes "Philosophy" and "History"), or the courses or parts thereof, which have been designed for one speciality are offered to the students of other specialities (for example, "Cultural Heritage: History and Topical Issues" in the philosophy bachelor's study programme), also internship courses, which were initially offered only to students of the bachelor's programme "History" ("Practical Work in Archives", "Practical Work at the Museum"), were included in the bachelor's study programme "Philosophy" during the accreditation period and engendered a sufficiently large interest of students, and also helped to prepare for the inclusion of mandatory internship in the next accreditation period.

A less successful endeavour was the attempt to combine the introductory course in bachelor's studies for students of programmes "History" and "Philosophy" ("Introduction to Studies and Research: History and Philosophy"), because, although it gave a better idea of the specific characteristics of these related sciences, the methodological approaches, which are the main goal of this course, in both areas significantly differ, and for the new accreditation period, separate courses are planned for students of each branch.

Although e-studies did exist in the earlier periods, their role in the study process has been incomparably greater than it was during the previous accreditation periods. This process was clearly driven by the Covid-19 pandemic, but an important factor was the common UL policy, which was directed towards the development of e-studies and also the fact that over time the teaching staff members had acquired the skills to work with the "Moodle" environment and experience in the digital environment, and thus e-courses do not have to be prepared from scratch, but instead –

improved. Materials, including lecture presentations, seminar assignments and texts, and assessment books, are available for all courses in the e-study environment. As needed, teachers and students can switch to the remote form of studies using the "MS Teams" platform.

Innovations in the content-related offer of the study field are best reflected in the study plans for the next accreditation period. The greatest transformations have taken place in the plans of the bachelor's study programme "History and Archaeology", – the previous structure of study plans in this programme has been abandoned – the previous structure involved the emphasis on the chronological study of history from prehistory which was acquired in the 1st semester of the study year 1 to contemporary history in the last study year. In the study process, the chronological aspect has by no means disappeared, but it has been incorporated into the new elective courses, which are dedicated to diverse problem-oriented topics and methodological approaches. Furthermore, in the first year of study, in addition to the basics of scientific research, students acquire the most relevant and important characteristics and processes in different historical eras in a series of courses (General History I–V). The need for such study course planning is also determined by the changes in pupils' knowledge and skills acquisition as a result of the general educational content reform (School2030), which means that new students, as they commence their studies, will need to obtain a consistent, unified, academically profound and thematically general overview of development in the history of the world and Latvia. In the study programmes of history and archaeology, a greater emphasis is placed on archaeology, which corresponds to the classification of sciences and research areas, and also upon the changes in study programme titles. At all study levels and study programmes, a greater focus is placed on the acquisition of practical skills. Changes have been made in doctoral study programmes, considering the more extensive offer of study courses and an emphasis on the development of professional skills.

Work has commenced to ensure greater involvement of the study field in lifelong learning by organizing professional competence advancement courses for teachers in history and philosophy in 2021 and 2022.

Innovations in the work organization are mostly related to changes in the overall organization of UL. The field programme councils have been replaced by study field councils. Many aspects related to the content of study courses and provision of learning outcomes in the study process, improvement of the quality assurance system and implementation in practice have been revised and systematized.

2.5. Cooperation and Internationalisation

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

Cooperation of study field "History and Philosophy" with institutions of Latvia takes place in various

forms, which include the cooperation formalized in contracts and collaboration within the framework of various activities. The choice of cooperation partners is determined by several 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. Clearly, the basis of long-term cooperation is also formed by the positive experience of this cooperation.

Cooperation with Latvian institutions takes place mainly in three strategic areas: provision of the study process, provision of the research process and investment in society.

Cooperation in the study process is formed in such a way as to promote the 3rd task of the study direction ("advance research-based studies focusing on academic excellence, diversity of study methods and interdisciplinarity ", according to which the involvement of other institutions in the study process allows attracting high-level specialists who are not UL teaching staff , allows to diversify the study process, demonstrating to students the practical use of knowledge and skills, as well as promotes understanding in students of the role of industries outside the UL and the position of the academic studies among other industries and socially significant practices) and task 4 ("strengthen widely applicable skills and competence, to expand the involvement of graduates and representatives of the research area in programme development", according to which cooperation with external partners of both study practices and the study process allows students to strengthen their understanding of the application of academic knowledge outside of studies at the UL, as well as ensures the connection of the study process with the needs of the labor market). Cooperation, ensuring the research process is focused on the realization of the 1st task of the study direction ("promote the development of a research environment focused on excellence, creativity, openness, internal and international cooperation ", especially here, research cooperation with strategic partners is important). Cooperation is important for the investment in society to achieve the 7th task of the field of study ("promote the transfer of academic knowledge to society, the active involvement of academic staff and students in solving socially important problems and popularizing the research results of the field").

Provision of the study process

Cooperation with Latvian institutions takes place both when planning the study process and during the study process itself. While evaluating the SWOT of the study field and drafting the study plan for the next accreditation period, several meetings of academic staff and representatives of employers were organized, and the employers were also interviewed.

In the planning of the study process, cooperation with the Faculty of Humanities of Daugavpils University, the cooperation partner in establishing the joint doctoral study programme "History and Archaeology", which is being implemented starting from the academic year 2021/2022, should be highlighted. By creating a joint study program, the strengths of the doctoral study programmes in the history of UL and DU were combined, enabling and expanding the provision of high-level studies in the field of history and archaeology, and the related sub-fields, while consolidating the academic and pedagogical resources of history studies in Latvia. The new programme corresponds to the category "History and Archaeology" defined in the science classification, further strengthening the opportunity to specialize in archaeology (see the accreditation report of the corresponding doctoral study programme for details, especially sections 3.1 and 3.2).

To ensure the study process, the most widespread form of cooperation concerns the provision of internship opportunities. Internships exist as a mandatory part of studies in the bachelor's study programme "History" (in the next accreditation period – "History and Archaeology") and, starting with the next accreditation period, also in the bachelor's study programme "Philosophy". The provision of internship placements and the organization of internships are under the supervision of

internship supervisors and work supervisors (in greater detail, see the respective bachelor's programmes reports, sections 3.2.4).

In the bachelor's study programme "History", an internship has been part of the programme throughout the accreditation period. Corresponding cooperation has been implemented with those institutions that are interested in offering such internship opportunities. Internships are offered to students in archaeological excavations, archives and museums. Accordingly, FHP has signed cooperation agreements with several of Latvia's key 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. Taking into account the specifics of archaeological fieldwork, archaeological excavations are organized by the teaching staff of the faculty for internship purposes, in recent years close cooperation in research has been established with the Grobiņa district, with which the nomination of the Grobiņa archaeological complex for the UNESCO World Heritage List was also developed.

The bachelor's study programme "Philosophy" will acquire an internship as a mandatory requirement only in the next accreditation period, and the internship regulations provide for wide opportunities for cooperation with various institutions. However, already in this accreditation period, since the acad. year 2016/2017, several new practical courses were included in the programme – "Cultural Media and Philosophical Competences" and "Research in Archives and Philosophy", accordingly, cooperation was established with the literature and philosophy portal "Satori" and its publishers, association "Ascendum", as well as the National Archives of Latvia. As of the academic year 2019/2020, the bachelor's programme "Philosophy" includes the practical course "Text Editing and Philosophical Competences", where the students had the opportunity to have an internship at the publishing house "Jānis Roze". Admittedly, difficulties are caused by the fact that a large part of culture media and publishing houses in Latvia is very small and their work is conducted quite informally, which sometimes means that there is not even a permanent editorial staff. Consequently, their opportunities to accept interns are quite limited, although the interest is present. Therefore, a broader understanding of internship in comparison to that which is found in practical courses will to some extent ease the question of how to provide internships for philosophy students.

Provision of the research process

Cooperation with the UL Institute of Latvian History and the UL Institute of Philosophy and Sociology certainly form a part of the collaboration in ensuring the research process. Several representatives of study field teaching staff also work part-time in institutes (in 2022, among the teaching staff elected to FHP there are 3 UL ILH and 3 UL IPS employees), and institute employees teach courses at UL FHP (this number is variable, the study plan for the next accreditation stage foresees the involvement of employees of both institutes, who are not FHP employees, in teaching study field courses – one represents UL ILH, while four come from UL IPS). Study field teaching staff members and students participate in institute-led projects. Researchers of the institute have managed bachelor's, master's and doctor's theses according to their scientific specialization.

During the accreditation period, cooperation with two partners – the National Archives of Latvia and the National Library of Latvia – has been expanded. These two institutions have become strategic cooperation partners of FHP, which includes diverse cooperation, which is not limited to offering study internships. This cooperation has actually existed for many years (for example, cooperation with the National Library of Latvia in the project "The Future of Cultural Heritage in Modern Europe" (2020–2021), and is currently formalized.

Cooperation with Latvian institutions in the field of research is extensive, although it does not

always involve an agreement between FHP and the specific institution. For example, the leading researcher M. Mintaurs participates in the LCS project "A New History of Latvian Literature: The Long 19th Century", which is implemented by the UL Institute of Literature, Folklore and Art. Assoc. Prof. J. Taurēns and Assistant Prof. J. Ķeruss participate in the work of the Scientific Research Commission of the State Security Committee of the Latvian SSR. Ē. Jēkabsons and J. Taurēns as leading researchers participated in the project of the UL Institute of Philosophy and Sociology "History of Latvia: Cultural and Historical Environment and Socio-Political Developments in the Context of the Baltic Sea Region" (2013–2017).

Investment in society

The study field "History and Philosophy" is actively represented in public discussions and the opinions of its specialists are often reflected in public media. The overview of popular-science-related activity for the accreditation period shows 300 units, which include popular science articles in magazines, electronic media, interviews on television and radio, and popular science lectures. By no means the list of these activities is exhaustive. Many faculty members are recognised as experts in public media and their opinions are heard regularly. The high-quality entries in the Latvian National Encyclopedia, which is available free of charge online and in which many pages dedicated to history and philosophy have been developed and edited by FHP teaching staff and doctoral students, play an increasingly important role in the education of the public. Study field teaching staff are actively involved in academic organizations, and various types of socially significant commissions (for example, Assoc. Prof. A. Levāns and Assoc. Prof. A. Vijups – in National Heraldry Commission or Assistant Prof. I. Gubenko – in Purvītis Award Commission), as well as in non-governmental organizations (for example, Assistant Prof. A. Svece is on the board of DOTS Foundation for an Open Society, A. Šnē and M. Mintaurs – in the association "ICOMOS Latvia".

The selection of cooperation partners is coordinated through the cooperation of the teachers of study courses, including internships, heads of research projects, program directors and management of the study direction and faculty. Contracts are concluded by the VFF dean in accordance with the internal procedures of the LU.

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

International cooperation is implemented according to the 1st and 2nd tasks of the study direction for the next accreditation period. Task 1 envisages the " development of a research environment focused on excellence, creativity, openness, internal and international cooperation", task 2 requires promoting "internationalization of the study process and research".

One of the most important forms of cooperation with foreign institutions is the European Union mobility programme Erasmus+. Overall, in the study field, 43 cooperation agreements were

concluded with universities of EU and European Free Trade Association countries during the academic year 2020/2021. In 2022, agreements for the Erasmus+ cycle are undergoing the renewal process. As a consequence, some agreements will not be renewed due to the lack of active cooperation, so the number of these agreements is expected to decrease to about 30, however, in 2024/2025 it is expected that the number of agreements will return to the previous level, as new collaborations are formed regularly.

Erasmus+ contracts mostly provide for the exchange of students, as well as teaching staff members. The universities with which agreements are concluded are found and selected in different ways. Some agreements are based on the cooperation and contacts of teaching staff, while other agreements are formed within the framework of cooperation projects or as a result of them, sometimes agreements are concluded on the initiative of students. Such examples include the contract with the University of Rijeka in Croatia or the University of Helsinki in Finland, with which the agreement was renewed after an intermission of several years, following the initiative of a student. Sometimes students express their aspiration to go on exchange to particular universities, for example, in France or Greece, but the approached universities have not shown interest. There is a great demand among students for universities offering studies in English at the bachelor's level, however, there are not very many such universities among those with which agreements have been concluded. For instance, the study field has many contracts with excellent German universities, however, to fully study there at the bachelor's level, German language proficiency is required, and the students frequently lack this proficiency at a sufficiently high level. On the other hand, in Scandinavian universities, the Erasmus+ scholarship is basically insufficient for students to cover living costs during the exchange semester, which generally explains why a large number of students prefer the world-renowned Eastern European universities, especially in Poland and the Czech Republic.

During the accreditation period, FHP teaching staff members and students have participated in Erasmus+ projects. The strategic university partnership framework project "Media Practices during the Enlightenment" involved 4 universities (Potsdam, Riga, Tartu, and Bordeaux) of the Erasmus+ programme (2016–2019, head of the Latvian group Assoc. Prof. A. Levāns) and 8 Erasmus+ universities (Potsdam, Krakow, Athens, Bologna, Riga, Copenhagen, Luxembourg) implemented the joint project "The Future of Cultural Heritage in Modern Europe" (2020–2021, group of Latvia headed by Prof. R. Bičevskis). The projects included teaching staff members exchange and summer school for students, as well as other scientific activities. The National Library of Latvia is also a cooperation partner in this project.

The Department of History and Archaeology has had successful cooperation with the University of Rostock in the field of research and pedagogy within the framework of the mutual cooperation agreement between the universities, especially the mutual exchange of guest lecturers. UL participation in the alliance of 7 European universities, which is the basis of the Horizon 2020 project FORTHEM (Fostering Outreach within European Regions, Transnational Higher Education and Mobility), 2019–2025. In this project, particularly successful has been the cooperation with the University of Mainz, which is a long-standing collaboration partner of both historians and philosophers even before the FORTHEM project. Although the goals of the FORTHEM project are much broader than student exchange, at least one FHP student has used the opportunity to go on exchange to one of the cooperating universities (University of Jyväskylä). For a long time, UL has also been involved in the international network "Dialogues with the Past" intended for Nordic archaeology doctoral students (it is provided with the support of "Nordplus"), which has enabled a number of doctoral students to participate in intensive training courses on various current research topics in contemporary archaeology, as well as academic writing and project development. In the framework of SO 8.2.2 project "Renewal and Competence Development of Academic Staff at the

University of Latvia", FHP for a semester in 2020 and 2021 welcomed the visiting professor from the University of Melbourne, Professor J. T. Ozoliņš, and visiting professor of the University of California, Berkeley, and senior researcher of the University of Oxford, Y. Slezkine.

Furthermore, in the period from 2008 to 2018, the BalPhiN – Baltic Philosophy Network – uniting 8 Baltic and Nordic universities (Helsinki, Tartu, Tallinn, Reykjavík, Riga, Kaunas (Vytautas Magnus University), Vilnius (Vytautas Magnus University Education Academy, European Humanities University) operated actively and organized Nordplus-funded summer schools and seminars. Initially, the network was headed by the University of Helsinki, which was succeeded by the University of Tartu. The courses were recognized by UL and the students received the corresponding CPs. Within the project, there was also an attempt to create a programme in which students from all member states would receive the same certificate, but unfortunately, due to the different requirements of the universities, this idea failed. In any case, during the implementation period of the project, every year at least two students of the master's study programme "Philosophy" benefitted from the opportunity to attend excellent lectures on topics related to the overall theme of the seminars "Practical Philosophy – Theories of Good Society", and to meet and work together with other philosophy master's students from the region.

The selection of cooperation partners is coordinated through the cooperation of the teachers of study courses, including internships, heads of research projects, international coordinator for the faculty, program directors and management of the study direction and faculty. Contracts are concluded by the VFF dean in accordance with the internal procedures of the LU.

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

Attracting foreign students to study field programmes mostly takes place within the Erasmus+ programme. Admittedly, the exchange clearly works in favour of outgoing students.

Regarding outgoing students, the interest of FHP students in study opportunities in exchange programmes is relatively variable, no clear trends have been perceived, ambiguity was further increased by the Covid-19 pandemic. Students in bachelor's degree study programmes mostly go on study mobility. Internship mobility is mostly offered to master and doctoral students who use it to work in libraries and archives, learn about archaeological methods or participate in archaeological excavations. The underutilized potential is the students in master's and doctoral study programmes, because study and internship mobility can provide them with more targeted assistance in the development of research interests. It is possible that their participation in mobility programmes is influenced by the fact that a large number of them hold a salaried job in parallel with their studies, which limits the possibility of spending a semester or more at another university.

The interest of incoming students in studies within the study field "History and Philosophy" is increasing, especially regarding the bachelor's and master's programmes "History and Archaeology". However, there are significant limitations that prevent this internationalization sphere from being fully developed. First of all, FHP cannot provide courses taught in English in the amount of 20 CP or 30 ECTS, which the exchange student needs according to the requirements of the Erasmus+ mobility programme. In the next accreditation period, it is planned to increase the

number of courses taught in English and other languages of the European Union, ensuring that courses in the amount of at least 2 CP are available to students in bachelor's studies and in the amount of 4 CP in the master's studies, but this is not enough to successfully attract students from other countries. Evaluation of bachelor's programmes in history and philosophy conducted by "PricewaterhouseCoopers" in 2020 indicates that both bachelor's programmes have the potential to be transformed into programmes that could be interesting for students from other EU countries, however, "due to limited resources, it is not possible to duplicate study courses in English, therefore the possibility of attracting foreign students is extremely low". In principle, this also applies to courses offered to Erasmus+ students. Currently, exchange students are offered to work individually with the lecturers of particular courses, thus enabling them to acquire and pass courses in the amount of 20 CP in the form of consultations, but not all students find it sufficiently tempting. Some of them also choose courses in other faculties, for example, learning Latvian and Russian. It does not follow from the above description of the situation that it would not be possible to increase the number of international students, only that it is hardly practically possible at the moment to do so by mechanically increasing the number of courses taught in English. Rather, the inclusion of such courses in the programme should be related to the development of research, including the promotion of international cooperation aspects of research in the department, as it is also provided for in the study field development plan, and then the number of courses taught in English and the interest of students from other countries could grow organically. Also, in the future, it is worth considering digitally created and mostly remotely taught courses in English to be included in study programmes, which could be attractive to a wider audience of foreign students and the public.

The mobility of teaching staff should also be evaluated accordingly. The number of guest speakers has clearly increased. During the accreditation period, 52 guest lectures were held. If in 2015 there were 3 guest lectures at FHP, then in 2019 there were already 12, although only 2 of them were part of the Erasmus+ lecturer mobility programme. The initiated work on developing the exchange of guest lecturers was significantly affected by the Covid-19 pandemic, but the study field development plan envisages increasing this form of cooperation, especially by linking guest lectures with research and study project activities. The opportunities offered by the Erasmus+ program have certainly not been sufficiently used in the mobility of lecturers, partly also because at least some lecturers consider its requirements too restrictive. In this case too, it must be said that a mechanical increase in guest lectures by guest lecturers and FHP lecturers is hardly an advisable solution, rather, the development of international scientific and research activity as a whole should be developed. However, even such a small amount of lecturer mobility is beneficial, allowing to maintain contacts and create new links, exchange ideas about research institutions and current events, as well as acquire the experience of organizing academic work and study process in other universities, adopting or adapting various innovations from them.

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

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

The recommendations given in the previous study field assessment period have been implemented. They have contributed to study field goals, far-reaching evaluation of results and quality control. Academic staff's understanding of the importance of international cooperation, publications in international peer-reviewed journals and related activity in research projects in the growth of research and teaching work, as well as in personal professional career has significantly increased. At the same time, it must be recognized that many of the recommendations are long-term recommendations, and they have also been incorporated into the study field development plan for the next period, and there is certainly much more to be achieved here. A particular problem is represented by a large number of students dropping out, for which objective causes have also been determined, including the Covid-19 crisis. At the same time, during the development of the new study plans, there have been extensive discussions among all parties involved, deliberating on how to create programmes that would ensure that students get involved and continue their education. The further development of the programme will show how effective these transformations have been and also what other changes are required to resolve the said problem.

A detailed description and implementation of expert recommendations for the study field and individual study programmes are provided in the appendix: Performance report on recommendations received during previous accreditation_HPfield.pdf

Table 10. Implementation of expert recommendations for the study field included in the previous accreditation report

No.	Expert recommendation	Implementation
1.	As the only institution in Latvia that offers philosophy degrees, UL is encouraged to expand the range of topics by including philosophical aspects of science, socio-political and ethical issues and debates, etc. in the programmes (recommendation of study field experts in Latvia). The study programme "Philosophy" is too narrow (assessment by the Ministry of Education and Science).	During the accreditation period, the content of the programme, primarily in part B courses, has significantly expanded. A part of the programme devoted to socio-political issues and ethics has been enhanced, for example, a course such as Filz1074 "Social Philosophy in Practice: Philosophical Analysis of Socio-Political Problems" has been included in the bachelor's programme, taught in the form of a debate. The courses dedicated to aesthetics have been reinforced at both the bachelor's and master's levels, which was the request of the students, currently there are three 3 ECTS courses dedicated to aesthetics in the bachelor's programme, and one 6 ECTS course in the master's study programme. In the master's programme in the acad. year 2014/2015, a series of new courses dedicated to cultural research and cultural philosophy were introduced, including the course Filz5054 "Cultural Theories and Practices", in which philosophy and history programme lecturers collaborate. In general, thematically, the programme encompasses a very wide spectrum of sub-sectors and topics. Also, the programme study plans created for the next accreditation period envisage an extensive and balanced range of topics that cover a large part of the subfields of philosophical science.

2.	Although the academic staff in all three institutions quite actively prepares publications in Latvian, there is a distinct lack of publications in international peer-reviewed journals, the number of publications should be increased (recommendation of study field experts in Latvia). Lack of international academic publications (assessment by the Ministry of Education and Science).	Since 2014, with the support of UL, FHP representative in the editorial board of the publication "Forschungen zur baltischen Geschichte" (preparation of the annual edition, publications of FHP historians and philosophers). In 2015, FHP took over the publication of the scientific journal "Latvijas Vēsture. Jaunie un jaunākie laiki" ("History of Latvia. Modern and Recent") , released under the name "Latvijas Universitātes Žurnāls. Vēsture" ("University of Latvia Journal. History") and modernizing it. In 2016 the journal was included in the Ebsco database. Since 2020, the improvement of the quality of the journal is underway in order to reach Scopus standards. The number of publications in international peer-reviewed publications included in high-citation databases is growing by about 50% every year. Involvement in research projects that contribute to the increase in the number of publications is encouraged. Such projects include, for example, "Technology transfer in the processing of mineral resources in earlier times" (2015–2017), the post-doctoral individual project "Onto-Genealogies: The Body and Environmental Ethics in Latvia" (2021–2023) project (years), "Competing Discourses of Nature in Latvia and Ecological Solidarity as a Consensus Building Strategy" (2021–2023), individual involvement of teaching staff in international projects, international scientific cooperation of teaching staff. Regular publications in German and English in collections of articles published by high-reputation publishers (Böhlau, Aschendorff, Winter Verl., Vandenhoeck&Ruprecht, Brill Schoeningh, etc.) are encouraged.
3.	Students' language skills should be improved, especially at Daugavpils University and Rēzekne HEI, by offering courses in English and by continuing to promote international mobility of students (recommendation of study field experts in Latvia).	The Bachelor of Philosophy and Ethics programme offers at least one course in English each semester. Plans for the new accreditation period envisage the introduction of courses in foreign languages in all programmes.

History studies and education must be developed and supported in both regions (Riga and Latgale) (recommendation of study field experts in Latvia).	Closer cooperation has been developed between teaching staff and researchers working in the field of history sciences of UL and Daugavpils University, thus promoting the joint availability of resources: - the teaching staff of both universities work in a joint Promotion Council; - the teaching staff of the other university are involved in the Council of Professors; - the teaching staff of the other university are involved in the organization of scientific conferences (e.g. annual readings of Daugavpils University) - in 2021, the joint doctoral study programme "History and Archaeology" was licensed.
There is a lack of financial support for teaching staff (assessment by the Ministry of Education and Science).	Applications for national and international projects are prepared every year, however, they are rarely approved. The opportunities offered by UL Development projects have been used regularly. In 2020, the optimization of the study plans was launched, which enabled systematisation of the faculty's budget. In departmental meetings and faculty council, the decisive issues concerning academic positions are viewed in the context of the long-term development perspective of the academic staff and the problems of staff renewal. In 2021–2022, it is reflected in the FHP Development Strategy 2022–2027.

Insufficient library resources (assessment by the Ministry of Education and Science).	The collection of the UL library and the subscribed e-resources in the areas of science represented by FHP grow significantly year on year: - during the accreditation period, essential databases have become available to FHP students and teaching staff members, availability of JSTOR must be particularly highlighted; - in procurement, an increasing emphasis is placed on electronic versions of books that are available to a wider range of users; - improved communication within the faculty regarding the selection of centrally purchased books and subscription databases, procurement is created by increasing the role of programme directors in the selection of publications to be purchased; - the academic staff regularly donates for inclusion in the UL Library collection the publications that they have participated in creating, as well as the volumes gifted by their cooperation partners; - the doctoral programme "History and Archeology" jointly with DU has given a further benefit – the collection of the DU library has also become available to the students of UL.

A decrease in the number of students (assessment by the Ministry of Education and Science).

During the entire accreditation period, there has been active work on student attraction to the research areas and study field programmes:

FHP teaching staff members and students actively participate in the popularization of the history and philosophy research areas by participating in television broadcasts (e.g. TV programme "Tas notika šeit" ("This happened here"), dedicated to the history of regions, "100 g kultūras" ("100 g of culture") and radio programmes (e.g. "Krustpunktā" ("In the Intersection"), "Zināmais nezināmajā" ("Known in the unknown"), by publishing in popular science and journalistic periodicals ("Ilustrētā Pasaules vēsture" ("Illustrated History of the World"), "Rīgas laiks" ("Riga Time"), "Domuzīme" ("Dash")), internet portals ("Delfi", "Satori", "Telos"). Regularly implemented measures to attract students, which include both active participation in events centrally organized by the UL (e.g. "In Student's Shoes", "Open Door Day"), regular classes at the School of Young Historians and the University of Young Philosophers, as well as regular cooperation with schools in organizing Olympiads;

Measures have been taken to attract first-year students, including the creation of the position of first-year student curators, the organization of an introductory week dedicated to the adaptation of the first-year bachelor's students, which is undertaken by the FHP student self-government, a particular focus is upon individual communication, which is reflected by a very high assessment regularly given by the students to the faculty administrative employees and methodologist/coordinator of studies (6.8–7 points out of 7). However, despite the progress in the aforementioned areas of activity, the number of students is constantly decreasing due to the demographic situation, the low prestige of the humanities prevailing in the country, and the relatively average salary observed in the sectors represented by FHP.

At the same time, confirmations are regularly obtained that measures aimed at increasing the number of students are effective, although due to various external factors, they do not produce the anticipated results in absolute numbers.

| It is advisable to increase the number of foreign visiting professors, as well as guest lectures in foreign languages (assessment by the Ministry of Education and Science). | 52 guest lectures have been held during the accreditation period. If in 2015 there were 3 guest lectures at FHP, then in 2019 there were 12. The effort which was commenced with a view to develop the exchange of guest lecturers was significantly affected by the Covid-19 pandemic, nevertheless, the study field development plan envisages increasing this form of cooperation, especially linking guest lectures with research and study project activities. |

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

During the reporting period, a joint doctoral study programme "History and Archeology" implemented together with Daugavpils University was licensed. Since the licensing of the study programme on 07.04.2021, no changes have been made to the programme. The wording of the programme's goal, tasks and results has been clarified editorially.

The expert evaluation of the licensing report yielded several long-term recommendations (https://eplatforma.aika.lv/index.php?r=site%2Fprogram%2Fview&id=2044):

Table 11. Implementation of expert recommendations included in the licensing report

| No. | Expert recommendation | Implementation |

1.	To identify the possibility of attracting financial resources from other sources for the development of the programme.	Attracting resources to the doctoral study program is part of the overall plan to advance the involvement of academic staff and students in research projects. Since the license report, three people have received grants to complete their doctoral work under the auspices of the UL project supported by the European Social Fund "Strengthening the Capacity of the Doctoral Studies of the University of Latvia within the Framework of the New Doctoral Studies Model" (No.8.2.2.0/20/I/006), implemented under the operational programme "Growth and Employment" strategic objective 8.2.2. "To strengthen academic staff of higher education institutions in strategic specialisation areas".

One scientific degree candidate received a scholarship from the Association for the Advancement of Baltic Studies to complete her doctoral dissertation. |
| 2. | It is advisable to consider the possibility of creating a single admission commission. | A unified admission commission is planned to be introduced within two years, but since October 2021, representatives of the University of Latvia and Daugavpils University participate in the council of the Joint Doctoral Study Programme "History and Archeology". |
| 3. | Identify and incorporate into the study programme content an opportunity to specialize and develop doctoral theses in a wider range of auxiliary sectors of the science of history. | Diversification of the programme and increasing academic excellence, including providing the opportunity to specialize in various sub-fields of science, are clearly among the tasks of the programme, the fulfillment of which is a gradual process. Courses focusing on specific sub-fields are already included in the programme content ("Historical theory and historiography in Latvia and Western countries: Connections, interactions and influences", "Historical diplomacy and archaeography"). |

Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)		
List of the governing regulatory enactments and regulations of the higher education institution/ college	List of the main internal normative acts and regulations of the University of Latvia.docx	LU galveno iekšējo normatīvo aktu un regulējumu saraksts.docx
The management structure of the higher education institution/ college	Organizational structure of UL.jpg	LU pārvaldības struktūra.jpeg
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	Development plan of the History and Philosophy study field.pdf	Vēstures un filozofijas studiju virziena attīstības plānas.pdf
The management structure of the study field	Organizational structure of History and Philosophy Study Field.jpeg	Vēstures un filozofijas studiju virziena pārvaldības struktūra.jpeg
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	Agreement on the possibility to continue education in other programs.7z	Vienošanās par iespēju turpināt izglītību citās programmās.7z
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	Refund and Compensation Policy HPfield.7z	Apliecinājums par zaudējumu kompensāciju.7z
Standard sample of study agreement	standart_samples_study_contract.zip	studiju_ligumi_paraugformas.zip
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	Surveys for the study field History and philosophy ed.pdf	Studiju virziena Vēsture un filozofija aptaujas red.pdf
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	The academic staff_HPfield.xlsx	VFvirziena_docētāju saraksts.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	Teaching staff CV_ HPfield.docx	VFvirziena docētāju CV.docx
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	Compliance with knowledge of the national language in the study programmes of the HPfield.7z	Atbilstība_Valsts valodas zināšanām_VF virziena programmās.7z
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)	Compliance with knowledge of English in the study programmes_HPfield.7z	Apliecinājums par angļu valodas zināšanām programmās_VFvirziens.7z
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and / or artistic creation activities corresponding to the study field in the reporting period.	Quantitative data on scientific andor applied research_HPfield.pdf	Kvantitatīvo datu apkopojums par zinātni_VFvirziens.pdf
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	Scientific publications of teaching staff_HPfield.pdf	Macibspeku zinatnisko publikaciju saraksts_VFvirziens.pdf
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	List of cooperation agreements_HPfield.pdf	Sadarbības līgumu saraksts_VFvirziens.pdf
Statistical data on the teaching staff and the students from abroad	International students and teaching staff_HPfield.pdf	Ārvalstu studējošie un mācībspēki_VFvirziens.pdf
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	Outgoing and incoming student mobility_HPfield .pdf	Studējošo izejošā un ienākošā mobilitāte_VFvirziens .pdf
Statistical data on the incoming and outgoing mobility of the teaching staff	Incoming and outgoing mobility of teaching staff_HPfield.pdf	Mācībspēku ienākošā un izejošā mobilitāte_VFvirziens.pdf
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	Performance report on recommendations received during previous accreditation_HPfield.pdf	Izpildes pārskats par saņemtajām rekomendācijām iepriekšējā akreditācijā_VFvirziens.pdf
An application for the evaluation of the study field signed with a secure electronic signature	Application for the Assessment of the Study Direction History and Philosophy.docx	Iesniegums AIC studiju virziena "Vēsture un filozofija" novērtēšanai (A.Svece).edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
The curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		

Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Other annexes

Name of document	Document
VFF studejoso piesaistes un atbiruma samazinasanas plans.pdf	VFF studejoso piesaistes un atbiruma samazinasanas plans.pdf
Student attraction and dropout reduction plan of FHP.pdf	Student attraction and dropout reduction plan of FHP.pdf
Saīsinājumu saraksts.pdf	Saīsinājumu saraksts.pdf
List of abbreviations.pdf	List of abbreviations.pdf
Rezultatīvie rādītāji_VFvirziens.xlsx	Rezultatīvie rādītāji_VFvirziens.xlsx
Quality Management Handbook	Quality Management Handbook_14_10_2022.zip
Kvalitātes vadības rokasgrāmata	Kvalitātes_vadības_rokasgrāmata_14_10_2022.zip
LU Studiju kursu izstrādes un aktualizācijas kārtība	LU_Studiju kursu izstrādes un aktualizacijas kārtība.doc
Procedure for the development and actualization of study courses at the UL	Procedure for the development and actualization of study courses at the UL.doc
Attīstības plāna realizācijas gaita.pdf	Attīstības plāna realizācijas gaita.pdf
Development plan implementation progress.pdf	Development plan implementation progress.pdf
VF sudiju virziena pārejas perioda studiju plāni.7z	VF sudiju virziena pārejas perioda studiju plāni.7z
HP study field transition period study plans.7z	HP study field transition period study plans.7z

Philosophy (51229)

Study field	*History and Philosophy*
ProcedureStudyProgram.Name	*Philosophy*
Education classification code	*51229*
Type of the study programme	*Doctoral study programme*
Name of the study programme director	*Raivis*
Surname of the study programme director	*Bičevskis*
E-mail of the study programme director	*raivis.bicevskis@lu.lv*
Title of the study programme director	*Dr. phil.*
Phone of the study programme director	*+371 26526011*
Goal of the study programme	*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.*
Tasks of the study programme	*1. To provide profound knowledge and understanding of the problems of philosophy and interdisciplinary research, to promote in-depth learning of theories and methodologies of the scientific field, to ensure the achievement of high competence of doctoral students in the chosen field of science. To provide knowledge about the disciplines of philosophy, their mutual interconnection, as well as comprehension of the interaction of philosophy and other fields of science;* *2. To develop and improve the research skills, to promote the learning of the latest theoretical approaches and research methods and their application in practice, enabling doctoral students to attain innovative scientific results in the chosen field of science;* *3. To promote acquiring of the theoretical knowledge and practice of university pedagogy, as well as to develop the pedagogical skills necessary for successful work as a teaching staff after completing the doctorate;* *4. To develop scientific literature analysis and scientific communication skills, to promote the advancement of creative and critical thinking and reasoning abilities and skills for the enrichment of the country's intellectual potential and the development of the scientific field;* *5. To promote the participation of doctoral students with reports at conferences, seminars, doctoral schools, etc.* *6. To provide opportunities for doctoral students to publish the results of research and theoretical insights in recognized peer-reviewed scientific periodicals and scientific periodicals of the research area, paying special attention to publications in an international environment and internationally recognized databases;* *7. To provide an opportunity for students to independently prepare a doctoral thesis and pre-defend it at the Doctoral Study Council, thus confirming high-level knowledge, skills, and competence in philosophy.*

Results of the study programme	Knowledge:
	1. is competent in and understands classical and modern theories and insights of philosophy, and their development;
	2. knows and comprehends at a meta-level the development and use of philosophical methods, as well as apply philosophical methods in research;
	3. is well versed in and comprehends current, topical discussions in philosophy, ethics, and interdisciplinary research areas.
	Skills:
	4. independently evaluates and chooses appropriate methods for research;
	5. contributes to expanding the boundaries of knowledge or giving new understanding of existing knowledge and its application in practice by carrying out original research, at least some of which is at the level of internationally cited publications;
	6. communicates both orally and in writing about the field of philosophy and ethics (his/her chosen sub-field) with wide scientific circles and society in general, as well as independently raises his/her scientific qualification, implements research projects, achieving accomplishments that meet the international criteria of the scientific area, and leads research or development tasks in companies, institutions and organizations where extensive research knowledge and skills are required.
	Competence:
	7. finds solutions to important tasks in the fields of philosophy, ethics, and interdisciplinary research by performing independent and critical analysis, synthesis, and evaluation of various theoretical elements;
	8. independently formulates and critically analyses complex philosophical, ethical, and interdisciplinary problems;
	9. justifies civically responsible decisions in public discussions on issues important to society, as well as contributes to an innovative vision of the problems of the contemporary world.
Final examination upon the completion of the study programme	Doctoral examinations, Doctoral thesis

Study programme forms

Full time studies - 3 years - latvian

Study type and form	Full time studies
Duration in full years	3
Duration in month	0
Language	latvian
Amount (CP)	144
Admission requirements (in English)	Master's degree in humanities, social, educational sciences, natural sciences or equivalent higher education, entrance examination.

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Doctoral Degree of Science Doctor of Science (Ph.D.) in Humanities and the Arts*
Qualification to be obtained (in english)	-

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

The goal, tasks and results of the programme have been specified in accordance with the Cabinet of Ministers Regulation No. 322 of 13.06.2017 "Regulations on the Classification of Latvian Education", SWOT evaluation of study field and programmes, goals of the study field "History and Philosophy", and contemporary education requirements, while maintaining continuity with the relevant parameters in the previous accreditation.

According to the parameters of the study programme, the most significant changes have occurred in three aspects:

First of all, taking into account the emphasis on research within the framework of UL as a research university and the redefinition of research directions in the Department of Philosophy and Ethics, the tasks and results of the doctoral study programme "Philosophy" have a greater emphasis on research, research cooperation in an international context and on the current topics of contemporary philosophy.

Secondly, taking into account the suggestions of the students collected over the years as part of the annual self-evaluation reports, several additional elective (part B) courses have been introduced in the doctoral study programme "Philosophy".

Thirdly, 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, 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 sub-fields". This degree is awarded for the defence of doctoral theses in the field of philosophy, ethics and religious science and in the following subfields: theory of cognition and consciousness (epistemology, gnoseology), logic, history of ideas, ethics, aesthetics and philosophy of art, philosophical anthropology, political philosophy, cultural philosophy, philosophy of religion, philosophy of science, philosophy of history, social philosophy, history of culture and science, history of philosophy, other subfields of philosophy and ethics.

At the time of this report, the amendments had not yet entered into force, so the text indicates the previous degree Doctor of Science (Ph.D) in Philosophy, Ethics and Religion.

3.1.2. Analysis and assessment of the study programme compliance with the study field.

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

The academic doctoral study programme "Philosophy" is included in the study field "History and Philosophy", in which, along with the UL study programmes in History, the study programmes are also provided by the Daugavpils University. The doctoral study programme is an academic study programme which, according to the Cabinet of Ministers Regulation No. 322 of 13.06.2017 "Regulations on the Classification of Latvian Education", has been assigned the code 51224. The title of the awarded degree "Scientific doctoral degree, Doctor of Science (Ph.D.) in Philosophy, Ethics and Religion" corresponds to the title of the study field and the programme code. The admission requirements of the study program are combined with other parameters of the study program: the emphasis of the parameters on research, research cooperation in an international context and on the current discussions of contemporary philosophy is also reflected in the applicants' interest in research and international cooperation that are taken into account by the admission committee.

The goal of the doctoral study programme is "To educate highly competent researchers in the fields of philosophy, ethics and interdisciplinary research, capable of flexible incorporation 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". UL FHP has several decades of experience in organizing and administering doctoral studies in philosophy. Since the restoration of national independence, UL has been implementing a doctoral study programme in philosophy in all subfields of philosophical science (history of philosophy, philosophical anthropology, epistemology, ethics, social and political philosophy, ontology, metaphysics, philosophy of science, philosophy of religion, aesthetics, philosophy of consciousness, logic, cultural philosophy, etc.). Dozens of theses have been defended within the programme (since 2013 – 15); currently (at the turn of 2021/2022) 3 doctoral theses are being prepared for defence on the topics of the history of philosophy, epistemology, political philosophy and aesthetics but in 2022/2023 the degree applicants enrolled in the study program begin to develop research on the changed conditions of technology and political conflicts, political philosophy and the contemporary relevance of ancient philosophy. In Latvia since the beginning of the 1990s, no other higher education institution offers a study programme of this level in the field of philosophy. UL FHP doctoral study programme "Philosophy" will continue to provide excellent and versatile education in philosophy at the doctoral programme level. The field of philosophy is characterised by particular openness to interdisciplinary research, and this aspect should be increasingly realised and promoted in the face of the ethical, technological and scientific challenges of the 21st century. The cooperation with the discipline of history science implemented under the auspices of the study field will strengthen the interdisciplinary, intradisciplinary and international cooperation of doctoral studies in philosophy in the new accreditation period. This cooperation is embedded in the study courses of the programme and the connection of studies with research.

The volume of the three-year programme is 144 CP. The volume and structure of the programme correspond to CM Regulation No. 1001 of 27.12.2005 "The procedure and criteria for awarding a doctoral degree" and UL Senate Decision No. 102 of 24.04.2017 "Regulations on the University of Latvia Study and Continuing Education Programmes". The duration and scope of the studies

correspond to the requirements for obtaining a doctorate degree, taking into account the possibilities of breaks and extensions of studies determined by the state and the University and the involvement of students in research projects.

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

A doctoral study programme in philosophy is especially important at present when modern societies collide with economic, social, scientific and ethical challenges. The doctoral study programme in philosophy is not a mass-oriented education, but instead – an element of consolidation of the intellectual forces of elite society and a field of interdisciplinary research. The aspects of classical education, which in doctoral studies are combined with the insights and current discussions of modern philosophy and other branches of science, provide a unique and exceptional opportunity to create a platform for characterisation, analysis and interpretation of social processes. In it, students find a basis for innovative views on the development of society, as well as conceptual and methodological tools, which enable them to actively participate in discussions on social and economic issues that are important to European and Latvian society.

The graduates during the previous accreditation stage have versatile employment – at research institutes (UL IFS, NLL research sector), higher education institutions and universities (UL, RSU, Latvia University of Life Sciences and Technologies, Latvian Academy of Culture, University College of Economics and Culture, branches of the Lateran Pontifical University Branch at Riga Institute of Theology, foreign educational institutions), politics and creative professions (literature, theatre, cinema, TV, art), in the field of nationally important press publications and electronic mass media (portals) ("Rīgas Laiks", Satori.lv, Telos.lv., Punctum.lv u.c.). This shows that the study programme has the outstanding capacity to educate excellent specialists in their field and that their intellectual capacities significantly contribute to the country's economic growth and social flexibility and stability. Graduates are particularly distinguished by the use and creation of innovative opportunities (NLL digital humanities field, interdisciplinary LCS Fundamental and applied projects). Presently, it is possible to study philosophy in Latvia in a doctoral-level study programme only at UL FHP Department of Philosophy and Ethics.

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

Statistical data on the study programme since 2013 show that 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. In the final phase of the previous accreditation stage of the study programme (2020–2021), these issues began to be addressed with the assistance of student involvement in research projects. In the academic year 2021/2022, the number of students increased again to the level of 2016/2017. The number of graduates has decreased. In this particular study segment, a special emphasis is placed in the new accreditation period, achieving a significant increase in the number of those who have successfully completed the study programme (and who have defended their doctoral theses). The entrance examinations of the last years have revealed that potential doctoral students from abroad show an increasing interest in their studies (in the preparation phase of the 2021–2022 entrance examinations – students from Switzerland, Greece, China, and the Czech Republic). The primary task of the next stage of study programme accreditation is not only to increase the number of graduates but also to ensure a flexible involvement of foreign students in the studies. Since the joint educational and research project "Media Practices during the Enlightenment" of 4 universities and "Future of Cultural Heritage in Modern Europe" project of 8 universities, the idea of joint master's and doctoral level study programmes of several European universities is discussed, based on an interdisciplinary approach (cultural heritage, history, idea history, philosophy, intellectual history), the model of which is currently a pilot project of two foreign partners – a joint master's study programme at Bordeaux Montaigne University and the University of Potsdam.

Incoming students

Academic year	Number of foreign students	Country of origin
2013/2014	1	Italy (for acquisition of degree)
2014/2015	1	Italy (for acquisition of degree)
2015/2016	1	Italy (for acquisition of degree)
2016/2017	1	Italy (for acquisition of degree)
2017/2018	1	Italy (for acquisition of degree)
2018/2019	0	–
2019/2020	0	–
2020/2021	0	–
Total for reporting period	**5**	

Outgoing students

Academic year	Number of outgoing students	Country of destination
2013/2014	3	Belgium 1 (Erasmus+ studies); Belgium 1 (Erasmus+ internship); Estonia 1 (Erasmus+ internship)
2014/2015	1	Belgium 1 (Erasmus+ internship)
2015/2016	0	
2016/2017	2	France 2 (Erasmus+ internship)
2017/2018	0	
2018/2019	0	
2019/2020	0	
2020/2021	1	Germany 1 (Erasmus+ studies)
Total for reporting period	**7**	

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

Not applicable.

3.2. The Content of Studies and Implementation Thereof

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

The content of the doctoral study programme "Philosophy" is designed according to CM Regulation No. 1001 of 27.12.2005 "The procedure and criteria for awarding a doctoral degree" and the regulations of UL study programmes and other regulatory documents. The total amount of the programme completed in three years is 144 CP. The programme is divided into a mandatory or part A and a restricted elective of part B. Part A amounts to 132 CP, a large part of which consists of courses contributing to the development of a doctoral thesis together with doctoral examinations (80 CP), general education courses (30 CP) and theoretical courses in the field (22 CP).

The inclusion of three doctoral examinations ("Doctoral examination in the sub-field of philosophy", "Doctoral examination of the speciality", "Doctoral examination of a foreign language") in the programme is determined the CM Regulation No. 1001 of 27.12.2005 "The procedure and criteria for awarding (promotion of) a doctoral degree" and the regulations of higher education institutions.

A key proportion of the part A courses consists of a review of the current themes of the field of philosophy and the involvement of doctoral students in the discussion of the thematic and institutional position of modern philosophy in the courses "New philosophical trends at the 21st century and international philosophical organizations" (I–II), as well as courses, the structure of which includes an international scientific seminar in philosophy, created in cooperation with colleagues from foreign universities – within the framework of international doctoral student programme cooperation, students, visit foreign universities and participate in joint seminars and other events together with doctoral students and professors of foreign universities.

The courses dedicated to the doctoral thesis simultaneously emphasize and strengthen the students' ability to perceive the innovative aspects of their doctoral thesis (which is written in a particular sub-field of philosophy) against the background of other sub-fields and philosophical disciplines.

On the other hand, the restricted elective or part B courses, or branch specialization courses comprise 8 CP. Study field's cooperation with history science specialists and the policy of promoting interdisciplinary research in this segment of the programme has enabled to include philosophy sub-branch courses (philosophy of history, cultural philosophy with an emphasis on ethical norms and structural history) and, moreover, add the courses that address the history of Latvia and an interdisciplinary research course dedicated to the sources of the history of ideas, the scope of which covers a wide range of directions in social sciences and humanities.

The programme also includes a free elective part (4 CP) and additional courses dedicated to Environmental and Defence issues (1+1 CP, which are not part of the 144 CP).

In June 2020, the Conceptual Report "Implementation of a New Higher Education Financing Model in Latvia" by the Ministry of Education and Science was adopted. The structure and content of the doctoral study programme "Philosophy" comply with the provisions of this document. The report recommends that 70% of credit points be earmarked for research. The report stipulates the orientation of doctoral study programmes towards excellence, the increased administrative quality of doctoral studies, the development of research-based doctoral theses by academic staff, as well as the development of widely applicable skills. All of the above is included and represented in the doctoral study programme "Philosophy", emphasizing the orientation towards research and the unity of the European Research Area.

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

UL FHP Department of Philosophy and Ethics has defined its priority research interests and directions, which are coordinated with priorities at the global, European and Latvian national levels: 1) Ethics and aesthetics of existence (theoretical and applied ethics, the art of living, identity and difference in social and political philosophy, traditions and perspectives of liberal and conservative ideas, theories of power, cultural psychoanalysis, philosophy of contemporary art), 2) Integrative biophilosophy (philosophical anthropology, biopolitics, bioethics, philosophy of technology, environmental humanities, discourses of nature, transformations of the concept of life), 3) History of Western philosophy and the intellectual history of the Baltic region (ancient philosophy, Enlightenment ideas, the era of German idealism, phenomenology, the 20th century philosophy of culture and history, theories of cultural memory, philosophy of cultural heritage).

These research formulations form the foundation of the course and content structure of the doctoral study programme "Philosophy": the programme is oriented toward current studies of the history of philosophy, ideas and intellectual history with an emphasis on the history of ideas of Latvia and the region, social and political philosophy with an emphasis on systems of ethical principles and solutions of practical ethics, deriving from the fundamental principles of ethics, to the points of contact between 20th century continental philosophy, analytical philosophy, and the new research on mind-body relations, as well as to a broad integrative involvement of biophilosophical topics, which includes current research in philosophical anthropology, philosophy of technology, bioethics, biopolitics and the elements of the philosophy of law, which result from changes in fundamental positions in discussions about human nature and position in the world.

In all the aforementioned directions, the teaching staff involved in the doctoral study programme have asserted themselves with publications, participation in conferences, inclusion in international level industry organizations and holding international conferences and seminars in Heidelberg, Riga, etc. In the new accreditation period, this tendency will progressively intensify and new research connections will be reinforced. These connections have already emerged in recent years, involving the universities of Potsdam, Bordeaux, Bologna, Athens, Luxembourg, Copenhagen, Basel, Södertern, Tartu and their research institutes.

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

The studies apply diverse methods of acquiring and reinforcing knowledge, as well as building and

strengthening research skills, such as introductory lectures, interactive lectures, summary lectures, problem-oriented lectures, and seminars together with lecturers and doctoral students from foreign universities. In the field of philosophy, one of the most widely used study forms is seminars and discussions. The study forms used in the studies are diverse, they include joint discussion of texts, work in groups (oriented towards the development and implementation of joint research projects), the remote group work opportunities offered by the "MS Teams" platform, presentations, including those prepared independently before classes – either individually or in groups as presentations, debates, and oral reports. An essential element of study implementation methods is the internationalization of studies and guest lectures as well as consultations by foreign lecturers as a part of the study process. During the lectures, students are also involved in discussing problems, throughout the program students' speech, presentation and discussion, and argumentation skills are promoted, which are primarily aimed at preparing doctoral students for research work.

Oral, written and combined study and assessment methods are used during study courses, intermediate and final examinations. The members of the teaching staff mostly use methods that encourage active participation, critical thinking, and reflection. All courses have at least one intermediate examination that students take during the semester. Writing texts intended for publication and developing a doctoral thesis are of great importance in the study process. Student performance and achievements are evaluated throughout the study process, especially during seminars. During the study process, students receive support and feedback from lecturers. The programme director consults the course evaluations given by students in the surveys and, if necessary, conducts discussions with the lecturers. The final examination of the course makes up no more than 50% of the total grade of the course.

Study results are evaluated in a 10-point system, which is implemented in accordance with CM Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic education", in accordance with the basic principles of evaluation, as well as the decision of the Senate of the University of Latvia 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 study results.

The e-study environment, which gained prominence during pandemic conditions, is useful in the study process and for the promotion of independent studies. The teaching staff also actively communicates with the students through e-mail and the e-learning environment. An e-study environment ("Moodle") has been created for each study course.

The student-centered approach is implemented when updating study courses, with particular attention to the meaningful formulation of study results, thus promoting the dialogue between lecturers and students about study content, organizational forms, and methods. The content of the doctoral study programme "Philosophy" for the new accreditation period was developed in cooperation and discussions with students and sector representatives, as well as foreign colleagues. There are rules and procedures for submitting student proposals, resolving complaints, and reviewing student appeals.

In compliance with the study principles of student-centered education, student mobility is promoted by organizing seminars in foreign universities and inviting guest professors whose lectures provide an insight into the practice of the European and global academic environment and thus contribute to the equalization of the higher education space and the involvement of UL doctoral students in the international research environment.

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

Not applicable.

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

The doctoral study programme "Philosophy" is developing in compliance with regulations on doctoral studies established by the state and the University of Latvia, the policy of doctoral schools and interdisciplinary research, as well as striving to innovatively combine the experience of doctoral studies of Latvia and foreign universities. The work and decisions regarding the doctoral programme "Philosophy" in connection with the study programme are supervised by the Doctoral Council in Philosophy, which consists of lecturers and researchers from UL FHP, UL IFS, RSU.

According to the regulations of doctoral studies, the conclusion of studies (successfully completed doctoral study programme) is followed by a promotion procedure. The University of Latvia has established a promotion council for the field of history and archaeology, which currently includes teaching staff from various higher education institutions of Latvia (EKA University of Applied Sciences, UL, DU, RSU) and researchers from scientific institutions (UL IPS). The promotion council consists of LCS experts with recognized international publications indexed in SCOPUS/WoS databases and with long-standing experience in evaluating theses.

The UL Academic Department provides the Promotion Council of Philosophy with the required documentation and follows the course of the promotion process. The administration of the Department of Philosophy and Ethics and the Academic Department of UL also ensure that the Promotion Council of Philosophy is operational (restoration of the rights of LCS experts) and promptly evaluates the works submitted to it.

At the end of the doctoral study programme "Philosophy", all of the manuscripts of doctoral theses submitted to the Doctor of Philosophy Study Programme Council during the entire previous accreditation period since 2013, which were afterward submitted as completed doctoral theses to the Philosophy, Ethics and Religion Promotion Council, were defended and their authors were awarded a doctorate in philosophy, ethics, and religion.

The promotion procedure includes the preparation of documentation, the thesis author's report on his/her thesis at the open meeting of the Promotion Council, and the reviews of three LCS expert-reviewers (one of them – a member of the Promotion Council, two – non-members of the Council) and the author's response to them, questions about the thesis asked by the Promotion Council and those present, the secret voting by the members of the Promotion Council on the awarding of the degree, the election of the vote counting commission and the report of the chairperson of the

commission on the results of the vote counting. Based on these results, the decision of the Promotion Council on the awarding of a doctorate in philosophy, ethics, and religion to the degree applicant is based.

Taking into account the national higher education policy and the interests of the UL, one of the main tasks in the new accreditation period is to stabilize the positive dynamics of the defended doctoral theses and awarded doctoral degrees. The experience of recent years shows that this can be achieved by carefully following the academic growth of future doctoral degree recipients and their involvement in research projects that provide institutional affiliation and interim stability during the transition from doctoral studies to work in research. The efforts of the graduates of the doctoral programme "Philosophy" who have obtained degrees to participate in postdoctoral projects have been successful (projects on bioethics and the hermeneutic aspects of terrorism). Also, the involvement of doctoral students in the LCS projects in recent years shows that it contributes to the stability and gives the motivation to complete doctoral theses and successfully defend them.

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

The topics of the final theses of students in the doctoral study programme "Philosophy" correspond to the topics of analogous programmes in universities of Europe and across the world: in the period 2013–2021, the defended doctoral theses involved research of fundamental issues of philosophy – epistemological, ontological, language philosophy topics, as well as practical philosophy (ethics and social philosophy) topics. The task of the new study programme accreditation period is to concentrate the selection of topics for doctoral theses around the research directions of the Department of Philosophy and Ethics and to achieve the inclusion of topics in research projects. The doctoral theses expected to be defended in 2022 (L. Wittgenstein's philosophy of science, S. Kierkegaard's epistemology and social philosophy, critical issues of modern aesthetics) affirm the presence of European modern classics in the topics chosen by the doctoral students, which bring to attention the lesser-studied aspects of modern philosophy on an international scale. In 2021, the entry examinations were passed by the students who will develop the topics of social (educational) philosophy and literary philosophy. There is still a tendency to choose topics that have been addressed within the framework of the so-called continental philosophy, however, especially in recent years, this tendency is no longer so pronounced and students' openness to analytical philosophy, non-European philosophy and philosophy with an interdisciplinary tendency is clearly visible. Especially in recent years, applications for interdisciplinary doctoral theses have appeared, and the task of the study programme is to reinforce this trend with particular attention to the development of topics that bring the universities of the region (Latvia, Estonia, Sweden, Finland) closer together. The work has already been commenced in this direction, – already since 2013/2014 the lecturers and students of the department have participated in the conferences of young academics organized by the Heidelberg Academy of Sciences, while since 2015/2016 they have taken part in the conferences organized by the University of Tartu, and since 2018/2019 – attended joint summer schools of Potsdam, Tartu, Bordeaux universities and UL for master's and doctoral level students, whereas since 2020/2022 – the summer schools of eight universities (UL, Bordeaux, Potsdam, Copenhagen, Krakow, Athens, Bologna, Berlin). As of 2013/2014 they are involved in

international seminars for doctoral students in Dublin, Rome, Tübingen, Barcelona, etc.). In all these events, students have the opportunity to acquaint themselves with the topics and methods, structure and research directions of colleagues' doctoral theses. It is planned to continue and intensify such events and measures within the FORTHEM university network. Thus, the selection of topics for doctoral theses takes into account both the traditions of UL Department of Philosophy and Ethics and the latest trends in the European and global academic space, as well as the interests defined during the student's own previous studies, in consultation with potential supervisors and colleagues in Latvian and foreign universities. The choice of topic in the new accreditation period will be more and more purposefully coordinated with the proposed and reinforced research directions in the Department of Philosophy and Ethics.

Final theses (dissertations) are evaluated in accordance with the state and university regulations on the awarding of a doctorate degree: theses are submitted to the Promotion Council of the research area, which is composed of LCS experts in the research area from various universities. The Promotion Council appoints 3 reviewers who, together with the Promotion Council, participate in the open meeting of the Council, report on the work and take part in secret voting for the awarding of the degree.

3.3. Resources and Provision of the Study Programme

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

For the implementation of the doctoral study program "Philosophy", all the resources available at the LU and VFF are also available to the program, supplemented by the resources of various institutions supporting higher education and research. A detailed description of the resources is reflected in points 3.1.-3.3 of Part II, Chapter 3 of the self-assessment report for the "History and Philosophy" field of study. The resources available to the students of the study program are fully or in the qualitative segments of their possibilities oriented towards higher education and research, thus they meet the conditions for the implementation of the study program and the achievement of the study results. An example of good practice is the Interdisciplinary Research Center of the UL Academic Library, which was founded with the aim of developing interdisciplinary research and methodology, conducting innovative cultural-historical research, integrating the research of the library's collection into current interdisciplinary projects, and creating synergy between different branches of science. The library's research work results in local and international scientific publications, seminars, conferences, discussions, reports, exhibitions, projects, etc. in academic and scientific events in which study program students and academic staff participate. Also, an example of good practice is the cooperation of students of the study program with foreign universities, which became possible thanks to the involvement of LU in the FORTHEM university network.

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

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". Professors, associate professors, assistant professors, and researchers are involved in the doctoral study programme, as well as, according to the content of the study courses, 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. Furthermore, in the new accreditation period, it is planned to use the opportunities offered by SAM, DAAD, and other projects, which include attracting teaching staff from abroad. During the new accreditation period, it is planned to intensify the cooperation of 8 universities (joint projects and development of a joint study programme), which will result in a significant increase in the involvement of foreign teaching staff in the doctoral study programme. In addition, it is planned to use the opportunities provided by the participation of UL in the FORTHEM network of universities, – one of the activities of this network is the exchange of teaching staff of network universities in study work.

Professors of the Department of Philosophy and Ethics and the Department of History and Archeology are involved in the implementation of doctoral studies and have authored publications in Latvian and foreign peer-reviewed periodicals and article collections, and their monographs occupy a significant place amongst Latvian publications in humanities. The professors of the study programme are members of various international and national scientific societies, members of LAS, heads of research projects or leading implementers thereof.

The administration of the programme will be provided by UL, its Academic Department and study methodologists/coordinators of UL FHP, in order to provide students with the necessary services (student registration for studies and study courses, assistance to students in completing formalities with other structural units). The current and planned number of newly admitted students allows providing student service without employing additional secretaries and/or study methodologists/coordinators. FHP research assistants can provide assistance to professors. Implementing the principles of interdisciplinarity in the study process, students participate in seminars together with colleagues from foreign universities.

A detailed description of the material and information provision of the study and research process can be found in the self-assessment report of the study field "History and Philosophy", Part II, Chapter 3. Information on research base funding at UL is available at https://www.izm.gov.lv/lv/2021–gada–zinatnes–bazes–finansejums (only in Latvian).

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

All the resources of UL and FHP are available for the implementation of the doctoral study programme "Philosophy". A detailed overview is provided in the self-assessment report of the study field "History and Philosophy", Part II, Chapter 3, Sections 3.1–3.3.

Revenues of the programme

The doctoral study programme "Philosophy" is funded with income from study fees and funding for studies from the state budget (grant). The financial basis of UL FHP studies is sufficient and is regularly monitored, and the costs of study programmes and study fees are regularly reviewed. See the appendix for detailed student statistics of the doctoral study programme "Philosophy" by funding sources.

UL draws the funds necessary for the implementation of the doctoral study programme "Philosophy" from the following sources:

- a state budget grant from the Ministry of Education and Science, which in the academic year 2022/2023 is set at 1630 EUR for full-time regular studies. Applying the education level factor of 3, the state budget grant for the programme is 4890 EUR per student per year;
- tuition fee, considering all the factors referred to in the section "Financial support", which in the academic year 2022/2023 is set, as follows:
- 2134 EUR per year for full-time regular studies;
- 4268 EUR for full-time international students;

Taking into account the above, the total budget of the study programme is expected to be 45 522 EUR per year, the data are shown in the table below.

The estimated annual income of the programme, EUR

Type of studies	Number of students	Tuition fee/state grant	Total income
FTS (budget)	8	4890	39 120
FTS (fee)	3	2134	6 402
Part–time studies			
International students			
Total			**45 522**

Programme costs

In order to estimate the amount of funding required for financial provision, the cost of study programmes at the University of Latvia is calculated according to the methodology developed by the University of Latvia, which takes into account the costs of providing the study process and information on the study programme plan, involved teaching staff, planned number of students, and other aspects, thereby ensuring the reliability of forecasts.

The **full-time** study programme costs

For calculations, the implementers of the doctoral study programme "Philosophy" use the number of students planned after accreditation – 8 students in state–funded group and 3 self-funded students, the planned study programme plan after accreditation and the planned structure of the involved academic staff. Considering the above, the estimated full-time cost per full-time student of the program is 3888 EUR per year, and the total cost of the programme is 42768 EUR per year. A more detailed percentage cost breakdown is shown in the table below.

Percentage breakdown of costs in the study programme

Expenditure item	% of total
Teacher costs	45 %
General staff.	9 %
Other payments	13%
Infrastructure expenditure	6%
Property and services	1%
Indirect costs	26 %
TOTAL COST	**100 %**

Figure shows the cost of the study programme depending on the number of students and a comparison with the offered tuition fee and the state budget grant.
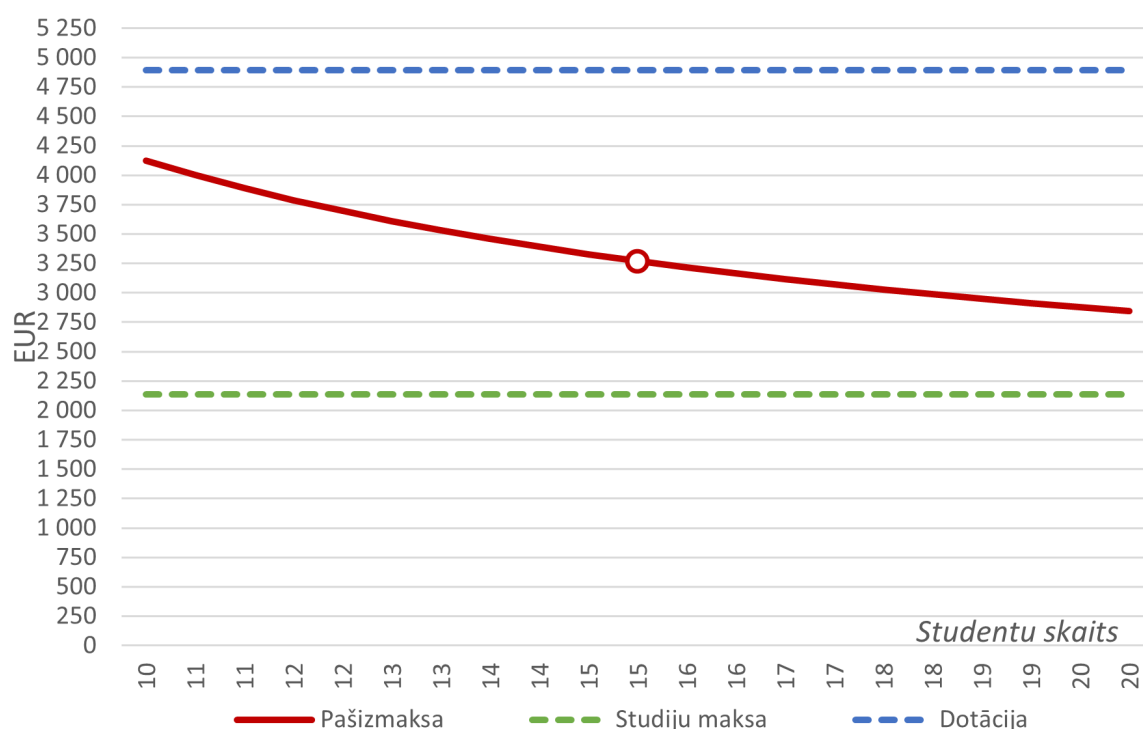
Figure 6a. Cost of the doctoral study programme "Philosophy" based on the number of students (studentu skaits - number of students, pašizmaksas - cost, studiju maksa - tuition fee, dotācija - state budget grant)

Based on the calculation, it can be seen that 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 exceed 20 (intersection of red (cost) and green (tuition) lines projected on the x–axis). On the other hand, if there were only budget students in the programme, then the programme income would fully ensure a quality study process and programme development.

Summary of the revenue and expenditure of the programme

The table summarizes the revenue of the programme, based on the number of students, state budget grants and tuition fees, and the expenses of the programme based on the number of students.

The result of the programme

Type of studies	Number of students	Tuition fees/state subsidy	**Total income**	**Total cost**
FTS (budget)	8	4890	39 120	31 104
FTS (fee)	3	2134	6 402	11 664
Part–time studies				
International students				
Total			**45 522**	**42 768**

The data presented in the table clearly show that the University of Latvia has sufficient resources to implement the study programme and ensure its further development.

In addition, the development of the programme can be financed from the income received from lifelong learning, for example, from the professional competence development courses of teachers organized 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. Taking into account the close cooperation between the UL Department of Philosophy and Ethics and the UL Institute of Philosophy and Sociology, it is possible to coordinate the needs of the doctoral study programme with the research base of IPS and the research resources of IPS, involving students of the doctoral study programme 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.

3.4. Teaching Staff

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

Currently, 2022/2023academic 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". Thus, 5 professors (4 prof. + 1 associate prof.) participate in the realization of the study program. All teaching staff members involved in the study program have a doctoral degree, which confirms that in accordance with the national legislation and the requirements of the LU, as well as according to the specific requirements of the academic doctoral program, the teaching staff with qualifications corresponding to requirements have been selected. In accordance with the requirements for higher education study programs, 3 teaching staff members have the rights of LCS experts.

The publications of the teaching staff in the last six years include scientific monographs, editions of historical sources with scientific comments, scientific articles in peer-reviewed periodicals and article collections. The teaching staff participates in international and national research projects. 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 LAS. 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. Teaching staff members have been visiting professors of Erasmus+ programs at foreign universities and invited as visiting professors also outside the framework of Erasmus+, as well as received awards from the Latvian Academy of Science, UL and foreign scientific and state institutions. The research interests of the professors involved in the study program, publications and internationally recognized achievements are related to the history of philosophy, philosophical anthropology (Prof. Bičevskis), history of Europe and Latvia (Prof. Jēkabsons), history of ideas (Prof. Straube), ethics, psychoanalysis and current studies of cultural philosophy (Prof. Šuvajevs). Professors of the study program have published several hundred scientific and popular scientific publications. These qualification indicators of teaching staff and the network of research directions they represent guarantee the implementation of the study program in accordance with all its requirements.

Within the EU-funded SO 8.2.2. project "Renewal of Academic Staff and Improvement of Competences at the University of Latvia", teaching staff have 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", "Commercialization training", "Public speaking, the art of speech and basics of presentation for cooperation with industry and audience". The Study Centre of the UL Faculty of Business Management and Economics offers qualification improvement courses "Development programme for managers of the new era", "Development of employees' computer skills for increasing productivity" and "Project management methods".

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

Since the period 2013/2014, when 4 professors of philosophy were involved in the realization of the study programme, 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 programme. 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.

Composition of teaching staff involved in the doctoral study programme "Philosophy" and changes thereof in the period from 2013/2014 to 2021/2022

	Academic year 2013/2014				Academic year 2022/2023			
	Doctoral degree	**Master's degree**	**Total**	**% of the total**	**Doctoral degree**	**Master's degree**	**Total**	**% of the total**
Total, incl.			**4**		7		**7**	
Professor	4		4	100%	4		4	57,1 %
Assoc. professor				0%	1		1	14,3 %
Assistant professor				0%	1		1	14,3 %
Lecturer				0%			0	
Research personnel					1		1	14,3 %

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

Scientific publications of teaching staff involved in the programme

During the reporting period, 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.

A list of the key publications of the academic staff is attached in Appendix 21, and a complete list of publications is in the appendix.

Teaching staff in the Latvian Council of Science database

Raivis Bičevskis (Humanities and arts – Philosophy, ethics and religion; the expiration date of the current expert rights – 06.01.2024)

Ēriks Jēkabsons (Humanities and arts – History and archaeology; the expiration date of the current expert rights – 17.06.2023)

Anne Sauka (Humanities and arts – Philosophy, ethics and religion; the expiration date of the current expert rights – 01.09.2024)

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

The academic staff of the doctoral study programme "Philosophy" is involved in research projects. The teaching staff of the programme has successfully enabled past and current implementation of the National Research Programme 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).

Erasmus+ projects, such as the 4-university project "Media Practices during Enlightenment" (Latvian group headed by Assoc. Prof. A. Levāns), are coordinated also with the directions of research positions defined by the Department of Philosophy and Ethics, as well as Latvian and European projects that are implemented (the project "German-Baltic Cultural Relations in the 16th–19th centuries" (research group is headed by Prof. R. Bičevskis, Assoc. Prof. A. Levāns)). The academic staff of the study programme also participates in the implementation of the LCS project "Competing Discourses of Nature in Latvia and Ecological Solidarity as a Consensus Building Strategy" (Prof. Dr. R. Bičevskis).

Prof. Dr. Ēriks Jēkabsons, Prof. Dr. Gvido Straube have been and currently are involved in research projects in the field of history. Furthermore, Prof. Dr. Gvido Straube is the director of the UL Institute of Latvian History, which implements various research projects. Dr. Anne Sauka, who is involved in the study process, at present implements a post-doctoral project, and in the new accreditation period she will be actively involved in identifying research project competitions and creating applications for them.

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

The cooperation of the teaching staff of the study programme can be considered from several perspectives – in the framework of the study field "History and Philosophy", the study programme "Philosophy", the connection with UL IPS, and the SO projects implemented by UL. In the new accreditation period, the emphasis is placed on cooperation between researchers and teaching staff in the fields of philosophy and history in the doctoral study programme "Philosophy"; the solid foundation of this cooperation is the long academic tradition that unites FHP departments both in institutional and collegial aspects. The council of the study field "History and Philosophy" and the FHP council have a significant role in resolving institutional and academic issues. There is close cooperation amongst the teaching staff members of the philosophy study programmes. In the period of 2021, the teaching staff of the programme was joined by Prof. Dr. J. T. Ozoliņš (Melbourne, Australia), with whom very good cooperation has been established. Several teaching staff members from the field of history and philosophy are involved in the teaching of several courses of the study programme, sharing the teaching of a course, which, in addition to ensuring the connection of interdisciplinary research and the study process, promotes the cooperation of teaching staff within the study field. Moreover, cooperation among the teaching staff and doctoral students is promoted by jointly developing applications and implementing projects in LCS and SRP project competitions.

The ratio of the number of students to teaching staff members in the doctoral study programme "Philosophy" is 4.7.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	DSP Philosophy diploma.docx	DSP Filozofija_diploms.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)	CHE decision on DSP Philosophy.pdf	AIP atzinums par DSP Filozofija.edoc
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	DSP Philosophy_Student statistics_2013_2021.xlsx	DSP Filozofija_Studējošo statistika_2013_2021.xlsx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Mapping of the study programme DSP Philosophy.pdf	DSP Filozofija programmas kartējums_red.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	DSP Philosophy study plan_HPfield.pdf	DSP Filozofija studiju plāns_VFvirziens.pdf
Descriptions of the study courses/ modules	DSP Philosophy course descriptions.pdf	DSP Filozofija kursu apraksti.pdf
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)	Declaration on DSP Philosophy academic staff composition.pdf	Apliecinājums par DSP Filozofija akadēmiskā personāla sastāvu.pdf
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	DSP Philosophy compliance with the 3rd clause of the 1st paragraph of Section 55 of the Law on Higher Education Institutions.pdf	DSP Filozofija atbilstība Augstskolu likuma 55. panta pirmās daļas trešajam punktam.pdf

Philosophy (43229)

Study field	*History and Philosophy*
ProcedureStudyProgram.Name	*Philosophy*
Education classification code	*43229*
Type of the study programme	*Academic bachelor study programme*
Name of the study programme director	*Artis*
Surname of the study programme director	*Svece*
E-mail of the study programme director	*artis.svece@lu.lv*
Title of the study programme director	*Dr. phil.*
Phone of the study programme director	*+371 26114741*
Goal of the study programme	*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, thus preparing competitive specialists for entry into the labour market, proficient in fundamentals of philosophy and its sub-fields – ethics, aesthetics, social philosophy, etc., capable of thinking independently and critically, and able to identify, research and analyse cultural and social problems.*
Tasks of the study programme	*1. To provide students with the knowledge and competencies necessary to navigate the concepts, theoretical problems, and methods of philosophy and to apply them independently in formulating and analysing research problems in the field of philosophy;* *2. To provide the knowledge and skills required for independent application of philosophical methods and analytical tools in an interdisciplinary context, in critical analysis and evaluation of texts and information, as well as in creative work;* *3. To promote students' creative and social activity, openness to innovation and change, interest in lifelong learning, and an attitude towards studies and research work based on academic integrity.*

Results of the study programme	Knowledge: *1. understands the specific character of philosophy as a field of science and is familiar with the spectrum of problems and their historical development, comprehends the most important theoretical positions and concepts;* *2. is familiar with the main sub-fields of philosophy and their specific character, as well as their relationship with other areas of research, culture, and society;* *3. understands the nature of the research work, understands the principles of argumentation, text analysis, and interpretation, as well as evidence-building.* *Skills:* *4. independently analyses, interprets and critically evaluates texts of different levels of complexity;* *5. applies theoretical and methodological knowledge in formulating and solving research problems and issues of social significance;* *6. independently plans and organizes the individual and team study work, uses digital tools, presents the results obtained in study and research work, and justifies them to different types of audiences.* *Competence:* *7. recognizes the connection and uses academic skills and knowledge in solving socially important problems globally and in Latvia;* *8. acts responsibly in research work, showing comprehension of academic and professional ethics;* *9. independently learns, finds, and applies information, methodological and technological tools to solve research problems.*
Final examination upon the completion of the study programme	*Elaboration and defence of bachelor's thesis*

Study programme forms

Full time studies - 3 years - latvian

Study type and form	*Full time studies*
Duration in full years	*3*
Duration in month	*0*
Language	*latvian*
Amount (CP)	*120*
Admission requirements (in English)	*Completed secondary education*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Bachelor of Humanities in Philosophy and Ethics*
Qualification to be obtained (in english)	*-*

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

The purpose, tasks and results of the program have been specified in accordance with the Cabinet of Ministers Regulation No. 322 of 13.06.2017 "Regulations on the Classification of Latvian Education", the SWOT evaluation of study field and programmes, the goals set for the study field "History and Philosophy" and contemporary education requirements, while maintaining continuity with the relevant parameters in the previous accreditation. A greater emphasis is placed on linking research and studies. The description of the results also indicates the knowledge, skills and competence acquired as a result of the studies.

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. The advantages in the admission of students have also been extended, including winners of the 1st–3rd place of the State Olympiad in Philosophy and the International Philosophy Olympiad.

During the accreditation period of the programme, there has been a change of programme director – Assistant Prof. A. Priedīte-Kleinhofa has been succeeded by Assistant Prof. A. Svece.

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

The academic bachelor's study programme "Philosophy" is included in the study field "History and philosophy", which is implemented in Latvia at the Faculty of History and Philosophy of the University of Latvia and the Faculty of Humanities at Daugavpils University. This programme has been included in the aforementioned study field since its creation and fully corresponds to the title, substance and specificity of the study field. The bachelor's study programme "Philosophy" corresponds to the educational thematic area "Humanities and Arts", and this correspondence is indicated in the title of the degree awarded: Bachelor of Humanities in Philosophy and Ethics. The bachelor's study programme is an academic study programme which, according to the Cabinet of Ministers Regulation No. 322 of 13.06.2017 "Regulations on the Classification of Latvian Education", has been assigned the code 43229.

The title of the study programme and the awarded degree, as well as the goal, tasks and results of the programme are interrelated and correspond to the study field. Philosophy study programmes at

all three levels are taught only at UL.

Admission to the study program takes place in accordance with the UL admission rules and requirements, which require the acquisition of secondary education before starting studies in the bachelor's study program. Also, benefits are provided for the winners of the National Philosophy Olympiad and the national scientific research competition for highschool students. Thus, the admission requirements are aligned with the essence of the undergraduate program, allowing interested high school graduates to take the next step in their personal growth and development of knowledge, skills and competence.

The study program is implemented in full-time regular form for 6 semesters or 3 years, during which the content of the programme is acquired in the amount of 120 CP. The bachelor's study programme "Philosophy" corresponds to the educational thematic area "Humanities and Arts", and this correspondence is indicated in the title of the awarded degree: Bachelor of Humanities in Philosophy. The programme belongs to the group of educational programmes "Philosophy and Ethics", which also corresponds to the content of the programme encompassing courses in philosophy and ethics. Students have an opportunity to develop corresponding final theses. The study program has been developed taking into account the guidelines of the European Higher Education Area (Bologna Declaration), which also prescribes the duration of basic study programs over a period of three years and the establishment of mutually agreed goals, tasks and results of the study program. The scope, structure and content of the study program are designed so that students achieve the knowledge, skills and competence defined in the learning outcomes of the study program as qualitatively as possible. Thus, the duration of studying the study program ensures full and high-quality achievement of the goals and tasks of the program.

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

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, it actualizes the fundamental and contemporary problems of philosophy in the social and cultural context of Latvia, and, together with other levels (master's and doctoral) study programmes and research institutions, ensures that philosophy exists in the Latvian language. Although the problems of philosophy are universal, philosophical thought is closely related to its linguistic expression. furthermore, philosophy exists in continuous interaction with discussions in other fields of science and wider society, not only at the global but also at the local level (for example, in Latvia currency is gained by discussions about scientist's ethics and academic honesty, distributive justice in medicine, moral rights of minorities, freedom of speech, identity, cultural the importance of heritage in modern society, the artist's responsibility, etc.).

The programme provides students with a sound humanitarian education, and in terms of content, it is increasingly oriented towards the acquisition of general skills and competencies (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.

At the same time, the students of the programme already acquire skills and competencies enabling them to work in very diverse positions in a wide spectrum of sectors and fields. 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. The knowledge and skills acquired in the programme enable the students to continue their studies in master's programmes in philosophy and other fields, such as communication, law, political science or history, thus creating new and unique combinations of knowledge and skills that help them to find their own unique labour market niches that specifically match their goals, to create cross-sectoral links, which will be increasingly necessary for the future.

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

In the academic year 2012/2013, there were a total of 62 full-time regular 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. Although there were years when it was possible to attract a relatively large number of students to the programme, the majority of students had difficulty combining their studies with employment, as well as encountered obstacles to completing their studies. The number of students in the full-time regular bachelor's study programme "Philosophy" is relatively constant.

The number of programme graduates is fluctuating, 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. Measures have been taken to integrate students into the study process. Since 2015, the first-year students have had introductory week events organized by the FHP student self-government, in the first years it was an initiative of philosophy students, now this event is held for both philosophy and history students. During the week, the first-year students meet with senior-year students, lecturers, and graduates, acquaint themselves with the work of the library and have even had excursions to places in Riga related to philosophy. Since the academic year 2016/2017, the first-year students have had a course curator – initially from amongst the teaching staff, later – from among doctoral and master's students, their task is to meet with students, help them understand the principles of the work of UL and studies, and motivate them to study. The general orientation of the entire FHP is that the administration and academic staff of the faculty are empathetic to students if any problems arise. However, these measures and attitudes have not improved the dynamics of student numbers. The students have various reasons for dropping out, however, when the curators of the first year and the administration have tried to find out the motivation of students for abandoning their studies, no clear and controllable factors have emerged that could be addressed immediately. The programme director regularly surveys the first-year students at the beginning of their studies, and one of the trends that stands out is that about half of the students have practically had no serious contact with philosophy until commencing their studies (neither in form of classes at school, classes organized by FHP for students, philosophy Olympiad, nor secondary school students' research projects in this field). According to a large number of first-

year students, the idea of the specifics characterising these studies is very vague, which increases the risk of disappointment. Judging by students' verbal comments, from the academic year 2019/2020 to 2022/2023, a significant factor affecting the dropout rate was the Covid-19 crisis.

The study programme has a small number of incoming foreign students because it is practically impossible to offer them full-fledged courses in English, the instructors work with them individually, organizing consultations, assigning texts for reading, which are then discussed, and giving written assignments, however, not all students find this form of studies tempting. On the other hand, students of the study programme go to other universities mostly within Erasmus+ relatively regularly. The limiting factor here is that the department has few contracts with universities where studies are offered in English and the living costs are sufficiently low to be covered by Erasmus+ scholarships.

Incoming students

Academic year	Number of foreign students	Country of origin
2013/2014	1	China (1)
2014/2015	2	Czech Republic (1), Germany (1)
2015/2016	3	Czech Republic (1), Germany (2)
2016/2017	3	Czech Republic (1), Ukraine (1), South Korea (1)
2017/2018	0	–
2018/2019	0	–
2019/2020	1	Czech Republic (1)
2020/2021	0	–
2021/2022	0	–
Total for reporting period	**10**	

Outgoing students

Academic year	Number of outgoing students	Country of destination

2013/2014	5	Iceland (2), Finland (1), Czech Republic (2)
2014/2015	2	Czech Republic (2)
2015/2016	4	Iceland (1), Czech Republic (1), Belgium (2)
2016/2017	3	Germany (1), Czech Republic (2)
2017/2018	6	Germany (1), Czech Republic (1), Finland (2), Estonia (2),
2018/2019	2	Poland (1), Czech Republic (1)
2019/2020	5	Belgium (1), Croatia (1), Czech Republic (2), Estonia (1)
2020/2021	2	Croatia (2)
2021/2022	0	–
Total for reporting period	**29**	

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

Not applicable.

3.2. The Content of Studies and Implementation Thereof

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

The structure, course offer and content of the study programme have been created in accordance with the current development trends of history science and the labour market, in compliance with CM Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic education", CM 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 Programmes" (UL Senate Decision No. 102 of 24.04.2017).

The structure of the bachelor's study programme "Philosophy" consists of mandatory or part A courses in the amount of 72 CP, including the development and defence of the bachelor's thesis in the amount of 10 CP, limited elective or part B courses in the amount of 44 CP and free elective or part C courses in the amount of 4 CP. Regarding the structure of the programme, in comparison with the previous accreditation period, the number of 4- and 6-CP courses in the programme has significantly increased, thus preventing fragmentation of the programme and meeting students' requirements for a smaller number of courses, which in 2019 were incorporated into the UL regulation of study programmes and the continuing education programmes.

Significant changes have been made to the mandatory (or A) content of the programme compared to the previous accreditation period. The part dedicated to general skills has been increased, alongside logic, critical thinking, classical rhetoric and semiotics, the programme also includes text interpretation, contemporary critical rhetoric and visual rhetoric. The courses dedicated to skills are thematically interconnected and the cooperation of lecturers is increasing. Part A also includes an internship in the amount of 2 CP. Although in recent years the students have been offered separate courses in which students could benefit from an internship at the culture portal "Satori" and the editorial office of the book publisher "Jāṇa Rozes apgāds", the new course and internship regulations stipulate a wider involvement of students in the internship. These courses are designed to endow students with the knowledge, skills and competence that is useful even if they choose to continue their career in a field outside of the academic studies of philosophy.

Year 1 students in the 1st semester have a 5-CP course "Great Ideas of Philosophy", the task of which is to give students a general idea of philosophy and describe the main and most interesting problems of philosophy. This resolves the issue which was topical regarding the previous programme, which did not have any courses that would appeal to those particular interests in philosophy that frequently motivate the students to enrol in the studies of philosophy. In discussions about the SWOT of the existing programme, the goals and content of the new programme, it was decided that a set of courses in history of philosophy should be retained as a certain backbone of the programme, the students study the history of Western philosophy from ancient times to the 20th century in the duration of four semesters. Although the course is structured chronologically, its content also aims to introduce students to the topic of philosophy and its development in Western philosophy. The course "Great Ideas of Philosophy", together with courses dedicated to the history of philosophy and several thematic courses included in part A, gives the undergraduate sufficient insight into Western philosophy and its problems.

Limited elective part (or B) courses are conditionally divided into two parts. One introduces various subfields of philosophy (for example, "Aesthetics: from theory of sensibility to philosophy of art", "Philosophy of Language in the 20th Century Analytic Tradition", "Social and Political Philosophy"), and the other part is focused on the examination of problems (for example, "The conceptions of truth, intellect and will in mediaeval philosophy", "Contemporary Issues of the Social Philosophy ", "Philosophical Critique of Culture"). The programme also includes a course in pedagogy, which qualifies students for working in schools as philosophy teachers. Students have been asking for

such a course for a long time, and changes in the legislation have now yielded such an opportunity. Also, in part B, students are offered the opportunity to acquire courses that are simultaneously included in the bachelor's study programme "History and Archeology", and the regulations of UL study programmes and continuing education programmes allow students to choose courses of up to 20 CP from related programmes according to their study and research interests. It is also intended to continue the principle introduced in the programme during the academic year 2016/2017, that at least one course per semester is offered in English.

In the study programme plan, the free elective or part C course has a larger volume than before – 4 CP.

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

Not applicable.

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

Various methods of acquiring and consolidating knowledge are used in the studies, such as introductory lectures, interactive lectures, summary lectures, and problem-oriented lectures. In the field of philosophy, one of the most widely used study forms is seminars and discussions. The employed study forms are diverse, for instance, joint discussion of texts, work in pairs, in groups, including remote group work opportunities offered by the "MS Teams" platform, and presentations, including the presentations prepared independently before classes, either individually or in groups, debates and speeches. In some courses, students have visited organizations relevant to the specific course in the form of excursions, for example, religious organizations in the course "Introduction to Religious Studies". During the lectures, students are also frequently involved in the discussion of problems, the speaking, presenting and debating and argumentation skills of the students are promoted throughout the programme.

Oral, written, as well as combined study and assessment methods are used during study courses and mid-term and final examinations. Teachers mostly use methods that encourage active participation, critical thinking and reflection. All courses have at least one interim test or examination that students take during the semester. Writing assignments are of great importance in the study process. Student performance and achievements are evaluated throughout the study

course, especially during seminars. During the study process, students receive support and feedback from lecturers. The programme director consults the course evaluations provided by students in the surveys and, if necessary, conducts discussions with the teaching staff. The final examination of the course makes up no more than 50% of the total grade of the course.

At the end of the 2nd year, students have to develop and defend a course paper. In the autumn semester, students are offered a list of teaching staff representatives, indicating the topics in which they specialize, and students, in collaboration with a potential course paper supervisor, must prepare a course paper topic and abstract, which is reviewed by the Final Examinations Committee. During the spring session, students defend their term papers as part of the course "Introduction to Philosophy Studies II". The purpose of the term paper is to prepare students for the development of a bachelor's thesis. Completion of the programme concludes with the development and defence of a bachelor's thesis. The topic and annotation of the bachelor's thesis must be approved in the autumn semester of the 3rd year. For the bachelor's thesis, a supervisor is also approved by the lecturers. The thesis supervisor advises the student throughout the academic year.

Study results are evaluated according to a 10-point system, which is implemented in accordance with the Cabinet of Minister's regulation No. 240 of 13.09.2014 "Regulations on the state academic education standard", respecting the basic principles of evaluation, as well as the decision of the Senate of the University of Latvia No. 211 of 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.

The e-study environment, which has gained a key role under the conditions of the pandemic, is useful in the study process and for promoting independent studies. The teaching staff actively communicates with the students through e-mail and in the e-learning environment. An e-study environment ("Moodle") has been created for each study course, where students have access to lesson materials, task descriptions, additional study materials related to course topics, as well as study assignments to be completed (tests, forums, seminars, etc.). All study course intermediate and final examination assessments are recorded and available to students in the e-study environment. Overall, the work in the e-learning environment has improved dramatically since the previous accreditation and continues to develop.

The study courses are revised and updated in line with the student-centred approach, dedicating particular attention to the meaningful formulation of learning outcomes, thereby promoting the dialogue between lecturers and students about study content, organizational forms and methods. The content of the bachelor's study programme "Philosophy" for the new accreditation period was also developed in cooperation and discussions with students and representatives of the sector. There are rules and procedures for submitting student applications, resolving complaints and handling student appeals.

In compliance with the study principles of student-centred education, student mobility is promoted. The study plan at other universities is approved at the beginning of the studies. Within an Erasmus+ exchange, students do not need to acquire the courses that are analogous to those taught at UL in the given semester, but the choice of courses must, of course, correspond to the goals and learning outcomes of the study programme, belong to a related field or area or be otherwise justified.

3.2.4. If the study programme envisages an internship, describe the internship opportunities offered to students, provision and work organization, including whether the higher education institution/ college helps students to find an internship place. If the

study programme is implemented in a foreign language, provide information on how internship opportunities are provided in a foreign language, including for foreign students. To provide analysis and evaluation of the connection of the tasks set for students during the internship included in the study programme with the learning outcomes of the study programme (if applicable).

The study programme provides for the mandatory internship course "Practice (Philosophy)". In the previous accreditation period, the programme included several new applied courses "Culture Media and Philosophical Competences", "Text Editing and Philosophical Competences" and "Archival Research and Philosophy", which was later transformed into a joint course for students of philosophy and history programmes "Practical Work in Archives". In these courses, students who were interested in acquiring particular skills could choose to complete an internship in a company or at the National Archives of Latvia. In the next accreditation period, practice in the amount of 2 CP is planned, which is mandatory for all students and gives them the opportunity of internship both in companies and non-governmental organizations, state and local government institutions, libraries and archives, as well as in research projects and higher education institutions. The programme also includes practical courses that give students an additional opportunity to learn applied skills in culture media and publishing houses.

Internships of students in the field of philosophy and ethics are organized in accordance with and guided by the internship regulations of the study programme (approved at the meeting of the Faculty of History and Philosophy Council of 01.03.2022). The purpose of the internship is to strengthen the student's understanding of the practical application of academic knowledge and skills in the field of philosophy outside the study environment and to develop those skills and competencies that enable the application of the learning outcomes acquired in the study process in the conditions of work. The internship regulations state that the general tasks of the internship courses are to introduce the skills and competence needed in companies, research projects and higher education institutions; to develop the practical application of academic knowledge and skills in the work environment. Involving the students of the bachelor's study programme "Philosophy" in an internship is one of the ways to help students bring the knowledge and skills acquired in their studies closer to working life.

Since the institutions where philosophers work as philosophers practically do not exist outside the academic environment, a great variety of internship places and also enrolment into time-limited research projects and organizational activities are expected. At the same time, UL FHP has concluded cooperation agreements with the National Archives of Latvia, the National Library of Latvia, the portal "Satori", the publishing house "Jānis Roze", in which the students of the study programme and its graduates already have an internship and work experience.

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

Not applicable.

3.2.6. Analysis and assessment of the topics of the final theses of the students, their

relevance in the respective field, including the labour market, and the marks of the final theses.

Choosing topics for bachelor's theses and working on their preparation is a process that integrates many knowledge and skills acquired during studies. During the 2nd year, students of the bachelor's study programme "Philosophy" prepare coursework, which also includes choosing a topic. Students are offered a list of lecturers with topics in which they specialize, and students, taking into account this information and their own interests, choose a research direction and supervisor for their work, and select a topic in collaboration with the supervisor.

Until the spring of 202, the topic of the term paper was approved by the Philosophy Programme Council, then – by the final examination committee of the bachelor's study programme "Philosophy". The choice of the topic of the term paper, the preparation and the defence thereof are intended to prepare the students for work on the bachelor's thesis and introduce them to the procedure of thesis defence. In the autumn semester, the 3rd-year students submit to the final examination committee the topic and annotation of the bachelor's thesis, which are agreed upon with the supervisor of the bachelor's thesis. The commission approves the topics or asks for adjustments.

Bachelor's theses in the Department of Philosophy and Ethics are written on a wide range of topics, and students have the opportunity to prepare a thesis in practically any sub-field of the science of philosophy. However, the choice of the specific topic is also influenced by the specialization and research competence of the lecturers. For example, students predominantly write papers only in Western philosophy. Since the bachelor's programme "Philosophy" is designed to encompass the history of Western philosophy from Ancient Greece to the present and cover a wide range of topics, there are no clear trends in the subject of bachelor's theses, but there is a great diversity. The papers are written about philosophers of different eras, for example, "The ontological status of time in Aristotle's concept of time", "Understanding of a human in David Hume's theory of feelings", and "Criticism of Walter Benjamin's concept of aura in Boris Groys' theory of art"). Both analytical and continental philosophy are represented ("Conceptual analysis of the concept of knowledge in the late philosophy of Wittgenstein", "Pre-reflective bodily consciousness in the phenomenology of Maurice Merleau-Ponty"), as are the various subfields, such as logic and epistemology ("Logical consequence conceptions of Alfred Tarski", "Comparative analysis of J. Searle's intentionality of consciousness and M. Polanyi's tacit knowledge conceptions"), philosophy of religion ("The problematic of the object of faith in the works of Paul Tillich"), aesthetics and philosophy of art ("Interpretation as a condition of the work of art: A comparison of the theories of Hans Georg Gadamer and Arthur Danto"), social and political philosophy ("Rawls' theory of justice and Sandel's critique: Analysis and evaluation"), philosophy of psychology ("Soul and rationality in the works of Sigmund Freud"). These also frequently explore the topics of ethics ("Seneca's reflections on death: Contemporary context", "Michel Foucault's fundamental problematics of ethics", "Critique of anthropocentrism in ethics of earth and deep ecology", "Ethical and social aspects of biomedical enhancement of a human: Allen Buchanan and Nicolas Agar", "The ethics of war – a tool for achieving peace").

In the period from the academic year 2013/2014 to 2020/2021, a total of 98 bachelor's theses have been defended in the bachelor study programme "Philosophy". Their average assessment in the study form of full-time regular studies ranges from 6.5 to 8.3, while for those prepared under the study form of part-time extramural studies – from 5.3 to 7. The range of assessment is from 4 to 10, with the majority of bachelor theses receiving an assessment above 7.

Statistics of the graduate theses

Average assessment of graduate theses in bachelor's study programme "Philosophy"

	2013–2021							
Study form: full-time regular	Academic years							
	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Defended graduate theses (number)	12	13	6	10	16	14	10	6
Range of assessments (lowest-highest)	5/9	4/10	4/10	4/9	4/9	4/10	6/9	6/10
Average assessment	**7.2**	**8.2**	**7.5**	**6.5**	**7.5**	**7.4**	**7.7**	**8.3**
Study form: part-time extramural	Academic years							
	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Defended graduate theses (number)	3	4	4					
Range of assessments (lowest-highest)	7/9	4/6	5/9					
Average assessment	**7.7**	**5.3**	**7.0**					

Not applicable

3.3. Resources and Provision of the Study Programme

3.3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and technical provision, and financial provision) with the conditions for the implementation of

the study programme and the learning outcomes to be achieved by providing the respective examples.

All the resources at the disposal of UL and FHP are available for the implementation of the bachelor's study programme "Philosophy". A detailed overview is reflected in the self-assessment report of the study field "History and Philosophy", Part II, Chapter 3, Sections 3.1–3.3.

The available resources are appropriate for the successful implementation of the study programme. The volume of academic literature and information resources is considered sufficient to ensure bachelor's level studies. This is especially the case regarding the digital information resources, – their availability has significantly improved in the last accreditation period, and students' comprehension of the opportunities presented by these resources has also improved, although there is still great room for development in this respect. In addition to JSTOR and the databases of individual publishing houses, in 2021 the database "Philosopher's Index" was temporarily available to students and teaching staff. The resources of the UL Library and its structural units are regularly replenished in accordance with the suggestions of FHP teaching staff, but here, too, efforts must continue in creating a collection of printed and digital books in correspondence with the content of the programmes and research topics.

The premises at the disposal of the Faculty of History and Philosophy of the UL are adequate for the number of students of the faculty. The faculty uses UL premises in Riga, Aspazijas bulvāris 5, they are located on two floors of the building. there are 5 auditoriums with a total area of 312.30 m^2. Seats for 260 students are provided in the auditoriums. All auditoriums are equipped with multimedia projectors and computers, and all premises of the building have Internet (wireless) connection. In 2023, the Faculty of History and Philosophy is scheduled to move to the UL Academic Centre in Torņakalns, Riga, which will entail the improvement of the study infrastructure.

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

Not applicable.

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

For a general description of resources and provision, material and technical base and financial base available for FHP study programs, see the self-assessment report of study field "History and

Philosophy", Part II, Chapter 3, Sections 3.1–3.3.

Revenues of the programme

The bachelor's study programme "Philosophy" is mainly funded from the state budget, which accounts for 73% of the programme's funding, however, it can be concluded that the number of fee-paying students is constant during the reporting period, and accordingly, the income from study fees makes up to 25% of the total funding of the study programme. For detailed student statistics of the bachelor's study programme "Philosophy" by funding source, see the appendix.

UL draws the funds necessary for the implementation of the study programme "Philosophy" from the following sources:

- a state budget grant from the Ministry of Education and Science, which in the academic year 2022/2023 is set at EUR 1630 for full-time regular studies;
- tuition fee, considering all the factors referred to in the section "Financial support", which in the academic year 2022/2023 is set, as follows:
- 2060 EUR per year for full-time regular studies;
- 2845 EUR for full-time international students;

Taking into account the above, the total budget of the study programme is expected to be 143 300 EUR per year, the data are shown in the table below

Estimated annual income of the programme, EUR

Type of studies	Number of students	Tuition fee/state grant	Total income
FTS (budget)	50	1630	81500
FTS (fee)	30	2060	61800
Part-time studies			
International students			
Total			**143 300**

Programme costs

In order to estimate the amount of funding required for financial provision, the cost of study programmes at the University of Latvia is calculated according to the methodology developed by the University of Latvia, which takes into account the costs of providing the study process and information on the study programme plan, involved teaching staff, planned number of students, and other aspects, thereby ensuring the reliability of forecasts.

The **full-time** study programme costs

For calculations, the implementers of the study programme "Philosophy" use the number of students planned after accreditation, the planned study programme plan after accreditation and the planned structure of the involved academic staff. Taking into account the above, the estimated full–time cost per full–time student of the program is 1 749 EUR per year, and the total cost of the program is 139 920 EUR per year. A more detailed percentage cost breakdown is shown in the table below.

Percentage breakdown of costs in the study programme

Expenditure item	% of total
Teacher costs	55 %
General staff.	12 %
Other payments	0%
Infrastructure expenditure	6 %
Property and services	1%
Indirect costs	26 %
TOTAL COST	**100 %**

The figure shows the cost of the study programme depending on the number of students and a comparison with the offered tuition fee and the state budget grant.

Figure 6a. Cost of the bachelor's study programme "Philosophy" based on the number of students (studentu skaits - number of students, pašizmaksas - cost, studiju maksa - tuition fee, dotācija - state budget grant)

Based on the calculation, it can be seen that 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 (intersection of red (cost) and green (tuition) lines projected on the x–axis). On the other hand, if there were only budget students in the programme, then their number should reach 83 students.

Summary of the revenue and expenditure of the programme

The table below summarizes the programme revenue based on the number of students, state grants and tuition fees, and the programme expenses for a such number of students.

The result of the programme

Type of studies	Number of students	Tuition fees/state subsidy	Total income	Total cost
FTS (budget)	50	1630	81 500	87 450
FTS (fee)	30	2060	61 800	52 470
Part-time studies				
International students				
Total			**143 300**	**139 920**

The data presented in the table clearly confirm that the UL has sufficient funds at its disposition to implement the study programme and ensure its further development.

3.4. Teaching Staff

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

The study program is implemented by highly qualified teaching staff who is 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 in historical sciences, while lecturers and scientific assistants are applicants for a scientific degree or doctoral students. 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 high professionalism of the teaching staff, 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.

In the academic year 2021/2022 the programme 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 Department of Philosophy and Ethics. It should be noted that teaching staff from other faculties and departments are also involved in the implementation of the study program (as can be seen in the table in chapter 3.4.2). Furthermore, the teaching staff from the Department of History and Archeology and other faculties are also involved in teaching the study courses of the programme (2 professors, 3 associate professors, 2 assistant professors, 1 lecturer). Students of the doctoral study programme "Philosophy" are involved in reviewing student term papers and bachelor's theses, in some cases, also in thesis supervision.

The teaching staff of the programme 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 sub-disciplines, promote the research outside the academic environment. Some representatives of the teaching staff specialize in the history of philosophy, including the history of philosophy in Latvia (Prof. I. Šuvajevs, Prof. R. Bičevskis, Assistant Prof. A. Priedīte-Kleinhofa, Assistant Prof. L. Rotkale, researcher E. Šimfa, lecturer E. Narkēvičs), several lecturers work in the field of ethics and social philosophy (Prof. I. Šuvajevs, Assistant Prof. A. Svece, Assistant Prof. A. Sauka, researcher E. Šimfa), logic, critical thinking, philosophy of science, epistemology, philosophy of language and consciousness form a related field of study and research (Assistant Prof. V. Kačans, Assistant Prof. L. Rotkale, Assistant Prof. A. Svece, research. asst. T. Stepiņš, doctoral student R. Vilciņš). Currently, Assistant Prof. I. Gubenko works most extensively in the sub-field of aesthetics and teaches the relevant courses.

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

In the academic year 2013/2014, 4 professors, 3 associate professors, 3 assistant professors, and 4 lecturers were involved in the implementation of the bachelor's programme (both from FHP and other faculties), while in the academic year 2021/2022 the programme is implemented by 4 professors, 3 associate professors, 7 assistant professors, and 3 lecturers, as well as 3 research assistants. The significant changes in the composition of the teaching staff cannot be understood solely by evaluating the changes in the number. The number of professors and associate professors working in the field of philosophy has decreased, nevertheless, the enrichment of the programme content also means greater involvement of teaching staff from other fields, first of all, historians. At the same time, the number of new lecturers in the Department of Philosophy has significantly increased, including research assistants and doctoral students involved in the study programme implementation.

Composition of teaching staff involved in the bachelor's study programme "Philosophy" and changes thereof in the period from 2013/2014 to 2021/2022

Academic year 2013/2014	Academic year 2021/2022

	Doctoral degree	Master's degree	Total	% of the total	Doctoral degree	Master's degree	Total	% of the total
Total, incl.			**14**				**20**	
Professor	4		4	29%	4		4	20%
Assoc. professor	3		3	21%	3		3	15%
Assistant professor	3		3	21%	7		7	35%
Lecturer / interim lecturer		4	4	29%	1	2	3	15%
Research personnel					1	2	3	15%

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

Not applicable.

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

Provide information on the reporting period (if applicable).

Not applicable.

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

The cooperation of teaching staff both within the study field "History and Philosophy" and within the study programmes "Philosophy" at all levels is consistent and diverse, it has an institutional, scientific and academic character. 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 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 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.

Cooperation between study course lecturers is manifested in several ways. There are courses that are taught by several lecturers, and the number of such courses is expected to be increased in the next accreditation period. This follows from the goal of the study field "to promote the development of a research and study environment oriented towards excellence, creativity, openness, internal and international cooperation", and the need to reduce the number of courses to 6 per semester in accordance with Regulations on the University of Latvia Study and Continuing Education Programmes (Senate Decision No. 102 of 24.07.2017).

For example, the new study plan envisages the course "Philosophy of Language", in which two lecturers, Līva Rotkale and Reinis Vilciņš, who have so far taught two separate courses "Introduction to the Philosophy of Language" and "Proseminar: Philosophy of Ludwig Wittgenstein", will collaborate. Secondly, the teaching staff coordinate their efforts when working on related courses. For example, the work on the creation of the new study plan includes the use of the same terminology in the courses of logic, critical thinking and critical rhetoric. Thirdly, in the last few years, the cooperation of the teaching staff of the Department of Philosophy and Ethics and the Department of History and Archeology is increasingly important, including the work on the new study plans, the mutual rapprochement of the bachelor's programmes of both areas, and on the preparation of joint research projects.

The ratio of the number of students to teaching staff in the bachelor's study programme "Philosphy" is 3.7.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	BSP Philosophy diploma and supplement.pdf	BSP Filozofija_diploms un pielikums.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)	CHE decision on BSP Philosophy.pdf	AIP atzinums par BSP Filozofija.edoc
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	BSP Philosophy_Student statistics_2013_2021.xlsx	BSP Filozofija_Studējošo statistika_2013_2021.xlsx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	BSP_Philosophy_Compliance with the standard.pdf	BSP_Filozofija_Atbilstība standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	BSP Philosophy programme results mapping_ed.pdf	BSP Filozofija programmas rezultātu kartējums_red.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	BSP Philosophy study plan_HPfield_ed.pdf	BSP Filozofija studiju plāns_VFvirziens_red.pdf
Descriptions of the study courses/ modules	BSP Philosophy course descriptions.pdf	BSP Filozofija kursu apraksti.pdf
Description of the organisation of the internship of the students (if applicable)	BSP Philosophy Internship Regulations.pdf	BSP Filozofija prakses nolikums.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	BSP Philosophy compliance with the 3rd clause of the 1st paragraph of Section 55 of the Law on Higher Education Institutions.pdf	BSP Filozofija atbilstība Augstskolu likuma 55. panta pirmās daļas trešajam punktam.pdf

Philosophy (45229)

Study field	*History and Philosophy*
ProcedureStudyProgram.Name	*Philosophy*
Education classification code	*45229*
Type of the study programme	*Academic master study programme*
Name of the study programme director	*Aija*
Surname of the study programme director	*Priedīte-Kleinhofa*
E-mail of the study programme director	*aija.priedite-kleinhofa@lu.lv*
Title of the study programme director	*Dr. phil.*
Phone of the study programme director	*+371 26517707*
Goal of the study programme	*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.*
Tasks of the study programme	*1. To create and regularly update high-quality study content in accordance with the theoretical and methodological innovations of philosophy and its sub-fields, as well as the requirements of the academic and professional environment and the labour market;* *2. To promote the development of the skills of scientific research and analytical work, to prepare students for independent scientific and research work, to integrate studies with research, involving students in research projects of the department;* *3. In the day-to-day study process, to develop students' initiative, understanding, and responsibility for research results and ethical aspects of professional activity; to advance the development of students' creative abilities and motivate the best students for further studies in the doctoral study programme;* *4. To promote international cooperation in philosophy and its sub-disciplines, as well as cooperation in the development of interdisciplinary projects.*

| Results of the study programme | Knowledge:
1. demonstrates extended and in-depth knowledge of philosophy and the chosen sub-field;
2. is well versed in the most important theoretical discussions and the latest research on them, as well as demonstrates his/her critical comprehension of them;
3. demonstrates knowledge and understanding of the methods of philosophy and its sub-disciplines, including their application in interdisciplinary research.

Skills:
4. formulates and analytically describes the latest information, problems and solutions in the chosen sub-field of philosophy in order to carry out research;
5. explains and discusses the theoretical and practical aspects of the field of philosophy with specialists of the field, as well as non-specialists;
6. independently develops the competence necessary for the chosen sub-field.

Competence:
7. independently formulates and critically analyses complex scientific and professional problems in philosophy and the chosen sub-field of philosophy, justifies decisions and, if necessary, performs additional analysis;
8. integrates knowledge of philosophy and related fields, finds solutions to substantial research tasks;
9. demonstrates understanding and ethical responsibility regarding the possible impact of research results or professional activity on the environment and society. |
| Final examination upon the completion of the study programme | Elaboration and defence of master's thesis |

Study programme forms

Full time studies - 2 years - latvian

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	80
Admission requirements (in English)	Completed bachelor's degree or second-level professional higher education, or equivalent higher education, in philosophy and ethics. Completed bachelor's degree or second-level professional higher education, or equivalent higher education, in other educational programme groups and entrance examination.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Master of Humanities in Philosophy and Ethics
Qualification to be obtained (in english)	-

Places of implementation

Place name	City	Address

University of Latvia	RĪGA	RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050

3.1. Indicators Describing the Study Programme

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

The purpose, tasks and results of the programme have been specified in accordance with the Cabinet of Ministers Regulation No. 322 of 13.06.2017 "Regulations on the Classification of Latvian Education", SWOT evaluation of study field and programmes, goals set for the study field "History and Philosophy", and the requirements of contemporary education, while maintaining continuity with the relevant parameters in the previous accreditation. The description of the results indicates the knowledge, skills and competence acquired as a result of the studies. In addition to academic and professional tasks, the tasks of the programme emphasize the social tasks of the programme and the civic responsibility of the graduates.

Assistant Prof. A. Priedite-Kleinhofa has succeeded Prof. M. Rubene in the post of study programme director.

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

The academic master's study programme "Philosophy" is included in the study field "History and Philosophy", which is implemented in Latvia at the Faculty of History and Philosophy of the University of Latvia and the Faculty of Humanities of Daugavpils University. Philosophy study programmes at all three levels are taught only at UL. The master's study programme in philosophy implemented by UL has been part of the aforementioned study field since its establishment and fully corresponds to the title and substance of the study field. The master's study programme "Philosophy" corresponds to the educational thematic area "Humanities and Arts", and this correspondence is indicated in the title of the awarded degree: Master of Humanities in Philosophy and Ethics. The bachelor's study programme is an academic study programme which, according to the Cabinet of Ministers Regulation No. 322 of 13.06.2017 "Regulations on the Classification of Latvian Education" has been assigned the code 45224.

Both the study programme title and the awarded degree, and the goal, tasks and results of the programme are interrelated and appropriate to the study field. The goal of the programme is to "Ensure the provision of the aggregate 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 sub-fields thereof in an interdisciplinary context". Accordingly, the study programme is designed in such a way that the students have the opportunity to develop as professional researchers who capably navigate the current issues of the sector, and develop into independent, creative, cooperation-oriented researchers who are useful to society and ethically responsible. The transcription of the programme code indicates that the programme belongs to the group of educational programmes "Philosophy and Ethics", which also corresponds to the content of the programme – students are offered courses in philosophy in general and specifically in ethics, and they have the opportunity to develop final theses in various sub-fields of philosophy, including ethics.

The program's admission requirements are consistent with the program's content and structure, as well as its purpose and learning outcomes. The content of the program consists of theoretical courses in the history of philosophy and the sub-fields of philosophy, the successful completion of which requires prior knowledge in philosophy, which is provided by previous education in philosophy or the level of knowledge, skills and competence corresponding to it, which is determined during admission interviews. The formulated results of the program emphasize the ability to know and apply the theoretical achievements and methods of philosophy, to solve complex scientific and professional problems. The mentioned results can be achieved with an appropriate level of prior qualification.

The study programme is implemented in full-time regular form for 4 semesters –2 years, during which the content of the programme is learned in the amount of 80 CP. The scope and structure of the programme comply with CM Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic education" and UL Senate Decision No. 102 of 24.04.2017 "Regulations on the University of Latvia Study and Continuing Education Programmes". The specific duration and scope of the program have been chosen to ensure the acquisition of knowledge, skills, and competencies necessary for the purpose and results of the program. It ensures the acquisition of theoretical courses in the mandatory and restricted elective part of the program, and competence in the development of scientific work. The content and structure of the program are largely oriented towards the development of a high-quality master's thesis.

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

The philosophy study programme at the University of Latvia at all three levels (bachelor's, master's and doctoral) is the only one in this field of science in the entire country. Other study programmes implemented by Latvian higher education institutions include separate subjects related to philosophy and its sub-disciplines. Since the study courses included in the UL study programme also touch on the problems of the intellectual and cultural history of Latvia and ensure the development of national science, including the studies of the intellectual history and cultural heritage in Latvia, we believe that it represents an important segment rooted in the traditions and values of European classical culture of society's knowledge in the field of humanities and research on a national scale.

Considering the graduates of master's programme "Philosophy" from the perspective of the labour

market, the range of their employment is wide and varied: as teaching staff and researchers in Latvian higher education and research institutions (University of Latvia, Riga Graduate School of Law, Art Academy of Latvia, Jāzeps Vītols Latvian Academy of Music, Latvian Academy of Culture, Latvia University of Life Sciences and Technologies, Riga Stradiņš University, University of Daugavpils, University of Liepāja), project managers at National Library of Latvia and LAB, philosophy teachers in state gymnasiums and secondary schools, specialists of various levels in state administration institutions (Ministry of Welfare, The Office of Citizenship and Migration Affairs, etc.), they are politicians, representatives of creative professions (literature, theatre, cinema, TV, art), founders and content creators of press publications and electronic media (portals) of national standing ("Rīgas laiks", "Satori", "Punctum", "Artteritory.com", Delfi.lv), as well as editors of publishing houses, as well as the National Encyclopedia.

Therefore, we believe that the graduates of our programme meet the demand of the labour market, and, moreover, successfully enter it as proactive participants, transforming and creating the quality and diversity of market demand. We especially want to highlight those graduates of the master's programme "Philosophy" who obtain second higher education in this study programme and work as highly valued specialists of Law, national representative institutions of Latvia in the EU, have won recognition and awards in literature, directing, etc., even if the research statistics indicate these specialists as employed in other sectors of labour market. The minority of graduates are public relations specialists, consultants and analysts, and project managers in the business sector.

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

The 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, it should be noted that 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". Inability to settle financial obligations constitutes only 2 cases out of the total number.

The number of foreign students entering the study programme is small, and the number of students leaving to study abroad is also relatively low. Both incoming and outgoing students mostly use exchange study opportunities ("Erasmus+"). The small number of outgoing students is partly due to the fact that a large number of students in the master's programme combine studies with work.

Incoming students

Academic year	Number of foreign students	Country of origin
2013/2014	2	Czech Republic (1), Germany (1)
2014/2015	0	–
2015/2016	0	–
2016/2017	1	Czech Republic (1)
2017/2018	0	–
2018/2019	2	Germany (2)
2019/2020	0	–
2020/2021	0	–
2021/2022	0	–
Total for reporting period	**5**	

Outgoing students

Academic year	Number of outgoing students	Country of destination
2013/2014	1	Germany (1)
2014/2015	0	–
2015/2016	1	Czech Republic (1)
2016/2017	3	Iceland (1), Belgium (2)
2017/2018	2	Czech Republic (1), Belgium (1)
2018/2019		
2019/2020	2	Croatia (1), Poland (1)
2020/2021	0	–
2021/2022	3	Czech Republic (1), Croatia (1), Sweden (1)

Total for reporting period	**12**

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

Nota applicable.

3.2. The Content of Studies and Implementation Thereof

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

The structure, course offer and content of the study programme have been created in accordance with the current trends in the development of history science and the labour market, in compliance with and CM Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic education", CM 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 UL Senate Decision No. 102 of 24.04.2017 "Regulations on the University of Latvia Study and Continuing Education Programmes".

The structure of the master's study programme "Philosophy" consists of mandatory or part A courses in the amount of 44 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 courses in the amount of 4 CP. In the previous accreditation period, part C courses were not offered in the master's programme. Part C courses will give students the opportunity to create interdisciplinary links with other sectors. Regarding the structure of the programme, compared to the previous accreditation period, the number of 4 and 6 CP courses in the programme has significantly increased, thus eliminating fragmentation of the programme.

The master's study programme "Philosophy" is the only academic study programme of its kind in Latvia, therefore the programme's offer must be as broad and comprehensive as possible, it cannot be oriented towards narrow specialization and excellence in a single thematic block. The programme educates specialists with the right and potential to continue their studies in the

doctoral programme "Philosophy" and other doctoral study programmes, teaching staff and researchers of higher education institutions and high-level employees of state institutions who are able to address the current problems of scientific and professional philosophy and its sub-disciplines in an interdisciplinary context. In accordance with this goal, the master's study programme "Philosophy" encompasses the courses that provide a more general view of the contemporary development trends of the field of philosophy as a whole, and courses in sub-fields of philosophy that consider the most important theoretical discussions in ethics, aesthetics, biophilosophy, feminism, social and political philosophy, and other disciplines.

The mandatory or part A courses of the programme focus on questions about the unity of philosophy and its diverse sub-disciplines, the different styles of philosophical thought, the problematization of philosophy as a single discipline in the context of modernity and postmodernism. The positions of classical and post-classical philosophy and their changes are also examined through the prism of the development of philosophical methods in historical scope, especially focusing on hermeneutics, phenomenology (including ecophenomenology), linguistic and bodily turn, deconstruction, and other approaches in modern philosophy. The course "Cultural Theories and Practices" is taught to students of both philosophy and history master's programmes with the aim of offering an interdisciplinary perspective on cultural research, introducing the diversity of cultural theories today and demonstrating the importance of these theoretical approaches in practice, namely, in the analysis of specific cultural phenomena.

Along with courses with a stronger emphasis on strengthening general knowledge and competencies, part A includes courses that guide students to choose the sub-field of philosophy and the topic of the master's thesis in which the specialization will take place ("Master's Thesis Seminar in Philosophy" and development of master's thesis, including its defence). "Academic Practice in Philosophy" offers students the opportunity to learn in-depth practical skills in academic work (planning and structure of a scientific article, organizing seminars and conferences, project writing, etc.) and to become acquainted with the specifics of academic work in the humanities.

The courses of the restricted elective or part B introduce students to the topical issues of theoretical ethics, philosophy of aesthetics and art, social and political philosophy, biophilosophy, feminism, history of philosophy, science and research ethics – the most key contemporary problems, theoretical discussions and methodology of research in these fields. Compared to the previous accreditation stage, the offer of courses devoted to analytical philosophy in the master's programme has been reinforced.

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

The programme content is designed to ensure that in-depth and extended knowledge of philosophy and its sub-disciplines is combined with a critical understanding of the key theoretical discussions and methods, including their application in interdisciplinary research. In the context of the specialization, students develop research activity skills and the ability to communicate about the theoretical and practical aspects of the field of philosophy with both specialists and non-specialists,

the ability to demonstrate understanding and ethical responsibility for the possible impact of research results or professional activity on the environment and society.

The courses of the master's study programme "Philosophy" are oriented both to meet the demand of the labour market (specialists in the field of academic education and research, public administration institutions, media environment and creative professions, etc.), and to respond to the current trends in the development of science (biophilosophy, feminism, ethics, cultural theories, etc.). In order to ensure the relevance of the study programme, compliance with the requirements of the labour market in the public sector and the most current trends in the field, a survey of graduates and students, consultations with employers, and a comparison with the corresponding level study programmes of the universities of the Western and Baltic countries are regularly organized. Monitoring of the study course content updating is also defined as the operational competence of the FHP council and study field council.

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

Studies in the master's study programme "Philosophy" are carried out only in the form of full-time regular studies. Considering that the absolute majority of students are employed, classes are organized 4 days a week on weekday evenings: from 16:30 to 21:30. Studies are conducted in the national language, but when learning the specific content of the study course, students are introduced to terminology in English, as well as useful publications, books and other sources in English or another foreign language.

The principles of student-centred education are observed in the implementation of the study process: individual treatment of students, respecting their interests, and needs, if necessary, developing an individual study plan. Students receive the support of the teaching staff in choosing topics for independent assignments. Throughout the study process, a constant connection is maintained with the students by using the LUIS system, the e-study environment ("Moodle") platform, where students have access to detailed course descriptions, literature lists and lesson materials, task descriptions, as well study materials related to the course topics, including study assignments (tests, forums, seminars, conferences, etc.). All intermediate and final examination evaluations of study courses with grade substantiation are recorded and available to students in the e-study environment. The study programme director constantly monitors the progress of the study process and conducts regular discussions with the students about the progress of the studies. Both students and graduates are involved in the evaluation of the work organization of the programme's study process, the quality of each study course and the programme as a whole, first by evaluating each study course in a survey, and after defending the master's thesis – assessing the study programme as a whole. Corrections are made in the work organization of the study process and in the content of the study programme as a consequence of the assessment given by students.

At the beginning of each study course, students are introduced to the detailed plan (description) of the study course, the requirements for receiving credit points, the evaluation criteria for study results, the description of the organization and tasks set out for the work to be conducted independently by students, and recommended literature. In order to promote the systematic evaluation of study works during the semester, several types of intermediate tests are used: tests, quizzes, independent and practical assignments, analysis of the performance of specific tasks, etc.

Various study methods and forms are used in study programme realization: 1) Lectures – introductory lectures, interactive lectures, summary lectures, problem-oriented lectures. The lecture presentation file is posted in the e-study environment for the duration of the semester; 2) Seminars are organized in the format of discussions on previously assigned texts and questions. Before the seminar in some courses, there is a requirement to submit a summary of the read text. Active participation in seminar discussions constitutes a definite part of the overall evaluation of the semester; 3) Papers, essays and tests can constitute the form of both the final examination of the course and the intermediate examination; 4) Presentations – individual or group presentations on a pre-selected topic; 5) The final examination of the course (oral or written) makes up no more than 50% of the semester's total grade.

Completion of the programme concludes with the development and defence of a master's thesis, which is evaluated on a ten-point scale in accordance with the methodological guidelines for the development and defence of master's theses approved by UL FHP. The evaluation criteria of the master's thesis are based on the Regulation on final examinations at UL, including the specifics of the field and experience in the conducting of final examinations in the master's study programme.

The evaluation system of study results on a 10-point scale in the master's study programme is implemented in accordance with CM Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic education", in accordance with the basic principles of evaluation, as well as the decision of UL Senate No. 211 of 29.06.2015, guided by the following criteria: the amount and quality of acquired knowledge; acquired skills; acquired competence according to the planned study results.

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

Not applicable.

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

Not applicable.

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

The topics of the master's thesis are chosen by the students in the master's study programme "Philosophy" according to the specialization in the chosen sub-field of philosophy and in cooperation with the supervisor of the thesis. Students' interest in specialization in the field of theoretical and practical philosophy and in the history of philosophy is constant and proportional (none of the sub-disciplines of philosophy represented in the programme can be characterized as dominant in comparison to the others). The topics of master's theses developed in the field of theoretical philosophy have been dedicated to significant 20th/21st century scientific discussions in epistemology, philosophy of science and philosophy of consciousness, with a comparison and analysis of important theoretical concepts, focusing on authors such as D. Dennett, T. Kuhn, D. Chalmers, L. Wittgenstein, etc., the study of artificial intelligence concepts, cognitive science questions about languages, consciousness and perception processes and their mutual interaction.

In the field of practical philosophy, students choose to specialize in ethics, aesthetics and philosophy of art, and social and political philosophy. For the development of final papers, students choose either a comparison of several theoretical concepts important to the sub-field, or explore the research of contemporary authors recognized in the philosophical thought of the world, but relatively little known in the Latvian academic environment (A. Badiou, P. Freire, I. Illich, G. Agamben, L. Irigaray, S. Žižek, W. Kymlicka, N. Goodman, etc.) Relatively fewer master's theses are devoted to the authors and issues of classical philosophy, however, students' interest in the philosophy of Aristotle, Kant, Kierkegaard, Lessing, and other classics has been implemented by integrating the latest research and findings in the development of the final thesis.

Over the past few years, the choice of topics for master's theses has been increasingly consistent with the priority directions of scientific research defined by the Department of Philosophy and Ethics, particularly – theoretical and applied ethics, theories of power, issues of identity and difference in social and political philosophy, cultural psychoanalysis and philosophy of contemporary art. Students' interest in the topics of biopolitics and bioethics has grown rapidly.

A total of 52 master's theses have been defended in the reporting period. Their evaluation in the last 8 years (2013–2021) fluctuates in a relatively constant range from 5.0 to 10.0. The average assessment per academic year ranges from 7.3 to 9.4, while grades 4, 5 and 10 are rather exceptions.

Statistics of the graduate theses

Average assessment of graduate theses in master's study programme "Philosophy" 2013–2021

Study form: full-time regular	Academic years							
	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021

Defended graduate theses (number)	8	9	10	5	3	5	5	7
Range of assessments (lowest-highest)	7/10	5/10	5/10	9/10	8/9	7/10	8/10	5/9
Average assessment	**8.4**	**7.7**	**7.9**	**9.4**	**8.3**	**9.0**	**8.6**	**7.3**

3.3. Resources and Provision of the Study Programme

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

All the resources available at UL and FHP are available for the implementation of the master's study programme "Philosophy". A detailed outline is reflected in the self-assessment report of the study field "History and Philosophy", Part II, Chapter 3, Sections 3.1–3.3.

The available resources are appropriate for the successful implementation of the study programme. The volume of academic literature and information resources is considered sufficient to ensure master's level studies. This is especially the case regarding the digital information resources, – their availability has significantly improved in the last accreditation period, and students' comprehension of the opportunities presented by these resources has also improved, although there is still a great room for development in this respect. In addition to JSTOR and the databases of individual publishing houses, in 2021 the database "Philosopher's Index" was temporarily available to students and teaching staff. The resources of the UL Library and its structural units are regularly replenished in accordance with the suggestions of FHP teaching staff, but here, too, efforts must continue in creating a collection of printed and digital books in correspondence with the content of the programmes and research topics.

The premises at the disposal of the Faculty of History and Philosophy of the UL are adequate for the number of students of the faculty. The faculty uses UL premises in Riga, Aspazijas bulvāris 5, they are located on two floors of the building. there are 5 auditoriums with a total area of 312.30 m^2. Seats for 260 students are provided in the auditoriums. All auditoriums are equipped with multimedia projectors and computers, and all premises of the building have Internet (wireless) connection. In 2023, the Faculty of History and Philosophy is scheduled to move to the UL Academic Centre in Torņakalns, Riga, which will entail the improvement of the study infrastructure.

3.3.2. Assessment of the study provision and scientific base support, including the

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

Not applicable.

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

All the resources available at UL and FHP are available for the implementation of the master's study programme "Philosophy". A detailed outline is reflected in the self-assessment report of the study field "History and Philosophy", Part II, Chapter 3, Sections 3.1–3.3.

Revenues of the programme

The master's study programme "Philosophy" is mainly financed from the state budget funding, which makes up 92% of the programme funding. See the appendix for detailed student statistics of the master's study programme "Philosophy" according to funding sources.

UL draws the funds necessary for the implementation of the study programme "Philosophy" from the following sources:

- a state budget grant from the Ministry of Education and Science, which in the academic year 2022/2023 is set at EUR 1630 for full-time regular studies. Applying the education level factor of 1.5, the state budget grant for the programme is 2445 EUR per student per year;
- tuition fee, considering all the factors referred to in the section "Financial support", which in the academic year 2022/2023 is set, as follows:
- 2100 EUR per year for full-time regular studies;
- 3699 EUR for full-time international students;

Taking into account the above, the total budget of the study programme is expected to be 69 900 EUR per year, the data are shown in the table below.

The estimated annual income of the programme, EUR

Type of studies	Number of students	Tuition fee/state grant	Total income
FTS (budget)	20	2445	48 900
FTS (fee)	10	2100	21 000
Part–time studies			

International students	
Total	**69 900**

Programme costs

In order to estimate the amount of funding required for financial provision, the cost of study programmes at the University of Latvia is calculated according to the methodology developed by the University of Latvia, which takes into account the costs of providing the study process and information on the study programme plan, involved teaching staff, planned number of students, and other aspects, thereby ensuring the reliability of forecasts.

The **full-time** study programme costs

For calculations, the implementers of the master's study programme "Philosophy" use the number of students planned after accreditation – 20 students in the state–grant funded group, and 10 self–funded students, the planned study programme plan after accreditation and the planned structure of the involved academic staff. Considering the above, the estimated full–time cost per full–time student of the programme is 2325 EUR per year, and the total cost of the programme is 69 750 EUR per year. A more detailed percentage cost breakdown is shown in the table below.

Percentage breakdown of costs in the study programme

Expenditure item	% of total
Teacher costs	56 %
General staff	11 %
Other payments	0%
Infrastructure expenditure	6 %
Property and services	1%
Indirect costs	26 %
TOTAL COST	**100 %**

The figure below shows the cost of the study programme depending on the number of students and a comparison with the offered tuition fee and the state budget grant.
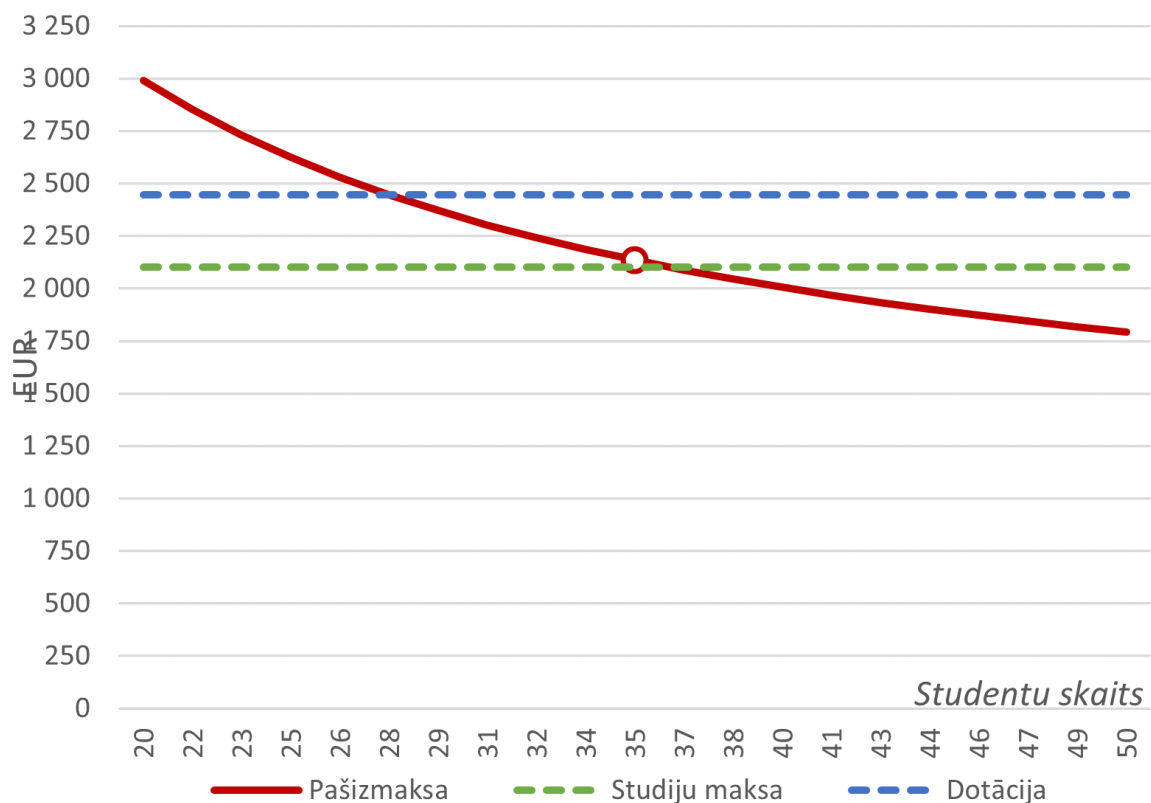
Figure 6d. Cost of the master's study programme "Philosophy" based on the number of students (studentu skaits - number of students, pašizmaksas - cost, studiju maksa - tuition fee, dotācija - state budget grant)

Based on the calculation, it can be seen that 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 (intersection of red (cost) and green (tuition) lines projected on the x–axis). On the other hand, if there were only budget students in the program, then their number should reach 27 students.

Summary of the revenue and expenditure of the programme

The table below summarizes the programme revenue based on the number of students, state grants and tuition fees, and the programme expenses for a such number of students.

The result of the programme

Type of studies	Number of students	Tuition fees/state subsidy	Total income	Total cost
FTS (budget)	20	2445	48 900	46 500
FTS (fee)	10	2100	21 000	23 250
Part–time studies				
International students				

Total	**69 900**	**69 750**

The data presented in the table clearly show that the University of Latvia has sufficient resources to implement the study programme and ensure its further development. However, the rise in the number of fee-paying students would provide an additional support.

3.4. Teaching Staff

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

All teaching staff involved in the program has a doctorate in philosophy or history in accordance with the requirements of regulatory acts. Doctoral students of philosophy, scientific assistants K.Lācis or V.Zariņš (in turn) are involved in the teaching of two-part mandatory courses in cooperation with prof. R. Bičevskis, and in cooperation with Dr. phil., assist. prof. L.Rotkale - doctoral student, scientific assistent R. Vilciņš. The professional suitability of teaching staff is regularly checked with the evaluation and election procedures established by law. UL provides regular opportunities for supplementing qualifications in pedagogical and organizational competencies. The scientific activity of the teaching staff (publications, scientific projects, etc.) is related to the content and structure of the program. The teaching staff of the program has long-term experience in teaching courses in philosophy and its sub-fields at various study levels, including the master's level in accordance with the requirements of regulatory acts.

In the academic year 2022/2023, the master's study programme "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). Particular elective courses, which are common to students of the master's study programmes "Philosophy" and "History and Archaeology" during the reporting period have been taught by the teaching staff of the Department of History and Archaeology (Professors A. Levāns, H. Tumans, Assoc. Prof. V. Kļava, Assistant Prof. M. Mintaurs). In previous years, leading researchers of the UL Institute of Philosophy and Sociology have participated in the programme by teaching individual courses or supervising and reviewing final theses.

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 the volume of 2 CP (in English).

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 prepare translations of philosophical texts. The teaching staff of the programme participates in the editorial boards of scientific publications in Latvia and abroad. The research conducted by the programme teaching staff is closely related to the study process, as a result, the publications prepared by the teaching staff are integrated into the study courses. Faculty members of the programme are offered regular opportunities for qualification improvement in various special courses (language skills, leadership competence, media literacy, publication skills, academic integrity, etc.), which are also actively used.

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

In the academic year 2013/2014, the programme teaching staff consisted of 4 professors, 3 associate professors and 1 assistant professor, while in the academic year 2022/2023, the master's study programme "Philosophy" 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. The succession of generations has made it possible both to preserve the existing courses in several important sub-disciplines of philosophy and to expand the thematic field of courses taught in the master's study programme "Philosophy", including courses dedicated to analytical philosophy, reinforcing the topics of biophilosophy and bioethics in the programme. The implementation of the master's study programme "Philosophy" in the future envisages future cooperation with the leading researchers of UL Institute of Philosophy and Sociology in phenomenology, as well as with assoc. prof. and researchers of UL Faculty of Geography and Earth Sciences.

Composition of teaching staff involved in master's study programme "Philosophy" and changes thereof in the period from 2013/2014 to 2021/2022

	Academic year 2013/2014				Academic year 2022/2023			
	Doctor's degree	**Master's degree**	**Total**	**% of total**	**Doctor's degree**	**Master's degree**	**Total**	**% of total**
Total, incl.			**9**				**15**	
Professor	4		4	44%	2		2	13%

Assoc. professor	3		3	33%		3	20%
Assistant professor	1		1	11%	6	6	40%
Lecturer / interim lecturer		1	1	11%	2	2	13%
Research personnel					2	2	2	13%

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

Not applicable.

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

Not applicable.

3.4.5. Assessment of the cooperation between the teaching staff members by specifying the mechanisms used to promote the cooperation and ensure the interrelation between

the study programme and study courses/ modules. Specify also the proportion of the number of the students and the teaching staff within the study programme (at the moment of the submission of the Self-Assessment Report).

The cooperation of teaching staff both within the study field "History and Philosophy" and within the study programmes "Philosophy" at all levels is consistent and diverse, it has an institutional, scientific and academic character. 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.

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 programmes). A regular form of cooperation is international scientific conferences and separate guest lectures within these events.

The ratio of the number of students to teaching staff in the master's study programme "Philosophy" is 2.5.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	MSP Philosophy diploma and supplement.pdf	MSP Filozofija_diploms un pielikums.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)	CHE decision on MSP Philosophy.pdf	AIP atzinums par MSP Filozofija.edoc
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	MSP Philosophy_Student statistics_2013_2021.xlsx	MSP Filozofija_Studējošo statistika_2013_2021.xlsx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	MSP_Philosophy_Compliance with the standard.pdf	MSP_Filozofija_Atbilstība standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Mapping of the study programme MSP Philosophy.pdf	MSP filozofija programmas rezultātu kartējums_red.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	MSP Philosophy study plan_HPfield.pdf	MSP Filozofija studiju plāns_VFvirziens.pdf
Descriptions of the study courses/ modules	MSP Philosophy course descriptions.pdf	MSP Filozofija kursu apraksti.pdf
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	MSP Philosophy compliance with the 3rd clause of the 1st paragraph of Section 55 of the Law on Higher Education Institutions.pdf	MSP Filozofija atbilstība Augstskolu likuma 55. panta pirmās daļas trešajam punktam.pdf

History and Archaeology (45228)

Study field	*History and Philosophy*
ProcedureStudyProgram.Name	*History and Archaeology*
Education classification code	*45228*
Type of the study programme	*Academic master study programme*
Name of the study programme director	*Jānis*
Surname of the study programme director	*Taurēns*
E-mail of the study programme director	*janis.taurens@lu.lv*
Title of the study programme director	*Dr. hist.*
Phone of the study programme director	*+371 28357885*
Goal of the study programme	*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.*
Tasks of the study programme	*1. To provide a study process based on historical source research and critical analysis of the latest scientific literature;* *2. 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;* *3. 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;* *4. In the study and research process, promote addressing of current scientific and public research problems, the studies of national identity and cultural heritage problems in the European and global context, as well as communication of research results in the professional and public space;* *5. To promote the development of competent, comprehensive, civically active historians and archaeologists who become a part of the scientific environment of Latvia and Europe and the professional environment of education, culture, public administration, and the non-governmental sector.*

Results of the study programme	Knowledge:
	1. explains the place of history in the context of social sciences and humanities, masters profound knowledge in the science of history and the chosen sub-field of history;
	2. explains and critically analyses current historical research methods;
	3. explains and critically evaluates the latest achievements in the scientific literature of Latvian and world history, the historiographical problems of the field and their solutions.
	Skills:
	4. justifies one's position in professional discussions regarding complex theoretical and practical aspects of the field of history;
	5. independently uses the theoretical achievements of history, methods and problem-solving skills to perform research activities or highly qualified professional functions in institutions whose operation concerns resolution of historical problems, also in cooperation with specialists in history and other fields;
	6. applies the latest historical research methods, including application of digital skills and selection of the most appropriate methods for one's scientific activity.
	Competence:
	7. independently formulates and critically analyses complex scientific and professional problems in the field of history research and its practical applications, substantiates decisions of civic consequence and, if necessary, performs additional analysis;
	8. independently and creatively carries out research in the science of history;
	9. integrates knowledge of history and other related fields, contributes to the creation of new knowledge, and creative development of historical methods.
Final examination upon the completion of the study programme	Elaboration and defence of master's thesis

Study programme forms

Full time studies - 2 years - latvian

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	80
Admission requirements (in English)	Completed bachelor's degree or second-level professional higher education, or equivalent higher education, in history and archaeology. Completed bachelor's degree or second-level professional higher education, or equivalent higher education, in other educational programme groups and entrance examination.

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Master of Humanities in History and Archaeology*
Qualification to be obtained (in english)	-

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

Since the previous accreditation of the study programme, 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 programme is implemented in full-time regular form, in the Latvian language.

The goal, tasks and results of the programme have been specified in accordance with the Cabinet of Ministers Regulation No. 322 of 13.06.2017 "Regulations on the Classification of Latvian Education", with SWOT evaluation of study field and programmes, goals set for the study field "History and Philosophy" and contemporary education requirements, while maintaining continuity with the relevant parameters in the previous accreditation. In addition to academic and professional tasks, the tasks of the programme emphasize the social tasks of the programme, and the civic responsibility of graduates.

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. This limitation does not correspond to the orientation of studies and research towards interdisciplinarity, including in archaeology, which is currently clearly embedded in the title, goals and programme itself. In the new accreditation period, a bachelor's degree is required as a condition, regardless of the field in which it was obtained.

During the accreditation period, the director of the programme has changed – Assoc. Prof. J. Taurēns has replaced Assistant Prof. M. Mintaurs in this position.

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

The academic master's study programme "History and Archaeology" has been included in the study

field "History and Philosophy" since the creation of this study field and corresponds to it. The programme corresponds to the educational thematic area "Humanities and Arts", and this correspondence is indicated in the title of the awarded degree: Master of Humanities in History. The master's study programme is an academic study programme which, according to the Cabinet of Ministers Regulation No. 322 of 13.06.2017 "Regulations on the Classification of Latvian Education" is assigned the code 45228.

The degree awarded upon completion of the programme corresponds to the programme title, its goal and tasks are developed in accordance with the existing regulatory enactments and adapted to the specifics of history and archaeology, considering that the goal of the 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 incorporation into the changing scientific and professional environment, successfully and independently solving research problems and professional challenges". The goal, tasks and results of the programme are interrelated. The tasks of the programme include both academic and professional, as well as socially consequential aspects. The results of the programme have also been developed with a similar approach. They encompass the spectrum of skills, knowledge and competence required by a contemporary historian and archaeologist, including the competence of scientific research, the competence of popularizing the achieved results, the capacity to reach new insights and to use them in the professional and public space.

The program's admission requirements are consistent with the program's content and structure, as well as its purpose and expected outcomes. The content of the program includes theoretical courses in historical theory and historiography, the successful completion of which is impossible without serious prior knowledge of history, which is provided by previous education in history or the level of knowledge, skills and competence corresponding to it, which can be ascertained during admission interviews. The formulated results of the program emphasize the ability to expertly use the theoretical achievements and methods of historical science, to solve complex scientific and professional problems. It is also possible to achieve these results with an appropriate level of prior qualification

The study programme is implemented in full-time regular form for 4 semesters – 2 years, during which the content of the programme is acquired in the amount of 80 CP. The scope and structure of the programme comply with CM Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic education" and UL Senate Decision No. 102 of 24.04.2017 "Regulations on the University of Latvia Study and Continuing Education Programmes". The specific duration and scope of the program are chosen to ensure the acquisition of the knowledge, skills, and competencies necessary for the purpose and results of the program. It ensures the acquisition of theoretical courses in the mandatory part of the program in the theory of history, historiography and competence in the development of scientific works, appropriate erudition and skills in the development of scientific works in the restricted elective part of the program . The content and structure of the program are largely oriented towards the development of a high-quality master's thesis.

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

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. 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 of 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 organization for many archives. From the state administration, the Ministry of Foreign Affairs and the Ministry of Defence are to be noted.

With regard to the social significance of the programme, it should be emphasized that the complex history of Latvia as an Eastern European country requires the implementation of an active history policy. Three state-created historical research commissions – the Commission of Historians of Latvia (1998–2018), the Research Commission of the State Security Committee of the Latvian Soviet Socialist Republic (2014–2018) and the Commission of Historians of Latvia-Russia (2012–2018) – have operated in recent years. Graduates and students of the master's programme have also conducted research requested by these commissions. The necessity for research into the history of the 20th century is emphasized in the speeches of the highest-ranking politicians and even in legislative acts. Knowledge of history is indispensable for diplomats, the Ministry of Foreign Affairs has commissioned the publication of the book "Foreign policy and diplomacy of Latvia in the 20th century", authored by the former and current teaching staff members of the programme.

Another particularly relevant direction is archaeological research and preservation of cultural heritage. The rapid increase in construction creates the need for archaeological research, while the preservation of cultural heritage is important in the European context.

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

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 (the decline in the last year is partially explained by the impact of the global pandemic). Many factors adversely affect the dynamics of the number of students. First of all, it is the unfavourable 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.). At the same time, bachelors of humanities, as well as other social and educational sciences with consistent frequency study in the programme, there are cases when their further career in the science of history is very successful.

During the previous period of accreditation, admission requirements included a provision that students needed a bachelor's degree in the humanities, social sciences, or education to enter the programme, which may have also narrowed the pool of prospective students. In the new accreditation period, a bachelor's degree is required as a condition, regardless of the field in which it was obtained.

However, 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 labour market will attract a larger number of students.

The study program has few incoming foreign students, and the number of students leaving to study abroad is also relatively small, and this was further decreased by the epidemiological situation in Europe in recent years. Both incoming and outgoing students mostly use exchange study opportunities ("Erasmus+"), master's level students use the opportunity to go on internship exchange, for example, to participate in archaeological excavations or learn new technologies. The small number of outgoing students is partly due to the fact that many students in the master's programme combine their studies with work.

Incoming students

Academic year	Number of foreign students	Country of origin
2013/2014	0	–
2014/2015	2	Romania (1), Germany (1)
2015/2016	1	Russia
2016/2017	1	Germany
2017/2018	3	Germany (2), Switzerland (1)
2018/2019	3	Germany (1), Lithuania (1), Spain (1)
2019/2020	1	Germany
2020/2021	0	–
Total for reporting period	**11**	

Outgoing students

Academic year	Number of outgoing students	Country of destination
2013/2014	2	Germany (1), Czech Republic (1)
2014/2015	3	Germany (1), Czech Republic (2)
2015/2016	2	Germany (1), Czech Republic (1)
2016/2017	3	Germany (1), Sweden (1), Czech Republic (1)
2017/2018	2	Germany (1), Poland (1)
2018/2019	1	Italy
2019/2020	2	Czech Republic (1), Poland (1)
2020/2021	4	Czech Republic (2), Poland (1), Germany (1)
2021/2022	3	Finland (2), Italy (1)
Total for reporting period	**22**	

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

Not applicable.

3.2. The Content of Studies and Implementation Thereof

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

The structure, course offer, and content of the study programme have been created in accordance with the current trends in the development of the science of history and the labour market, in compliance with CM Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic education", CM 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).

The structure of the master's study programme "History and Archaeology" consists of mandatory or part A courses in the amount of 46 CP, including the development and defense 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.

The mandatory part or part A of the programme includes theoretical courses in history and humanities ("Theory of history and social theory", "Cultural Theory and Practices"). The courses "The Research Issues of History and Archaeology of Latvia I" and "The Research Issuses of History and Archaeology of Latvia II" provide an opportunity for students to explore the latest achievements in the history science of Latvia. The link between practice and theory, as well as in-depth support for improving students' scientific research skills and competence, is provided by the courses "The writing of master's thesis in history: from theory to practice" and "Academic Writing and Publication Skills in History". Such courses are useful in workplaces outside the sphere of science and education, that is, wherever large-scale structured analytical texts and research need to be produced, for example, in public administration and diplomacy.

The limited elective part or part B of the programme consists of thematic courses. Part B of the programme incorporates new courses according to the recommendations obtained in discussions with employers and students. Among them, the courses "Memory Institutions and History", "Digital History: the Use of Digital Technologies in the Research and Popularization of History", "Theory and Practice of Medieval and Modern Palaeography", "Application of natural sciences analytical methods in archaeological research" and "Archaeological Heritage in Contemporary Europe" should be noted. Although these titles speak for themselves, it should be emphasized that they are applicable in such segments of the labour market as the archive system, museums, archaeological research and cultural heritage preservation. The programme contains many courses that offer an opportunity to get acquainted with specific problems of history science, according to the scientific research and academic interests of the teaching staff. By implementing the principles of interdisciplinarity, courses in the field of philosophy are included in the programme. In accordance with the adjustment of the programme title, the role of the sub-field of archaeology in the mandatory and elective parts of the programme has been increased. Among the structural changes in the programme, a fairly consistent transition to courses of 4 and 6 credit points must be noted, which was introduced by preventing fragmentation and implementing the principles of student-centered learning.

The free elective or part C courses are provided in the programme in the amount of two credit points.

3.2.2. In the case of master's and doctoral study programmes, specify and provide the

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

The master's study programme "History and Archeology" ensures the connection with the current achievements of history science. The teaching staff of the programme 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. Scientific literature is represented in the study courses, reflecting the latest achievements of history science, including the history science of Latvia. Students' independent assignments are based on the research and analysis of historical sources, studies of the latest scientific literature, integrating source data, and the conclusions provided by scientific literature.

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. The best final theses yield professional publications in Latvian scientific periodicals, they are reported in scientific conferences. Conferences for young researchers are regularly organized by the FHP Student Self-Government and in cooperation with the FHP, – by Valmiera Museum.

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

The teaching staff mostly uses methods that encourage active participation, critical thinking and reflection. 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. On the other hand, the written study and assessment methods include tests, quizzes, essays, reports, reviews and, in some cases, a written final examination. Evaluation takes place throughout the semester, assessing various student activities. In order for students to achieve the required learning outcomes (acquire and reinforce knowledge and skills, and develop competence), methods involving the independent work of students have a major role in their studies. The mandatory courses of the programme offer students the opportunity to analyse and study in depth the issues of the sector which represent a particular interest to them.

Lectures in the master's programme have a problem-oriented nature, theoretical and historiographical problems prevail, and so does the introduction to the latest methods. In

introductory lectures, students are presented with the general description of the problem or topic at the core of the course, its theoretical aspects, results to be achieved, requirements, independent assignments and evaluation criteria. 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 organized also abroad (Poland, Ukraine, Belarus).

Professionals from the UL Institute of Latvian History have been invited to teach the study courses and supervise the final theses. The representatives of employers participate in the councils overseeing the programme, for example, the "History and Philosophy" study field council (earlier – in History Study Programme Council).

Auditoriums are suitable for group work, individual work, and students can use digital technologies. For the last two years, "MS Teams" environment has been used for remote studies, which provides certain advantages. The e-study environment will be used in the study process to promote independent studies. An e-study environment ("Moodle") will be created for each study course, where students will have access to lesson and study materials, descriptions of assignments, materials, as well as study assignments to be completed (tests, forums, seminars, conferences, etc.).

In compliance with the student-centred approach, the study programmes and study courses are consistently improved and supplemented. Dialogue with students will be used to formulate the substantiation for study results and assessment. In studies, lecturers use methods, types of tests, evaluations and criteria which correspond to the goals and planned results of the programme and courses.

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 programme participate in "Erasmus+" exchange programmes, attending universities of European Union countries. 1–3 students of the programme have participated in "Erasmus+" every year during the reporting period, the total number reaching 22 students.

Insofar as possible, students are offered to participate in research initiated by the academic staff, for example, in the research funded by grants from the UL Institute of Latvian History.

Enforcing the internal quality assurance policy, the study programme implementation form encourages students to actively participate in the improvement of the study process. There are definite procedures for submitting student proposals and resolving complaints, as well as for examining student appeals. The results of student surveys are evaluated and taken into account in the improvement of the study process. Students have the opportunity to express proposals and suggestions for the improvement of study programmes, courses and processes in conversations with lecturers, programme directors, during the classes.

The evaluation system of study results on a 10-point scale in the master's study programme is implemented in accordance with CM Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic education", complying with the basic principles of evaluation, as well as the decision of the UL Senate No. 211 of 29.06.2015. The evaluation is guided by the following criteria: the amount and quality of acquired knowledge; acquired skills; acquired competence according to the planned learning outcomes.

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

Not applicable.

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

Not applicable.

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

The topics of students' final theses cover a wide spectrum of topics including all sub-fields of history science: general history, history of Latvia, historiography and auxiliary branches of history and archaeology. 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 represented. International relations, as well as political history and archaeology traditionally occupy a consistent place.

The choice of master's theses topics is determined by the scientific and social relevance and the research interests of the students. 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 Defence 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. However, this is rather a correlation than a definite regularity. High-quality and innovative master's theses can become the basis for the development of a dissertation in doctoral studies. Students are encouraged to report the achieved results at young scientists' conferences (for example, in the scientific readings of the young historians hosted by Valmiera Museum) and other academic conferences, or to submit them to academic publications.

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. The explanation for relatively high grades is the high motivation of the master's programme students whose aspiration is to continue their studies after graduation from the bachelor's programme.

Statistics of the graduate theses

Average assessment of graduate theses in master's study programme "History" 2013–2021

Study form: full-time regular	Academic years							
	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Defended graduate theses (number)	19	22	24	26	22	24	24	9
Range of assessments (lowest-highest)	4/10	5/10	5/9	4/10	4/9	4/10	5/9	6/10
Average assessment	**8.1**	**7.9**	**7.6**	**8.2**	**7.7**	**7.0**	**7.5**	**8.1**

3.3. Resources and Provision of the Study Programme

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

All the resources at the disposal of UL and FHP are available for the implementation of the master's study programme "History and Archaeology". A detailed overview is provided in self-assessment report of the study field "History and Philosophy", Part II, Chapter 3, Sections 3.1–3.3.

The overview of the available resources described in the aforementioned chapters permits to conclude that they create all the necessary prerequisites for the implementation of the study programme, including independently conducted studies and research. The study base is regularly improved and supplemented with the most current information resources, in accordance with the needs of academic staff and students. The amount of academic literature required for master's level studies is considered sufficient, while the collection in current research topics is continuously expanded. In the master's programme, scientific literature in historical theory and historiographies,

as well as historical research methods, acquires greater importance, consequently, increased attention will be paid to the acquisition of this literature. The resources of the UL Library and its structural units are regularly replenished in accordance with the suggestions of the FHP teaching staff. For the development of archaeology studies (in addition to the tools necessary for ensuring archaeological fieldwork, including a tachymeter or total station), the availability of various technical equipment and technologies is also essential, which in the future will be facilitated by the archaeology laboratory (its 3D scanner is especially noteworthy).

The premises at the disposal of the UL Faculty of History and Philosophy are adequate for the number of students of the faculty. The faculty uses UL premises in Riga, Aspazijas bulvāris 5, they are located on two floors of the building. There are 5 auditoriums with a total area of 312.30 m^2. Seats for 260 students are provided in the auditoriums. All auditoriums are equipped with multimedia projectors and computers, all rooms of the building have Internet (wireless) connection. In 2023, the Faculty of History and Philosophy is to be transferred to the UL Academic Centre in Torņakalns, thereby improving the study work infrastructure.

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

Not applicable.

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

For a general description of resources and provision, material and technical base and financial base available for FHP study programmes, see the self-assessment report of study field "History and philosophy", Part II, Chapter 3, Sections 3.1–3.3.

Revenues of the programme

All the resources at the disposal of UL and FHP are available for the implementation of the master's study programme "History and Archaeology". A detailed overview is provided in the self-assessment report of the study field "History and philosophy", Part II, Chapter 3, Sections 3.1–3.3. The overview of the available resources described in the aforementioned chapters confirms that these resources ensure the prerequisites for the implementation of the study programme, including independent studies and research conducted by students. The study base is regularly improved and supplemented with the most current information resources, in accordance with the needs of academic staff and students.

The master's study programme "History and Archeology" is basically funded from the state budget,

which accounts for 95% of the programme's funding. See the appendix for detailed student statistics of the master's study programme "History and Archeology" by funding sources.

UL draws the funds necessary for the implementation of the study programme "History and Archaeology" from the following sources:

- a state budget grant from the Ministry of Education and Science, which in the academic year 2022/2023 is set at EUR 1630 for full-time regular studies;
- tuition fee, considering all the factors referred to in the section "Financial support", which in the academic year 2022/2023 is set, as follows:
- 2100 EUR per year for full-time regular studies;
- 3699 EUR for full-time international students;

Taking into account the above, the total budget of the study programme is expected to be 144 975 EUR per year, the data are shown in the table below

The estimated annual income of the programme, EUR

Type of studies	Number of students	Tuition fee/state grant	Total income
FTS (budget)	55	2445	134 475
FTS (fee)	5	2100	10 500
Part–time studies			
International students			
Total			**144 975**

Programme costs

In order to estimate the amount of funding required for financial provision, the cost of study programmes at the University of Latvia is calculated according to the methodology developed by the University of Latvia, which takes into account the costs of providing the study process and information on the study programme plan, involved teaching staff, planned number of students, and other aspects, thereby ensuring the reliability of forecasts.

The **full–time** study programme costs

For calculations, the implementers of the master's study programme "History and Archaeology" use the number of students planned after accreditation – 55 students in the group funded by state budget grant and 5 self–funded students, the planned study programme plan after accreditation and the planned structure of the involved academic staff. Considering the above, the estimated full–time cost per full–time student of the programme is 2370 EUR per year, and the total cost of the program is 143 112 EUR per year. A more detailed percentage cost breakdown is shown in the table below.

Percentage breakdown of costs in the study programme

Expenditure item	% of total

Teacher costs	56 %
General staff.	11 %
Other payments	0%
Infrastructure expenditure	6 %
Property and services	1%
Indirect costs	26 %
TOTAL COST	**100 %**

The figure shows the cost of the study programme depending on the number of students and a comparison with the offered tuition fee and the state budget grant.
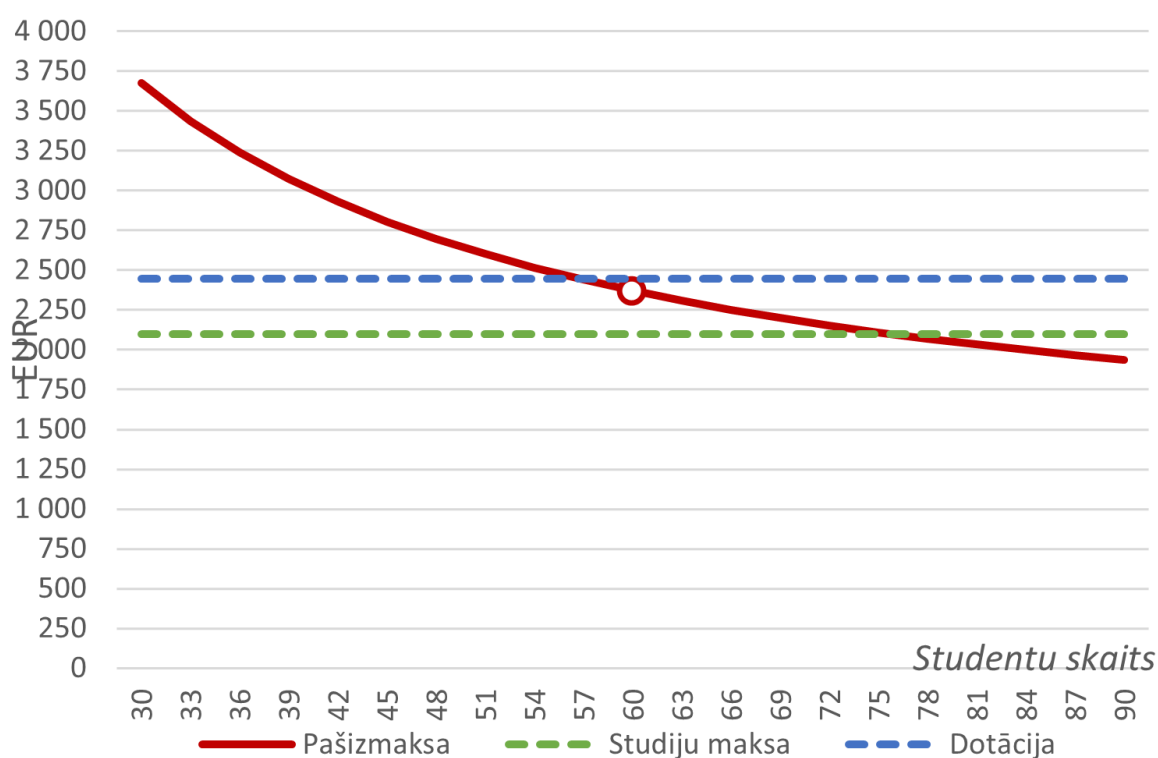

Figure 6c. Cost of the master's study programme "History and Archaeology" based on the number of students (studentu skaits - number of students, pašizmaksas - cost, studiju maksa - tuition fee, dotācija - state budget grant)

Based on the calculation, it can be seen that 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 (intersection of red (cost) and green (tuition) lines projected on the x-axis). On the other hand, if there were only budget students in the program, then their number should reach 58 students.

 Summary of the revenue and expenditure of the programme

The table summarizes the revenues of the programme based on the number of students, state

grants and tuition fees, and the expenses of the programme based on the number of students.

The result of the programme

Type of studies	Number of students	Tuition fees/state subsidy	Total income	Total cost
FTS (budget)	55	2445	134 475	130 350
FTS (fee)	5	2100	10 500	11 850
Part–time studies				
International students				
Total			**144 975**	**142 200**

The data presented in the table clearly confirm that the UL has sufficient funds at its disposition to implement the study programme and ensure its further development.

However, it must be concluded that the increase in the number of fee-paying students would provide additional support.

3.4. Teaching Staff

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

All the teaching staff involved in the program has a doctorate in history or in some cases philosophy in accordance with the requirements of regulatory acts. The professional suitability of teaching staff is regularly checked with the evaluation and election procedures established by law. LU provides regular opportunities for supplementing qualifications in pedagogical and organizational competencies. The scientific activity of the teaching staff (publications, scientific projects, etc.) is related to the content and structure of the program. The teaching staff of the program has long-term experience in teaching courses in the field of history and its sub-fields at various study levels, including the master's level, according to its theoretical and scientific level. The teaching staff has extensive experience in the organizational work of historical science, which ensures the appropriate transfer of knowledge, skills, and competence to students.

In the academic year 2021/2022, 3 professors, 6 associate professors and 5 assistant professors (3

representing branches of history and 2 – branches of philosophy) work in the programme who are elected academic staff members at the Department of History and Archaeology. Several elective courses during the reporting period have been taught by teaching staff (professors and assistant professors) of the Department of Philosophy and Ethics. The leading researchers of the UL Institute of Latvian History participate in the programme, teaching individual courses or supervising the preparation of the final theses.

Professors (Ē. Jēkabsons, G. Straube, H. Tumans) are of particular significance to the programme. E. Jēkabsons is a prominent researcher of the political and military history of the 20th century, G. Straube studies the history of modern times and teaches the corresponding courses. H. Tumans is a specialist in ancient history, specifically – Ancient Greece.

The six associate professors fairly evenly represent all periods of history. A. Vijups and A. Šnē teach archaeology and prehistory courses, which are particularly relevant, as the role of archaeology becomes increasingly important. A. Levāns and FHP Dean V. Kļava teach medieval history and early modern history courses, as well as historiography and academic writing courses. R. Cerūzis and the director of the master's program J. Taurēns teach 20th century political (foreign policy, ethnic relations) and historical theory, as well as historiography courses. FHP encourages the invitation of visiting professors. In 2021, two courses in the master's programme with the support of the EU Structural Funds were taught by Professor Yuri Slezkine of the University of Berkeley, USA.

The teaching staff of the programme actively conducts scientific work: publishes scientific articles in database-indexed editions, monographs and collective monographs, collections of scientific articles, and prepares editions of historical sources. The teaching staff of the programme also participates in the editorial boards of scientific publications in Latvia and abroad. The research conducted by the programme teaching staff is closely related to the study process, thus, their publications are actively used in study courses. The programme teaching staff at UL are regularly offered opportunities for the improvement of qualification in various special courses (language skills, leadership competence, media literacy, publication skills).

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

In the academic year 2013/2014, 7 professors, 7 associate professors and 4 assistant professors worked in the programme, whereas in 2020/2021 the programme employed 3 professors, 6 associate professors and 5 assistant professors (3 representing branches of history and 2 branches of philosophy) who have been elected to academic positions in the Department of History and Archeology. The main changes concern the composition of professors. 6 professors retired during the reporting period, but in 2015, 2 new teaching staff members have been elected to the positions of professors. Retired professors are very well-known Latvian historians who set the tone in the history science of Latvia at the end of the 20th century and the beginning of the 21st century. Their retirement had to be counterbalanced by newly employed teaching staff. In the Department of History and Archaeology, several young scientists have been elected to academic positions. They will be involved in teaching the programme in the future, representing the fields of archaeology, medieval history, the 20th century history. The great number of professors and the high proportion at the beginning of the accreditation period did not constitute an optimal and sustainable solution from the point of view of costs. The decrease in the number of professors, which can also be explained by the succession of generations, has affected the fields like the 20th century history of

Latvia, which is popular among students, however, a sufficient number of specialists in this field still remain.

Composition of teaching staff involved in the master's study programme "History" and changes thereof in the period from 2013/2014 to 2021/2022

	Academic year 2013/2014				Academic year 2021/2022			
	Doctoral degree	Master's degree	Total	% of the total	Doctoral degree	Master's degree	Total	% of total
Total, incl.			19				14	
Professor	7		7	37%	3		2	21%
Assoc. professor	7		7	37%	6		6	42%
Assistant professor	4		4	21%	5		5	37%
Lecturer / interim lecturer		1	1	5%			0	0%
Research personnel							0	0%

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

Not applicable.

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

Not applicable.

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

The cooperation of teaching forces is diverse, it has an institutional, scientific and academic character. The main institution that unites FHP historians is the Department of History and Archaeology. The department has a wide range of responsibilities, such as personnel selection and the development of study programmes. It was involved in the development of the new programme, prompting discussions in many meetings of the department between April and December 2021. An important structure is the "History and Philosophy" study field council, which examines and approves changes in the programme, the introduction of new courses, the overall structure of the programme, its principles and details. Faculty and students of the Department of History and Archaeology are represented in the FHP Council.

Scientific cooperation includes joint projects from the preparation of an application to implementation of the project itself, joint publications (articles, collections of articles, collective monographs), organization of congresses and conferences, and work on editorial boards of scientific publications.

Many courses, especially several of the mandatory courses are implemented as a collaboration of several lecturers. On the way to teaching the course, the first stage is the joint preparation of the course description, during which the content, requirements, and quality of the course must be agreed upon, the course description is examined by the study field council, and the students express their opinion about the final result in anonymous course surveys. A wider issue is the coherence of the entire programme structure. As noted before, the parts of the programme are mutually coordinated by defining the main blocks (areas of problematics), this structure has been developed at the meetings of the Department of History and Archeology, based on the results of the work of a special working group involving teaching staff, graduates and students.

A close cooperation partner of historians is the UL FHP Department of Philosophy and Ethics, joint study courses are implemented (for example, the course of the mandatory part "Cultural theory and practice"). There are joint research projects, research results are disseminated at scientific conferences, and there is an exchange of elective courses. This cooperation must be developed

further.

The ratio of the number of students to teaching staff in the master's study programme "History and Archaeology" is 3.4.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	MSP History and Archeology diploma and supplement.pdf	MSP Vēsture un arheoloģija_diploms un pielikums.pdf
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)	CHE decision on MSP History and archaeology.pdf	AIP atzinums par MSP Vēsture un arheoloģija.edoc
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	MSP History_Student statistics_2013_2021.xlsx	MSP Vēsture_Studējošo statistika_2013_2021.xlsx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	MSP_History and Archaeology_Compliance with the standard.pdf	MSP_Vēsture un arheoloģija_Atbilstība standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Mapping of the study programme results MSP History and Archaeology.pdf	MSP Vēsture un arheoloģija programmas rezultātu kartējums.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	MSP History and Archaeology study plan_HPfield.pdf	MSP Vesture un arheoloģija studiju plāns_VFvirziens.pdf
Descriptions of the study courses/ modules	MSP History and Archaeology course descriptions.pdf	MSP Vēsture un arheoloģija kursu apraksti.pdf
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	MSP History and archeology compliance with the 3rd clause of the 1st paragraph of Section 55 of the Law on Higher Education Institutions.pdf	MSP Vēsture un arheoloģija atbilstība Augstskolu likuma 55. panta pirmās daļas trešajam punktam.pdf

History and Archaeology (43228)

Study field	*History and Philosophy*
ProcedureStudyProgram.Name	*History and Archaeology*
Education classification code	*43228*
Type of the study programme	*Academic bachelor study programme*
Name of the study programme director	*Andris*
Surname of the study programme director	*Šnē*
E-mail of the study programme director	*andris.sne@lu.lv*
Title of the study programme director	*Dr. hist.*
Phone of the study programme director	*+371 29118295*
Goal of the study programme	*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 labour market.*
Tasks of the study programme	*1. To engender students' understanding of the processes of general history and history of Latvia;* *2. To provide students with an in-depth comprehension of diverse research directions in history and archaeology, current research problems, and contemporary approaches;* *3. To ensure the acquisition of basic research work skills and abilities, particularly focusing attention on the skills of obtaining, analysing and using information, improving critical thinking, scientific approach to problem-solving, academic integrity, and digital competence;* *4. To promote the professional growth of students through engagement in scientific research and popularization of science, social and creative activities;* *5. To promote students' self-education and the development of skills and interest in further education.*

Results of the study programme	Knowledge:
	1. demonstrates and uses expanded knowledge in the field of history and archaeology;
	2. demonstrates an understanding of historical processes and developments, understands the key concepts and fundamentals of the field;
	3. is familiar with the latest discoveries and research approaches in history and archaeology, which provide a basis for creative thinking or analytical research, including work in an environment, where different fields of science overlap.
	Skills:
	4. independently uses theoretical principles and methods to perform research or any other creative activity or highly qualified professional work;
	5. formulates and analytically describes the information, problems, and solutions related to the field of history and archaeology, and provides substantiated explanation of, as well as discusses important aspects and problems of history and archaeology with specialists of the field, as well as non-specialists;
	6. independently improves professional competence by learning new methods and skills and encouraging the co-worker group to do so;
	7. solves problems using a scientific approach and finds solutions in changing or uncertain conditions.
	Competence:
	8. independently obtains, selects, and critically analyses information and uses it in making decisions and solving problems;
	9. demonstrates an understanding of academic and professional ethics, evaluates and takes responsibility for the possible impact of research results or professional activity on the environment and society;
	10. actively participates in the life of history and archaeology field in Latvia.
Final examination upon the completion of the study programme	Elaboration and defence of bachelor's thesis

Study programme forms

Full time studies - 3 years - latvian

Study type and form	Full time studies
Duration in full years	3
Duration in month	0
Language	latvian
Amount (CP)	120
Admission requirements (in English)	Completed secondary education
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Bachelor of Humanities in History and Archaeology
Qualification to be obtained (in english)	-

Places of implementation

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

Part time extramural studies - 4 years - latvian

Study type and form	*Part time extramural studies*
Duration in full years	*4*
Duration in month	*0*
Language	*latvian*
Amount (CP)	*120*
Admission requirements (in English)	*Completed secondary education*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Bachelor of Humanities in History and Archaeology*
Qualification to be obtained (in english)	*-*

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

Since the 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 goal, tasks and results of the programme have been specified in accordance with the Cabinet of Ministers Regulation No. 322 of 13.06.2017 "Regulations on the Classification of Latvian Education", study field and programmes' SWOT evaluation, the proposed goals of study field "History and Philosophy" and contemporary education requirements, while maintaining continuity with the relevant parameters in the previous accreditation. Among other things, the description of the results indicates the knowledge, skills and competence acquired as a result of the studies.

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.

During the accreditation period, there has been a change of programme director – replacing Prof. G. Straube, the programme is directed by Assoc. Prof. A. Šnē.

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

The academic bachelor's study programme "History and Archeology" is included in the study field "History and Philosophy", in which, along with the University of Latvia, the history study programmes are provided by Daugavpils University. The bachelor's study programme "History and Archeology" implemented by UL has been part of the aforementioned study field since its establishment and fully corresponds to the title, nature and specificity of the study field. The bachelor's study programme "History and Archeology" corresponds to the educational thematic area "Humanities and Arts", and this correspondence is indicated in the title of the degree awarded: Bachelor of Humanities in History and Archaeology. The bachelor's study programme is an academic study programme which, according to the Cabinet of Ministers Regulation No. 322 of

13.06.2017 "Regulations on the Classification of Latvian Education", has been assigned the code 43228.

Admission to the study program takes place in accordance with the LU admission rules and requirements, which determine the necessity of secondary education before starting studies in the bachelor's study program. Also, benefits are provided for laureates of the National History Olympiad and national Scientific Research Work competition and graduates of the School of Young Historians with good or excellent results, which contribute to the appeal of the program to the young people interested in the field of history and archeology to the undergraduate program. Thus, the admission requirements are aligned with the essence of the undergraduate program, allowing interested high school graduates to take the next step in their personal growth and development of knowledge, skills, and competence.

Both the title of the study programme and the awarded degree, as well as the goal, tasks and results of the programme are interrelated and correspond to the study field. The goal of the programme is "To provide the 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 labour market." Both the tasks and the results of the programme reflect its focus on the acquisition of basic research skills and methods according to the 6th qualification level of the framework, as well as the promotion of students' professional and civic growth.

The study programme is implemented in full-time regular form for 6 semesters or 3 years, as well as in part-time extramural form for 4 years (8 semesters), during which the content of the programme is learned in the amount of 120 CP. The scope and structure of the programme comply with CM Regulation No. 240 of 13.05.2014 "Regulations on the state academic education standard" and UL Senate Decision No. 102 of 24.04.2017 "Regulations on the University of Latvia Study and Continuing Education Programmes". The study program has been developed taking into account the guidelines of the European Higher Education Area (Bologna Declaration), which also prescribes the duration of basic study programs over a period of three years and the establishment of mutually agreed goals, tasks and results of the study program. The scope, structure and content of the study program are designed so that students achieve the knowledge, skills and competence defined in the learning outcomes of the study program as qualitatively as possible. Thus, the duration of studying the study program ensures full and high-quality achievement of the goals and tasks of the program.

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

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. Questions of values and identity have taken on particular importance in the contemporary world, including in the context of a pandemic, a deluge of misinformation and geopolitically uncertain times. Therefore, the studies of history and

archaeology, although mostly intermediately, make an important contribution to the formation of society and the development of the economy. This is also confirmed by the introduction of the topic of history in the public speeches of the country's highest officials and in particular regulatory documents.

The gradually increasing volume of research works in archaeology related to both the dynamics of construction works and new research methods and interpretive approaches should be particularly noted. Graduates of the programme will thus be able to enter the archaeology labour market.

The programme provides opportunities for students to acquire the basic skills and methods of research work, ensuring their preparedness for further studies and research work. Thus, 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 organizations. 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.

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

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. Since the previous accreditation, there has been a gradual, slow, but a steadily inevitable 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 (full-time regular students). Due to low interest, the part-time extramural form of the study programme has not been made available for several years, the last graduates completed it in 2016. However, in the next accreditation period, it is planned to restore the form of part-time extramural studies, assuming that the interest in this type of studies could be promoted by the increase in the number of people enthusiastic about history, the increasingly widespread digital skills in society and the social actualization of historical topics. 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. If 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. Notably, one of the means for a better organization of the study process and also for reducing the student dropout rate, creating competition for budget-funded places would be to increase the funding of budget places to the actual current (furthermore, constantly growing) costs.

The drop in the number of students is generally determined by external factors, including

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.

However, there is also a tendency that students often resume their studies after a break and complete the programme. Thus, mostly it seems to be various external circumstances that compel students to suspend their studies for a shorter period of time or, unfortunately, terminate them altogether. Increasing the prestige of history and archaeology in society would be very valuable, furthermore, it would be very beneficial to promote the field of history and archaeology and its achievements (which is also envisaged by the student dropout reduction plan).

Admittedly, the study programme usually has a small number of incoming foreign students, and the number of students leaving to study abroad is also relatively small and was further decreased by the epidemiological situation in Europe in recent years. Both incoming and outgoing students mostly use exchange study opportunities (Erasmus+), as well as the opportunity to participate in archaeological internships together with Latvian students. Bachelor's studies in history and archaeology largely focus on the historical processes and current affairs of our country and region, however, in the future, an increasingly wide range of courses in foreign languages (especially English) will be created, which would help attract those interested in this field from abroad.

Incoming students

Academic year	Number of foreign students	Country of origin
2013/2014	1	Poland
2014/2015	10	Lithuania (3), Poland (3), Germany (2), Czech Republic (1), Switzerland (1)
2015/2016	6	Lithuania (2), Poland (1), Germany (3)
2016/2017	4	Czech Republic (1), Switzerland (1), South Korea (1), Germany (1)
2017/2018	2	Turkey (1), Germany (1)
2018/2019	4	Bulgaria (2), Germany (2)
2019/2020	3	China (1), Germany (2)
2020/2021	0	–
2021/2022	2	Finland (1), Germany (1)
Total for reporting period	**32**	

Outgoing students

Academic year	Number of outgoing students	Country of destination
2013/2014	10	Germany (3), Switzerland (1), Sweden (1), Lithuania (2), Poland (1), France (1), Czech Republic (1)
2014/2015	3	Germany (1), Sweden (1), Czech Republic (1)
2015/2016	2	Germany (2)
2016/2017	1	Germany (1)
2017/2018	5	Poland (3), Bulgaria (1), Czech Republic (1)
2018/2019	5	Bulgaria (1), Germany (1), France (1), Sweden (1), Czech Republic (1)
2019/2020	1	Czech Republic (1)
2020/2021	3	Czech Republic (2), Poland (1)
2021/2022	2	Czech Republic (1), Sweden (1)
Total for reporting period	**32**	

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

Not applicable.

3.2. The Content of Studies and Implementation Thereof

3.2.1. Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module

and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.

The structure, course offer and content of the study programme have been created in accordance with the current trends in the development characterising the science of history and the labour market, as well as in compliance with CM Regulation No. 240 of 13.05.2014 "Regulations on the state standard of the academic education", CM 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 Programmes" (UL Senate Decision No. 102 of 24.04.2017). The structure of the bachelor's study programme "History and Archaeology" consists of mandatory or part A courses in the amount of 64 CP, including the development and defence of a bachelor's thesis in the amount of 10 CP, restricted elective or part B courses in the amount of 52 CP and free elective or part C courses in the amount of 4 CP.

The goal of the bachelor's programme (in accordance with the purpose of a basic level programme) is to provide the broadest and most diverse knowledge basis in the field of history and archaeology possible, giving an insight into the historical developments of individual regions (especially those geographically closest to Latvia), and introducing different directions of research in history and archaeology and the research methodology thereof, as well as to create the foundations for conducting research independently. Therefore, the courses of the mandatory (or A) part of the study programme consist of an introductory course in studies of history and science of history, review courses on the history of Latvia and the world, which look at the most important processes and characteristic elements in different chronological periods of history (this will simultaneously enable levelling the predictably very versatile previously acquired knowledge of applicants in history), an introductory course in archaeology and auxiliary sciences of history, and two courses for learning the skills and methods of research (at the end of each, a course paper is prepared, and in the second year, the course paper is defended in the relevant academic group). 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 programme applicants, taking into account the specifics of the new "School2030" competence education approach in secondary schools (which, for example, only in very rare cases will facilitate the teaching of a separate subject "History" at some stage of secondary school education). Study courses of logic and rhetoric are also planned to ensure the formation of various research skills, reflecting the interdisciplinary nature of modern education and science. During the 6th semester, a bachelor's thesis is prepared, and its defence concludes the study process.

On the other hand, the courses of the restricted elective or part B consist of regional history courses (for example, the history of Russia, Germany or Nordic countries), introductory courses to various research directions of history and archaeology (for example, intellectual history, cultural history, urban history, social archaeology, environmental archaeology) and auxiliary sectors of history (e.g. heraldry, historical geography, palaeography). This structure includes a separate course on the basics of pedagogy, which will allow those studying in the field of history to also obtain the necessary qualifications for the work of a teacher. The courses of the elective part are

focused on the formation and application of certain research skills and competencies. They are learned and improved by considering the problematics of history, politics, the historical development of society and culture of the Baltic Sea region, archaeology, international relations, cultural heritage and auxiliary sectors of history. In the study process, various methods are used, which successfully allow for diversifying the content of the courses and to improve various skills of students, – the courses include both lectures and seminars with group discussions and discussion of papers, in addition to providing students with regular independent work (e.g., report, review, preparation of analyses of historical sources and discussion). Likewise, the digital component in study courses is also notable, as it increasingly uses the opportunities provided by e-studies and includes distance learning elements in the courses.

In the plan of the study programme, the course of the free elective (or C) part provides a larger volume than before – 4 credit points. On the other hand, Article 35 of the "Regulations on University of Latvia study and continuing education programmes" adopted in 2017, provides for the possibility for a student to acquire courses in related sectors in the amount of up to 20 credit points. Thus, students are provided with ample opportunities to learn interesting or useful courses in other study programmes – the courses, which students could learn in other faculties, include modern languages (Russian, German, Estonian, Lithuanian, etc.), ancient languages (ancient Greek and Latin), microbiology, geology, environmental and human geography and other study subjects related to history and archaeology. The interaction and cooperation of the study programme "History and Archaeology" with related branches of science will be further facilitated by the faculty's move to the House of Letters in the UL Academic Centre in Torņakalns in the fall of 2023 when most faculties and institutes of humanities will be located in the same building.

Since only six final exams are allowed in each study semester, most of the offered courses are created in the amount of 4 credit points. Study courses of this volume will allow more targeted and concentrated learning of a specific research area's study field and its methodology, creating a transparent and student-friendly study programme. A large part of the study courses will be taught by several representatives of the teaching staff, ensuring high-quality and up-to-date teaching of the topic, and the content of the study courses is expected to be renewed regularly in collegial cooperation. In the evaluation and improvement of study courses, the results of student surveys and their opinions both in conversations and in written proposals play an important role. Certainly, a key factor in the actualization of studies is cooperation and the exchange of ideas about the actualities of the sector in practical work with employers (whose representatives are involved both in the study field council and the faculty council).

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

Not applicable.

3.2.3. Assessment of the study programme including the study course/ module implementation methods by indicating what the methods are, and how they contribute to

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

During the study courses and examinations, both oral, written and combined study and assessment methods are used. The teaching staff members predominantly employ methods that promote active participation by students, critical thinking, and reflection. The studies encompass a variety of knowledge acquisition and consolidation methods, such as introductory lectures, interactive lectures, consolidating lectures, and problem-oriented lectures. Practitioners and professionals from different institutions are invited to teach individual lectures in study courses to promote the unity of theory and application.

Seminars, individual and group work, discussions and study tours to organizations that represent the field are widely used. Special mention should be made of the study trips organized by the students themselves to the cultural and historical places of Latvia or friendship trips to partner universities in the neighboring countries of Lithuania and Poland. In the study courses, during the seminars, students' performance, presentation and discussion and argumentation skills are promoted.

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.

The student-centered 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 organization. Well–formulated learning outcomes, on the other hand, promote students' understanding and co-responsibility for their own learning, self–assessment, and understanding of the assessment they receive. During the study process, lecturers use methods, examination forms and assessment criteria that are appropriate to the study goal and planned learning outcomes. Students receive support and feedback from the lecturers during the study process. Moreover, lecturers inform students at the beginning of each study course about the necessary requirements, independent work and criteria for passing the course.

Grading criteria for marking are made public in advance. The assessment gives students an opportunity to demonstrate the extent to which they have achieved the expected learning outcomes. Students' performance and achievements are evaluated throughout the course of study, including the preparation of reports and essays and the presentation of their research, as well as tests and tests. The final examination of the course makes up no more than 50% of the total grade of the course.

Following the principles of student-centered studies, student mobility (recognition of learning outcomes) is promoted, students engage in academic research and social activities initiated by the

academic staff, thereby gaining significant experience through testing gained knowledge and skills in practice. By implementing internal quality assurance policies, study programmes are implemented to encourage students to actively participate in the improvement of the study process. There are procedures and regulations for submitting student proposals and complaints and reviewing student appeals. The results of student surveys are evaluated and taken into account for the improvement of the study process.

The new content of the bachelor's study programme "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, efforts are made to eliminate the indicated shortcomings, while specific situations are reviewed and clarified with the lecturers teaching the respective courses.

Students readily express their proposals for the improvement of study programmes and processes in discussions with teaching staff and programme director, and mutual respectful conversations enable collaborative communication and an inclusive environment.

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 University of Latvia (hereinafter – 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.

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

The study program includes both the mandatory internship course "Practice in History and Archaeology", and in the following semesters, students can choose to acquire another internship in an archive, museum, or archaeological fieldwork. Internships of students in the field of history and archaeology are organized in accordance with and under the guidance of the internship regulations of the study programme (approved at the meeting of the Faculty of History and Philosophy Council of 01.03.2022). The purpose of internship courses is to strengthen and expand students' knowledge in historical research and archaeology, providing basic skills required for work in the institution of memory or in archaeological fieldwork. The internship regulations state that the general tasks of the internship courses are to introduce the basic principles, basic tasks, and methods used in the practical operation of museums, archives, or archaeological fieldwork; to provide a notion regarding the key role of museums, archives or archaeological fieldwork in historical and archaeological research; to provide basic skills in the professional work of museums, archives or field archaeology;

to develop the practical application of the results of the work of museums, archives or archaeological expeditions in research." Thus, under the guidance of experienced specialists, students acquire their first practical experience in research work, which enables reinforcement and application of the research methods and approaches learned in the study courses.

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. Archaeological fieldwork is organized by the teaching staff of the faculty, in recent years has established close research cooperation with Grobiņa district.

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

Not applicable.

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

Similar to the coursework developed during the studies, the students also focus on a wide range of topics in the final thesis – Latvian and general history, archaeology, auxiliary sciences of history. The choice of the bachelor's thesis topic is mainly related to the student's research interests, however, sometimes theses are also dedicated to the current affairs of a sector or institution. 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 (as mentioned before, a number of the most recognized experts in their research fieldwork in the faculty), 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. In recent years, the number of bachelor's theses developed in archaeology has decreased, however, the interest of students in this field remains consistent and now often includes aspects of the archaeology of other countries (for example, the Baltic and Nordic countries). 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. Bachelor's theses are developed on the basis of unpublished and published historical sources, thus, they touch upon scientifically important, topical issues, which are often little studied.

In the period from the academic year 2013/2014 to 2020/2021, a total of 275 bachelor's theses have been defended in the bachelor's study programme "History". Their average rating ranges

from 7 to 7.5, except for one year with a slightly lower average rating, while the range of ratings is from 4 to 10, with the majority of bachelor's theses receiving ratings of 6.7 or 8. It should be noted that the defence procedure also takes place for course papers developed during the second year of studies.

Statistics of the graduate theses

	Average assessment of graduate theses in bachelor's study programme "History"							
	2013–2021							
Study form: full-time regular	Academic years							
	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Defended graduate theses (number)	39	44	37	36	32	25	28	24
Range of assessments (lowest-highest)	5/9	5/10	4/9	4/9	4/9	4/10	5/10	4/10
Average assessment	**7.3**	**7.3**	**7.2**	**7.0**	**6.4**	**7.4**	**7.5**	**7.2**
Study form: part-time extramural	Academic years							
	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Defended graduate theses (number)	3	2	5					
Range of assessments (lowest-highest)	6/7	7/8	5/9					
Average assessment	**6.7**	**7.5**	**7.3**					
	Not applicable							

3.3. Resources and Provision of the Study Programme

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

All the resources available at the UL and FHP are at the disposal of the bachelor's study programme "History and Archaeology". A detailed enumeration of these resources is provided in the study field "History and philosophy" self-assessment report Part II, Chapter 3, Sections 3.1.–3.3.

The enumeration of the available resources described in the aforementioned sections permits us to conclude that all the necessary prerequisites are ensured for the implementation of the study programme, including independent studies and research conducted by students. The study resource base is regularly improved and supplemented with the most current information resources, in accordance with the needs of academic staff and students. The amount of academic literature required for bachelor's studies is considered to be fully sufficient while continuing to expand the collection on current research topics. The resources of the UL Library and its structural units are regularly replenished in accordance with the suggestions of the FHP teaching staff. For the development of archaeology (in addition to providing the necessary tools for archaeological fieldwork, including a tachymeter or total station), the availability of various technical equipment items and technologies is also essential, which will be facilitated by the archaeology laboratory in the future (especially its 3D scanner).

The premises at the disposal of the UL Faculty of History and Philosophy are adequate for the number of students of the faculty. The faculty uses UL premises in Riga, Aspazijas bulvāris 5, which are located on two floors of the building. FHP uses 5 auditoriums with a total area of 312.30 m^2. Seats for 260 students are provided in the auditoriums. All auditoriums are equipped with multimedia projectors and computers, and all rooms of the building have Internet (wireless) connection. In 2023, a move of the Faculty of History and Philosophy to the UL Academic Centre in Torņakalns is planned, consequently improving the study infrastructure.

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

Not applicable.

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

For a general description of resources and provision, material and technical base and financial base available for FHP study programmes, see the self-assessment report of the study field "History and Philosophy", Part II, Chapter 3, Sections 3.1.–3.3.

Revenues of the programme

The bachelor's study programme "History and Archaeology" is mostly financed from state budget funding, which accounts for 82% of the programme's funding, however, it can be concluded that the number of fee-paying students is stable during the reporting period, and accordingly, income from study fees makes up to 21% of the study programme's total financing. For detailed student statistics of the bachelor's study programme "History and Archaeology" in the breakdown by funding sources, see the appendix.

UL draws the funds necessary for the implementation of the study programme "History and Archaeology" from the following sources:

- a state budget grant from the Ministry of Education and Science, which in the academic year 2022/2023 is set at EUR 1630 for full–time studies;
- tuition fee, considering all the factors referred to in the section "Financial support", which in the academic year 2022/2023 is set, as follows:
- 2060 EUR per year for full–time studies;
- 2845 EUR for full–time international students;

Taking into account the above, the total budget of the study programme is expected to be 143 300 EUR per year, the data are shown in the table below

Estimated annual income of the programme, EUR

1. Type of studies	2. Number of students	3. Tuition fee/state grant	4. Total income
5. FTS (budget)	6. 105	7. 1630	8. 171 150
9. FTS (fee)	10. 30	11. 2060	12. 61 800
13. Part–time studies	14.	15.	16.
17. International students	18.	19.	20.
21. Total	**22.**	**23.**	**24. 232 950**

Programme costs

In order to estimate the amount of funding required for financial provision, the cost of study programmes at the University of Latvia is calculated according to the methodology developed by the University of Latvia, which takes into account the costs of providing the study process and information on the study programme plan, reliability of forecasts.

<u>The **full-time** study programme costs</u>

For calculations, the implementers of the "History and Archaeology" study programme use the number of students planned after accreditation, the plan of the study programme after accreditation, and the planned structure of the involved academic staff. Considering the above, 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. A more detailed percentage breakdown of costs is shown in the table below.

Percentage breakdown of costs in the study programme

Expenditure item	% of total
Teacher costs	55 %
General staff	12 %
Other payments	0%
Infrastructure expenditure	6 %
Property and services	1%
Indirect costs	26 %
TOTAL COST	**100%**

The figure below shows the cost of the study programme depending on the number of students and a comparison with the offered tuition fee and the state budget grant.
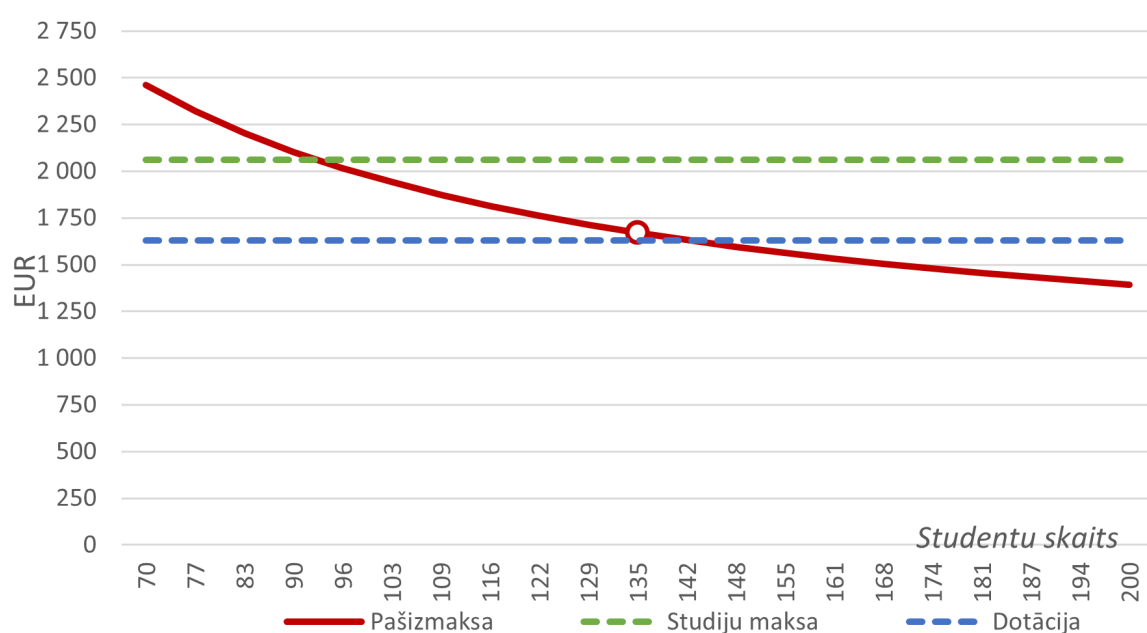

Figure 6a. Cost of the bachelor's study programme "History and Archaeology" based on the number of students (studentu skaits - number of students, pašizmaksas - cost, studiju maksa - tuition fee, dotācija - state budget grant)

Based on the calculation, it can be seen that 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 (intersection of red (cost) and green (tuition) lines projected on the x–axis). On the other hand, if there were only budget students in the programme, then their number should reach 140 students.

 Summary of the revenue and expenditure of the programme

The table below summarizes the programme revenue based on the number of students, state grants and tuition fees, and the programme expenses for the respective number of students.

Table

Result of the programme

25. Type of studies	26. Number of students	27. Tuition fees/state subsidy	**28. Total income**	29. **Total cost**
30. FTS (budget)	31. 105	32. 1630	33. 171 150	34. 178 920
35. FTS (fee)	36. 30	37. 2060	38. 61 800	39. 51 120
40. Part-time studies	41.	42.	43.	44.
45. International students	46.	47.	48.	49.
50. Total	**51.**	**52.**	**53. 232 950**	**54. 230 040**

The data presented in the table clearly show that the University of Latvia has sufficient resources to implement the study programme and ensure its further development.

3.4. Teaching Staff

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

The study program is implemented by highly qualified teaching staff who is 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 in historical sciences, while lecturers and scientific assistants are applicants for a scientific degree or doctoral students. 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 high professionalism of the teaching staff, 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.

Academic bachelor's study program "History and archeology" in the academic year 2021/2022 was implemented by 27 teaching staff: 5 professors, 7 associate professors, 7 assistant professors, and 8 lecturers. From them, 16 teaching staff members are elected to academic positions in the Department of History and Archeology: 4 professors, 7 associate professors, 3 assistant professors, and 2 lecturers. It should be noted that teaching staff from other faculties and departments are also involved in the implementation of the study program (as can be seen in the table in chapter 3.4.2).

Individual mandatory and elective study courses in the programme are taught by teaching staff of the faculty's Department of Philosophy and Ethics (professors, assistant professors, and lecturers), as well as civil and environmental protection experts. Both professors and associate professors, assistant professors, and lecturers (all with a doctorate degree or current degree applicants) are actively involved in research, which is reflected in scientific publications (monographs, collections of articles, articles, source publications) and research projects. In the study program, teaching staff teaches study courses appropriate to their scientific activities and research, which include the latest and current research findings, methods, approaches, and conclusions. The teaching staff is involved and willingly engages in science communication, popularizing history and archaeology both among students and interested parties (the annual cycles of public lectures realized since 2014 have been very popular, as well as the well-established cooperation for more than 15 years with the important popular science magazine "Ilustrētā Pasaules Vēsture" ("Illustrated World History")). The active involvement of the academic staff in the creation of the National Encyclopaedia should be especially noted, – it enables internet users all over the world to quickly and free of charge obtain high-quality, reliable content in the Latvian language on the widest range of topics in the history of Latvia and the world.

The academic staff involved in the implementation of the study programme represent different chronological periods of history and the spectrum of research problems. For example, several teaching staff members (Associate Prof. A. Šnē and A. Vijups, lecturer E. Guščika) have specialised in archaeology (especially Iron Age, Middle Ages and modern archaeology), one teaching staff representative focuses on the history of ancient times (Prof. H. Tumans), while others in their research examine issues related to culture, religion and social themes of the Middle Ages and modern times (Prof. G. Straube, Assoc. Prof. V. Kļava and A. Levāns, Assistant Prof. L. Zemīte). The political, military, social, economic and cultural themes of the general and Latvian history of the 20th century are studied and taught by Prof. E. Jēkabsons and A. Stranga, Assoc. Prof. J. Taurēns and R. Cerūzis, Assistant Prof. J. Ķeruss and M. Mintaurs, lect. G. I. Bikše. It is the close involvement of the academic staff in the research work, keeping up with the latest publications and advancing the research of current topics, that contributes to the synergy of science and studies within the programme.

3.4.2. Analysis and assessment of the changes to the composition of the teaching staff

over the reporting period and their impact on the study quality.

In the academic year 2013/2014, 8 professors, 7 associate professors, 6 assistant professors, and 1 lecturer were involved in the implementation of the bachelor's programme (both from FHP and other faculties), while in the academic year 2021/2022, 5 professors, 7 associate professors, 7 assistant professors, and 8 lecturers work in the programme. Thus, during this period, it was possible to meaningfully change the proportions of academic positions in the provision of the study programme, at the same time promoting the processes of generational change and regeneration of academic personnel, as well as ensuring the sustainability and financial stability of the study programme and the faculty. This entry of young professionals into the faculty and involvement in the study process has not reduced the quality of studies, keeping it at a consistently high level, moreover, this development will allow them to become increasingly involved in science communication and the international research environment.

Composition of teaching staff involved in the bachelor's study programme "History" and changes thereof in the period from 2013/2014 to 2021/2022

	Academic year 2013/2014				Academic year 2021/2022			
	Doctoral degree	**Master's degree**	**Total**	**% of the total**	**Doctoral degree**	**Master's degree**	**Total**	**% of the total**
Total, incl.			**22**				**27**	
Professor	8		8	36%	5		5	19%
Assoc. professor	7		7	32%	7		7	26%
Assistant professor	6		6	27%	7		7	26%
Lecturer / interim lecturer		1	1	5%	5	3	8	30%
Research personnel							0	0%

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

Not applicable.

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

Not applicable.

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

The academic staff of the history and archaeology field of the faculty is united under the auspices of the Department of History and Archeology, and here the current organizational issues of the study process and academic life are addressed. In particular, the department is directly and actively involved in the evaluation of candidates for teaching staff positions. The department has also been a major contributor to the creation of new content for the study programmes. On the other hand, the actualities of the study organization, including the reviewing of study course applications and the evaluation of study programme reports, are carried out in the History and Philosophy study field council, jointly represented by the areas of history and philosophy (established in the spring of 2020; previously – History Study Programme Council). A series of issues important to the department and the study programme are discussed and decided at the faculty council, which includes representatives of academic staff, students and employers. Thus, collective discussion and search for compromises in cases of opposing opinions play an important role in resolving study and research issues, the organization of joint scientific events and the developing of applications for research projects. Representatives of the Department of History and Archaeology have also organized several joint scientific activities together with colleagues from the Department of

Philosophy and Ethics, including international scientific conferences and research projects. Likewise, courses on ethics, aesthetics, logic, rhetoric, etc. taught in the bachelor's study programme "Philosophy" are also offered to students of study programmes in history and archaeology.

Within the study programme itself, the cooperation of the teaching staff is manifested in the form of jointly developed and taught study courses, whereas the coordination of the topics covered in different study courses also takes place regularly, trying to prevent thematic repetition as much as possible and to diversify the forms of study work.

The ratio of the number of students to teaching staff in the bachelor's study programme "History and Archaeology" is currently 4.7 students per teaching staff member, which is a relatively optimal indicator to ensure high quality of studies and research, while corresponding to the available resources of the faculty.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	BSP History and Archeology diploma and supplement.7z	BSP Vēsture un arheoloģija_diploms un pielikums.7z
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)	CHE decision on BSP History and archaeology.pdf	AIP atzinums par BSP Vēsture un arheoloģija.edoc
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	BSP History_Student statistics_2013_2021.xlsx	BSP Vēsture_Studējošo statistika_2013_2021.xlsx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	BSP_History and Archaeology_Compliance with the standard.pdf	BSP_Vēsture un arheoloģija_Atbilstība standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Mapping of the study programme results BSP History and Archaeology.pdf	BSP Vēsture un arheoloģija programmas rezultātu kartējums.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	BSP History and Archaeology study plan_HPfield_ed.7z	BSP Vēsture un arheoloģija studiju plāns_VFvirziens_red.7z
Descriptions of the study courses/ modules	BSP History and Archaeology course descriptions_ed.pdf	BSP Vēsture un arheoloģija kursu apraksti_red.pdf
Description of the organisation of the internship of the students (if applicable)	BSP History and Archaeology Internship Regulations.pdf	BSP Vēsture un arheoloģija prakses nolikums.pdf
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	BSP History and archeology compliance with the 3rd clause of the 1st paragraph of Section 55 of the Law on Higher Education Institutions.pdf	BSP Vēsture un arheoloģija atbilstība Augstskolu likuma 55. panta pirmās daļas trešajam punktam.pdf

History and Archeology (51228)

Study field	*History and Philosophy*
ProcedureStudyProgram.Name	*History and Archeology*
Education classification code	*51228*
Type of the study programme	*Doctoral study programme*
Name of the study programme director	*Gvido*
Surname of the study programme director	*Straube*
E-mail of the study programme director	*gvido.straube@lu.lv*
Title of the study programme director	*Dr. hist.*
Phone of the study programme director	*+371 26385640*
Goal of the study programme	*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.*
Tasks of the study programme	*1. To carry out the selection of the best applicants in compliance with the jointly developed criteria for the evaluation of doctoral applicants;* *2. To ensure the acquisition of profound and extensive knowledge about the current theoretical and methodological problems of the contemporary science of history in the world and Latvia;* *3. To develop the skills and competence of doctoral students, which will enable them to carry out independent projects based on scientific knowledge and methods, and to conduct scientific research, achieving results corresponding to the international standards of the scientific field;* *4. To provide qualified supervision for the scientific work of doctoral students, to ensure the transfer of scientific work experience, research methods, and erudition of the academic staff to the next generation;* *5. To create an opportunity for doctoral students to publish the results of their scientific research and theoretical insights in international and national scientific periodicals;* *6. To introduce doctoral students to the latest theoretical and historiographical achievements;* *7. To promote doctoral students' understanding of research and academic career and improve the pedagogical competence required for academic work;* *8. To advance the development of interdisciplinarity by cooperating with other doctoral study programmes of UL, DU, and other higher education institutions.*

Results of the study programme	Knowledge:
	1. has a good command of current historical and archaeological research methods;
	2. knows and applies the latest achievements in Latvian and world historiography;
	3. is well versed in the theoretical problems of history and their solutions;
	4. understands of the interdisciplinary relationship between history and other social and humanitarian disciplines;
	5. has profound specialized knowledge in the chosen research direction, in the corresponding sub-field of history, and extensive knowledge in the science of history.
	Skills:
	6. independently formulates and critically analyses research problems at different levels of education, including higher education and doctoral studies;
	7. makes scientifically justified decisions in solving the problems of the science of history and related disciplines of social sciences and humanities as well as provides a well-argued defense of his/her opinion;
	8. initiates and implements research-based changes in his/her institution, in the field of history and, as far as possible, in society as a whole;
	9. applies the latest historical research methods, choosing the most appropriate ones for his/her scientific endeavors;
	10. integrates the results of scientific research in study courses at the university, in the supervision of the research assignments and theses of students, including doctoral students.
	Competence:
	11. independently and responsibly plans, structures and manages scientific projects, including international ones;
	12. publishes the results of his/her research in internationally recognized, including internationally cited publications in Latvia and abroad;
	13. publicizes the results of scientific research at national and international scientific conferences and seminars;
	14. independently, responsibly and critically conducts notable scientific research in the science of history, and promotes the introduction of innovations in research practice;
	15. independently leads collective research work in the field of history and archaeology.
Final examination upon the completion of the study programme	Doctoral examinations, Doctoral thesis

Study programme forms

Full time studies - 3 years - latvian

Study type and form	Full time studies
Duration in full years	3

Duration in month	0
Language	*latvian*
Amount (CP)	*144*
Admission requirements (in English)	*Master's degree in humanities, social sciences, education, natural sciences or equivalent higher education, - application for the topic of the dissertation, - an interview.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Doctoral Degree of Science Doctor of Science (Ph.D.) in Humanities and the Arts*
Qualification to be obtained (in english)	-

Places of implementation

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

Full time studies - 3 years - english

Study type and form	*Full time studies*
Duration in full years	*3*
Duration in month	*0*
Language	*english*
Amount (CP)	*144*
Admission requirements (in English)	*Master's degree in humanities, social sciences, education, natural sciences or equivalent higher education, - application for the topic of the dissertation, - an interview. At least B2 level Proficiency in English.*
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	*Doctoral Degree of Science Doctor of Science (Ph.D.) in Humanities and the Arts*
Qualification to be obtained (in english)	-

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

During the previous accreditation period, the faculty implemented the doctoral study programme "History" in all sub-fields of history science. Since then, the 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.

Since the submission of the licensing report, 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 sub-fields". This degree is awarded for the defence 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 sub-fields of history and archeology.

At the time of this report, the amendments had not yet entered into force, so the text indicates the previous degree Doctor of Science (Ph.D) in History and Archaeology.

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.

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

The academic doctoral study programme "History and Archeology" is included in the study field "History and Philosophy", in which, along with the University of Latvia, the history study programmes are provided by the University of Daugavpils. Since the academic year 2021/2022,

both universities implement a joint doctoral programme. The doctoral study programme is an academic study programme that, according to the Cabinet of Ministers Regulation No. 322 of 13.06.2017 "Regulations on the Classification of Latvian Education" is assigned code 51228. The title of the awarded degree "Scientific doctoral degree, Doctor of Science (Ph.D.) in History and Archaeology" corresponds to the title of the study field and the programme code.

The goal of the joint doctoral study programme "History and Archeology" is "to offer academically excellent, research-based studies which ensure the succession in the science of history, the education of head employees 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". The doctoral study programmes in history formerly implemented by the University of Latvia and the Daugavpils University had their strengths in various areas, and the established practices and traditions are continued in the new joint programme. It encompasses all sub-branches of history science. In the Department of History and Archeology of UL FHP, in accordance with the current research directions of the professorship, work continues in such important research directions as the political and military history of modern and recent times, as well as the studies of cultural heritage and archaeology, also providing supervision of doctoral theses. Recent trends indicate the popularity of new, topical issues. These include the history of mass media, the history of emigration, diaspora and refugee movements, the history of social movements and non-governmental organizations, and the history of social rehabilitation institutions. The Department of History of DU operates in the field of source research, methodology, social history, and regional history, especially the history of the multicultural Latgale region, e-history. Academically, the unification of programmes means the participation of history professors working in the key national history teaching and research centres, creating a high-quality joint doctoral council.

Admission requirements are closely related to several parameters of the study program. First of all, admission takes place with the participation of the teaching staff of both universities, which are involved in the implementation of the program. Secondly, the requirements are identical and, therefore, by entering the program at one of the universities, the applicant cannot get any advantages. Thirdly, applicants' applications are evaluated taking into account Latvian and international trends in research. It is also necessary to add that at the time of admission, applicants are required to characterize and justify the research work in a proposal that has an identical structure in both universities, which allows one to get a good idea of the applicant's readiness for studies.

The programme is acquired in three years and comprises 144 CP. The scope and structure of the programme comply with CM Regulation No. 1001 of 27.12.2005 "The procedure and criteria for awarding a doctoral degree" and UL Senate Decision No. 102 of 24.04.2017 "Regulations on the University of Latvia Study and Continuing Education Programmes".

The duration and scope of the program's implementation are largely traditional and have been developed in long-term activities with doctoral students, as well as in the analysis of international experience. People who have already studied for some time (approx. 5 years as a minimum) and thus have acquired the knowledge, experience and necessary skills and abilities to carry out a serious study of specialized literature and engage in high-level research enter the doctoral program.

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

The doctoral study programme "History and Archaeology" has profound historical traditions. It continues to uphold an important role in the life of the Latvian state, ensuring the existence and development of history as a science, which has always, but especially in a crisis, been decisive in the existence of the nation, in building national self-awareness, in promoting critical thinking. Likewise, the study programme has given the country employees of various levels, including the highest. 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 DU. It is also necessary to note that graduates of this DSP work in other faculties of social sciences, participating in the implementation of their programmes at UL.

DSP graduates are employed at UL, at the University of Vidzeme and Rēzekne, as well as in a number of ministries (Foreign Affairs, Defense), museums (National History Museum, War Museum, Madona Museum of History and Regional Studies, Jelgava Museum of History and Art), the State Historical Archive at the Latvian National Archives, Latvian Institute of History, etc.

Regarding the demand for graduates in the labor market, it should be concluded that the requirements for a doctorate scientific degree as one of the mandatory prerequisites are only encountered at scientific institutions and universities, partly it is an advantage in museums and archives.

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

The 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. Students get involved in LCS grants, which are won by the UL Institute of Latvian History and UL FHP itself, as well as other research institutions. This activates the research potential of the students and improves their material situation. It should be noted that doctoral studies are an intellectual challenge, and this also partially affects study results, causing dropouts and protracted academic leaves. There is reason to hope that as the focus of the licensed programme "History and Archeology" is directed toward the development of the doctoral thesis, the rest of the programme content (doctoral seminars, doctoral theoretical courses, doctoral examinations) serving as support for it, will improve students' comfort in the programme and reduce dropout rates.

Incoming students

Academic year	Number of foreign students	Country of origin
2013/2014	0	
2014/2015	0	
2015/2016	0	
2016/2017	0	
2017/2018	1	Poland 1 (for acquisition of degree)
2018/2019	3	Poland 1 (for acquisition of degree); Uzbekistan 1 (in exchange programme); Poland 1 (in exchange programme)
2019/2020	1	Poland 1 (for acquisition of degree)
2020/2021	2	Poland 1 (for acquisition of degree); France 1 (in exchange programme)
Total for reporting period	**7**	

Outgoing students

Academic year	Number of outgoing students	Country of destination
2013/2014	0	
2014/2015	0	
2015/2016	2	Great Britain 1 (Erasmus+ internship); Italy (Erasmus+ internship)
2016/2017	0	
2017/2018	0	
2018/2019	1	Lithuania 1 (Erasmus+ internship)
2019/2020	0	

2020/2021	0
Total for reporting period	**3**

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

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. During this period, dozens of doctoral theses have been defended. For example, between 2007 and 2020, 38 doctoral theses were defended. In 2020, one doctoral thesis was submitted and defended, several were being prepared for submission. The doctoral study programme of DU "History" in the subfield of historiography has been operating since 2010, its creation is related to the strengthening of DU as an important regional research centre and the development of historiography research. In November 2020, one doctoral thesis has been defended in the doctoral study programme of DU "History".

In Latvia since the beginning of the 1990s, no other higher education institution implements a study programme of this level in the field of history. 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 excellent 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.

The development of the joint programme was started in May 2019 under the auspices of the operational programme "Growth and Employment", the specific objective 8.2.1. "To reduce fragmentation of study programmes and to strengthen sharing of resources". The establishment of this joint programme has eliminated the fragmentation of doctoral study programmes in history, increasing the quality of doctoral studies in history, as well as furthering cooperation between universities. The National Development Plan for 2014–2020 among the tasks under Strategic Objective "Advanced Research and Innovation and Higher Education" envisages the competitiveness and consolidation of higher education, and the National Development Plan for 2021–2027, under the direction "Quality, accessible and inclusive education" formulates support to internationalization and pooling of resources/programmes for common goals and projects, promoting research work in universities, improving the management of universities. UL Strategy 2021–2027, under strategic goal 1, task 1.2.1 indicates "to create a support system and promote cooperation among researchers, UL structural units and external partners for the implementation of internationally competitive interdisciplinary research". The creation of a joint programme will promote the development of a competitive study offer that meets both the requirements of the

changing labour market and the need for innovative approaches, while at the same time continuing the implementation of history studies at UL and DU in classical academic traditions.

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 joint study programme is organized as full-time regular studies, where a student-centred approach is followed in the development and implementation of the programme content. The main principles of such an approach: student involvement in the study process and content improvement, clarity of learning outcomes and relevance to student interests, ensuring student mobility, development of academic staff competencies, etc.

The progress of doctoral students will be regularly assessed and monitored. Once a year, the implementation of the annual study plan is evaluated and the study plan for the next study year is approved. Students must obtain a positive evaluation for learning the mandatory and elective content of the programme. According to the joint positions of UL and DU, the dominant form of activity in theoretical courses is the seminar, while the number of lectures is relatively small. A key part is assigned to independent work conducted by students outside the auditorium. Theoretical courses and doctoral seminars are organized in such a way as to provide support in the development of a doctoral thesis.

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.

3.2. The Content of Studies and Implementation Thereof

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

The content of the joint doctoral study programme "History and Archeology" is designed in accordance with CM 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 frameworks defined by these documents are actually quite broad and flexible. The programme in three years amounts to 144 CP. The programme is divided into a mandatory or part A and a restricted elective or part B. Part A has 106 CP, 74% of the programme volume, and a large part of it is made up of courses for the development of a doctoral thesis (88 credit points, 61% of the total programme volume). On the other hand, the restricted elective – part B amounts to 38 CP.

In June 2020, the Conceptual Report "Implementation of a New Higher Education Financing Model in Latvia" by the Ministry of Education and Science was adopted. The structure and content of the programme comply with the guidelines of this document. In the structure of the programme, courses contributing to the development of a doctoral thesis and doctoral examinations make up 69% of the programme, the report recommends that 70% of credit points be earmarked for research. The report determines the orientation of doctoral study programmes towards excellence, the administrative quality of doctoral studies, and the development of doctoral theses based on academic staff research. All of the above is also important in the doctoral study programme "History and Archaeology". The report recommends providing skills that can be widely used. Courses in the programme, such as "Doctoral Seminars in History", will provide skills in research methodology, pedagogy, management, academic language and research communication. The programme provides courses for the acquisition of digital skills. The programme intends to implement (and has so far implemented) many of the good practices indicated in the report, such as strict quality control, and tripartite contracts with the PhD student.

The mandatory part A of the programme consists of courses in the development of a doctoral thesis, doctoral examinations, and pedagogical practice at universities.

Accordingly, the majority of the programme (88 CP, 61 %of the programme) consists of courses for the development of a doctoral thesis ("Elaboration of the Doctoral Thesis in History" (I–VI)), providing a definite number of credit points each semester. Each of the partner institutions is expected to implement these courses autonomously. The main person responsible for the successful implementation of these courses is the supervisor of the respective student's doctoral thesis in each of the partner institutions. The aforementioned courses name and describe the main activities that a doctoral student must perform while working on a doctoral thesis over a three-year period. These activities are carried out under the direct supervision of the research supervisor and in cooperation with the experts of the field. They include the formulation of work goals and tasks, the development and elaboration of theoretical concepts in the course of the work, the development of the chronological boundaries and the periodization of the work topic. During the preparation of the thesis, it is planned to work with primary sources (archive materials, archaeological artefacts, etc.) and secondary sources (press, legislative acts, memories), conducting critical evaluation, analysis and synthesis of these sources. Publicizing the achieved research findings and results is of particular importance. This is manifested in the preparation and publication of articles in cited, peer-reviewed publications in Latvia and abroad, as well as participation in international scientific conferences. Courses dedicated to the development of the

doctoral thesis provide for the studies and critical analysis of scientific literature, evaluating the facts and historiographical concepts contained therein and applying these in the development of the doctoral thesis. Doctoral students must participate in the organization of conferences, programmes and events organized by faculties.

The inclusion of three doctoral examinations ("The doctoral examination in sub-discipline of History", "Doctoral examination in the speciality", "Doctoral examination: Concepts of History in the Foreign Language", a total of 12 CP) in the programme is determined by external regulatory acts, for example, the aforementioned CM Regulation No. 1001 of 27.12.2005 "The procedure and criteria for awarding (promotion of) a doctoral degree". These examinations are not predominantly aimed at fulfilling the functions of knowledge and erudition control but are held in the form of an academic discussion, offering an analysis of the latest development directions in the field considered together with the specialists. According to the agreement between UL and DU, the doctoral examinations will be organized by a joint doctoral examination commission, and the composition of the commission for each doctoral examination will be determined by the programme council.

An important course in part A of the programme is "University Pedagogical Practice in History" – a doctoral student must acquire the skills of a university teaching staff during their studies by participating in the teaching of courses in the bachelor's or master's study programme of history and archaeology at UL FHP, DU FH or in the science of history at another higher education institution of Latvia. This course will be provided and administered autonomously by each of the respective universities.

The restricted elective or part B of the programme consists of a set of elective courses that include participation in the doctoral school, doctoral seminars, and theoretical courses. Doctoral seminar courses ("Doctoral Seminar in History" (I–III) are intended for discussing the latest trends in the field, analysing the progress of the doctoral thesis, and developing academic writing skills. These courses are intended to be offered to students of both universities. The course "Participation in the University doctoral school or an equivalent foreign academic institution" provides aspects of interdisciplinarity, and develops students' skills to communicate current problems of historical science to an audience of other specialists. During the study period, the doctoral student has the right to participate in several doctoral schools in Latvia and abroad, receiving credit points for each of them, if he/she fulfils the requirements of each respective doctoral school. This course will be provided and administered by each of the respective universities independently.

The theoretical courses of the joint doctoral study programme are also designed to support students by providing an in-depth analysis of a particular theoretical or historiographical aspect of a doctoral thesis. These include the courses of UL professors "Alternative history", "Myths in history of Latvia", "Philosophy of History", "Study of sources for the history of ideas", "Theory of history and historiography in Latvia and Western countries: connections, interactions and influences". These courses have been taught up to now and are devoted to particular questions. The course "Alternative

History" is based on the concepts and theory of alternative history. It offers a thought experiment about the period of time studied in the thesis, looking for alternative development opportunities. The course "Study of sources for the history of ideas" provides doctoral students with basic knowledge about the directions of the history of ideas and intellectual history in modern historiography, thus providing the opportunity to integrate the application of research methods of the history of ideas and intellectual history in the development of doctoral theses.

As noted before, the expertise of the teaching staff of the Department of History and Archeology of UL FHP is related to political and military history, and various aspects of historiography of general and Latvian history play an important role. Newly developed courses in archaeology include "Theoretical Archaeology", "History of Archaeology: from Modern Age Antiquarianism till Contemporary Non-Destructive Research Methods". These courses were developed due to the growing importance of archaeology in the research of Latvian history and the increase of its practical significance in today's environment.

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

History science of Latvia, in which the UL FHP Department of History and Archeology occupies an important place, traditionally encompasses several important trends: 1) the history of Latvia in the 20th century, which includes the history of political, military, ethnic relations, and religious processes; 2) in the last decades, the archaeological research of different historical periods has a constant place. It should be noted that the history of the 20th century (the period of independence of the Republic of Latvia, the Second World War in Latvia, and the history of the Soviet occupation regime) is a priority of the national history policy and in the focus of public interest, as evidenced by, for example, the commissions of historians created by the state (Commissions of Latvian Historians and State Security Committee Research Commission). The aforementioned directions largely correspond to the scientific interests of the teaching staff of the programme, they take into account the scientifically and socially relevant history research problems when helping doctoral students to choose topics. The doctoral theses defended in the last ten years and the dissertations currently being developed in doctoral programmes confirm the trends indicated above. At the same time, other historical periods and topics are also advancing (medieval history, modern history research, auxiliary sciences of history, history of ideas). The doctoral study programme in history (theoretical courses, doctoral seminars, doctoral examinations) is designed to support research skills and competence in the scientific research of various sub-fields, periods and topics of history, emphasizing the place and role of source research, historiography analysis and innovative methods. In line with the growing importance of archaeology in the programme content, more attention has been dedicated to supporting the development of this sub-field of history.

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

The joint doctoral programme "History and Archeology" is conducted as full-time regular studies, which follows a student-centred approach in the development and implementation of the programme content. The main principles of this approach include student involvement in the study process and content improvement, clarity of study results and relevance to student interests, ensuring student mobility, development of academic staff competencies, and others.

The progress of doctoral students is regularly assessed and monitored. Once a year, the implementation of the annual study plan is evaluated and the study plan for the next study year is approved. Students must obtain a positive evaluation for learning the mandatory and elective content of the programme.

According to the common positions of UL and DU, the dominant form of activity in theoretical courses is the seminar, while the number of lectures is relatively small. A key part is assigned to independent work conducted by students outside the auditorium. Theoretical courses and doctoral seminars are organized in such a way as to provide support in the development of a doctoral thesis.

The council of the joint doctoral study programme "History and Archeology" has been established. The joint council determines uniform requirements for the implementation of the programme, including entry 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 programme council.

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

Not applicable.

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

In principle, the student can freely choose the place of defense by choosing the promotion council, however, traditionally graduates of the doctoral study programme "History and Archeology" of UL FHP defend their works at the University of Latvia.

According to the regulations of doctoral studies, the conclusion of studies (successfully completed doctoral study programme) is followed by the promotion procedure. The University of Latvia has established a promotion council for the field of history and archaeology, which currently includes teaching staff from various higher education institutions of Latvia (UL, DU) and researchers from scientific institutions (UL Institute of Latvian History). The promotion council consists of LCS experts with recognized international publications indexed in SCOPUS/WoS databases and with long-standing experience in evaluating theses. Appropriately qualified foreign experts can be invited as reviewers for the defense.

The UL Academic Department provides the History and Archeology Promotion Council with the required documentation and follows the course of the promotion process. The administration of the Department of History and Archeology and the Academic Department of UL also ensure that the History and Archeology Promotion Council is operational (restoration of the rights of LCS experts) and promptly evaluates the works submitted to it.

The promotion process is transparent and clear. After completing the doctoral thesis, it must be approved in the respective structural unit where the doctoral degree applicant works. After receiving positive feedback, the thesis is submitted to the corresponding promotion council. The promotion procedure includes the preparation of documentation, the thesis author's report on his/her work at the open session of the promotion council, three LCS expert-reviewers (one of them is a member of the promotion council, two from institutions unrelated to the candidate's place of work), the feedback and the thesis author's response, questions about the thesis posed by the promotion council and other participants of the academic discussion, a secret vote of the members of the promotion council on awarding the degree, the election of the vote counting commission and the report of the chairperson of the commission on the results of the vote counting, on which the promotion council bases its decision to award the doctoral degree in history and archaeology to the applicant.

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

Since 2013, 15 doctoral theses have been defended on the above-mentioned subject. 6 theses are devoted to the problems of Latvia's 20th century history (including military, economic, political, and ethnic history), 4 theses – to the contemporary history of Latvia (ethnic problems, e.g. Latvian diaspora), 1 work to the medieval history of Latvia, and general history (Russia, Ukraine, Middle Ages of the Arab world) – 3 theses. A great part of these theses was developed with the support of the European Social Fund in the project "Support for Doctoral Studies at the University of Latvia" (2009–2016). Many of the graduate doctors work in higher education institutions, research institutes, museums, and some – state administration institutions. The research commenced by them is thus continued, also under the auspices of international and national research projects. Close to defense are several postdoctoral fellows whose research is dedicated to various aspects of

political, social, and military history.

The topics explored by the current doctoral students are diverse, dedicated to different periods of history and different sub-fields of history science. In addition to the traditional topics of political and military history, some new currents of various periods of Latvian history in the 20th century have appeared or experienced a renaissance. Theses are currently being developed in the auxiliary sciences of history science: sphragistics, numismatics, and heraldry. The study of the period of the Soviet occupation of Latvia, which until now had focused on the regime's repressive policy, is being fortified, doctoral theses are written about television in the Latvian SSR and the ecological policy of the Soviet regime. Innovative themes also appear in the study of other historical periods. Doctoral students are already employed in various research and other history-related institutions, and state administration institutions, and their work in the field of history science contributes to the development of this field.

3.3. Resources and Provision of the Study Programme

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

All resources available at the UL and FHP, as well as DU are available for the implementation of the doctoral study program "History and Archeology". Doctoral students of both universities have equal access to the resources of both universities. Also, the program allows a certain number of students 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 to Poland (Gusachenko, Bērziņa, Seliška), England (Stepiņš), and other countries. A detailed presentation is reflected in points 3.1.-3.3 of Part II, Chapter 3 of the self-assessment report for the "History and Philosophy" field of study.

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

At the University of Latvia, 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. At UL FHP, 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. 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.

Doctoral study programme students regularly can benefit from lectures by guest lecturers from abroad. So far, teaching staff and researchers from Germany, Poland, Russia, and England have visited with lectures, in the new programme, a visiting professor from the USA worked with doctoral students for a semester.

Implementing the principles of interdisciplinarity in the study process, students are involved in the classes offered by the UL doctoral schools. In this context, particularly notable are the following: the doctoral school at UL Faculty of Humanities "Lettonica and intercultural studies", the doctoral school at UL Faculty of Social Sciences "Analysis of political, social and economic processes in the post-Soviet space", as well as the doctoral school at UL Faculty of Theology "Current issues of theology and religious studies". Student participation in doctoral schools provided by other universities is supported and encouraged.

In the academic year 2021/2022, 13 teaching staff elected to academic positions work in the UL FHP Department of History and Archeology: three professors, six associate professors, two assistant professors and one lecturer. Of them, two professors, five associate professors and two assistant professors/leading researchers will participate in the implementation of the programme. A professor from the FHP Department of Philosophy and Ethics will participate in the implementation of the study programme. The rest of the teaching staff may be involved in the supervision of doctoral theses. Two DU professors participate in the implementation of the joint programme.

The work of professors of the Department of History and Archeology and the Department of Philosophy and Ethics are involved in the implementation of doctoral studies has been published in Latvian and foreign peer-reviewed publications and their monographs have a significant place amongst the humanities publications in Latvia. 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.

Doctoral students regularly receive a financial contribution from the doctoral studies' support programme to attend conferences and make study trips to foreign libraries and archives. These funds have also supported special research that requires particular equipment, machinery or raw materials.

The administration of the programme will be provided by UL, its Academic Department and study methodologists/coordinators of UL FHP, in order to provide students with the necessary services (student registration for studies and study courses, assistance to students in completing formalities with other structural units). The current and planned number of newly admitted students allows providing student service without employing additional secretaries and/or study methodologists/coordinators. FHP research assistants can provide assistance to professors.

A detailed description of the material and information provision of the study and research process can be found in the self-assessment report of study field "History and Philosophy", Part II, Chapter 3. Information on research base funding at UL is available at https://www.izm.gov.lv/lv/2021–gada–zinatnes–bazes–finansejums (only in Latvian).

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

ensure the profitability of the study programme (indicating separately the information on each language, type and form of the study programme implementation).

All the resources of UL and DU are available for the implementation of the doctoral study programme "History and Archaeology". A detailed overview is provided in the self-assessment report of the study field "History and Philosophy", Part II, Chapter 3, Sections 3.1–3.3.

Revenues of the programme

The joint study program "History and Archaeology" is funded from the income brought by study fees and funding for the studies from the state budget (grant). The financial basis of UL FHP studies is sufficient and is regularly monitored, and the costs of study programmes and study fees are regularly reviewed. Detailed student statistics of the joint doctoral study programme "History and Archeology" in the breakdown by funding sources are available in the appendix.

UL draws the funds necessary for the implementation of the joint study programme "History and Archaeology" from the following sources:

- a state budget grant from the Ministry of Education and Science, which in the academic year 2022/2023 is set at EUR 1630 for full-time regular studies. Applying the education level factor of 3, the state budget grant for the programme is 4890 EUR per student per year;
- tuition fee, considering all the factors referred to in the section "Financial support", which in the academic year 2022/2023 is set, as follows:
- 2134 EUR per year for full-time regular studies;
- 4268 EUR for full-time international students;

Taking into account the above, the total budget of the study programme is expected to be 89 178 EUR per year, the data are shown in the table below.

The estimated annual income of the programme, EUR

Type of studies	Number of students	Tuition fee/state grant	Total income
FTS (budget)	13	4890	63 570
FTS (fee)	12	2134	25 608
Part–time studies			
International students			
Total			**89 178**

Programme costs

In order to estimate the amount of funding required for financial provision, the cost of study programmes at the University of Latvia is calculated according to the methodology developed by the University of Latvia, which takes into account the costs of providing the study process and information on the study programme plan, involved teaching staff, planned number of students, and other aspects, thereby ensuring the reliability of forecasts.

The **full–time** study programme costs

For calculations, the implementers of the doctoral study programme "History and Archaeology" use the number of students planned after accreditation – 13 in the state-funded group and 12 self–funded students, the planned study programme plan after accreditation and the planned structure of the involved academic staff. Taking into account the above, the estimated full–time cost per full–time student of the program is 3274 EUR per year, and the total cost of the program is 81850 EUR per year. A more detailed percentage cost breakdown is shown in the table below.

Percentage breakdown of costs in the study programme

Expenditure item	% of total
Teacher costs	51 %
General staff.	10 %
Other payments	6%
Infrastructure expenditure	6 %
Property and services	1%
Indirect costs	26 %
TOTAL COST	**100 %**

The figure shows the cost of the study programme depending on the number of students and a comparison with the offered tuition fee and the state budget grant.
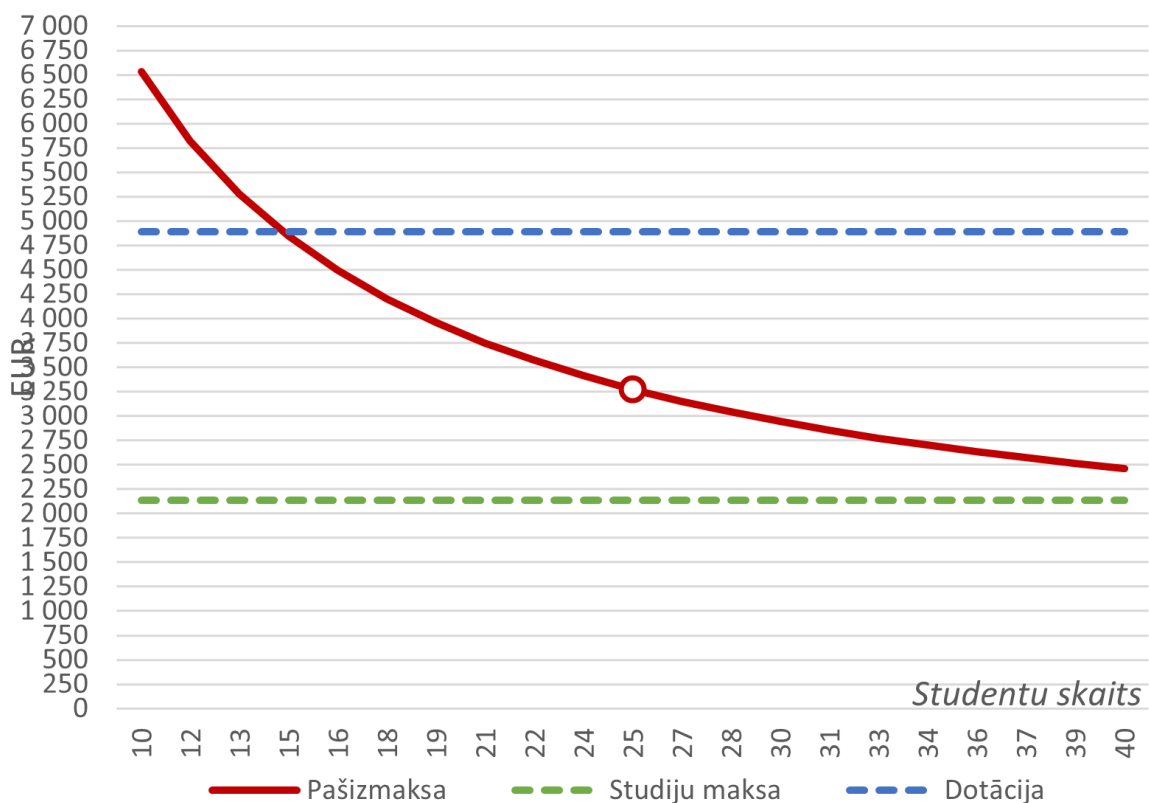
Figure 6e. Cost of the joint doctoral study programme "History and Archaeology" based on the number of students (studentu skaits - number of students, pašizmaksas - cost, studiju maksa - tuition fee, dotācija - state budget grant)

Based on the calculation, it can be seen that 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 (intersection of red (cost) and green (tuition) lines projected on the x-axis). On the other hand, if there were only budget students in the programme, then their number should reach 15 students.

Summary of the revenue and expenditure of the programme

The table summarizes the revenue of the programme, based on the number of students, state grants and tuition fees, and the expenditure of the programme based on the number of students.

Programme results

Type of studies	Number of students	Tuition fees/state subsidy	Total income	Total cost
FTS (budget)	13	4890	63 570	42 562
FTS (fee)	12	4890	25 608	39 288
Part-time studies				
International students				

Total	**89 178**	**81 850**

The data presented in the table clearly confirm that the UL has sufficient funds at its disposition to implement the study programme and ensure its further development.

In addition, 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.

3.4. Teaching Staff

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

Three professors (two from the field of history, one from the field of philosophy), 4 associate professors and 2 assistant professors are involved in the realization of the doctoral study programme "History and Archaeology". Thus, 7 professors (3 professors + 4 associate professors) participate in the implementation of the study programme. All teaching staff involved in the study programme have a doctoral degree, which confirms that according to the specifics of the academic doctoral programme, teaching staff members with corresponding qualifications have been selected for its implementation. 2 members of the teaching staff have the rights of LCS experts. The teaching staff regularly participates in international conferences and publishes in internationally respected scientific journals, including those in the SCOPUS database), works in local and foreign archives and libraries. Therefore, they are able to share with students the latest research results, methods, and their own experiences. Most of the lecturers have quite impressive work experience, therefore their qualifications and experience are very useful for achieving study results.

The publications of the teaching staff in the last six years include scientific monographs, editions of historical sources with scientific comments, and scientific articles in peer-reviewed periodicals. The teaching staff participates in international and national research projects. 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 study programme. 2 professors are members of LAS. Teaching staff are members of several international scientific societies, and members of editorial boards of academic publications, including the publications with SCOPUS and WoS status. Teaching staff members have been visiting professors of Erasmus+ programs at foreign universities and invited as visiting professors also outside the framework of Erasmus+.

Within the EU-funded SO 8.2.2. project "Renewal of Academic Staff and Improvement of Competences at the University of Latvia", teaching staff have 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", "Commercialization training", "Public speaking, the art of speech and basics of presentation for cooperation with industry and audience". The Study Centre of the UL Faculty of Business Management and Economics offers qualification improvement courses "Development programme for managers of the new era", "Development of employees' computer skills for increasing productivity" and "Project management methods".

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

In the academic year 2014/2015 four professors of history who played a major role in the development of history science and successfully supervised an impressive number of doctoral theses retired. At the moment, the duties are shared amongst the two professors of the Department of History and Archeology of the UL FHP, one professor of philosophy, and four associate professors of history (two of them representing the field of archaeology) and two leading researchers in the field of history. The development of the programme shows that, overall, it has been possible to replace the contribution of retired professors, to create a new programme "History and Archeology" in cooperation with Daugavpils University. In addition to the aforementioned members of academic staff, who teach the courses in the programme, there are other teaching staff members who supervise doctoral theses. They represent both the UL FHP professorship and the scientific staff of the UL Institute Latvian of History in archaeology, strengthening the connection of the programme with applied archaeology.

Composition of teaching staff involved in the doctoral study programme "History and Archaeology" and changes thereof in the period from 2013/2014 to 2021/2022

	Academic year 2013/2014				Academic year 2021/2022			
	Doctoral degree	Master's degree	Doctoral degree	Master's degree	Doctoral degree	Master's degree	Doctoral degree	Master's degree
Total, incl.			7				9	
Professor			7	100%	3		3	33%
Assoc. professor			0	0%	4		4	44%

Assistant professor	0	0%	2	2	22%
Lecturer / interim lecturer		0%			
Research personnel					0%

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

Scientific publications of teaching staff involved in the programme

During the reporting period, the FHP teaching staff of the programme have prepared about 20 individual and collective scientific monographs and 160 scientific articles, of which about 10 articles are included in SCOPUS/WoS databases.

A list of the key publications of the academic staff is attached in Appendix 21, and a complete list of publications is in the appendix.

Teaching staff in Latvian Council of Science database

Ēriks Jēkabsons (Humanities and arts– History and archaeology; the expiration date of the current expert rights – 17.06.2023)

Gunita Zariņa (Humanities and arts– History and archaeology; the expiration date of the current expert rights – 03.09.2023)

Raivis Bičevskis (Humanities and arts– Philosophy, ethics and religion; the expiration date of the current expert rights – 06.01.2024)

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

The academic staff of the doctoral study programme "History" are involved in research projects. Faculty members of the program have been involved in the activities of three state-organized history research commissions: Latvian Commission of Historians (1998–2019, commission member – Prof. Ē. Jēkabsons, researcher – Assoc. Prof. J. Taurēns), Interstate Commission of Historians of Latvia and Russia (J. Taurēns), Research Commission of the State Security Committee of the Latvian Soviet Socialist Republic (J. Taurēns, member of the commission). Of all the numerous projects in which the professorship of the programme has participated, international projects should be highlighted. Prof. Ē. Jēkabsons participated in the Oxford University project "Hunger Draws the Map: Blockade and Food Shortages in Europe, 1914–1922", implemented in 2016–2018. Assoc. Professor A. Šnē participated in the Oslo University project "Technology transfer in the processing of mineral resources in earlier times" (2015). The teaching staff of the programme has extensively contributed to past and current national research programmes and LCS projects at FHP, either as project leaders or leading implementers. Prof. Ē. Jēkabsons headed the LCS project "War and society in Latvia 1914–1921", implemented in 2018-2020, involved several doctoral students and post-doctoral researchers in its implementation. Leading researcher M. Mintaurs participates in the LCS project "A New History of Latvian Literature: The Long 19th Century", which is implemented by the UL Institute of Literature, Folklore, and Art. Ē. Jēkabsons and J. Taurēns in the capacity of leading researchers participated in the UL IFS project "History of Latvia: Culturally historical environment and socio-political developments in the context of the Baltic Sea region" (2013–2017).

An example of the interconnection of the teaching staff of philosophy and history 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 cooperation of philosophy and history teaching staff manifests itself in Erasmus+ projects (such as the 4-university project "Media Practices during Enlightenment", Latvian group headed by Assoc. Prof. A. Levāns), as well as further Latvian and European projects (the project "German-Baltic Cultural Relations in the 16th-19th centuries" financed by the Heidelberg Academy of Sciences (research group is headed by Prof. R. Bičevskis, Assoc. Prof. A. Levāns), also in the implementation of the LCS project "Competing Discourses of Nature in Latvia and Ecological Solidarity as a Consensus Building Strategy" (Prof. R. Bičevskis).

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

The general cooperation of the teaching staff of the study programme can be considered in a number of contexts: the study field "History and Philosophy", the study programme "History", the connection with the UL Institute of Latvian History, the international, national and UL research projects, joint publications and work on scientific publications. The council of the study field "History and Philosophy" and the FHP council play an important role in solving institutional and academic issues, moreover, both the Council of Professors of History and Archeology of the UL FHP and the appropriate institution of DU have representatives of the respective universities. The cooperation of academic staff thus has an institutional, research and academic character. In particular,

cooperation in doctoral study programmes is manifested in programme quality control, work in the Joint Programme Council and the UL council of the doctoral study programme "History". In the progress of a doctoral dissertation from conception to defence, the cooperation of the teaching staff is important throughout the process. The ideas of doctoral theses are collectively evaluated during the admission process, the advancement of the doctoral study process and the research and study achievements of doctoral students (publications and participation in scientific conferences) are collectively monitored and evaluated. An important stage of cooperation is the evaluation of the doctoral thesis manuscript before recommending it for defence, which takes place in the Department of History and Archeology, if necessary, with the participation of the experts of the UL Institute of Latvian History.

Many study courses are implemented through the cooperation of several lecturers. Several teaching staff members from the field of history and philosophy are involved in the teaching of several courses of the study programme within one course, which ensures the connection between interdisciplinary research and the study process, and, moreover, promotes the cooperation of teaching staff within the study field. In addition, mutual cooperation between teaching staff and doctoral students is promoted by jointly developing applications and implementing projects in LCS and national research programme project competitions. Students also have the opportunity to take some courses at another (UL or DU) university, as well as receive consultations. In addition, colleagues always recommend the most knowledgeable colleague from the cooperating university that best suits the student's research interests.

As already mentioned above, several councils of both universities also include representatives of the other university, which shows good cooperation between the teaching forces of both universities.

The ratio of the number of students to teaching staff in the doctoral study programme "History and Archeology" is 2.9.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	Joint_DSP History and Archeology.docx	Kopīgais DSP Vēsture un arheoloģija_diploms.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)	CHE decision on DSP History and archaeology.pdf	AIP atzinums par DSP Vēsture un arheoloģija.pdf
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)	Compliance of the joint study programme History and Archaeology with the Law on Higher Education Institutions.7z	Kopīgās studiju programmas Vēsture un arheoloģija atbilstība Augstskolu likuma prasībām.7z
Statistics on the students in the reporting period	DSP History_Student statistics_2013_2021.xlsx	DSP Vēsture_Studējošo statistika_2013_2021.xlsx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Mapping of the study programme results DSP History and Archaeology.pdf	DSP Vēsture un arheoloģija programmas rezultātu kartējums.pdf
The curriculum of the study programme (for each type and form of the implementation of the study programme)	DSP History and Archaeology study plan_HPfield.pdf	DSP Vesture un arheoloģija studiju plāns_VFvirziens.pdf
Descriptions of the study courses/ modules	DSP History and Archaeology course descriptions.pdf	DSP Vēsture un arheoloģija kursu apraksti.pdf
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)	Declaration on DSP History and Archeology academic staff composition.pdf	Apliecinājums par DSP Vēsture un arheoloģija akadēmiskā personāla sastāvu.pdf
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	DSP History and archeology compliance with the 3rd clause of the 1st paragraph of Section 55 of the Law on Higher Education Institutions.pdf	DSP Vēsture un arheoloģija atbilstība Augstskolu likuma 55. panta pirmās daļas trešajam punktam.pdf