



**LATVIJAS
UNIVERSITĀTE**

FACULTY

Study field

EDUCATION, PEDAGOGY AND SPORTS

study programmes

Second Level Professional Higher Education Study Program “Teacher”

ACCREDITATION REPORT

Director of the study program Ieva Margeviča-Grinberga

The study field is accredited from 12.06.2013 to 31.12.2024

APPROVED

In the Senate of the University of Latvia 27.12.2021.

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I. INFORMATION ABOUT THE FIELD OF STUDY

2. The aim and objectives of the field of study

The aim and objectives of the field of study “Education, Pedagogy and Sports” are justified in accordance with the field of activity of the University of Latvia (hereinafter - UL), directions of strategic development, development needs of the society and national economy and development tendencies determined by the UL strategy for 2021-2027 (approved at the Senate of the University of Latvia on June 28, 2021), which in turn are based on the documents regulating the planning of education policy and the activities already implemented and still planned on the basis thereof. “The Sustainable Development Strategy of Latvia until 2030” (approved by the Saeima on June 10, 2010) includes a statement on the need for a paradigm shift in education at all levels. “National Development Plan of Latvia for 2021-2027” (approved by the Saeima on July 2, 2020), the implementation of which determines the people-centered growth of Latvia and contains the following directions of action - equal rights for all residents of Latvia to the services provided by the state; the quality of life, which is characterized by general well-being and an increase in the opportunities of every inhabitant of Latvia; the knowledge society, which is a common direction for change in education and science, civic consciousness, the media space and the economy. “Guidelines for Science, Technology Development and Innovation 2021-2027” (Cabinet Order No. 246) envisage the strengthening of research-based innovation-oriented higher education and the provision of opportunities for the development and growth of academic staff. The overarching goal of the “Education Development Guidelines for 2021-2027” is to “provide quality education opportunities for all Latvians, to promote the development and implementation of their potential throughout their lives and to build their ability to change and responsibly manage constant change in the society and the economy”. The policy initiatives planned within the framework of the educational objectives are to be implemented by highlighting the most significant changes in higher education: strengthening the quality of the academic staff and ensuring a sustainable academic career; promoting excellence in higher education and changing the governance model of higher education institutions. The strategy of the UL sets strategic goals that highlight a unique study offer and high competitiveness of graduates, a development and excellence-oriented personnel policy and an inclusive culture of cooperation and innovation, and defines the areas of activity of the University of Latvia in accordance with the UL Constitution.

The aim of the field of study "Education, Pedagogy and Sport" is to provide high-quality studies and research focusing on excellence, internationalization and interdisciplinarity:

1. To implement the UL strategy for 2021-2027, specializing in the following competitive areas:
 - 1) the potential of education in the preservation, interpretation and transformation of cultural heritage;
 - 2) inclusive education, emphasizing the guidelines for socially emotional learning;
 - 3) digital transformation of education, focusing on technology-enriched learning;
 - 4) implementation of the competency-based approach at all levels of education and in lifelong learning;
 - 5) sport as a promoter of public health and culture;
 - 6) quality of education and life and its assessment in the national and international comparative context.
2. To implement programs of all study levels in educational sciences and teacher education - first level professional, professional bachelor's, second level higher professional education, master's and doctoral study programs; as well as the first level professional and bachelor's study program in sports sciences.
3. To ensure the training of competitive specialists in education, pedagogy and sports for the creation of innovations and sustainable development.
 - 1) to promote professional and academic prestige in the fields of education and sports sciences;
 - 2.) to implement measures promoting the well-being of students and staff.

In accordance with the UL strategy for 2021-2027, **the objectives** of the study field "Education, Pedagogy and Sports" were set:

- 1) to promote science and practice-based studies, ensuring the preparation and competitiveness of students in the labour market;
- 2) to promote the scientific excellence of students and educators by ensuring interdisciplinarity and participation in Latvian and international research in the study process;
- 3) to promote the transfer of modern digital technologies, the creation and use of innovations in the study process and research;
- 4) to improve the development of international study programs by promoting the mobility of students and educators;
- 5) to promote the development, growth and renewal of the academic staff;

6) to implement the transfer of knowledge in the fields of education and sports sciences in the society;

7) to promote professional and academic prestige in the fields of education and sports sciences;

8) to implement measures promoting the well-being of students and staff.

3. Study programs included in the study field

N.p.k.	Title of the study program/code	NQI/EKI	Degree to be awarded, professional qualification / degree and professional qualification	Volume (CP; ECTS)
1.	First level professional higher education study program "Preschool Education Teacher"/ 41141	5	- / pre-school education teacher	CP-80 ECTS-120
2.	First level professional higher education study program "Preschool Education Teacher" **/41141	5	- / pre-school education teacher	CP-80 ECTS-120
3.	Professional bachelor's study program "Teacher of Natural Sciences and Information Technology"/ 41141	6	professional bachelor's degree in natural sciences and computer technology / teacher of two subjects (biology, natural sciences, physics, geography, informatics, chemistry) or one subject - a secondary school mathematics teacher	CP-160 ECTS-240
4.	Professional bachelor's study program "Social pedagogue"/ 41141	6	professional bachelor's degree in education / social pedagogue	CP-160 ECTS-240
5.	Professional bachelor's study program "Teacher"/ 41141	6	professional bachelor's degree in education / Latvian language and literature teacher; or a teacher of Latvian language and literature in primary education; or a teacher of Latvian as a second language; or an English teacher; or a German teacher; or a French teacher, or a teacher of home economics and technology; or a teacher of culturology; or an art history teacher; or a visual arts teacher; or a health education teacher; or a sports teacher; or a computer science and programming teacher;	KP-160 ECTS-240

N.p.k.	Title of the study program/code	NQI/EKI	Degree to be awarded, professional qualification / degree and professional qualification	Volume (CP; ECTS)
			or a primary school teacher; or a psychology teacher; or a social studies teacher; or a special education teacher; or a teacher speech therapist; or a preschool teacher.	
6.	Professional bachelor's study program "Secondary education biology and basic education biology, geography and natural sciences teacher" **/41141	6	professional bachelor's degree in education / secondary education biology teacher and primary education biology, geography and science teacher.	CP-160 ECTS-240
7.	Professional bachelor 's study program "Teacher" **/41141	6	professional bachelor's degree in education / pre-school teacher; or a pre-school and primary school teacher	CP-160 ECTS-240
8.	Professional bachelor's study program "Primary school teacher with the right to teach one subject in primary school" **/41141	6	professional bachelor's degree in education / primary school teacher with the right to teach one subject in primary school	CP-160 ECTS-240
9.	Professional bachelor's study program "Supervisor of educational work and teacher of one subject" **/41141	6	professional bachelor's degree in education / supervisor and teacher of one subject	CP-160 ECTS-240
10.	Joint professional bachelor's study program "Primary and elementary school subject teacher" **/41141	6	professional bachelor's degree in education / teacher of the first stage of primary education and one subject of primary education	CP-160 ECTS-240
11.	Academic master's study program "Pedagogy"/45142	7	Master's degree in pedagogy	CP-80 ECTS-120
12.	Academic Master's Study Program " Pedagogical Solutions to Diversity"/45142	7	Master's degree in pedagogy	CP-80 ECTS-120
13.	Academic Master's Study Program "Educational Sciences"/45142	7	Master's degree in educational sciences	CP-80* ECTS-120
14.	Joint Academic Master's Study Program "European Education Management" **/45142	7	Master's degree in educational sciences	CP-80 ECTS-120
15.	Professional Master's Study Program "Education Management"/45142	7	professional master's degree in education management / -	CP-48 ECTS-72
16.	Professional Master's Study Program "Teacher"/47141	7	professional master's degree in education / -	CP-40 ECTS-60
	Professional Master's Study Program "Teacher"/47141	7	professional master's degree in education / science teacher;	CP-80 ECTS-120

N.p.k.	Title of the study program/code	NQI/EKI	Degree to be awarded, professional qualification / degree and professional qualification	Volume (CP; ECTS)
			<p>or a teacher of philosophy; or a science teacher in geography and primary education; or a teacher of geography and science;</p>	
			<p>or a teacher of home economics and technology; or a primary school English teacher; or a primary German teacher; or a pre-school teacher; or a teacher of religion and ethics; or a primary school teacher; or a teacher speech therapist; or a social studies teacher; or a special education teacher; or a sports teacher; or a history teacher; or a visual arts teacher; or a secondary English teacher; or a secondary education biology teacher; or a secondary education biology and science teacher; or a secondary education economics teacher; or a secondary education physics teacher; or a secondary education physics and science teacher or secondary education French language teacher;</p>	
			<p>programming basics teacher; or a secondary Italian language teacher;</p> <p>or a teacher of Russian language and literature in secondary education; or a teacher of Russian as a foreign language and Latvian as a second language; or a secondary school chemistry teacher; or a secondary school chemistry and science teacher;</p>	

N.p.k.	Title of the study program/code	NQI/EKI	Degree to be awarded, professional qualification / degree and professional qualification	Volume (CP; ECTS)
			or a teacher of Latvian language and literature of secondary education; or a secondary education mathematics teacher; or a secondary education Scandinavian language teacher; or a secondary education teacher in culturology and visual arts; or a secondary German teacher	
17.	Professional Master's Study Program "Pedagogy" **/47142	7	professional master's degree in pre-school pedagogy or school pedagogy, or branch (dance) pedagogy, or branch (music) pedagogy, or adult pedagogy / -	KP-40 ECTS-60
		7	professional master's degree in pre-school pedagogy / teacher speech therapist or pre-school education teacher	KP-92 ECTS-138
		7	professional master's degree in school pedagogy / teacher speech therapist or pre-school teacher, or primary school teacher, or foreign language (Russian / English / Latvian) teacher in grades 1-12	KP-89 ECTS-133,5
		7	professional master's degree in branch (dance) pedagogy / teacher speech therapist or pre-school teacher, or primary school teacher, or foreign languages (krievu/angļu/latviešu) a teacher in grades 1-12, or a dance teacher	KP-83 ECTS-124,5
		7	professional master's degree in branch (music) pedagogy / teacher speech therapist or pre-school teacher, or primary school teacher, or foreign language (Russian / English / Latvian) teacher in grades 1-12, or collective music teacher, or choir teacher	KP-84 ECTS-126

N.p.k.	Title of the study program/code	NQI/EKI	Degree to be awarded, professional qualification / degree and professional qualification	Volume (CP; ECTS)
		7	professional master's degree in adult pedagogy / foreign language (Russian / English / Latvian) teacher 1.-12. in class	KP-80 ECTS-120
18.	Professional Master's Study Program "Organizational Management" **/47345	7	professional master's degree in management sciences / -	KP-60 ECTS-90
		7	professional master's degree in management / company and institution manager	KP-80 ECTS-120
19.	Second level professional higher education study program "Teacher"/ 48141	6	- / primary school English teacher; or a primary school German teacher;	KP-48 ECTS-72
		6	- / teacher of geography and science; or a secondary education biology and science teacher; or a secondary education physics and science teacher; or a secondary school chemistry and science teacher.	KP-60 ECTS-90
		6	- / primary school teacher; or a social studies teacher; or a secondary French teacher; or a teacher of the basics of informatics and programming in secondary education; or a secondary Italian teacher; or a secondary school Latvian language and literature teacher; or a secondary school Scandinavian teacher	KP-60 vai 80* ECTS-90 or 120*
		6	- / Natural sciences teacher; or a teacher of philosophy; or a science teacher in geography and primary education; or a teacher of housekeeping, household and technology; or a pre-school teacher; or a teacher of religion and ethics; or a teacher speech therapist; or a special education teacher;	KP-48 vai 60; vai 80* ECTS- 72 vai 90; vai 120

N.p.k.	Title of the study program/code	NQI/EKI	Degree to be awarded, professional qualification / degree and professional qualification	Volume (CP; ECTS)
			or a history teacher; or a secondary English teacher;	
			or a secondary education biology teacher; or a secondary economics teacher; or a secondary education physics teacher; or a teacher of Russian language and literature in secondary education; or a teacher of Russian as a foreign language and Latvian as a second language of secondary education; or a secondary school chemistry teacher; or a secondary education mathematics teacher; or a secondary German teacher; or a secondary art visual arts teacher.	
20.	Second level professional higher education study program "Teacher" **/48141	6	- / primary school teacher; or a pre-school teacher; or a dance and rhythm teacher; or a secondary education teacher (in a specific subject (s)); - / teacher speech therapist; - / foreign language (Latvian) teacher 1.-12. in class;vai - /svešvalodas (krievu) skolotājs 1.-12. klasē or - / foreign language (English) teacher in forms 1-12	KP-40; vai 55; vai 56; vai 57; vai 72; vai 88 ECTS- 60 vai 82,5; vai 84; vai 85,5; vai 108; vai 132
21.	Doctoral study program "Pedagogy"/51142	8	Doctor of Science (<i>ph.D.</i>) in Educational Sciences / -	KP-144 ECTS-216
22.	Doctoral study program "Pedagogy" **/51142	8	Doctor of Science (<i>ph.D.</i>) in Educational Sciences / -	KP-120 ECTS-180

* in accordance with the requirements specified in the study program regarding previous education

** in accordance with the Cabinet of Ministers Order No. 164 of 3 April 2017 "On the Liquidation of the Riga Academy of Pedagogy and Education Management"

4. Correspondence of the Study Program to be Included in the accreditation Page to the Study Field

Correspondence of the second level professional higher education program “Teacher” (hereinafter study program) to the study field is determined by the study programs related to teacher education included in the study field since its establishment. The conformity of the title of the study program, professional qualifications, as well as the parameters of the study program in achieving the specified results of the study program is regulated by external norms, i.e. Cabinet of Ministers (CM) Regulations No. 512. (26.08.2014)¹ on the state standard of the second level professional higher education, Cabinet Regulation No. 322. (13.06.2017)² on the Latvian Education Classification and the Teacher Profession Standard (approved by the Tripartite Cooperation Council for Vocational Education and Employment on 12.06.2020)³.

The title of the study program and the professional qualification correspond to the requirements for the title of the profession in the professional standard for teachers and qualification.

The code of the study program corresponds to the Cabinet Regulation No. 322 “Regulations on the Classification of Education in Latvia”⁴, which corresponds to the fifth qualification level of the Latvian education qualification structure for the group of teacher education programs. The volume of the study program, duration of implementation, parts of the study program and their scope, compulsory content, professional qualifications, basic principles and procedures of evaluation, principles of implementation of the scope of study practice, etc. is regulated by Cabinet Regulation 512. “Regulations on the State Standard for Second-Level Professional Higher Education”⁵.

The choice, content and volume of study courses of the study program, as well as the content of practice in accordance with the acquired professional qualification are determined in accordance with the Teacher Profession Standard⁶ and the study content includes a set of

¹ MK noteikumi Nr. 512. Noteikumi par otrā līmeņa profesionālās augstākās izglītības valsts standartu (Cabinet of Ministers Regulation No. 512. Regulations regarding the second level professional higher education state standard).

² MK noteikumi Nr. 512. Noteikumi par otrā līmeņa profesionālās augstākās izglītības valsts standartu (Cabinet of Ministers Regulation No. 512. Regulations regarding the second level professional higher education state standard).

³ MK noteikumi Nr. 512. Noteikumi par otrā līmeņa profesionālās augstākās izglītības valsts standartu (Cabinet of Ministers Regulation No. 512. Regulations regarding the second level professional higher education state standard).

⁴ MK noteikumi Nr. 512. Noteikumi par otrā līmeņa profesionālās augstākās izglītības valsts standartu (Cabinet of Ministers Regulation No. 512. Regulations regarding the second level professional higher education state standard).

⁵ MK noteikumi Nr. 512. Noteikumi par otrā līmeņa profesionālās augstākās izglītības valsts standartu (Cabinet of Ministers Regulation No. 512. Regulations regarding the second level professional higher education state standard).

⁶ Skolotāja profesijas standarts (saskaņots Profesionālās izglītības un nodarbinātības trīspusējā sadarbības apakšpadomē 12.06.2020) (Standard for the Teaching Profession (agreed upon in the Tripartite Cooperation Council for Vocational Education and Employment 12.06.2020). <https://registri.visc.gov.lv/profizglitiba/dokumenti/standarti/2017/PS-138.pdf>

knowledge, skills and competencies in accordance with the level 6 knowledge, skills and competence⁷ of the European Qualifications Framework specified in the Latvian Education Classification⁸.

The content of the study program consists of study courses in the amount of 40 CP (Cabinet Regulation No. 512)⁹, dividing them into theoretical courses (6 CP), diploma thesis / experience work development (10 CP) and practice (20 CP) and integrated study methodology courses (4 CP), which are developed in accordance with the study areas based on the project “Competence Approach to Curriculum” (“Skola2030”): natural sciences; mathematics; language; technology; cultural understanding and self-expression in the arts; social sciences and history; health and physical activities (Cabinet Regulation No. 747)¹⁰. Highly qualified teaching staff is involved in the implementation of the study program, who also teach in other level (bachelor’s and doctoral) study programs and supervise study practices. Within the implementation of the study program in the Latvian teacher education system, an innovative form of study is used, i.e. work-based studies.

The study program has clearly defined goals, objectives and learning outcomes that are interrelated with the results of the study courses.

Upon completion of the study program, a fifth level professional qualification is awarded in accordance with the provisions of the short professional program, which corresponds to the 5th level of the Latvian professional qualification and the 6th level of the Latvian Qualifications Framework (LQF) and the European Qualifications Framework (EQF)¹¹.

⁷ MK noteikumi Nr. 322. Noteikumi par Latvijas izglītības klasifikāciju (Cabinet of Ministers Regulation No. 322. Regulations regarding the classification of education in Latvia).

⁸ MK noteikumi Nr. 322. Noteikumi par Latvijas izglītības klasifikāciju (Cabinet of Ministers Regulation No. 322. Regulations regarding the classification of education in Latvia).

⁹ MK noteikumi Nr. 322. Noteikumi par Latvijas izglītības klasifikāciju (Cabinet of Ministers Regulation No. 322. Regulations regarding the classification of education in Latvia).

¹⁰ MK noteikumi Nr. 322. Noteikumi par Latvijas izglītības klasifikāciju (Cabinet of Ministers Regulation No. 322. Regulations regarding the classification of education in Latvia).

¹¹ MK noteikumi Nr. 322. Noteikumi par Latvijas izglītības klasifikāciju (Cabinet of Ministers Regulation No. 322. Regulations regarding the classification of education in Latvia).

II. DESCRIPTION OF THE STUDY PROGRAM

1. Characteristic parameters of the study

1.	Title of the study program	Otrā līmeņa profesionālās augstākās izglītības programma “Skolotājs”
2.	Title of the study program in the English language	Second-level Professional Higher Education Study Programme “Teacher”
3.	Code of the study program according to the Latvian education classification	46141
4.	Scientific field of the study program (applicable to doctoral study programs)	-
5.	Type of the study program	<i>Second level professional higher education program</i>
6.	Obtained qualification level to be obtained (NQF/EQF)	<i>6. NQF/6.EQF</i>
7.	Volume of the study program (CP, recommended also ECTS)	<i>40CP (60 ECTS)</i>
8.	Form, type, duration (if less than one year, indicate in months) and language of implementation	
	Full-time studies	<i>Two semesters (one year)</i> <i>Latvian</i>
9.	Place of implementation	UL Faculty of Education, Psychology and Art (Rīga, Imantas 7.līnija 1) UL Academic Center, House of Nature (Rīga, Jelgavas iela 1) UL Academic Center, House of Technologies (Rīga, Jelgavas iela 3) UL Alūksne branch, Pils iela 21, Alūksne UL Bauska branch, Rīgas iela 8, Bauska UL Cēsis branch, L.Katrīnas iela 2, Cēsis UL Jēkabpils branch, Rīgas iela 210A, Jēkabpils UL Kuldīga branch, Kalna iela 19, Kuldīga UL Madona branch, Saieta laukums 1-room 406, Madona UL Tukums branch, Pils iela 14, Tukums
10.	Admission requirements ¹²	1. Bachelor's and/or master's degree or 2nd level professional higher education, or equivalent higher education in the relevant field of science of the chosen field of study; 2. Bachelor's and/or master's degree or 2nd level professional higher education and study courses in the amount of 12 CP acquired within the study program; 3. Bachelor's and/or master's degree or 2nd level professional higher education in a field not related to the field of study, but

¹² The detailed criteria for the entrance procedure are available at https://macitspeks.lv/wp-content/uploads/2021/02/MS-Projekta-nolikums_2020-2021-FINAL.pdf and <https://www.ppmf.lu.lv/studijas/jaunas-studiju-programmas>

		the grades received in the competence test or the entrance examination are “very good”, “excellent” or “ <u>outstanding</u> ” (8-10 points).
11.	Degree to be awarded, professional qualification or degree and professional qualification, including specialization (if applicable)	<i>Teacher qualification</i>
12.	Professional standard, year of its approval (if applicable)	<i>Teacher Professional Standard (2020)</i>
16.	The final examination planned at the end of the study program	<i>Development and defense of diploma paper / <u>portfolio</u></i>
17.	Director of the study program	<i>Ieva Margeviča - Grinberga, asoc.prof., <u>ieva.margevica-grinberga@lu.lv</u></i>

The aim of the study program

To provide an opportunity for students with a bachelor's or master's degree in a field of science (or an equivalent field in higher education) that is not pedagogy, and relevant to the field of study, to develop the competence required for pedagogical activity and receive teacher qualification according to the professional standard “Teacher” in one of the sub-programs/modules for teachers to carry out professional pedagogical activities in general education.

Objectives of the study program

1. To organize research and work environment based studies for the development of knowledge, skills and competence necessary for the teaching profession in planning and implementation of the study process and evaluation of students' learning performance, self-evaluation of one's activities.
2. To promote the readiness of students and the development of experience to perform pedagogical activities in accordance with the education standards and the current content relevant to the scientific fields and study methodology.
3. To promote the acquisition of the content and knowledge in pedagogy and psychology necessary for a teacher in the relevant field in order to perform professional pedagogical activity and use the integrated teaching methodology in practice.
4. To promote the development of students' leadership skills for cooperation with colleagues, pupils, parents of pupils and the involvement of students as teachers in the development of the field of education and the teaching profession at the level of educational institutions, local communities and the state.
5. To promote awareness on the necessity of self-education and foster students' motivation for continuous development of professional competence within life-long learning.

Learning outcomes

Knowledge:

- understands the most important concepts and regularities of the field of educational sciences in the contexts of a teacher's professional activity;
- theoretically substantiates the principles of planning, implementation and evaluation of the learning process;
- understands the content and teaching methodology of the field of study in accordance with their qualification.

Skills:

- plans an inclusive learning process in accordance with the development needs of students and the learning outcomes to be achieved;
- implements a learning process that meets the learning outcomes based on the learner's individual needs and is close to life situations;
- evaluates the learner's learning performance and growth;

Kompetence:

- using various sources of information, obtains, selects and critically analyzes information about the pedagogical process, one's professional activity and learners' performance and growth, as well as makes decisions, finds creative solutions to changing or uncertain situations within teacher's professional activity;
- reasonably evaluates, plans and develops his / her professional competence and cooperation with other teachers, observing the requirements of professional ethics, in order to purposefully improve the pedagogical practice in the educational institution.

2. Topicality of the Study Program

2.1. Substantiation of the study program development and compliance with the trends in the area in Latvia, the European Union and the world

UL previously implemented the second level professional higher education program “Teacher”, in which the studies lasted 1.5, 2 or 2.5 years based on the previously acquired higher education. Frequently, during the registration stage, students had many questions about why a shorter time to obtain a qualification is not offered, for instance, 1.5 years. Longer duration of studies did not always satisfy students who already had one higher education. Furthermore, the duration of studies was not the only obstacle to student satisfaction. Graduates indicated in the surveys that some study courses focused more on theoretical knowledge, while there was the necessity for practical knowledge and skills, as well as links to practical activities at school.

The study program applied for accreditation ensures the entry of highly qualified specialists into the education system, which facilitates the implementation of the competence approach in the study process, as employers acquire employees - teachers who have acquired the skills and knowledge necessary for professional activity in work-based studies. Work-based studies have been welcomed by employers in recent years (since 2016) and are supported and encouraged at the level of public policy, facilitating the involvement of interested entrepreneurs¹⁸.18 Employers and experts already value the study of graduates of work-based study programs. knowledge and skills acquired during the meeting, which was emphasized at the meeting of industry experts on the study program on June 14, 2021. Thanks to the in-depth experience that students gain in the work environment, it allows them to acquire the competencies necessary for active professional activity more successfully already during their studies. In addition, the relatively short duration of studies allows to compete with other study programs, and in a shorter period of time the student acquires the qualification of a teacher, being connected with practical activities. Prospective teachers are not only specialists in their field, as they have already acquired an in-depth understanding of a certain field in undergraduate or master's studies, but they also acquire professional knowledge and skills in practical pedagogical activities during their studies.

Global development trends reveal that hereafter the labour market situation will be affected by the development of technology, where automation processes will be pronounced in the future, thus the development of industries will depend on professionals in the field who will need multidisciplinary skills. Employers will be looking for professionals who are not only able to

perform the skills of a certain position, but also are able to combine the performance of various duties previously performed by professionals in certain fields, each in their own position. In order to enhance the ability of school graduates to be competitive in such a labour market, teachers will also need to be able to work emphasizing interdisciplinary links and delivering interdisciplinary lessons. The study program is based on the new competency-based approach, which highlights the importance of interdisciplinarity in the learning process. The professional activity of a teacher no longer includes only the knowledge of one's own field and the organization of the learning process, and this is a great challenge for both teachers and higher education institutions in developing study programs. The study program includes this aspect and the study process will promote students' understanding of the development of pedagogical competence in the planning, implementation and evaluation of the learner-centered learning process, helping to guide the learner in the process of self-directed learning leading to the learner's development.

Proceeding with the analysis of the labour market, the priorities set by the State of Latvia - moving towards the creation of a knowledge-rich society - are based on the activities of knowledgeable and professional teachers. Although the negative impact of demographic trends on the labour supply has been mitigated by the growth of economic activity, the assessment of the Latvian Economic Development Report prepared by the Ministry of Economics reveals that future labour market challenges will be related to an aging workforce and lack of suitably qualified workers in all sectors. The report emphasizes that the most significant reduction in the number of employees in the coming years is expected in the public service sectors, mainly in public administration and education¹³.

It is already expected that there will be a need to train multimodal specialists, where significant work should be invested in the new generation of teachers. Since 2014, there has been an increase in the average age of teachers in Latvia. OECD (2018) "Results of the Teaching and Learning International Survey TALIS 2018: teachers and school principals - qualifications, employment and workload, induction and professional development" reveals that in 2018 the average age of a Latvian teacher was 48 years. 51% of Latvian teachers are over 50 years old¹³. This means that Latvia will have to replace every second teacher in the next decade. There has been no rapid change in the generations of teachers in recent years, therefore provided the trends

¹³ LU (2019). Starptautiskā mācību vides pētījuma OECD TALIS 2018 rezultāti: skolotāji un skolu direktori – kvalifikācija, nodarbinātība un slodze, darbā ievadišana un profesionālā pilnveide. Pieejams: https://www.ipi.lu.lv/fileadmin/user_upload/lu_portal/projekti/ipi/Publikācijas/TALIS2018ZinojumsB.pdf (UL (2019). Results of the international study environment research OECD TALIS 2018: teachers and school principals - qualifications, employment and workload, induction and professional development. Available at: https://www.ipi.lu.lv/fileadmin/user_upload/lu_portal/projekti/ipi/Publikācijas/TALIS2018ZinojumsB.pdf

in change management processes, this is expected in the near future. In the Citadele Index study, employers point to staff shortages, which pose a threat to business operations¹⁴. It is forecasted that this is the reason why specialists being able to perform the duties within several positions at the same time will be needed. Teachers working in educational institutions will play a crucial role in the training of specialists. New, well-trained teachers could also make an important contribution. The generation of teachers is not expected to change rapidly, but it will be of highest topicality to prepare professionals for the future.

Alongside with the law on compulsory vaccination of teachers adopted in Latvia to reduce the spread of Covid-19, the Minister of Education and Science A. Muižniece (2021) points out that 5.6% of teachers could leave their jobs in educational institutions in November¹⁵. We can predict that the consequences of the Covid-19 pandemic will only worsen the situation with a shortage of teachers in the country.

The study program not only provides retraining of specialists in various fields, but also promotes the opportunity to obtain the teacher education and be active in the labour market for those people of working age who have obtained higher education but do not work in the acquired profession.

Provided that current education system cannot fully ensure the provision of new knowledge and skills necessary in the labour market¹⁶, it is the education reform that will help potential workers to adapt to faster and more predictable changes in the labour market. Reform in education is a challenge for teachers as the emphasis shifts from knowledge to the application of knowledge in a variety of situations and contexts; from the transfer and retrieval of ready-made knowledge to conversation, productive tasks; from a frontal process to cooperation, involvement; from just summative assessment to meaningful feedback on the learning process. High-quality and purposeful teacher education and in-service training is the basis for ensuring quality education in Latvian educational institutions. The development of a work-based study program is a crucial step in the education of young teachers. Reforms in education are important and far-reaching, therefore it is very crucial that it is not just knowledge of reforms and their significance, but

¹⁴ Citadele (2019). Citadele index. Latvijas uzņēmēju aptaujas rezultāti (Citadel (2019). Citadele index. Results of the survey of Latvian entrepreneurs. Available at <https://www.cblgroup.com/media/W1siZiIsIjIwMTkvMDYvMDUvMnhhbG4MDNmb19DWF9JXzIwMTkucGRml1d?sha=50f5e24dab8029df>)

¹⁵ Veinberga, L. (22.10.2021). Cik daudz skolu darbinieku pēc 15. novembra pametīs darbu? Komentē Muižniece (How many school staff members will leave after November, 15th? Muižniece's comments. Available at: <https://www.la.lv/cik-daudz-skolu-darbinieku-pec-15-novembra-pametis-darbu-komente-muizniece>

¹⁶ World Economic Forum (2020). The Future of Jobs Report 2020. Available at: http://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf

deeper understanding put into practice, the awareness of them shaped and their framework built within the study process that would later help the prospective teacher in their professional work. The uniqueness of the study program, as mentioned above, in Latvia is justified by the form of its implementation - work-based studies. For applicants with a bachelor's and also a master's degree, this is an opportunity to acquire pedagogical competence in work-based studies under the guidance of highly qualified teachers during one year. The study program offers reasonable solutions to the new challenges for the education system, for instance, the shortage of teachers in Latvian educational institutions, the change in the role of teachers in the context of the competency-based approach.

The study program offers an opportunity for new specialists to retrain and become teachers, using their acquired competence in the relevant field of science.

The labour market trends discussed above and the survey of employers reveal that the labour market requires skills and knowledge that young professionals do not always acquire in higher education due to rapid changes in the labour market. A survey of employers was held during the seminar on April 4, 2019 and June 14, 2021, where the study program was evaluated, and employers indicated that the study program emphasized the practical knowledge and skills previously required of students when starting work in an educational institution were insufficient. However, it must be acknowledged that university study programs face the challenge of adapting to change equally quickly so that young professionals can successfully enter the labour market. Therefore, the study program is important for the Latvian economy, as it will ensure faster entry of qualified specialists into the labour market and is based on the most topical issues in the field of education. This creates advantages for the Latvian teacher education system in the European education area.

By implementing its development strategy and performing its functions to the full, the University of Latvia ensures the satisfaction of students, employees, external customers and partners, compliance with legal requirements, efficient use of resources and continuous improvement in all areas, especially taking into account the wishes and requirements of all stakeholders.

Compliance with the Trends in the Area in Latvia, the European Union and the World

Latvia

Within the development of the study program the new competency-based approach in the curriculum and the requirements for the professional competence of teachers, as well as the experience of the foundation "Mission Possible" in implementing work-based learning were

taken into account. Work-based studies were identified as one of the priorities in the country, as the labour market increasingly demands practical professional knowledge and experience. Furthermore, the rapid development of technology and the related changes in the labour market call for the requalification and upgrading of people of working age. The study program promotes the requalification of young specialists, taking into account the needs of the labour market specific for the time period and the shortage of teachers in educational institutions at different levels of education.

The introduction of the competency-based approach in the curriculum has updated the assessment of the competence required for teachers in further work. Teachers' professional activity is based on three components: 1) subject knowledge, 2) knowledge of subject methodology, and 3) pedagogical knowledge, however, teachers' own competence is characterized not only by certain knowledge, but also the ability to manage the learning process, and the acquired knowledge plays an important role in practice. These principles substantiate the need for the study program provided that current and potential students are specialists in their field with the necessary knowledge. During their studies, students acquire the knowledge and skills necessary for a teacher to be able to implement a teaching and upbringing process in which the learning outcome of learners would be competence.

The European Union and the World

Teacher education systems in the European Union are summarized in the *Eurydice* platform of the European Commission: <https://eacea.ec.europa.eu/national-policies/eurydice/content/bachelor>. Having studied the information provided in this platform, the conclusion can be drawn that 60 ECTS (40 CP) study programs are offered in higher education institutions of some European Union countries, the graduates of which obtain a teacher qualification.

The *Eurydice* platform was used to compare the study program with other programs offered in European countries

<https://eacea.ec.europa.eu/national-policies/eurydice/content/bachelor>, - the websites of higher education institutions, which provide information on programs for those with a higher education qualification and a foreign higher education institution, for instance, a visit to Oxford Brookes University to explore with students and faculty the benefits and challenges of the "School Direct" work-based teacher education program at Oxford Brookes University. As the program offered by Oxford Brooks University is not directly comparable in terms of credit

points and offered study courses, the obtained information was taken into account when developing the content modules/sub-programs of the study program to be accredited and planning cooperation with educational institutions.

The study program is compared with foreign study programs implemented at universities. For comparison, criteria were used that are comparable to the Latvian study program and are crucial for the implementation of this program: the possibility to obtain a teacher qualification after bachelor's studies, ECTS, which are converted into CP (60 ECTS = 40 CP), study duration, study content, study results and final examinations.

The teacher education study program offered by the University of Eastern Finland (Finland) and the postgraduate study program at the University of Bristol were selected for comparison. The University of Bristol was chosen because the reforms in Latvian pre-school and general education, known as "Skola2030", are based on the findings of Latvian experts analyzing the British experience in implementing the competency-based approach.

According to OECD data, Finland is a world leader in the quality of education, so the experience of teacher education in this country is a valuable example for Latvia.

Comparison of the program with the study programs of recognized foreign higher education institutions

Name of higher education institution/ college	University of Latvia	University of Eastern Finland, School of applied Educational Science and Teacher Education) ¹⁷	University of Bristol ¹⁸
Title of the study program	Second level professional higher education program "Teacher"	Subject Teacher's Pedagogical Studies	MSc Education (Teaching and Learning. Postgraduate study)
Duration of studies	One year	One year	One year
Number (CP un ECTS)	40 CP (60 ECTS)	60 ECTS (40 CP)	60 ECTS (40 CP)
Comparison of study courses and their volume	Educational psychology - 2 CP Professional activity of a teacher - 4 CP Integrated methodology of the study field - 4 CP Practice I - 10 CP Practice II - 10 CP	Teacher's professional studies are divided into four thematic parts: 1. Interaction. 2. Learning community. 3. Involvement and society.	Studies include: 1) Study content and didactics 20 ECTS. (Subjects offered: English, geography, history, mathematics, modern foreign languages (French, German, Italian,

¹⁷ University of Eastern Finland. *Subject Teacher's Pedagogical Studies*. <https://www.uef.fi/en/web/skope/aineenopettajan-pedagogiset-opinnot>

¹⁸ University of Bristol. PGCE Education (Secondary). <http://www.bristol.ac.uk/study/postgraduate/2020/ssl/pgce-education/>

	Work-based studies	4. Culture and self-expression According to the study topics there are 4 internships (22 ECTS): Introductory practice (3 ECTS). Teaching and upbringing practice (7 ECTS). Research-based teaching (7 ECTS). Practice in the work environment (5 ECTS).	Spanish), music, religious education, science (bio-science, chemistry, physics) 2) Educational and professional studies - 20 ECTS 3) Internship (school experience) - 20 ECTS - (observation, practical work, research) 2/3 of the study time is spent in 2 types of schools (University led, School Direct - work environment based studies)
Learning outcomes	<p>Knowledge:</p> <ul style="list-style-type: none"> understands the most important concepts and regularities of the field of educational sciences in the contexts of a teacher's professional activity; theoretically substantiates the principles of planning, implementation and evaluation of the learning process; understands the content and teaching methodology of the field of study corresponding to their qualification. <p>Skills:</p> <ul style="list-style-type: none"> plans an inclusive learning process in accordance with the development needs of students and the learning outcomes to be achieved; implements a learning process that meets the needs of the learner's individual development and is 	<p>Knowledge:</p> <ul style="list-style-type: none"> subject content and didactics in secondary school, adult education and primary school; creating a learning environment according to the interests of students; solving educational problems, taking into account the different nature of subjects and multidisciplinary cooperation; use of pedagogical technologies and learning strategies in pedagogical practice. <p>Skills</p> <ul style="list-style-type: none"> plan, organize the learning process; use and differentiate appropriate working methods; research multidisciplinary issues and participate in academic discussions. <p>Competence</p> <ul style="list-style-type: none"> critically evaluate issues of academic, professional, ethical, academic and educational policy develop their experience and 	<p>Knowledge:</p> <ul style="list-style-type: none"> content of subjects, organizing the learning process, didactics; application of teaching methods according to the content of teaching, justification of their choice; creating a learning environment, classroom management. <p>Skills:</p> <ul style="list-style-type: none"> plan the learning process, choose methods; compare practical experience in different schools; in research work. <p>Competence:</p> <ul style="list-style-type: none"> the analysis of the content of education and study subject; assessing the diversity of learning between schools and pupils; to realize the unity of theory and practice, research activities. <p>Students acquire:</p> <ol style="list-style-type: none"> 1) Postgraduate qualification (PGCE) 2) Teacher status (QTC), which allows you to work at school with students aged 11 to 19 3) obtain master's level CP, which can be used to obtain a master's degree.

	<p>close to life situations; evaluates the learning performance and growth of the learner;</p> <p>Competence:</p> <ul style="list-style-type: none"> • using various sources of information, obtains, selects and critically analyzes information about the pedagogical process, one's professional activity and students' performance and growth, as well as makes decisions, finds creative solutions to changing or uncertain situations for a teacher's professional activity; • reasonably evaluates, plans and improves his / her professional competence and co-operation with other teachers, observing the requirements of professional ethics in order to purposefully improve the pedagogical practice in the educational institution. 	<p>promote the development of both colleagues and the school</p> <ul style="list-style-type: none"> • develop co-operation with pupils, parents and key players in the school system. 	
Final examinations	Diploma thesis / Teacher's Portfolio	Evaluation of the compliance of the portfolio and one's competence with the competences defined in the Teacher's professional standard.	Experience study Final test leading to a teacher's qualification

Based on the comparative analysis of relevant foreign study programs, the conclusion can be drawn that:

- 1) the study programs have a similar duration of studies - two semesters, respectively the number of CPs subordinate to it. The duration of foreign programs is one study year - both the University of Eastern Finland and the study programs of the University of Bristol envisage 40 CP (60 ECTS), which fully coincides with the amount envisaged in the study program of the University of Latvia - 40 CP.
- 2) Graduates of all programs have the right to work as teachers, the right to work as special education teachers is emphasized in the study program of the University of Bristol, students have the opportunity to choose subjects.
- 3) All study programs comprise study courses, which include the content of pedagogy, didactics and upbringing, the emphasis is placed on the acquisition of professional skills in the methodologies of study fields (subjects), research of modern and inclusive learning environment; as well as differentiation, individualization and personalization of the learning process using different teaching methods, etc. Studies of psychology are less emphasized in foreign programs through the incorporation of topics in modules of pedagogical theory.
- 4) Practice that ensures the integration of theoretical knowledge in educational practice is a crucial counterpart of the study process in both the programs offered in Latvia and abroad. The content of the University of Bristol study program can be acquired in a work-based environment.
- 5) Upon completion of the studies, a diploma project, a final examination or a test certifying the professional competence of a teacher is provided.

The analyzed universities implement 40 CP (60 ECTS) study programs, which ensure the qualification of a teacher. The information on the university websites is available in the English language making it accessible to all experts.

The study program applied for accreditation is unique in the Baltics provided that in Lithuania and Estonia 60 ECTS (40 CP) teacher education study programs are mainly intended for master's level studies, thus the study time is longer. The analysis of the substantiation of the topicality and the comparison of teacher education programs in different countries confirm the necessity to implement the Second Level Higher Professional Education Program "Teacher" in Latvia, which offers to acquire the teaching profession in a short period of time.

2.2. Description of the Content of the Study Program

The content of the study program consists of study courses of 40 CP (Cabinet Regulation No. 481)¹⁹, dividing them into the theoretical courses of the field (6 CP), development of the diploma paper/teacher's portfolio (10 CP), practice (20 CP) and integrated study methodology courses (4 CP) developed in accordance with the study areas originating from the project "Competence Approach to Curriculum" ("Skola2030"): natural sciences; mathematics; languages; technology; cultural understanding and self-expression in the arts; social sciences and history; health and physical activities (Cabinet Regulation No. 747)²⁰.

Within the development of the study program, the goals, objectives and study results of the study program in terms of knowledge, skills and competence were initially formulated in accordance with the European Qualifications Framework (EQF)²¹ and Latvian Qualifications Framework²² (LQF) level 6 and the professional standard "Teacher" (2020); the content of the required study courses and practice was developed based on the learning outcomes.

After the implementation of the study program, the educators involved in the implementation of the first study year analyzed and discussed the content of the study courses in the context of the results to be achieved by the program; as a result, the developed study courses were improved. Analyzing the opinion of the first year graduates, the conclusion can be drawn that the opportunities are provided to achieve all the planned study results in the study process.

The labour market of the future will strongly demand for multimodal specialists who will continuously improve and develop a wide range of skills²³ while working in one specific position. Therefore, in the future, schools will need teachers who are not only able to provide knowledge within their competence, but also to help learners understand the relationship between different fields and sectors, to show opportunities to use the acquired knowledge in different ways, according to the specific and other sectors. This is crucial provided that the demand for such educators will only increase in the future. The teacher needs to be multimodal in order to encourage people to acquire the skills and knowledge they need for the future²⁴.

¹⁹ MK noteikumi Nr. 512 Noteikumi par otrā līmeņa profesionālās augstākās izglītības valsts standartu (Cabinet of Ministers Regulation No. 512 Regulations on the State Standard for Second-Level Professional Higher Education). <https://likumi.lv/doc.php?id=55887>

²⁰ MK noteikumi Nr. 512 Noteikumi par otrā līmeņa profesionālās augstākās izglītības valsts standartu (Cabinet of Ministers Regulation No. 512 Regulations on the State Standard for Second-Level Professional Higher Education). <https://likumi.lv/doc.php?id=55887>

²¹ Eiropas kvalifikāciju ietvarstruktūras līmeņu apraksti (Descriptions of the levels of the European Qualifications Framework). http://www.nki-latvija.lv/content/files/EKI-limenu-apraksti_1.pdf

²² Eiropas kvalifikāciju ietvarstruktūras līmeņu apraksti ((Descriptions of the levels of the European Qualifications Framework). http://www.nki-latvija.lv/content/files/EKI-limenu-apraksti_1.pdf

²³ World Economic Forum (2020). The Future of Jobs Report 2020. https://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf

²⁴ Darba tirgus informācija – Latvija. (2018) (Labour market information - Latvia (2018)) <https://ec.europa.eu/eures/main.jsp?catId=2776&countryId=LV&acro=Imi&lang=lv®ionId=LV0&nuts2Code=%20&nuts3Code=®ionName=Valsts%20Limenis>

2.3. List and justification of the changes made in the study program since the licensing of the study program

List and justification of the changes made in the study program since the licensing of the study program	Justification
Changes in the study course “Methodology of teaching in the field of technology” Code: Izgl1008	<p>1.Changes were made based on the students' opinions and recommendations (both in the focus group discussion and in writing by answering the questionnaire), as well as the approbation and experience analysis implemented by all educators involved in approbation.</p> <ul style="list-style-type: none"> • Clarification of knowledge, skills, competencies • Reducing the number of intermediate tests • Re-planning of summer and autumn semesters - it is specifically defined which topics and how many hours are in the summer semester and which are in the autumn semester. <p>2. Changes in the content</p> <ul style="list-style-type: none"> • Changes in the volume proportions of topics (Increased volume for learning process planning and assessment of students' learning performance) • Adding new topics (Engineering teaching methodology, technical graphics teaching methodology) • Specified seminars, laboratory works, practical works.
Changes in the study course “Educational Psychology” Code: Psih5189	<p>1.The aim and objectives specify which theories / sectors of psychology, reducing generalized statements about psychology, specify about developmental psychology and highlight SEM. After the first year's student surveys and real practice, when teaching this subject for the first time, the students' request was to emphasize developmental psychology as a topical issue to work in school, as well as to highlight work with SEM in the classroom. As the subject has 2 CP, which is only 22 contact hours, 12 of which are in summer school, the remaining 12 hours cannot cover the whole psychology of education. The first real practice of teaching this subject encouraged the development of an accentuated, keyword-based approach (developmental psychology, SEM, learning theory in practice) to the development of the content and form of this subject.</p> <p>2. The topic of parents is also added to the knowledge. As students also have to work as class teachers, a topic on parenting styles and collaboration is available on request..</p>

List and justification of the changes made in the study program since the licensing of the study program	Justification
	<p>3. the topic keyword "tyranny" was added, specifying the group's socio-psychological processes. At the request of students, and provided that they do not learn about tyranny in other subjects, this is topical in classroom management.</p> <p>4. The concept of "positive feedback" was added to the skills. Clarifications of the concept of self-reflection, supplemented with the ability to provide feedback not only about their activities, but also to students. Positive feedback exercise for students is included.</p> <p>5. The 9 topics, 5 of which were on developmental psychology, were combined in 6 topics, emphasizing Developmental Psychology, Learning Psychology, Socio-Psychological Processes in a Group, the Importance of Reflection-Feedback, and the Teacher's Personality as Keywords. The same topics are grouped with different accents, without changing the substance of the content, to highlight keywords to focus on both between tests and acquisition of knowledge and skills.</p> <p>6. Independent activities were given specific names</p> <p>7. 2 tests have been introduced as the intermediate examinations, 2 essays have been left as an assignment. The tests mobilize students to complete independent work, to read and acquire knowledge in addition to meeting the standards of academic education. According to the students, tests motivate.</p> <p>8. The list of sources has been supplemented.</p>
Changes in the study course "Teacher's professional activity". Code: Peda5251	<p>Based on the students' recommendations upon completion of the course, the number of study results was reduced, the study course focused more on the professional activities of teachers in the classroom.</p> <p>The achievable results related to the characterization of the stages of development of educational sciences and pedagogy, planning of development strategies of the educational institution have been reduced.</p> <p>Reduced number of intermediate tests from 5 to 2.</p>
Changes in the study course "Foreign Languages and Second language methodology". Code: Izgl5027	<p>Based on the students' recommendations upon completion of the study course, based on the experience gained in the summer school, UL study process and school work environment, as well as on the involved lecturers from LU, Liepāja University (hereinafter - LiepU) and Daugavpils University (hereinafter - DU) the results</p>

List and justification of the changes made in the study program since the licensing of the study program	Justification
	<p>of the analysis of the approbation experience, the following changes were made:</p> <ol style="list-style-type: none"> 1. Clarification of knowledge, skills and competences, the number of study results has been reduced from 16 to 9. 2. Reduced number of intermediate examinations from 12 to 5; Independent tasks are more closely linked to the day-to-day responsibilities of new teachers in schools work environment (research, analysis, discussion of thematic plans, lesson plans, teaching aids, developed teaching materials). Written tests are no longer intended as intermediate tests. 3. The content of the course has been reviewed, the topics and the number of seminar hours required for their acquisition for the summer school and the autumn semester have been specified and successively planned. New topics have been added (face-to-face and distance learning.) Implementing a differentiated approach to foreign language learning. Self-directed learning in foreign languages. Implementing interdisciplinarity in foreign language learning. Joint lesson planning and teaching. Joint projects
<p>Changes in the study course “Pedagogical Practice I” Code: PedaR004</p>	<p>Based on the recommendations of external experts and students, the course was developed with the aim to provide students with the opportunity to develop the teacher's professional competence, confirming the practical activities of the teacher in planning and managing the learning process. The orientation of the practice to specific practical activities was clarified:</p> <ol style="list-style-type: none"> 1) 3-level planning of the lesson, formulation of the results to be achieved in accordance with the study standard of the field and the curriculum. 2) selection and implementation of diverse teaching methods and organizational forms in the acquisition of study topics. 3) use of technology in the learning process. 4) types of assessment (formative, summative and complex - descriptions of achievable levels) and providing feedback in the learning process. 5) Creation of tests.
<p>Changes in the study course “Pedagogical Practice II” Code: PedaR005</p>	<p>Based on the recommendations of external experts and students, the aims, objectives and content of the course were changed, turning the course into a research practice to develop the teacher's research competence. Thus, during this internship, students have the opportunity to conduct a diploma thesis research: to develop a research plan for the performance of research</p>

List and justification of the changes made in the study program since the licensing of the study program	Justification
	tasks in an educational institution; to create the teaching / methodological materials necessary for the implementation of the research work; to independently plan, organize and manage lessons related to research activities; developing data collection tools and data collection; analyzing the collected data; evaluating the results of your work and planning your professional development.

Based on the data of the Department of Education, Culture and Sports of the Riga City Council stating that Riga was missing about 240 teachers in November 2021, and the data of the Ministry of Education and Science (hereinafter - MES) stating that in October there was a shortage of more than 5%²⁵ of teachers in Latvia, the management of the Faculty of Education, Psychology and Art of the University of Latvia proactively decided to offer potential students the opportunity to study in the program at their own expense in order to provide study opportunities for a wider number of students.

2.4. Statistical Data on the Students Enrolled in the Study Program

The study program applied for accreditation is being implemented until 2023 in the framework of the project “Study Development and Management Improvement Program Project“ Innovative, Research-Based Study Program of the University of Latvia “Education, Pedagogy and Sports” ”contract No. 8.2.2.1.0 / 18 / I / 004 ”Project, and until then the number of students is determined by the MES. Currently, the study program with the same name - the second level professional higher education program “Teacher” and its content is licensed and is implemented in three universities of Latvia, i.e. UL, DU and LiepU. Based on the agreement of the mentioned universities with the Ministry of Education and Science, every year 100 budget places are allocated for the implementation of the program - UL as the leading developer of the study program - 50 study places, 25 - DU and 25 - LiepU. Despite the allocated budget places, potential students applying for joint admission as the priority of the study place were mostly indicated by the University of Latvia, which resulted in the necessity to review the distribution of budget places the Ministry of Education and Science review and increase the number of budget study places at the University of Latvia in 2020/2021. students. The competition for 1 study place

²⁵ Kuzmina, I. (2021). Ministre: Skolās nav dramatiska situācija skolotāju atstādināšanas dēļ; realitāte rāda ko citu – izglītības kvalitāte kritīsies (Minister: There is no dramatic situation in schools due to the suspension of teachers; reality shows something else: the quality of education will fall). Available at: <https://www.la.lv/izglitiba-kvalitate-kritisies-vel>

was for 6 students. Distribution based on the study areas was as follows: languages - 23, mathematics - 11, science - 8, technology and design - 9, social and civic sciences- 6, health and physical activity - 2, cultural awareness and self-expression - 3.

On July 2, 2021, the first graduation of the study program took place. Fifty-eight students successfully completed their studies. Of the four students who did not complete their studies, one student is on parental leave due to childcare and three students were unable to complete the study program due to serious illness.

In the second year of the study program implementation, i.e. in 2021/2022, the first priority of the University of Latvia was indicated by 89 applicants who passed the competition, instead of the planned 50 students. Only 59 students were admitted to the University of Latvia. Distribution in accordance with the study area: languages - 19, mathematics – 9, natural sciences – 7, technology and design - 5, social and civic sciences - 15, health and physical activity -1, cultural awareness and self-expression in the arts -3.

Despite the fact that the demand for the study program is higher than the number of budget places for the second year in a row, additional places for students' personal funding are not offered yet, because within the project framework "ESF project "Innovative, research-based study direction "Education, Pedagogy and Sport" study program development" agreement No.8.2.1.0/18/I/004" until the end (2023) of the project, no study places for the tuition fee are available. Provided that there is a significant shortage of teachers in many fields of study in Latvia, it is necessary to increase the number of budget places and provide an opportunity to study in the program for personal funding.

2.5. Employment Prospects of Graduates

The principle of work-based study is observed in the implementation of the study program, when the student's pedagogical competence is developed both in the academic study environment and while working at school as a teacher of the relevant subject. Therefore, the study plan envisages the principle of sessions, organizing studies in periodic stages when lectures and seminars take place. It is not possible to complete the program if the student does not work at school. Upon enrolling in the program, all students start working at the school in parallel. If the student terminates the employment relationship and does not start working in another school within a month, the studies cannot be continued in the program.

The shortage of teachers has been a problem throughout Latvia for several years, for instance, the results of the survey conducted by the Ministry of Education and Science 2019/2020. The results of the survey conducted in 2019 revealed that in the beginning of 2019/2020 there were

about 740 vacancies in education in Latvia (about 500 full-time vacancies). Approximately 361 vacancies²⁶ were available in Riga, while in 2020/2021, the number of vacancies was already 474 (IZM, 2020). The majority of vacancies were available for pre-school, mathematics, primary school, Latvian and English teachers. At the beginning of each school year, the demand for teachers of certain subjects varies, but the demand for teachers of exact sciences - natural sciences, mathematics and technology - remains relatively high.

Teachers in these fields will continue to be provided with a high level of employment and these specialists will be in demand in the labour market due to the growing interest of secondary school students to study computer science and engineering, therefore, teachers are necessary not only to raise interest but also to prepare them for the studies. In addition, offering secondary school optional baskets providing the opportunity for the in-depth acquisition of these subjects provided that there would be teachers who have the necessary skills and knowledge. The growing interest of secondary school students in the mentioned fields of study is reflected in their choice of studies, for example, according to the data available at www.latvija.lv in 2021/2022 372 prospective students applied for “Computer Science” (UL) and 304 students applied for “Computer Systems” (Riga Technical University), 194 students applied for “Biotechnology and Bioengineering” (UL) resulting in the competition of 97 applicants for one place; 316 applicants applied for “International Economics and Business” resulting in the competition of 52.6 per place. 123 students applied for the study program “Art”, i.e. 41 applicants for one place. Language studies are also in high demand, i.e. English studies, European language and business studies - 210 applicants.

In addition, the academic year 2018/2019 was the Year of Physics²⁷, while the academic year 2019/2020 - a Year of Technology²⁸ that puts forward not only the skills and knowledge required of students in these fields of study, but also the competence of teachers, therefore various professional development activities were organized. These trends substantiate the necessity to offer sub-curricula in science and technology, as well as in mathematics, as they

²⁶ Izglītības attīstības pamatnostādnes 2021.-2027.gadam “Nākotnes prasmes nākotnes sabiedrībai” (Guidelines for the Development of Education for 2021-2027 “Future Skills for the Future Society”). https://www.izm.gov.lv/sites/izm/files/iap2027_projekta_versija_apspriesana_160720201_2.pdf

²⁷ Izglītības un zinātnes ministrija(2019). Izglītības un zinātnes ministrijas svarīgākais paveiktais 2018. gadā (03.01.2019.) (Ministry of Education and Science (2019). The most important achievements of the Ministry of Education and Science in 2018 (03.01.2019)) <https://www.izm.gov.lv/lv/aktualitates/3303-2018-gada-svarigakais-paveiktais-izglitibas-un-zinatnes-ministrijas-parzina-esosaja-jomas?highlight=WyJmaXppa2Fzll0=>

²⁸ Izglītības un zinātnes ministrija(2019). Izglītības un zinātnes ministrijas svarīgākais paveiktais 2018. gadā (03.01.2019.) (Ministry of Education and Science (2019). The most important achievements of the Ministry of Education and Science in 2018 (03.01.2019)) <https://www.izm.gov.lv/lv/aktualitates/3303-2018-gada-svarigakais-paveiktais-izglitibas-un-zinatnes-ministrijas-parzina-esosaja-jomas?highlight=WyJmaXppa2Fzll0=>

are not only in demand among young people, but there is also the demand for the educators, which is significant not only in the labour market, but for the economic development at large. However, not all university graduates work in the acquired profession, while the demand for these specialists in the labour market remains high²⁹. It is impossible to change this existing trend in a short period of time without support programs, while the study program will provide an opportunity for young specialists to use the acquired knowledge in another type of professional activity - in the field of education.

The study of the labour market from September 1, 2018 revealed that in certain regions and towns of Latvia the demand for language, music, history and home economics teachers was also high and their lack in educational institutions affected the indicators of the quality of education in general³⁰. In the current situation, industry experts³¹ point to the lack of a new generation of teachers and the need to implement targeted long-term measures to attract new teachers. Predictions that the demand for teachers will not decrease were confirmed. At the beginning of the school year 2019/2020, there were 385 teacher vacancies in Riga alone (Riga City Council Education, Culture and Sports Department, 2019); At the beginning of the 2021/2022 school year in Riga and Pierīga - about 400 vacancies for teachers (Riga City Council Education, Culture and Sports Department, 2021). The long-term shortage of teachers cannot be solved in the short term, but the study program will provide an opportunity to obtain a teacher's qualification in a relatively short time, which will facilitate faster entry of new teachers into educational institutions.

The shortage of teachers can be explained by the prestige and status of the teaching profession, as well as the inadequate remuneration and lack of professional support in the educational institution, but it is necessary to take into account that the level of teachers' remuneration is gradually increasing. A timeframe for increasing teachers' salaries has been developed and it is planned to reach the lowest rate of € 900 by September 2022. Raising the salary is one of the possible factors that can encourage potential students to choose a study program and acquire

²⁹ Izglītības un zinātnes ministrija(2019). Izglītības un zinātnes ministrijas svarīgākais paveiktais 2018. gadā (03.01.2019.). (Ministry of Education and Science (2019). The most important achievements of the Ministry of Education and Science in 2018 (03.01.2019)). <https://www.izm.gov.lv/aktualitates/3303-2018-gada-svarigakais-paveiktais-izglitibas-un-zinatnes-ministrijas-parzina-esosajajomas?highlight=WyJmaXppa2FzII0=>

³⁰ Anstrate, V. (2018). Mācību gada priekšvakarā Rīgas skolās trūkst vairāk nekā 350 darbinieku (On the eve of the school year, there is a shortage of more than 350 employees in Riga schools.). <https://www.lsm.lv/raksts/zinas/latvija/macibu-gada-prieksvakara-rigas-skolas-trukst-vairak-neka-350-darbinieku.a290191/>

³¹ Anstrate, V. (2018). Mācību gada priekšvakarā Rīgas skolās trūkst vairāk nekā 350 darbinieku (On the eve of the school year, there is a shortage of more than 350 employees in Riga schools.). <https://www.lsm.lv/raksts/zinas/latvija/macibu-gada-prieksvakara-rigas-skolas-trukst-vairak-neka-350-darbinieku.a290191/>

the teaching profession. At the same time, the issue of the prestige of the teaching profession is topical in the previous decades and is identified as low³². Despite the various measures were applied to promote the prestige of the teaching profession, it is still low³³. The study program does not aim to promote an immediate increase in the prestige of the teaching profession, but it will promote the attraction of new specialists for the acquisition of pedagogical education, which is one of the goals of campaigns to improve the attractiveness of the profession. Thus, one of the campaigns to improve the attractiveness of the profession would be implemented in the country, creating potential students' interest in the study program both with new content and form (work-based studies) and with the duration of studies 1 study year.

Graduates of the study program can continue their studies in the master's study programs of educational sciences. Graduates will have the opportunity to work in different educational institutions at different levels of education according to the subject acquired in previous studies.

3. Resources and Support

3.1. Description and evaluation of the informative (including library), material technical and financial base for studies and science (if applicable)

The methodological support for the implementation of the study program is extensive and is constantly supplemented in accordance with the specifics of the content of each study course. After the first year of study, the teaching staff of the study program revised the list of literature used in their courses, taking into account current events in the field. In the implementation of the program, cooperation with the specialists of the University of Latvia Library is essential,

General description of the LU 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 LU 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 branches 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

³² Latvijas Izglītības un zinātnes darbinieku arodbiedrība (LIZDA) (2016). Skolotāja profesijas prestižs Latvijā. Pārskats par LIZDA interneta aptaujas rezultātiem (Latvian Trade Union of Educators and Researchers (LIZDA) (2016). Prestige of the teaching profession in Latvia. An overview of the results of the LIZDA internet survey). <https://www.lizda.lv/wp-content/uploads/2019/08/Skolotaju-prestizs.pdf>

³³ Latvijas Izglītības un zinātnes darbinieku arodbiedrība (LIZDA) (2016). Skolotāja profesijas prestižs Latvijā. Pārskats par LIZDA interneta aptaujas rezultātiem (Latvian Trade Union of Educators and Researchers (LIZDA) (2016). Prestige of the teaching profession in Latvia. An overview of the results of the LIZDA internet survey). <https://www.lizda.lv/wp-content/uploads/2019/08/Skolotaju-prestizs.pdf>

Rector of the University of Latvia No. 1-4 / 9). The services can be used by UL students, lecturers, staff, other libraries, students of other universities, as well as any resident in accordance with the terms of use. The UL 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 to 20.00, in some branch libraries from 9 a.m. to 6 p.m., Saturdays from 9 a.m. to 5 p.m. The Library of Natural Sciences and the Library of the House of Science 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 library of natural sciences, the staff of the University of Latvia has the opportunity to use: open access stock, self-service equipment for issuing books at home, extension and transfer of use period, computers, mobile phone charges. In the library of the House of Science, the staff of the University of Latvia has access to everything in advance: an open access collection, two self-service equipment for issuing books at home, extension and transfer of the term of use, as well as a self-service equipment for the use of laptops. The Library of the University of Latvia is the first in the Baltic States to provide such equipment and service. The self-service unit is equipped with 36 laptops. UL staff, using student or employee ID cards, can use laptops at any time of the day and use them for 6 hours not only in the library area, but throughout the building. The library of the Education Sciences and Psychology, which houses the collection of pedagogy and education, is open to students at a convenient time of 53 hours a week. The library of Education Sciences and Psychology is located in 6 rooms with a total area of 347.70 m²; it is located in Riga, Imanta line 7

Delivery of information resources

The LU academic staff, researchers and doctoral students, when ordering information resources in the Joint Catalog from any library, have the opportunity to indicate the most convenient place to receive the reserved information resource - the branch library. For other users, this option is available by ordering information resources only from the Repository.

Free basic services

• **Electronic ordering / reservation / extension of information resources in the joint catalog of libraries of national significance** (hereinafter - the Joint Catalog) and availability of information resources for use on site in the library reading room or for taking home.

The service is available to users registered in the Library of the University of Latvia, using the Joint Catalog from any mobile device and a place where the Internet is available.

• **Delivery of information resources**

The LU academic staff, researchers and doctoral students, when ordering information resources in the Joint Catalog from any library, have the opportunity to indicate the most convenient place to receive the reserved information resource - the branch of the library. For other users, this option is available by ordering information resources only from the Repository.

Self-service

A self-service scanning service is available to users in all branch libraries. Self-service facilities for issuing / transferring / extending the use of books are available in 5 branch libraries. In the library of the House of Science, users have access to 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 belonging to UL Libraries and users' personal), Internet connection, including WI-FI, which operates in all UL buildings. The Library of Educational Sciences and Psychology has 46 workstations available to users (17 computerized and 29 non-computerized workstations).

Night subscription, advance 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 delivered on time, a contractual penalty will be applied for the delay in accordance with the price list of the paid services of the Library of the University of Latvia.

Delivery of information resources in summer

Once a week, users can receive the information resources reserved in the Joint Catalog from the Repository in the most convenient library (Library on Raina Boulevard, Library of Natural Sciences, Library of the House of Science).

Inquiries and consultations

Information service for users - consulting, reference, training and research support - is one of the main areas of work of the Library of the University of Latvia. The consultant of the Library of the University of Latvia and the staff of branch libraries provide bibliographic, thematic, factual, address, etc. inquiries and consultations for UL students, academic, scientific and general staff.

The Chief Reference Consultant of the University of Latvia Library (Library on Aspazijas Boulevard) provides the official and general information service of the University of Latvia Library. Users are consulted electronically: info-bibl@lu.lv, by phone: 28623551, WhatsApp 28623551, using Skype - address: LU Library Consultant. Advice is also provided by any member of staff in the industry 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 University of Latvia portal: “Ask a librarian”, “Frequently asked questions”, “Express your opinion”.

User training

The training is organized with the aim to develop 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, in order 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 classrooms and computer classes, as well as remotely. It also organizes practical study tours in the library so that users acquire skills to work with open access stock, self-service equipment and office equipment - self-service scanners, copiers, thus improving the competence of self-directed 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 program: presentation “Step by Step: Library for You”, classes “Electronic Joint Catalog and Primo for Your Successful Studies” (90 min.), “Get to know e-resources” (90 min.), “E-resources industry” (90 min.), e-course “Introduction to Information Literacy” (Part C course). Students in master's study programs and residency students are taught the lesson “E-resources in the field” (90 min.), providing in-depth skills for working with the electronic resources of the respective field.

The following classes 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.), “Depositing research results in the repository of LU e-resources” (90 min.).

LU Library staff also conducts classes for students at LU branches: 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. 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 (hereinafter - ILL) and International Interlibrary Loan (hereinafter - IILL) services

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

Library collection, replenishment procedure

The collection of the University of Latvia Library is developed in accordance with the directions of studies and scientific work of the University of Latvia, the requirements of study programs, 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 the collection.

The 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 subscribed databases and periodicals.

The library ensures the purchase of information resources based on the orders of the academic staff of the University of Latvia, the proposal of the student self-government or the suggestions of the library staff, which are entered into the LUIS and approved by the dean or executive director of the faculty.

In 2021, 1.8 million units will be available to library users. information resource unit. According to the study and research infrastructure of the University of Latvia, the collection of the Library of the University of Latvia is stored in 8 branch libraries and the Repository.

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

Second level professional study program "Teacher" (in the collection of the Library of the University of Latvia from 01.01.2014 to 01.03.2019)		
Printed Editions (Ex)		
Books	Series editions, periodicals	Other types of expenditure
30 782	10 112	2059
In sum: 42 953 exemplars		
Second level professional study program "Teacher" (in the collection of the Library of the University of Latvia from 01.03.2019 to 01.09.2021.)		
Printed Editions (eks.)		
Books	Series editions, periodicals	Other types of expenditure
6616	5437	686
In total: 12 739 exemplars		
In total: 55 692 exemplars		

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://dspace.lu.lv>. A mobile version of the repository is also available for user convenience. The LU Library, authors of publications, LU structural units or representatives of LU publications regularly upload electronic versions of their publications, digitized information resources with cultural and historical value, doctoral dissertations of the University of Latvia and their summaries in the repository of LU e-resources in order to ensure free and constant online access.

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

At present, the e-resources repository contains a total of more than 8833 publications corresponding to the second level professional study program "Teacher" of the University of Latvia

Digital resources

According to the LU strategic plan, the LU 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 has been introduced in the LU Library.

In total, in 2021, 42 e-resource platforms are 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 to 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, both Lursoft Newspaper Library NEWS.LV, and reference resources - LETA online news, LETA Archive and Nozare.lv, Letonika, and tools - SAGE Research Methods, Passport, Orbis , Overleaf Commons, MarketLine and 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). They contain a total of 17,477 full-text e-journals (including individual subscriptions), approximately 205,299 e-books, almost five million worldwide dissertations and full-text and annotations of master's theses. 174 open access databases with multi-format materials are available at the University of Latvia.

Every year the LU Library offers an average of 110 new electronic resources. In total as of 01.09.2021. 1494 e-books have been purchased in the LU Library, ~ 205 299 e-books are available in the subscribed ProQuest Ebook Academic Complete collection.

The University of Latvia Library evaluates and analyzes the usability of subscribed databases twice a year. Statistical data of the subscribed e-resources of the University of Latvia for the first half of 2021 show that in general the usability has increased by 21% compared to 2020. There is a marked increase in the usability of foreign multidisciplinary databases, a decrease - of the Latvian database LETA (social direction), the database of foreign research methods Sage Research Methods, also Oxford Journals Online and the citation database Scopus. The use of the UL FEPA subscribed database EBSCO PsycARTICLES in the first half of 2021 decreased by an average of 5.6%, while the use of the UL FMOF subscribed database Physical Review Journals in 2020 increased by 3.25%.

The Library of the University of Latvia regularly provides trial access to various databases, on average about 15 accesses to trial resources are organized per year. The collected information on e-resources is available on the website of the University of Latvia Library E-resources from A to Z and e-resources in sectors, E-resources in sectors, as well as in the section Databases of My Portal.

UL offers the possibility to use the subscribed electronic information resources (databases, e-book platforms) outside the LU computer network by logging in with the LUIS username and password.

On 01.09.2021. The collection of the LU Library included six individually subscribed e-journals and e-newspapers in accordance with the LU second level professional study program "Teacher": School Name, School Psychology, Education and Culture, International Journal of Smart Education and Urban Society, The Physics Teacher, Journal of Chemical Education.

Subscribed e-resources in certain fields, which include materials for the second level professional study program "Teacher" of the inter-faculty of the University of Latvia

EBSCO PsycARTICLES - a full text and review database of scientific articles in psychology.

Physical Review Journals - Provides access to journals in the field of physics published by the American Physical Society (APS).

School Psychology - an e-journal about the emotional environment and relationships at school, about communication issues between teachers, students and parents, about children's behavior, teacher's work, self-knowledge, awareness and understanding.

School Name - An e-journal for school leaders, teachers and support staff. Contains analytical articles on current educational issues, explanations of decisions, experience of school projects, etc. up-to-date information.

Subscribed multidisciplinary e-resources, which include materials for the second level higher professional education program of the University of Latvia "Teacher"

Cambridge Journals Online is a full-text database of multidisciplinary e-journals from Cambridge University Press, offering information in more than 300 scientific journals and related online resources. The database contains full texts in fields such as education, linguistics, politics, art, physics, mathematics, computer science, chemistry, biology, ecology, geology, medicine, etc. The e-resource archive is available at the University of Latvia until 2019.

Culturethèque is a digital library developed by the French Ministry of Foreign Affairs with a wide range of resources in French.

EBSCO Central & Eastern European Academic Source - offers the full text of more than 400 journals in the fields of education, economics, politics, medicine, law, information and library science, literature, linguistics, history and sociology relevant to Central and Eastern European national regions.

Emerald eJournals Premier - a full-text database of multidisciplinary e-journals with information in fields such as education, computer science, medicine, economics, business, etc. c. The e-resource archive is available at the University of Latvia until 28.02.2020.

JSTOR - a database of magazines, books and primary sources. JSTOR has journals from leading publishers: Sage Publications, Springer, Taylor & Francis, Blackwell Publishing, Cambridge University Press, Oxford University Press, John Wiley & Sons, and more. The chronological coverage of magazines goes back to the beginning of their publication.

Letonika - a reference and translation system, the main purpose of which is to provide systematized, encyclopedic reference and translation information. Letonika offers to search and work with information found in 11 encyclopedias, etc. reference resources, 13 dictionaries (translation, explanatory, terminology), as well as collections of 10,000 images, audio and video. The library also has a library of Latvian literature with 200 full-text literary works and a language support repository with supporting materials for the Latvian language. Letonika.lv serves as a guide to Latvian culture, history, language, nature and literature.

LETA - News and Archive - offers an opportunity to search for published news, photos, videos, press releases, articles from Latvian press, statistics and other information.

Lursoft Newspaper Library NEWS.LV - The library of electronic versions of Latvian newspapers provides access to current and archival articles of more than 100 newspapers.

OECD iLibrary - a full-text database of the Organization for Economic Co-operation and Development (OECD) and the IEA (International Energy Agency), NEA (Nuclear Energy Agency), OECD Development Center, ITF (International Transport Forum) and PISA (Program for international Student Assessment) books, articles, reports and statistics on education, management, economics, public administration, demography, development policy, local and regional development, environmental sciences, social affairs, health, etc. sectors.

Oxford Journals Online - the collection provides access to more than 350 authoritative and leading journals published in collaboration with the world's leading scientific organizations. The database includes full-text journals with high citation index rates in various fields of science - management, education, social sciences, law, humanities and arts, medicine, life sciences, mathematics, physics and other exact fields.

ProQuest Dissertations & Theses Global, the world's largest database of dissertations and master's theses, contains more than 2.3 million works in a variety of fields, including education.

SAGE Journals - SAGE's database of full-text journals, featuring articles from more than 1,100 journals. Various sciences are represented in the database - humanities and social sciences, etc.

SAGE Research Methods - a library of research methods containing more than 1,000 books, newsletters, journal articles and other resources from the world's leading social scientists. SAGE Research Methods is an important online tool for researchers. Two of the collections are available at LU - SAGE Research Methods - Books and Reference and SAGE Research Methods Cases.

ScienceDirect - Elsevier's database of humanities and social sciences, as well as natural and technical sciences, life sciences and medicine. The database contains information on several thousand magazines and books published by Elsevier. The full texts of about 2650 journals are available at the University of Latvia, mostly from 2002 to the latest issue of the journal, as well as more than 350 e-books

Scopus - a database of bibliographic and citation information for Elsevier's multidisciplinary scientific publications.

SpringerLink Contemporary Journals - a full-text database of Springer Nature magazines. It offers access to more than 6 million articles from more than 2,099 journals, covering the exact sciences, the humanities and the social sciences.

The Taylor & Francis Social Science & Humanities Library provides access to full texts from more than 1,100 scientific journals. The broad thematic coverage covers the following fields: education, anthropology, arts, humanities, religion, business, media, politics, regional studies, health and social care, sociology and others.

Web of Science - The database contains the most important scientific information about more than 12,000 journals, offering bibliographic and citation information, summaries and other information.

Wiley Online Library E-Journals Full Collection - Available in more than 8 million full-text articles in more than 1,600 peer-reviewed journals, including educational sciences, pedagogy, and more.

E-books available in the LU Library, which include materials for the UL second level professional study program "Teacher"

VLeBOOKS - e-book platform with 528 editions of e-books purchased by the UL Library in educational sciences in accordance with the second level professional study program "Teacher"

from the world's leading publishers (e.g. Springer Verlag, Cambridge Scholars Publishing, Routledge, Sage Publications, Peter Lang uc)

ProQuest Ebook Academic

ProQuest Ebook Academic Complete Collection - a subscription collection on the e-book platform ProQuest eBook Central, which includes 61,691 subscribed editions, as well as 93 e-books purchased separately according to the UL second level professional study program "Teacher" from world leading publishers (eg McGraw-Hill Education, Taylor & Francis Group, Bloomsbury Publishing, Princeton University Press, Emerald Publishing Limited, IOS Press, Indiana University Press, etc.)

Open access resources that include materials for the UL second level professional study program "Teacher" Ad * Access, Ancient History Encyclopedia, Artstor Digital Library Public Collections, ArXiv.org, Beazley Archive, Bibliomania, BioOne Complete, BioRxiv, Bookboon, Bookyards, Cambridge Dictionary, ChemSpider, CLARIN Resources, Cogent OA, CogPrints, CORE, DART-Europe E-theses Portal, Darwin Online, Digital Class, Directory of Open Access Books, Directory of Open Access Journals (DOAJ), EBSCO Open Dissertations, ERIC, ERIH PLUS , Eurostat Data, Encyclopedia of Life (EOL), EuDML (The European Digital Mathematics Library), Europeana Collections, Hindawi, IEEE Open, IGI Global Open Access Journals, IMSLP: Petrucci Music Library, Internet Library of Early Journals, Google Scholar , Hathitrust Digital Library, Journals for Free, JSTOR Open Access Books, Language Science Press, Lat-public language thesaurus, LearnChemistry, Database of the Central Statistical Bureau of the Republic of Latvia, Learn and learn Latvian, O APEN (Open Access), Old Maps Online, ONLEIHE: DIGITAL LIBRARY, OpenGeoscience, Open Humanities Press, Open Library of Humanities (OLH), Open Research Library, Palgrave Macmillan Open Access Journals, Periodika.lv, Project Gu-tenberg, PLOS Journals , PubChem, Read Print, RunA (Collection Rainis and Aspazija), Science Books Online, SCOAP3 Repository, Smithsonian Open Access, SpringerOpen, swMATH, Teacher Reference Center (TRC), The Encyclopedia of Earth, The Journal of Inter- active Technology and Pedagogy, Wiley Open Science, World Digital Library, World History Encyclopedia, Wolfram MathWorld, World Factbook, WorldWideScience.org, Zenodo.

Statistics on the use of LU subscribed databases

Database name	Subscription period	Use assessment and trends
EBSCO Central & Eastern European Academic Source Complete	01.01.2021.- 31.12.2021. 	Justification for subscribing to the database: a large number of publications of the lecturers of the University of Latvia are available in the database. Cost - low. Usage dynamics - increasing (average + 25.96%). <i>Subscribed for 2022.</i>
JSTOR	01.09.2020.- 31.08.2021. 	Justification for subscribing to a database: high-quality scientific content, a unique database of archival articles. Cost - low. Usage dynamics - increasing (on average + 41.51%). <i>Subscribed for 2022.</i>
LETA Archive and Nozare.lv	01.01.2021.- 31.12.2021. 	Justification for subscribing to the database: is subscribed according to the need of LU within the KISC consortium. Cost - low. Usage dynamics - increasing (average + 16.87%). <i>It is planned to subscribe for 2022.</i>
LETA online news	01.01.2021.- 31.12.2021. 	Justification for subscribing to the database: subscription is required by the University of Latvia, an important source of Latvian news. Cost - very low. Usage dynamics - diluting (on average - 34.85%). <i>Subscribed for 2022.</i>
Letonika	01.01.2021.- 31.12.2021. 	Grounds for subscribing to the database: an important source of information in Latvian on the Internet is subscribed to within the KIRC consortium. Cost - very low. Usage dynamics - increasing (on average + 47.29%). <i>It is planned to subscribe for 2022.</i>
Lursoft Newspaper library NEWS.LV	01.05.2021.- 31.01.2022.	Justification for subscribing to the database: access to current and archive articles in Latvian newspapers. Costs - average. <i>It is planned to subscribe for 2022.</i>
OECD iLibrary	01.01.2021.- 31.12.2021. 	Justification for subscribing to the database: Latvia is a member of the Organization for Economic Co-operation and Development (OECD), and by subscribing to the database, the University of Latvia provides access to full information about the organization and its activities. Costs - average. Usage dynamics - increasing (+ 50.04%). <i>Subscribed for 2022.</i>
Oxford Journals Online	01.01.2021.- 31.12.2021. 	Justification for subscribing to the database: an authoritative database of the publisher of a world-class high-class university. Costs - average. Use dynamics - decreasing (- 18.02%). <i>It is planned to subscribe for 2022.</i>

ProQuest Ebook Central Academic Complete Collection	01.01.2021.- 31.12.2021. 	Justification for subscribing to the database: The e-book database provides access to around 205,300 publications from leading publishers in all industries, including many university publishers. Cost - very low. Usage dynamics - increasing (on average + 62.55%). <i>Subscribed for 2022.</i>
SAGE Journals	01.01.2021.- 31.12.2021. 	Basis for subscribing to the database: is subscribed within the KISC consortium; provides access to articles in peer-reviewed journals published by one of the world's leading publishers. Cost - low. Usage dynamics - increasing (+ 23.34%). <i>It is planned to subscribe for 2022.</i>
SAGE Research Methods	01.01.2021.- 31.12.2021. 	Justification for subscribing to a database: a unique tool for research methods in the social sciences. Cost - low. Usage dynamics - decreasing (on average - 40.43%). <i>Subscribed for 2022.</i>
SpringerLink Contemporary Journals	01.01.2021.- 31.12.2021. 	Justification for subscribing to the database: Request from LU students and academic staff; One of the world's leading databases of peer-reviewed publications in various fields of science. Cost - low. Usage dynamics - increasing (+ 25.74%). <i>Subscribed for 2022.</i>
Taylor&Francis Social Science&Humanities Library	01.01.2021.- 31.12.2021. 	Grounds for Subscribing to the Database: A valuable database of a world-class publisher in the social sciences and humanities. Cost - low. Usage dynamics - increasing (on average + 28.82%). <i>Subscribed for 2022.</i>
VLeBOOKS	01.01.2021.- 31.12.2021. 	E-book purchase and access platform. Usage dynamics - increasing (average + 56.44%)
Wiley Online Library E-Journals Full Collection	01.06.2021.- 31.12.2022.	Justification for subscribing to the database: is subscribed at the request of LU representatives in accordance with LU order no. 1-4 / 182. Cost - low.
Physical Review Journals + Physical Review Online Archive (PROLA)	01.01.2021.- 31.12.2021. 	Justification for subscribing to the database: subscription is requested by the representatives of the Faculty of Physics, Mathematics and Optometry of the University of Latvia. Costs - average. Usage dynamics - increasing (+ 3.25%). <i>It is planned to subscribe for 2022.</i>
EBSCO PsycARTICLES	01.01.2021.- 31.12.2021. 	Grounds for subscribing to the database: subscription is requested by the representatives of the Faculty of Pedagogy, Psychology and Art of the University of Latvia. Cost - low. Usage dynamics - decreasing (on average - 5.6%). <i>Subscribed until 31.12.2021. according to the decision of UL FEPA.</i>

ProQuest Dissertations& Theses Global Full Text	01.11.2020.- 31.10.2021. 	Grounds for subscribing to the database: the only database of this type available. Costs - average. Usage dynamics - increasing (on average + 14.83%). <i>Subscribed for 2022.</i>
ScienceDirect	01.01.2021- 31.12.2021. 	Usage dynamics - increasing (average + 22.21%)
SCOPUS	01.01.2021- 31.12.2021. 	Usage dynamics - decreasing (average - 17.66%)
Web of Science Core Collection	01.01.2021- 31.12.2021. 	Usage dynamics - increasing (average + 17.11%)

The collection of the library generally corresponds to the implementation of studies and development of scientific research, as it is supplemented with the most up-to-date information resources every year in accordance with the needs of the academic staff and students.

As a result of the Covid-19 pandemic in 2020/2021, the studies took place remotely. Each educator was offered the opportunity to connect to MS Teams or another remote access program from the classroom using laptops, providing opportunities for the remote study process. In the 2021/2022 academic year, in order to ensure remote streaming of lectures, two classrooms were provided with video recording and streaming equipment with the video / audio tracking capabilities for the lecturer to function provided by the moving video cameras. In addition, 10 auditoriums have the opportunity to film and stream lectures using wide-angle video cameras with microphones. The faculty renews its computer equipment every year and gradually switches to the use of laptops, providing both full-time and remote work. On the working days of the faculty (Monday - Saturday) computer specialists are on duty in the premises of the faculty providing technical support to lecturers and students

From the autumn of 2023, the faculty plans to move to the new House of Letters in the academic center of the University of Latvia in Torņkalns, where modern classrooms and workrooms with the latest educational technology equipment will be equipped.

Existing methodological materials in the MOODL and MS Teams environment are regularly updated and modernized. The principles of the LU Information System (LUIS) stipulate that all study courses of all study programs are placed in e-studies (MOODLE environment), ensuring the UL order no. 1/348 of 10 December 2013. The content of study courses placed in e-studies is improved and supplemented in accordance with the UL order no. 1/183 of 29 June 2015.

FEPA updates all study courses in accordance with the procedure established by the University of Latvia, within which the developers of study courses make a decision on the compliance of the literature with the requirements of the study course. The e-learning environment (Moodle, MS Teams and Zoom) is also used for knowledge assessment and communication between students and teachers, the student assessment system and criteria, as well as regulatory enactments are clear and available in the UL information system (LUIS).

The teaching staff of the study program regularly publishes and develops new methodological materials and teaching aids, which are placed in the e-learning environment. The e-learning environment (Moodle) provides students with the access to learning materials and information at home. At the library of the Faculty of Education, Psychology and Art (hereinafter - FEPA), students have the opportunity to develop and design study papers, process research data using the SPSS program, print and copy the necessary materials, get acquainted with the final papers. Students can also download SPSS programs to their computers.

Students of the study program and school mentors have access to support materials (presentations) on the implementation of work-based studies, the course and analysis of pedagogical practice, support materials for practice supervisors (mentors), guidelines for the development of diploma work / experience work. In the Moodle environment, in 2021, the innovative study materials developed in the LU PPMF development project "Development of innovative teaching materials for new study programs in the field of education, pedagogy and sports" are available. For the needs of the study program, a room was set up in the premises of the Faculty of Pedagogy, Psychology and Art in Imantas 7.līnija 1, where it is planned to demonstrate the management of a competence-oriented learning process, unfortunately due to COVID-19 this opportunity can not be implemented.

The material and technical provision provided for the implementation of the study field and the corresponding study programs and its availability to students and teaching staff can be assessed as fully in line with the needs of the study field.

In the negotiations with the representatives of the Ministry of Education and Science, only the study places financed from the state budget were envisaged when licensing the study program, as it was considered that the state-funded study places would fully cover the missing number of teachers, while it cannot be expected from the potential students. However, when starting to implement the study program, we have been receiving requests from students to offer paid study places for two years already. Analyzing the situation in educational institutions, when the demand for teachers of various subjects continues to grow throughout the country, in the future

the program will also offer paid study places, i.e. at the student's personal expense. The estimated tuition fee for one student is 2,445 EUR.

Calculations of the expected return	Number of students	Program Eur per year	For a student, EUR per year
Students paying study fees			
Students studying based on the individual plan or having discounts			
Base funding of the Ministry of Education and Science			1630
Coefficient (study levels – BA, MA, Dr.)			1.5
Coefficient (study area)			1.0
State-funded students (incl. Students funded by UL)	60	146710	2445
Total revenue	60	146710	2445
Academic staff costs		72698	1212
General staff costs		14540	242
Other costs		6000	100
Infrastructure costs (proportionately)		7444	124
Property and services (proportionately)		1447	24
Indirect costs (proportionately)		38145	636
Total costs		140273	2338
Expected return		6437	107

The costs of the program were calculated using the financial instrument of the University of Latvia, developed by the Department of Finance and Accounting of the University of Latvia, to determine the costs of study programs and to plan profitability. The results were obtained by analyzing the real costs of the study program, based on information on the amount of courses taught in the program, the number of students, the qualifications of the involved lecturers, maintenance costs of the faculty infrastructure and other costs mentioned in the table.

3.2. Analysis of changes in the composition and qualification of the teaching staff during the reporting period and evaluation of these changes

There was no significant change in the teaching staff involved in the study program during the reporting period. In the years 2020 to 2022, 40 staff members have been involved in the study program implementation.

Since three students in 2021/2022. have chosen to learn Russian as a foreign language methodology during the study year, a new lecturer was attracted to the study program - a specialist in Russian as a foreign language.

During the review procedure, two teaching staff of the study program have improved their professional competence by doing internships at Āgenskalns Primary School and Līvāni Secondary School No. 1. Āgenskalns Primary School has two students involved in the program. In 2022, two more teachers are planning to do an internship in one of the educational institutions. During the internship, the teachers gained an in-depth understanding of the planning, implementation and results of the first phase of the competency approach. Also, new insights were gained to enrich the study content.

The teaching staff of the study program continues to work actively on international projects, as well as to write and apply for new projects directly related to teacher education, such as Erasmus + Teacher Academy (Leading Partner, University of The Hague, Finland).

The teaching staff participates in various research projects and conferences, for instance, in the conference of the Rezekne Academy of Technology “Society. Integration. Education ”in 2021, 7 lecturers participated, 10 lecturers participated in the 79th International Conference of the University of Latvia; one lecturer at the ECER 2021 conference “Education and Society: expectations, prescriptions, reconciliations”, one - The International Scientific Conference Rural Environment. Education. Personality (REEP) ”, one lecturer participated in the international remote conference “Mother Tongue in Education in the 21st Century: Experience of the Baltic Region ”organized by the Department of Policy Initiatives and Development of the Ministry of Education and Science and the Latvian Language and Literature Teachers Association, one - ATEE Spring Conference, as well as other international conferences in Latvia and abroad. In general, lecturers have participated in several studies related to the specific study program, for example, in the study of the Latvian Language Agency “Attitude towards the Latvian Language and its Learning Process” (2017–2020), in the international scientific ETAP project on moral education; In the research “Study of the suitability and feasibility of a digital curriculum for the moral upbringing of students in Latvian educational institutions (from 5 to 15 years of

age)” funded by the Latvian Council of Sciences; Horizon2020 in the project "Spatial thinking in STEM learning: increasing enrolment and gender balance in STEM learning by addressing deficits in spatial ability among children in Europe", in the creative project "Religious text as a contemporary environmental object". The findings gained in the research are integrated into the study courses, thus positively influencing the quality of the study program.

This year, the teaching staff of the study program have submitted more than 20 articles for publication in scientific journals. 18 publications are indexed by WOS, 13 - by SCOPUS.

It is crucial that 5 lecturers implemented research in the areas of integrated teaching, such as cultural awareness and self-expression in the arts and technology, the artistic creativity of the teachers themselves. Teachers of cultural awareness and self-expression in art cooperate with the European Observatory of Arts and Cultural Education (ENO), with the participation of representatives of the Latvian National Commission for UNESCO, the Latvian Academy of Culture and the Latvian Academy of Music; The European Network of Visual Literacy (ENViL), etc.

In 2020/2021, six lecturers in the UL FEPA development project “Development of Innovative Teaching Materials for New Education, Pedagogy and Sports Study Programs” developed innovative study materials that are placed in the Moodle environment and are available to the students of the program.

Two lecturers continued their activities in the development of the curriculum of the ESF project No. 8.3.1.1 / 16 / I / 002 “Competence approach in the curriculum”.

Teaching staff of the study program 2020/2021 improved his English language skills in the continuing education program of the Center for Applied Linguistics of the Faculty of Humanities of the University of Latvia “Improvement of the scientific and academic capacity of the academic staff in English”, obtaining C1 (three lecturers) and B2 (10 lecturers) and B1 (6 lecturers) certificates.

During the study year 2020/2021, 17 lecturers continued to participate in the courses offered by the University of Latvia, for example, “Public Speaking”, “Learning E-environment - Moodle”, “Scientific Publishing Skills”, “Digital Media Literacy”, “Digital Skills Development”, “Leadership Development of Academic Staff” and other fields of as well as in other seminars and courses, for example, in the methodological seminar of the Latvian Language and Literature Teachers' Association in the spring of 2021, “Riga TechGirls”, etc.

Students were actively involved in research activities, for example, in 2020/2021 during the study year, language students participated in discussions organized by the Latvian Association of English Language Teachers and the Latvian Association of German Language Teachers on topical issues in language acquisition and teaching.

At the annual conference of the Latvian Association of English Teachers, which took place on August 25-26, 2021, two graduates of the first year of the program (new English teachers - E. Laizāne and E. Barreta) were invited to introduce their research to language teachers.

In 14.05.2021 two graduates of the first year of the program (new English teachers - A. Rektiņa and K. Gaugere) presented a report at the 18th International Scientific Conference “Language Acquisition: Problems and Perspectives” organized by the University of Liepaja and prepared an article for publication in the collection of scientific articles “Language Acquisition: Problems and Perspective ”.

In August 24-25, 2021 two graduates of the program A.Rektiņa and I.Ardaševs participated in the ICLEL2021 conference “7th International conference on Lifelong Education and Leadership”, Bosnia and Herzegovina. A.Rektiņa participated in the conference “Logos” organized by Skola2030 on the topics: Use of digital tools in a foreign language and management of the digital tool “Nearpod” workshop.

E. Laizāne, a new English language teacher, also took part in the process of creating the English language teaching video on the initiative of the Ministry of Education and Science Tavaklase.lv. During their studies, A.Rektiņa and S.Eglīte created their own YouTube channel³⁴ Digital Teachers³⁵.

In 2021/2022 during the study year, two graduates of the program A.Rektiņa and I.Ardaševs continue their studies in the doctoral program of Educational Sciences of the University of Latvia.

4. Implementation of the recommendations received in the licensing of the study program

Expert recommendation	Implementation of recommendations
Until the start of the study program, it is necessary to provide students with the opportunity to gain practical experience in working with current IT	Provided that in the 2020/2021 academic year all study classes were held remotely, in each class the teachers used various online tools for content creation, analysis, presentation, giving and receiving feedback, evaluation, etc.

³⁴ YouTube kanāls Digitālie skolotāji (YouTube channel Digital Teachers). Available at: https://www.youtube.com/channel/UCxs3uau_27UXyrtY7zUZysw

³⁵ YouTube kanāls Digitālie skolotāji (YouTube channel Digital Teachers). Available at: https://www.youtube.com/channel/UCxs3uau_27UXyrtY7zUZysw

<p>tools, according to the current distance learning situation: types of electronic journals, online tools, current project databases, evaluation and feedback tools, online tools for different subject areas.</p>	<p>UL implements a financially supported professional competence development program “Mentoring for work-based studies” for school mentors who work with students of the Second Level Professional Higher Education Program “Teacher”. Mentor training takes place in parallel with student training, so it is possible to coordinate university and mentor support for the student. For example, the use of e-classroom is implemented in a real school environment, rather than in a demo version at university.</p>
<p>The management of the study program within summer studies plan study activities for the study program teaching staff who are potentially selected for the implementation of Part B study courses, but who do not have current practical experience at school and / or participation in the project “Competency Approach”.</p>	<p>In the 2020/2021 academic year, meetings and workshops of all teaching staff involved in the program were held regularly, in which study courses, selected methods, opinions of students and approbation experts were analyzed, as a result of which the study process was continuously improved.</p> <p>In 2020/2021 during the study year, all study courses offered were taught by teaching staff with experience in work at a school, vocational education or interest education institution. Teachers of Latvian schools are regularly invited to share their experience in the study process. Specialists of JSC “Latvijas valsts meži” (LVM) participate in intensive summer studies of students, where they present an interdisciplinary approach to component education about the forest. LVM School Program Manager Līga Abizāre, who participated in the development of materials for the new curriculum project “School 2030” within the topic “Research in the Forest”, led classes for future teachers. The participants of the course had to evaluate the economic, social and ecological value of the trees in nature, measure the wood stock, as well as create sample plots on the tree trunks to determine air pollution.</p>
<p>Until the first admission of applicants to the study program, it is necessary to develop the content and form of the entrance examination in order to implement the admission requirements according to option 3 - bachelor's and / or master's degree or second level professional higher education in a field not related to the field of study. good / excellent / excellent (8-10). If this cannot be ensured, then it is necessary to change the admission requirements to reflect the types of admission that the study program will implement at the beginning.</p>	<p>The teaching staff of the study program has developed and successfully tested the entrance examinations in the 2021/2022 academic year.</p>
<p>One year prior to the end of the funding agreement, it is necessary to analyze the possible sources of funding for the future study program implementation with the Ministry of Education and Science.</p>	<p>On January 12, 2022, the Advisory Board for the Development of Teacher Education reported on the implementation and funding of the second-level professional higher education program “Teacher”.</p> <p>On February 11, 2022, the Advisory Board of the project “Mācītspēks” provided feedback to the project partners on the achieved results and proposals for the further implementation of the program.</p> <p>On February 22, 2022, the analytical report of the program was submitted to the Ministry of Education and Science.</p>

It is necessary to expand the range of cooperation partners in the implementation of certain areas of the content.	Cooperation agreements are concluded with the Faculty of Education, Psychology and Art of the University of Latvia. Students can cooperate with specialists in various fields, for example, JSC “Latvijas valsts meži” (LVM).
It is necessary to improve the material and technical base to ensure equal opportunities for both students in Riga and in the branches, including the provision of interactive whiteboards.	In the academic year 2021/2022, in order to ensure remote streaming of lectures, two classrooms were equipped with video recording and streaming equipment with the video/ audio tracking capabilities provided by the moving video cameras. In addition, 10 classrooms have the opportunity to film and stream lectures using wide-angle video cameras with microphones. The faculty renews its computer equipment every year and gradually switches to the use of laptops, providing both full-time and remote work. On the working days of the faculty (Monday - Saturday), computer specialists are on duty at the faculty premises providing technical support to lecturers and students.

Conclusions on the implementation of the study program

1. The study program has been developed and is being implemented in cooperation with experts from Daugavpils University, Liepaja University and the “Mission Possible” in order to make teacher education higher quality, more flexible and to be able to respond quickly to labour market requirements and adapt to technological developments, ensuring appropriate opportunities for further education and professional development. At the same time addressing the acute shortage of teachers in the country.
2. The uniqueness of the study program is justified by the form of its implementation – work-based studies. Applicants with a degree obtained in a program of another field of study have the opportunity to acquire pedagogical competence in work-based studies under the guidance of highly qualified educators during the year.
3. The study program offers reasonable solutions to the current and future challenges of the education system, for example, the shortage of teachers in Latvian educational institutions, the change of the role of teachers in the context of the competency approach, etc.
4. The study program has received conceptual support from representatives of the higher education sector, the Saeima Education, Culture and Science Commission, the Budget and Finance (Tax) Commission, the Sustainable Development Commission and a number of meetings and discussions with the Latvian Employers' Confederation.
5. The study program is based on strict selection criteria. Students are selected in three rounds, testing the candidates' compliance with the program. The selection assesses academic, social and professional achievements, communication and cooperation skills, determination, perseverance, readiness to learn and motivation for teaching.

6. The necessary knowledge and skills to start working at school and to develop one's professional competence are acquired during two intensive study weeks in the summer. Summer studies are organized in cooperation with the teaching staff of all three institutions - the University of Latvia, Daugavpils University and the University of Liepaja, which ensures a quality study process, thus promoting the cohesion and cooperation of both the students and teachers of all involved universities. During the summer school, university teachers offered students the opportunity to meet with professionals in the field and experienced teachers, under whose leadership topical issues of education and the teaching profession are discussed, which provide an insight into the teaching profession.

7. The main principles of the work-based study program: selection of motivated and competent students, joint identification of schools and vacancies and close cooperation with school mentors.

8. In order to ensure the quality of the study program, an advisory council of the Ministry of Education and Science has been established, which is a collegial advisory institution for the study program and the project "Mācītspēks", which is responsible for the development, organization, quality analysis and coordination of the study program and the second induction year. During the implementation of the project "Study Development and Management Improvement Program Project" University of Latvia and Innovative, Research-Based Study Program "Education, Pedagogy and Sports" contract No. 8.2.2.1.0 / 18 / I / 004 "until For 2023, the Foundation "Possible Mission" has been engaged to collect analytical data, perform calculations and analyze the implementation of the program.

9. To ensure the sustainability of the program, state funding is necessary to provide budget places, mentor education, cooperation with educational institutions and school selection, and the remuneration of mentors and university internship leaders, i.e. if state funding is not provided, the program will not be competitive. The costs of work-based learning are higher than the costs of traditional programs.