

APPLICATION

Study field "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" for assessment

Study field	<i>Language and Culture Studies, Mother Tongue Studies, and Language Programmes</i>
Title of the higher education institution	<i>Latvijas Universitāte</i>
Registration code	<i>3341000218</i>
Legal address	<i>RAIŅA BULVĀRIS 19, CENTRA RAJONS, RĪGA, LV-1050</i>
Phone number	<i>67034301</i>
E-mail	<i>lu@lu.lv</i>

Self-evaluation report

Study field "Language and Culture Studies, Mother Tongue Studies, and Language Programmes"

University of Latvia

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1. Information on the Higher Education Institution/College

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

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

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

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

Values:

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

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

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

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

As of 1 October 2022, the UL has 3087 employees, including 1396 – the UL academic staff and 1691 – the UL general staff. The UL financial performance is characterised by a turnover of EUR 98 million. The University's EUR 135 million equity represents 69% of total assets. The main activity of the UL takes place in Riga, at 19 Raina Boulevard and the UL Academic Centre in Tornkalns, as well as in several locations in Riga and in the UL regional branches in Aluksne, Bauska, Cesis, Jekabpils, Kuldīga, Madona and Tukums.

In the world university ranking *Times Higher Education* for excellence in science, the UL is ranked 482nd, with an overall ranking of 800-1000 (2022).

The UL implements study programmes at all levels, covering 28 branches of science and 22 study fields. The UL 13 faculties offer 140 study programmes. See Table 1.1.1. for the study fields, the number of study programmes and the accreditation periods.

Table 1.1.1

Study fields implemented in the UL, number of study programmes and accreditation periods (01.11.2022.)

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

No	Study fields	Number of study programmes	Accreditation period
9.	Education, Pedagogy and Sports	24	12.06.2013-31.12.2024.
10.	Chemistry, Chemistry Technologies, and Biotechnology	3	24.05.2013-31.12.2023.
11.	Arts	1	24.11.2021-25.11.2027.
12.	Psychology	3	21.06.2019-21.06.2025.
13.	Sociology, Political Science and Anthropology	9	12.06.2013-31.12.2024.
14.	Social Welfare	2	14.09.2022-13.09.2028
15.	Religion and Theology	3	22.05.2013-31.12.2023.
16.	Law	4	21.06.2019-21.06.2025.
17.	Translation	2	14.05.2013-31.12.2024.
18.	Management, Administration and Management of Real Property	8	29.09.2021-30.09.2027.
19.	Language and Culture Studies, Mother Tongue Studies, and Language Programmes	21	26.06.2013-31.12.2024.
20.	Health Care	13	31.05.2013-31.12.2022.
21.	History and Philosophy	6	24.05.2013-31.12.2023.
22.	Environmental Protection	3	05.06.2013-31.12.2024.

The UL study programmes in several study fields are also available in seven UL branches located in the regions of Latvia. In the academic year 2022/2023, 7 different study programmes in 2 study fields, ranging from short cycle professional higher education study programmes, professional bachelor study programmes to master's study programmes, are being implemented in the regional branches. See Table 1.1.2. for the number of study fields and study programmes in the regional branches.

Table 1.1.2

Number of study fields and study programmes implemented in the regional branches of the UL, data as of 2022

Regional branches	Aluksne	Bauska	Cesis	Jekabpils	Kuldiga	Madona	Tukums
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Number of study fields	2	2	2	1	2	1	1
Number of study programmes	4	4	6	5	7	2	5
Number of students	80	194	480	131	298	74	316

As of October 1st, 2022, the total number of students studying at the UL is 15 250, 42% of whom are financed from the state budget. Around 10% of students study at the UL regional branches. In total, almost five thousand new students are enrolled every year. See trends of the number of students over a period of nine years in Figure 1.1.1.

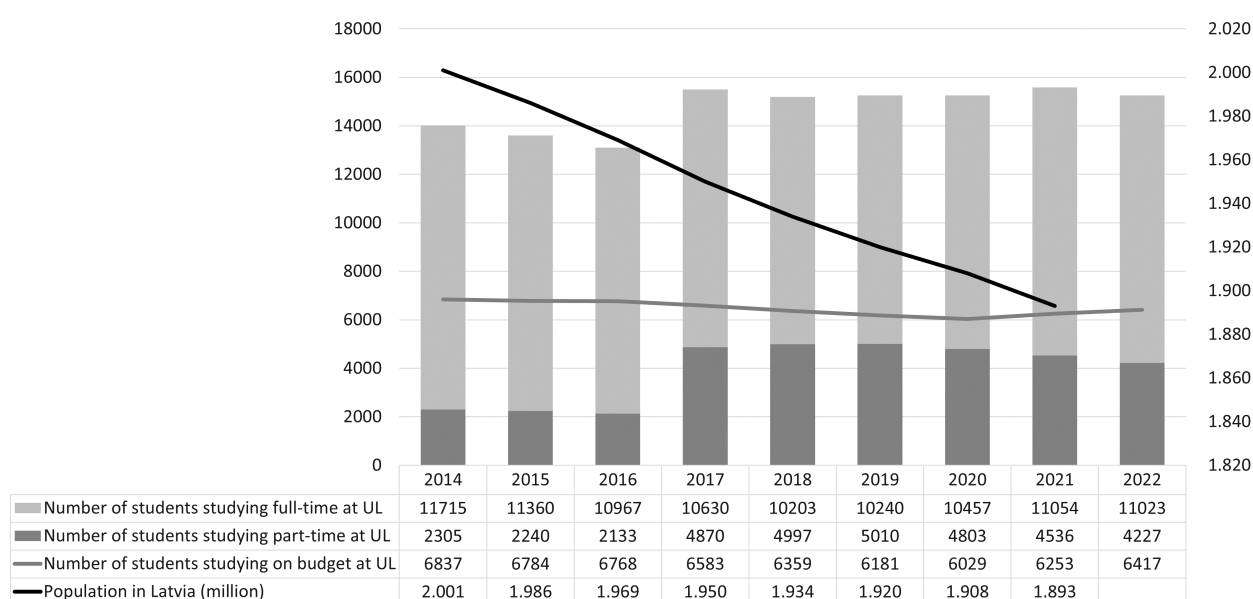


Fig. 1.1.1. Number of students at the UL compared to the population of Latvia, 2014-2022

UL medium-term development strategy for the period from 2021 to 2027 (*the UL Strategy 2021-2027* in Latvian and English) was approved on June 28th, 2021, by the Senate decision No 2-3/90. With the cooperation of the involved parties and the analysis of the national and international competitiveness of the UL, the mission of the UL has been revised and strategic goals have been defined in six development directions-three in each-in the core business and institutional areas. Development goals have been set for science, studies, public education, as well as in the domains of staff and organisational culture, environment, and governance. *The UL Strategy 2021-2027* envisages the further development of the UL as an internationally recognised science centre, the development of unique study and lifelong learning programmes, as well as the offer of competitive working and study conditions. The UL continues the work initiated in the previous strategic period to achieve the highest level of scientific excellence, as well as to promote student-centred learning and develop a modern study environment. The involvement and contribution of the UL to the society of Latvia is being purposefully promoted. The UL is improving the working conditions and environment necessary for talent development. Sustainable growth is playing an increasingly vital role and is becoming a crosscutting principle in all its areas of activity. Significant attention is paid to ensuring academic integrity and strengthening the value-oriented organisational culture of the UL. See Table 1.1.3. for the current strategic goals and development directions of the UL.

Table 1.1.3

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

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

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

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

Table 1.2.1

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

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

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

For characterisation of the authority of the main UL decision-making bodies, see chapter 1.2. of *the UL Quality Management Handbook*. (*The Quality Management Handbook* is available in the section *Other attachments*)

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

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

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

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

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

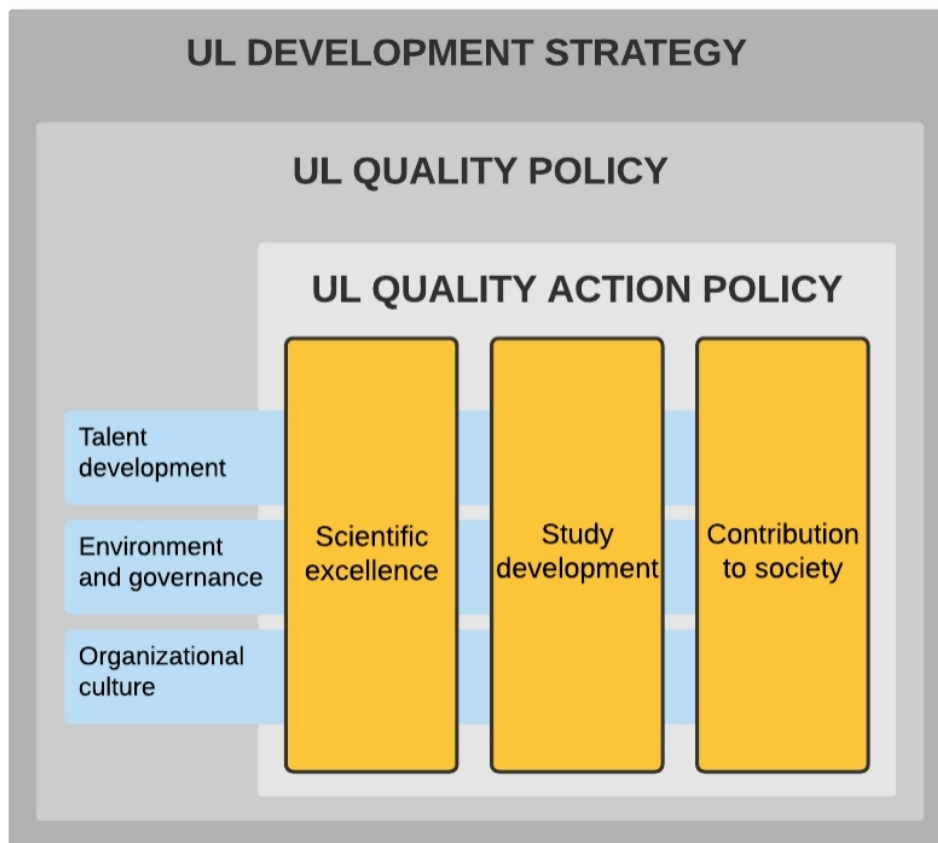


Fig. 1.3.1. Hierarchy of the Quality Policy and Action Policies at the UL

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

Hierarchically, the highest quality management system document is the UL Strategy, the promotion of which is the fundamental objective of the Quality Management System. The coordination of planning documents within the quality management framework provides the implementation and development of processes in compliance with the Strategic and Quality Goals of UL.

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

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

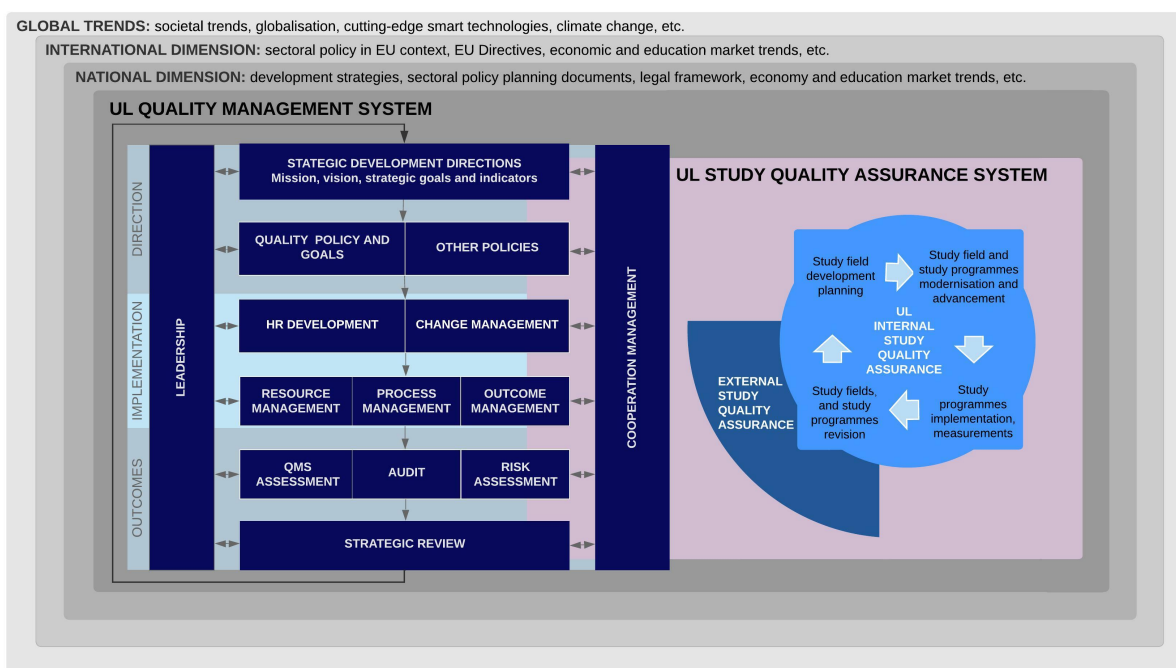


Fig. 1.3.2. The UL Quality Management System and Principles of the Study Quality Assurance System of the UL

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

The UL quality assurance system is based on the participation of key stakeholders in the quality assessment and improvement of the UL activities. Stakeholders of the UL are natural or legal persons, domestic and international, who use the services of the UL or whose socio-economic situation is affected by the activities of the UL. The key stakeholders are defined in Article 12 of *the UL Quality Policy*. For the description and examples of the roles of key stakeholders in quality management, see Section 3.2, subsection 1.2 (Table 3.6) of *the UL Quality Management Handbook*.

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

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

4.	Internal procedures and mechanisms for assuring the qualifications of the academic staff and the work quality have been developed.	<p>The principles of personnel management at the UL in the areas of personnel selection, labour relations, motivation system and personnel development are defined in the UL Personnel Management Policy. Accordingly, the development of academic staff is planned for the medium-term, and training plans are drawn up for the year. The qualification requirements of the staff are defined in the internal regulatory enactments of the UL in accordance with the external regulatory enactments, however the requirements for ensuring the quality of work – within the framework of regular staff appraisal, including the analysis of students' satisfaction with the delivered study courses, as well as the results of scientific activity. For more information on attracting, engaging, developing, and retaining staff, see part 2, subsections 2.3.5. and 2.3.6. of this report, and the UL Quality Management Handbook, Section 3.2, subsection 3.2.</p>
5.	The higher education institution/ college ensures the collection and analysis of the information on the study achievements of the students, employment of the graduates, satisfaction of the students with the study programme, efficiency of the work of the academic staff, the study funds available, and the disbursements thereof, as well as the key performance indicators of the higher education institution/ college.	<p>Information on students' grades is accumulated in the information system of the University of Latvia (hereinafter – ULIS) and analysed in the framework of study course implementation (including student-centred approach) and study programme improvement. Satisfaction of students and graduates with the study programme is monitored through communication activities of staff involved in the implementation of study programmes, representation of students and graduates in decision-making and advisory bodies, as well as by conducting surveys in accordance with the Procedure for the Organisation of Regular Surveys to Evaluate the Study Process at the University of Latvia (the UL Order No 1/334 of 22.08.2016). For more information on the involvement of stakeholders in quality assurance see part II, subsection 2.2.4. of this report, and Section 3.2, subsection 1.2 of the UL Quality Management Handbook.</p> <p>Issues related to the efficiency of academic staff, available study resources and their costs are monitored in the core structural units (faculties, institutes, etc.) as well as centrally. For more information on study information management, see part II, Section 2.3. of this report, and Section 3.1, subsection VII of the UL Quality Management Handbook.</p> <p>The performance management system of the UL results had been introduced and implemented at the UL, within which the key performance indicators of the UL are monitored according to which further strategic decisions are made. For more information, see Section 3.2, subsection 7 of the UL Quality Management Handbook.</p>

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

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

The goal of the study field “Language and Culture Studies, Mother Tongue Studies, and Language Programmes” is to maintain, develop and offer qualitative and versatile as well as globally competitive and research-based studies in the humanities in various languages and cultures, thus ensuring the stability of the level of humanitarian intelligence and Latvian language as well as cultural environment in the present and future Latvian society, to prepare specialists of high academic and scientific qualification in compliance with the long-term goals of the Latvian economy, socio-political strategy, and other goals.

The UL SF fits into the UL Development Strategy:

“The University of Latvia contributes to global science, higher education, knowledge, technology transfer, and innovation, and ensures the growth of Latvian democracy and culture, the development of the Latvian language and the prosperity of the national economy.”

The aim of the study field is integrated into the UL FH mission “to contribute to the sustainable development of national economy and society educated in humanities, as rooted in the digitalisation and interdisciplinary scientific study of Latvian language and culture as well as other languages and cultures of the world”.

The SF fits into and shapes the UL FH strategy “to be a science-based, multilingual and multicultural faculty, which in the Latvian and international ecosystem of science and higher education provides high quality, competitive and internationally recognised higher education and lifelong learning, and accommodates the needs of Latvian, European and global labour market by preparing outstanding, creative and competent individuals - leaders in the humanities with a strong sense of Latvian and European identity and aware of the diversity of the world cultural heritage and its interdisciplinary study. The activities of the FH are the basis for the sustainability of the Latvian language and culture”.

The academic and scientific activities of the SF are integral to the UL strategic development, for example, to the development of studies by offering unique programmes or sub-programmes in the Republic of Latvia (e.g. the bachelor's study programme "East-West Intercultural Studies", etc.), to scientific excellence (increasing the number of international studies and citations) or to the environment and governance - in 2024 the SF will be implemented in a new modern building suitable for studies - the House of Letters. (see SF Development Plan).

The SF reinforces the principles of UL sustainability:

- leadership in research and education at national level (SF teaching staff and alumni);
- participation and openness to internal and external sustainable initiatives (international and national research projects, cooperation with various institutions in Latvia, etc.);
- systemic and holistic (structure and content of SF programmes);
- open communication (science dissemination, SF innovations on social networks);
- transparency and accountability (interaction with students, alumni and employers in the SF work process, etc.);
- continuity in development (a condition for the existence of the SF).

The SF directly responds to the needs of Latvian society and to several sectors of the economy. The SF provides for the study and research of Latvian as a national language. The need to strengthen the role of the Latvian language and culture in society is determined by international events, the war in Ukraine, whose ability to fight Russia is determined not only by weapons, but also by the consciousness and cohesiveness of the nation, in the creation of which language and culture played a role. Latvian linguistics, literary studies, theatre studies, folklore studies, translation studies, digital humanities meet the needs of society, the study of EU and Asian languages is necessary for the international cooperation of the Republic of Latvia in culture, foreign affairs and economy. Graduates of SF programmes are engaged in several sectors of the economy - professional, scientific and technical services - science and advertising, ICT - publishing and mass media. Due to the change in national language policy, there will be an increased need for EU language speakers in the education system, with language skills linked to commercial activities - translation and language teaching.

The SF is related to cultural and creative industries. The Latvian language, intangible culture, cultural influences from other nations living in Latvia and the imprint of European cultural processes on the Latvian language and culture are an essential part of SF programmes, while its graduates participate in the creation of new cultural products. Graduates as people of culture unite and bring society together in the creation of new economic, social and cultural values.

The study field comprises 10 study programmes:

Bachelor study programmes (hereinafter referred to as BSP)

1. "English, European Languages and Business Studies" (43227),
2. "East-West Intercultural Studies" (43227),
3. "Asian Studies" (43222) (new code submitted for accreditation 43227),
4. "Baltic Philology" (43222) (new programme title submitted for accreditation "Latvian Studies" and accreditation code 43227),
5. "Philology" (43227)

Master study programmes (hereinafter referred to as MSP)

1. "English Studies" (45227),
2. "Oriental Studies" (45222) (new programme title submitted for accreditation "Asian Studies" and accreditation code 45227),
3. "Baltic Philology" (45222) (new programme title submitted for accreditation "Latvian Language, Literature and Culture Studies" and accreditation code 43227),
4. "Linguistics, Literature and Regional Culture Studies" (45227);

A doctoral study programme:

1. Language and Culture Studies (51227)

SF comprises six licensed study programmes:

Academic bachelor's study programmes:

1. English, European Languages and Business Studies
2. East-West Intercultural Studies
3. Philology

Academic master's study programmes:

1. Linguistics, Literature and Regional Culture Studies;
2. English Studies.

An academic doctoral study programme: Language and Culture Studies.

Four study programmes are accredited by 31.12.2024.:

Academic bachelor's study programmes:

1. Asian Studies;
2. Latvian Studies (accredited as bachelor's study programme „Baltic Philology”, the new programme title is used hereinafter)

Academic master's study programmes:

1. Asian Studies (accredited as bachelor's study programme “Oriental Studies”, the new programme title is used hereinafter)
2. "Latvian Language, Literature and Culture Studies" (accredited as master's study programme “Baltic Philology”, the new programme title is used hereinafter).

The study field, in comparison with the previous accreditation period, does not include the academic Bachelor's study programme of 'Culture and social anthropology' and the academic Master's study programme 'Culture and social anthropology', since the 'Regulations for the clusters, branches and sub-branches of science' (27.02.2022) place the sub-field of Social anthropology in the field of 'Sociology and social work', while the present study field covers the sub-branches of 'Linguistics and literary studies' and 'Music, visual arts and architecture' (Decision of

the Council of the Faculty of Humanities Nr.26-3/40, 07.03.2022.).

The Master's Study programme 'Asian Studies' was formerly accredited as 'Oriental Studies', the title was changed to reflect the contents of the study programme, as well as modern international practice and terminology of Asian studies, dismissing the terminology of the colonial heritage.

Since most of the study programmes pool in several language and culture studies, the programmes have been subdivided into sub-programmes and modules, as well as clusters of courses. The title of the sub-programme suggests that the bachelor's and master's study programme offers studies not only in the respective language studies, but also synchronous linguistic studies, literary studies, and the history of the particular language and culture, thus providing philological studies. The 'Linguistics and literary studies', 'Folklore studies and theatre history and theory' sub-programmes of the doctoral study programme 'Language and Culture Studies' signify simultaneous belonging of the programme to both branches of science: Linguistics and Literary studies as well as Music, visual arts and architecture. The title of Module bridges the language studies with the specific courses of history, literature, and culture. The sub-programmes and modules have specific aims objectives, and outcomes. The title 'Cluster of study courses' signifies language studies, practically oriented courses, or wider cultural context courses, which are offered in students' individual choice section. The clusters of study courses in the Master's programmes unite the restricted elective study courses of the particular science branch or sub-branch. The clusters of study courses do not propose their own study aims, objectives, and outcomes, but offer students a wider range of restrictive electives.

The report on the study field "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" describes and analyses the licensed programmes within one academic year (2021/2022), and the other programmes within 10 years. The academic staff Curriculum Vitae for the licensed programmes contain information about the past 6 years, for other programmes about the past 10 years, the CVs are provided in the scientific characteristics as well as annexed to the report. The number of students analysed is reported for October 1, 2022.

The study field is being administered at the Faculty of Humanities (Further FH) in Riga, Visvalža iela 4a.

All the programmes are united by the same study aims and objectives and development plans.

The main objectives for the implementation of the goal of the study field:

- 1) provide the study programmes with a high-quality scientific capacity, involving the most outstanding researchers of the national level and supporting their further academic and scientific development, as well as ensuring the renewal of the academic staff;
- 2) provide the national and international scale study specialisation in the languages and cultures, ensuring the leading position of the UL in this area;
- 3) direct the study programmes to the satisfaction of the labour market needs, enhancing the competitiveness of the UL in the Latvian labour market;
- 4) develop high-quality specialists, to ensure the strategic development and sustainability of the University of Latvia basic values: Latvian language and culture and its components: literature, folklore and theatre;
- 5) develop and coordinate Latvian and minority language and culture studies within the study field;
- 6) in the study process and research, develop digital humanities in order to ensure students' skills and competence so that the graduates could select with due responsibility information technologies

in the fulfilment of their job responsibilities, research, lifelong education, as well as in the acquisition and the creation of new digital content;

7) develop cooperation between different study programmes to provide students with a choice of language and culture acquisition possibilities;

8) involve national and international different age group students in programmes where it is possible, develop lifelong education courses;

9) promote student involvement in research activities, to test the theoretical knowledge in practice in national as well as international institutions, enterprises, and NGOs, thus preparing diplomacy, entrepreneurship and cultural specialists prepared for the needs of the globalization processes;

10) provide students with a technically well-equipped, modern, and favourable working environment for academic and scientific work.

The mutual cohesiveness of the SF programmes is ensured by::

1. the SF programmes include courses in linguistics, literary studies, folklore studies, mythology, theatre studies and culture studies; all Bachelor's programmes include language courses. In order to promote student choice, Bachelor students are given the opportunity to study languages not only in their own programme but also in other programmes;
2. in study programmes, individual study courses are taught jointly with another SV programme course, if this is established by the programme's aim, objectives and learning outcomes;
3. all programmes are staffed by the country's most visible scientists and opinion leaders, teaching staff from different programmes engage in joint scientific projects, publications, conferences;
4. FH hosts joint student scientific conferences and cultural events;
5. Students have a great choice of books and digital resources in the University Library, as library collection for branches and sub-branches of science is updated with research in different languages and students have more books and digital resources to use in their studies;
6. specialised IT software can be used by students of more than one SF study programme;
7. 75% contact hours are set in all Master's programmes to encourage students to work independently. The decision was approved by the Study Field Council and the FH Council;
8. The Directors of the MA programmes develop common documents for the programmes (SF Self-Assessment Reports, admission requirements for MA programmes, etc.).

Linkages between programmes are developing and are good, but have been somewhat hampered by the pandemic, and 6 out of 10 programmes have been in existence for one year, so there is potential for collaboration between students and lecturers from different programmes.

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

Table 2.1.2.1.

SWOT analysis

INTERNAL FACTORS	
STRENGTHS	WEAKNESSES
<ol style="list-style-type: none"> 1. The study field programmes are based on most recent research in linguistics and literary studies, Latvian, comparative and foreign folklore studies, culture theory, theatre history, ethnomusicology as well as in digital humanities and multidisciplinary studies and are labour market oriented. 2. The study field programmes ensure high-quality full-cycle programmes. Several programmes are unique to the educational context of Latvia. 3. The study field academic staff are opinion leaders as regards the Latvian language, culture, folklore as well as Eastern and Western intercultural matters. 4. The experience in the student-centred studies implementation has been accumulated. 5. The students have ample opportunities to study in foreign partner universities and work as interns, while receiving Erasmus+ and other programme grants. 6. Stable study and research infrastructure. 7. Successful cooperation in study and research work with UL institutes and faculties as well as employer enterprises. Successful scientific and academic international cooperation. 	<ol style="list-style-type: none"> 1. The lack of resources for the infrastructure modernization and renovation 2. Insufficient young generation academic staff engagement in the study process. 3. Moderate student number in some programmes, student dropout.
EXTERNAL FACTORS	
OPPORTUNITIES	THREATS

1. More active cooperation with schools, incl. establishing Faculty of Humanities young linguist and literature researcher schools and engaging interested pupils.
2. More foreign academic staff engagement in the study process.
3. More research finding presentations to society, involving students who would enhance study programme awareness.
4. More student engagement in projects and participation in scientific conferences in Latvia and abroad

1. Decrease in competitiveness (moderate number of students, budget places are taken by uninterested students, students are employed) among the students that might result in weakening the excellence orientation and the quality of the research.
2. Decrease in competitiveness in humanities in the context of other sciences, which impacts the student number
3. Study and research insufficient financing for the full-fledged development of study and research in humanities
4. Potential students' choice to study abroad

See Annex 'The development plan and goals of the field of study'

SF SWOT analysis and SF Development Plan are closely related as the Development pPlan reinforces the SF strengths and opportunities as well as includes the activities to avoid or minimize the weaknesses and threats. The Development Plan is prepared based on the analysis conducted by the study programme directors, the study field council members, students and employers, taking into consideration the UL development themes and strategic goals.

The three most significant aspects of the Development Plan as indicated by the SWOT analysis are: scientific and academic qualifications of the academic staff, the student in the study process and international cooperation.

One of the SF strengths is the academic staff high scientific and academic qualification, which secures the SF programmes. However, for it to become a solid and stable tradition, vital factors are the renewal of young generation, the strengthening of middle generation in scientific and academic work and the engagement of foreign academic staff, which is burdened by a comparatively low salary. The SF professors try to engage the young teaching staff in academic and scientific projects, support the middle generation opportunities to receive grants for scientific and academic work abroad, delegate them significant academic assignments and scientific event organization. To engage foreign academic staff, the SF uses projects and funding opportunities from different countries for delivering language and culture study courses of particular countries (The development plan, parts M1, M4)

To achieve the SF goal of a unique study offer and high graduate competitiveness, the development plan focuses on increasing student numbers, student-centred education and modernisation of the study process.

To increase the number of students in the SF programmes, restrictive elective part opportunities are increased, the student-centred studies are reinforced, digital humanities study courses are introduced, the number of practice-oriented study courses is increased, and the students are engaged in research. The Development Plan envisages a more active cooperation with schools, which would be one of the ways of increasing the student number. To develop the multifaceted nature of the humanities, multidisciplinary courses have been introduced. The curators enhance Year 1 students' academic and social adaptation. The objectives of the Development Plan will

address student attraction through modernisation of programmes, etc., which is also a way of overcoming the threats mentioned for the SF.

The relocation to the UL House of Letters will provide for a comfortable and attractive study and research environment (M2, M3) as envisaged in the development plan; moreover, a well-organized, supportive, and stimulating working environment will address special needs, thus fostering inclusive education.

The development plan and the SWOT analysis demonstrate that in order to achieve the SF goals, several of its objectives are geared towards fostering international cooperation. International mobility and cooperation is an important condition for the programme development. International mobility and cooperation is an important condition for the programme development. Licensed programmes are created to better achieve the UL goals and attract international students. It has to be admitted that due to the situation with the pandemic, it was not possible to use this potential to the fullest extent. It is important to enhance all student, incl. doctoral student, mobility as this is an additional way of stimulating the student interest in the study process and gaining doctoral student research international recognition. The SF accreditation recommendations received in 2013 included a recommendation to use Erasmus+ opportunities more actively, and now the opportunities offered by the UL are used to full extent. It is planned to develop more international projects and increase the number of international publications within the SF.

At the same time, SF faculty and students are also involved in various Latvian scientific and cultural events, as the programmes aim to educate not only students, but also the Latvian society and participate in the preservation and development of Latvian culture and Latvian language traditions. The SF cooperates with research institutes and libraries, museums and foreign language centres in Latvia, private and public institutions. The cooperation enriches the programmes, provides internship opportunities, promotes students' participation in the labour market and fosters cooperation with society. (M3). This also contributes to one of the objectives of the SF Development Plan - contribution to society - the functioning of the study field as the foundations for the growth of Latvia.

The analysis of the goals and objectives of the Development Plan shows that the objectives and their timelines include complex and multifaceted measures, but that all of them will result in the development of the SF programmes and the functioning of the university as a foundation for Latvia national growth.

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

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

The governance of the UL is responsible for the study quality assurance, delegating responsibility for the development and functioning of the study quality assurance system to the Academic Department.

The responsibility for the development of the study field and quality of implemented study programmes lies with the head of the study field and dean, study programme directors, and subprogramme directors.

Each lecturer is responsible for the quality of the content and implementation of the study course, research activity and professional development.

The students' responsibility is defined in their rights and obligations to promote the achievement of the UL goals and excellence in studies, participating in the UL collegial institutions and regularly expressing their opinion in student surveys.

The Regulations on the University of Latvia Study Field Management (the UL Senate Decision No 70 of 27.01.2020) determine the procedure for the management, quality assurance and development of study fields at the UL; the functions and operating principles of the respective Study Field Council; qualification requirements, duties, responsibilities, and rights of the head of the study field, study programme director, and the head of the subprogramme of the respective study field.

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

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

The Study Field Council is a collegial study field management body, which supervises academic, professional (including residency) and doctoral study programmes of all levels within one study field. The participants of the respective Study Field Council is the head of the study field and its deputy, if there is one, the study programme directors and subprogramme directors relevant to the

study field, the representatives of the students in respective programmes (not less than 20% of the composition of the Study Field Council, promoting the representation of all levels of study programmes, as well as the largest possible number of study programmes, nominated by the students self-government), representatives of employers and cooperation partners of the study field (candidates are nominated by the heads of structural units, heads of study fields, study programme directors and heads of subprogrammes). The composition of the Study Field Council may be supplemented with graduates of the respective study field programme who are not involved in the implementation of said study field, as well as with professors, associate professors, and other qualified specialists (candidates are nominated by the heads of structural units, heads of study fields and study programme directors). The Study Field Council approves the development plan of the study field, evaluate the concepts of new study programmes, changes in study programmes, annual self-assessment reports of the study field, licencing and accreditation applications and related documentation.

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

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

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

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

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

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

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

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

Cooperation with the **student self-government of the faculty**, which represents the interests of students in the operation of the faculty, including solving issues of the academic, social, and cultural environment, plays an important role in the management of studies. The members of the student self-government are represented in **the UL Student' Council**, thus participating in the management of the UL.

In the past period (i.e. during the licensing and accreditation process) difficult issues had to be solved (the programmes had to be combined and restructured, the titles had to be changed, more

opportunities had to be provided for the students, etc.); thus, the discussions at different levels (Department, Study Field Council, Faculty Council) were challenging, as the colleagues had various visions of the study programme development. However, mutual understanding and alignment have been reached with time. The licensing year was successful and the preparation for accreditation has been completed – it can be observed that the system works successfully.

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

The following are added to the Annex:

- A document confirming that the higher education institution or college will provide students with the possibility to continue their education in another study programme or at another higher education institution/college (agreement with another accredited higher education institution or college) if the study programme is discontinued.
- A document confirming that the higher education institution or college guarantees compensation for the student's losses if the study programme is not accredited or the study programme licence is withdrawn due to the action (or inaction) of the higher education institution or college and the student does not wish to continue his/her studies in another study programme.
- A standard sample of a study agreement.

Student admission procedures and requirements:

- [Terms of Admission at University of Latvia](#)
- [Terms of Admission and Criteria for Undergraduate](#) (*Uzņemšanas prasības un kritēriji pamatstudijās*, available only in Latvian)
- [Terms of Admission and Criteria for Higher Level Studies](#) (*Uzņemšanas prasības un kritēriji augstākā līmeņa studijās*, available only in Latvian)
- [Terms of Admission and Criteria for Doctoral Studies](#)
- [The Procedures for the Initiation of Studies in Subsequent Study Stages at the University of Latvia](#) (*Noteikumi studiju uzsākšanai vēlākos studiju posmos Latvijas Universitātē*, available only in Latvian)

Normative regulations governing recognition procedures:

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

The admission process at the UL and, consequently, also with the study programmes in the study field “Language and Culture Studies, Mother Tongue Studies, and Language Programmes” is regulated by the Terms of Admission at the University of Latvia and its subordinate orders, which

determine the procedures for the given academic year:

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

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

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

No issues have occurred for the study field when admitting the students, because UL has readily available information and competent employees. The SF programmes give priority to the State Olympiad degree competition and other contest winners. It would be preferable to see more State level pupil research work winners among our future students; but it is evident that talented pupils are talented in a number of study fields. The studies in English/German/Russian languages require preliminary language skills (according to the current regulations, the language requirement for foreign students is at least B2 level in the relevant language).

Enrolment in master's degree programmes is decentralised, at each faculty, but with uniform deadlines. Enrolment is based on grades obtained during undergraduate studies. In programmes that allow for prior education in various fields, the entrance examination is used to determine the correspondence of the candidate's prior knowledge to the field of the study programme.

The required education background for master's programmes of the study field:

- (1) a bachelor's degree or a second-level professional higher education, or a higher education in humanitarian sciences of equivalent standing;
- (2) a second-level professional higher education in the arts or teacher training (trained as a teacher of languages, literature and/or culture); entrance exam;
- 3) a bachelor's degree or second-level professional higher education or a higher education in another sector of equivalent standing; entrance exam; professional/creative experience in the field of humanities.

Master's programmes, as there are studies of different languages and cultures, set language proficiency requirements (the programmes set themselves) – the command of English of all applicants to the MSP "English Studies" shall be at C1 level, while for the applicants to the sub-programme "Translation and interpreting" also the Latvian language skills shall be at least at C1 level.

Admission in doctoral studies takes place centrally. The applicant must submit the topic of the promotion thesis and supervisor should be agreed upon. The applicant's eligibility is assessed by the doctoral council of the branch of science. Admission to the study programme requires a master's degree in humanities, social sciences, education sciences or higher education of equivalent standing.

Upon the receipt of applicant's documents, the Doctoral Council assesses the written scientific research proposal submitted by the applicant as well as the results of the interview in compliance with the UL doctoral study programmes admission criteria <https://www.lu.lv/gribustudet/uznemsanas-kartiba/doktorantura/> (available only in Latvian).

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

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

On 01.10.2022 in the study field, out of all active students, there were 44 students who have study courses recognised; however, since the previous accreditation period on 1.10.2014 the recognition was made for 361 students.

Since SF programmes cover different languages, students use Erasmus+ and scholarships from different countries to study in the country where their main language is spoken, with Asian countries and Lithuania offering the most opportunities, and courses are compared and validated after a semester or year of study. The second group consists of students renewing their studies or transferring from other programmes. The course is compared and validated by the director of the study programme and approved by a committee set up by the SF SP. 14 PhD students were transferred from the DSP "Literary, Folklore and Arts Studies" and the DSP "Linguistics" to the DSP "Language and Culture Studies", students wrote applications, courses were aligned and validated.

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

For example, when returning from studies abroad, the BSP Latvian Studies (formerly BSP Baltic Philology) requires the completion of some courses in the history of Latvian literature and modern Latvian language in the following semester. The courses taken in the MA programmes abroad and in the Summer Schools are recognised without additional requirements, as language learning is very important in the FH programmes.

It is possible to align academic activity, which is conducted outside of doctoral study programme, to the requirements of the respective doctoral study programme, also to recognise study courses or internship taken at the UL or other HEI, including, international exchange programmes. Requirements for the referencing of academic activity admissible in the doctoral programmes are defined in the recognition regulations and procedure. For example, in the DSP, academic activity (teaching study courses) or scientific work, such as organising a conference, is recognized.

The UL offered opportunity to perform the recognition of learning outcomes achieved through non-formal, incl. lifelong learning programmes, is rarely used. There have been no such cases at the Bachelor's and Master's degree level.

For the UL students, who [study](#) or undergo [internship](#) within the framework of various international exchange programmes, the recognition and the alignment of learning outcomes achieved during mobility are carried out in accordance with the above-mentioned normative documents regulating recognition at the UL, and the *Procedure for Organising Erasmus+ Programme Mobility at the UL* (the UL Order No1/363 of 18.12.2014). Before going on mobility, the student coordinates the plan of mobility study courses or internship with the study programme director, indicating in it also study courses of the UL, which will be recognised and not required to study after returning to the UL. If changes to this plan are made during the exchange, they are agreed upon with the study programme director. Also, in case of internship mobility, the duration and place of internship, as well as the terms of recognition are agreed upon with the study programme director. In accordance with the UL regulations, the compliance of learning outcomes achieved during the mobility with the regulations of international exchange programme and requirements of the UL programme are considered in recognition of these learning outcomes. Recognition of learning outcomes achieved and mastered during the mobility is performed by the study programme director of the respective study programme or the Recognition Committee, based on a transcript of records from the partner HEI or statement from the internship place. After making a positive decision, the recognised

learning outcomes are included in the fulfilled academic obligations of the student.

In the reporting period, most SF students chose Lithuanian universities, using a variety of scholarships. It is evident that if students go to study under the Erasmus+ programme, all issues are coordinated at university and programme level and no problems arise on return. If other scholarships are used, where the regulations might not be that clear, programme directors make an effort to inform the students and help to deal with the paperwork. The programme director communicates with students about the acquired study courses and the necessary activities.

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

In conformity with *the Law on Higher Education Institutions of the Republic of Latvia*, the UL internal regulation *the Procedure for the Development and Actualisation of Study Courses at the University of Latvia* (the UL Order No 1/277 of 10.08.2018) (see section *Other annexes*) has been worked out. It stipulates that information on the prerequisite knowledge, aim, tasks, requirements for obtaining credit points, study course content, organisation of the study process through contact hours, organisation and tasks of the students' independent work, intended learning outcomes (knowledge, skills, competence) and their assessment methods and assessment criteria, are included in all study course descriptions, which are available to students in the UL Information system (ULIS) and the UL e-study environment. The registration and recording of students' grades are done in the UL e-study environment of respective study course. The UL has formulated the learning outcomes for each study programme and for each study course as a set of knowledge, skills, and competence. Courses in study programmes are developed in accordance with the principles of gradation and succession. To ensure that, the mapping of intended learning outcomes is performed on the level of study programme and study courses.

All SF programmes have carried out programme mapping and analysis. (Mapping of SF Programme Courses/Modules to Study Programme Learning Outcomes).

The results of the mapping of the SF programmes show that the outcomes of both the mandatory part and the restricted elective part of the courses offered by the sub-programmes are appropriately aligned - first in the mandatory part of the courses, then progressively and sequentially in the sub-programmes or clusters of courses (e.g. Literary Studies, Linguistics, Culture, Interdisciplinary Cluster, etc.) with a targeted development of the outcomes to be achieved. For example, 85% of the courses in the MSP "Linguistics, Literary and Regional Culture Studies" sub-programmes aim at deepening students' theoretical knowledge in linguistics, literary studies and culture studies in accordance with their sub-disciplines (e.g. classical studies, German studies, Romance studies, etc.), and 85% of the courses in the MSP "Linguistics, Literary and Regional Culture Studies" sub-programmes aim at deepening students' theoretical knowledge in linguistics, literary and culture studies in accordance with their sub-disciplines (e.g. It also develops students' ability to work at a good level with texts in a given language (e.g. Latin, Ancient Greek, German, French, Spanish) and with a variety of materials on the linguistic/cultural environment of the subfield (e.g. Classical European Heritage, Romance Studies, Russian and Slavic languages/cultural environments or on Germanic cultural phenomena), while at the same time developing students' ability to work at a good level with texts in a given language (e.g. Latin,

Ancient Greek, German, French, Spanish) and with various materials on the linguistic/cultural environment of the subfield. 70% of the sub-programme courses develop an understanding of scientific research and 83% of the courses develop students' skills to independently apply theory, methods and problem-solving skills, and to evaluate, present and discuss various aspects of their field of specialisation. In the Bachelor's programme "English, European Languages and Business Studies", the term paper and Bachelor's theses, as well as the courses "English Lexicology", "Introduction to Applied Linguistics and Digital Humanities", "European Institutional and Project Management Discourse", which form the mandatory part of the programme, ensure the achievement of all outcomes. The courses "Introduction to Linguistics and English Language Studies", "Internship" provide 92% of the outcomes, "Research Project and Methodology" provide 77% of the outcomes. 67% of outcomes are achieved in the mandatory part. The restricted and free elective courses provide specialisation and demonstrate a high level of literacy and oral communication skills in English and foreign languages, as well as the use of language in social and academic contexts and professional environments, and develop basic professional skills in translation, the production of texts in various literary and applied genres, and language teaching methodology. The distribution of outcomes is similar between the English and English-Scandinavian sub-programmes: Outcome 1 has been achieved in 72% of all courses, Outcome 2 in 59%, Outcome 3 in 45%, Outcome 4 in 69%, Outcome 5 in 54%, Outcome 6 in 53%, Outcome 7 in 87%, Outcome 8 in 43% and Outcome 9 in 45%. The examples show that the SF programmes think very carefully about the role of each study course in achieving the outcomes.

The mapping of the SVs shows that gaining knowledge is important in the study programmes, and it is becoming even more important in MSP and DSP programmes, thus emphasizing the significance of achieving scientific excellence. At the level of SF skills, the programmes are particularly permeated by the ability to think and write independently, critically, communicate about research issues and work with digital resources and tools. The competency analysis of the SF programmes shows that the courses emphasise the integration and interpretation of advanced knowledge and skills in the broader context of the humanities, contributing to the creation of new knowledge, research or the development of professional practices. In all SF programmes, the knowledge, skills and competences to be acquired in the mandatory and restricted elective parts of the sub-programmes are mutually integrated.

At the beginning of studies, students are informed of the organisation and implementation of studies in the relevant study programme, but when commencing the acquisition of each individual study course, the academic staff inform students specifically about the organisation, content, requirements, learning outcomes, examinations and evaluation criteria, as well as explain the integral quality of the study course for achieving the overall outcomes of the study programme. The students can familiarize themselves with the criteria and conditions for assessment of student achievement and the binding procedures in the course descriptions and e-learning environment, as well as at the beginning of each course during the first lecture, when each lecturer introduces students to the course organization, briefly describes the requirements for intermediate and final examinations, describes grading criteria and examination procedures, without changing these requirements and grading criteria throughout the semester.

For example, in the implementation of the MSP "Linguistics, Literature and Regional Culture Studies", the selection of pedagogical methods in the study process takes into account the aim, objectives and achievable learning outcomes of the MSP, the specifics of the study courses, and the diversity of students' learning needs, promoting students' learning motivation, reflection and participation in the study process.

The assessment of the students' achievements is performed by resorting to the form of the tests and the methods corresponding to the teaching methods used in the study process, both during

contact lessons and in the organization of students' independent work. Oral, written and combined methods of study delivery and assessment are used during the study courses and examinations.

Studies use a variety of traditional and innovative (interactive, exploratory) methods and forms to acquire and consolidate knowledge, such as introductory lectures, interactive lectures, summative lectures, problem-oriented lectures. Practitioners and professionals from different institutions are invited to teach individual lectures in study courses in order to promote unity of theory and practice. Seminars, practical assignments (seminar and colloquium reports, papers, abstracts, reviews, text analysis, case studies, practical work, essays, presentations, control work, tests, reports on the results of ongoing work), individual, pair and group work, discussions and project development, study trips to industry organisations are widely used.

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

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

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

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

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

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

earns credit points for the completion of the respective course.

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

Table 2.1.5.1 *Explanation of the 10-grade system assessments*

Level of Learning	Grade (description)	Explanation <i>(Pursuant to Cabinet of Ministers of the Republic of Latvia Regulations (hereinafter – the Cabinet) No 141, 512, 240 and the UL Senate Decision No 211 of 29.06.2015)</i>
very high level of learning	10 (with distinction)	knowledge, skills, and competence exceed the requirements of the study programme, study module or the study course and testify to the ability to conduct independent research and deep understanding of problems
	9 (excellent)	knowledge, skills, and competence fully comply with the requirements set for the study programme, study module or the study course and the students possess the ability to use the acquired knowledge independently
high level of learning	8 (very good)	the requirements of the study programme, study module or the study course are completely met, though in certain issues the students do not have an understanding deep enough to use the knowledge independently for solving more complex problems
	7 (good)	in general, the requirements of the study programme, study module or the study course are met but occasionally the inability to use the acquired knowledge independently is established

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

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

Evaluating learning outcomes, the basic assessment principles formulated in the regulations of the Cabinet No 141 *the Regulations Regarding the State Standard for First Level Professional Higher Education* (20.03.2001), No 512 *the Regulations Regarding the State Standard for Second Level Professional Higher Education* (26.08.2014) and No 240 *the Regulations Regarding the State Standard for the Academic Education* (13.05.2014) are observed:

- **the principle of openness of the assessment** – the UL has established a set of requirements for evaluating learning outcomes in line with the aim and objectives of the study programme as well as the aim and objectives of study courses;
- **the principle of the possibility of reviewing the assessment** – the UL has established the procedure for reviewing the obtained assessment;
- **the principle of mandatory assessment** – it is necessary to obtain a positive grade on completion of the entire study programme content;
- **the principle of the variety of types of assessment used in the grading** – different

assessment types are used in the assessment of the study programme;

- **the principle of conformity of assessment** – during the assessment student is given an opportunity to demonstrate knowledge, skills and competence in relevant tasks and situations. The content included in assessments corresponds to the content specified in the course programmes.

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

Specific requirements for the study field arise, as in most programmes, not only the theoretical knowledge of linguistics, literature, folklore and culture studies is relevant, but also the language proficiency level, and therefore both aspects are respected in the evaluation process. Bachelor's study programme "English, European Languages and Business Studies" and Master's study programme "Latvian Language, Literature and Culture Studies" (former MSP "Baltic philology") have developed and piloted final examination assessment templates, which will be introduced throughout the study field in the academic year of 2023/2024.

The evaluation of the final examination includes a discussion, which demonstrates the author's ability to answer questions and defend their opinions, to discuss. The Bachelor, Master and PhD Thesis defence sessions are open. Employers' representatives are involved in the Final Examination Boards of master's programmes to achieve a greater interaction with the labour market..

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

The UL in its activity respects the principles of fair and responsible conduct as stipulated in the *Academic Ethics Code of the University of Latvia* (the UL Senate Decision No 2-3/46 of 26.04.2021) (see hyperlinks in the annex for chapter 1.2.) and in the *Regulations on Academic Integrity at the University of Latvia* (the UL Senate Decision No 2-3/48 of 26.04.2021) (see hyperlinks in the annex for chapter 1.2.); these regulations are publicly available to staff of the UL and its students.

To prevent violation of academic integrity, in accordance with the order *On the Plagiarism Control (Par plaģiāta kontroli*, the UL Order No 1/125 of 22.04.2014) (available only in Latvian, see section *Other annexes*) the UL has created the *Unified Computerised Plagiarism Control System* (hereinafter – the System). The System verifies students' graduation papers and doctoral thesis, as well as the *Procedure for Cases in Which, Performing Electronic Identification, Signs of Plagiarism are Detected in the Study Work (Procedūra gadījumos, kad, veicot elektronisko pārbaudi, studiju darbā konstatētas plaģiāta pazīmes*, by the UL supplement to Order No 1/125 of 22.04.2014) (available only in Latvian, see section *Other annexes*) is developed, which establishes further course of action in the event of plagiarism.

The UL as the developer of this System and its operator constantly updates the System and provides other HEI with the opportunity to use the System based on a cooperation agreement. In accordance with the cooperation agreement concluded in the 2014, this System is used by seven

HEI in Latvia since the beginning: Daugavpils University, Liepaja University, Latvia University of Life Sciences and Technologies, Rīga Stradiņš University, Rēzekne Academy of Technology, EKA University of Applied Sciences and RISEBA University of Applied Sciences. Since 2014, the Alberta College, Baltic International Academy, BA School of Business and Finance, Turība University, ISMA University College, Jāzeps Vītols Latvian Academy of Music, Jēkabpils Agribusiness College, College of Law, Latvian Maritime Academy, Latvian Academy of Culture, Latvian Academy of Culture agency "Latvian College of Culture at the Latvian Academy of Culture", Malnava College, Riga Building College, Vocational education competence center "Riga Technical College", Riga Technical University, State Agency for Social Integration College, Cosmetology College, State Police College, Ventspils University College, Vidzeme University of Applied Sciences, and Academy of Luther has joined in the use of the System; in total the System is being used by 30 HEI.

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

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

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

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

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

16.12.2022. The UL concluded an agreement with the company Turnitin LLC for the implementation and use of the anti-plagiarism tool for the needs of the UL.

The following plan has been developed for the implementation of the process in the UL:

- January 2023 – delivery and testing of the plagiarism system in the UL e-study environment with the aim of technically testing the delivered system.
- February 2023 – user training for working with the system, seminars, etc.
- March 2023 – piloting in the production environment of e-studies.
- April-June 2023 – system tests and elimination of the imperfections of the process.
- September 2023 – fully completed implementation of the system and handing it over to the UL users.

No plagiarism has been detected in SF programmes (including those previously implemented but now licensed). The system sometimes does not recognise foreign languages (e.g. Lithuanian), sometimes dictionary material or referenced text is perceived as plagiarised, sometimes it detects signs of self-plagiarism. All these cases are examined by the programme director together with the supervisor and a reasoned opinion is given.

The cooperation of several HEI in the application of the system promotes more effective control of study papers in each HEI and in Latvia overall. The system works successfully in practice by enhancing the importance and quality of final theses.

2.2. Efficiency of the Internal Quality Assurance System

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

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

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

1. Meetings of the FH structural units are held at least twice a semester, at which topical issues of the study process are examined. Once a semester, student course evaluations are reviewed and analysed and activities are carried out for the modernization of study courses, improvement of the study process, regular meetings of the SF Council are held, in which representatives of students and employers are involved. The FH Student Council is involved in clarifying students' opinions. Topical issues of the study process are considered by the FH Council;

2. Introduction of the curatorial system allows to provide support to 1st year students, better understand their study needs, solve problems, introduce to the university system, advise individually, if necessary;
3. Exchange of experience, faculty members present to their colleagues at FH departmental meetings what they have learned in professional development courses, such as the course "Development of Digital Skills of Academic Staff"; share their experience gained in internships with employers, such as the publishing house "Dienas Grāmata" and JSC "Latvijas Mediji", thus expanding their skills and competences;
4. Classes are observed when elections to academic and scientific positions are held, since classroom hospitiation is a process of pedagogical interaction and mutual enrichment. If necessary, recommendations are developed for the improvement of pedagogical work and the improvement of professional competence, and then discussed in the appropriate structural unit of the faculty (see Appraisal Questionnaire in Other attachments);
5. Teaching staff participate in international projects, international scientific conferences, publish in prestigious editions, teach at foreign universities, it is both a new experience and a quality test, because it testifies to the scientific and academic possibilities of the lecturer, and the newly acquired scientific and academic knowledge is integrated into the study process;
6. Students (master's students, doctoral students) are involved as participants in research in projects of professors, leading researchers and are invited to participate in scientific conferences (see section 2.4.5.), it is an indicator of a student's academic and scientific preparation;
7. Lecturers promote the participation of students in various competitions, for example, Ilze Ļaksa-Timinska received the Young Scientist's Award of the Latvian Academy of Sciences (LAS) for her master's thesis "Latvian Novelistics in the 20th-30s of the USSR in the 20th-30th century" (2018), in 2017 Signe Raudive received the Karlis Dzirleja Foundation prize for her master's thesis "Young Authors in Latvian Soviet Literature: The Beginning of Literary Activity under a Totalitarian Regime (1945-1956)", Kaspars Zalāns received the LAS Young Scientists' Award (2019) for his master's thesis "Masculinity poetry of contemporary Latvian male authors", the recipient of the Normunds Naumans Young Critic's Promotion Award was Toms Čevers (2017), the Latvian Academic Organization in Sweden in 2017 awarded the Veronika Strēlerte Memorial Prize in Literature to Signe Raudive, Arturs Skutelis, etc., which confirms the competitiveness of SF students with students of other universities of the Republic of Latvia;
8. The development and renewal of the academic staff is an important part of the UL Strategy 2021-2027 (Section 4.2) The University of Latvia has established the development of a system for professional development of academic staff of the University of Latvia. The Academic Department of the University of Latvia in cooperation with the Centre for Adult Pedagogical Education (PPIC) of the Faculty of Pedagogy, Psychology and Arts of the University of Latvia (FPPA) introduces a unified system of professional development of lecturers of the University of Latvia, making changes to internal regulatory documents and offering professional development opportunities to academic staff. The professional development of the UL academic staff is organised in accordance with the Republic of Latvia Cabinet regulations No 16 of 569., Regulation on Requirements for Necessary Education and Professional Qualification, and Procedure of Continuing Professional Development of Educators where paragraph 16 states: "Educators of higher education and colleges shall, by the end of the term of their election, undertake a vocational development programme on innovation in the higher education system, or the higher education didactics, or the management of educational work at 160 academic hours. (including at least 60 contact hours). For example, the teaching staff of the MSP "Latvian Language, Literature and Culture

Studies" and the MSP "English Studies" regularly use this opportunity to improve their qualification, as well as relevant professional development courses, for example, "Development of digital skills of academic staff"; "Enhancement of professional English language skills of academic staff for work in the study environment", "Methodologies for formulating and evaluating study results", lecturers have acquired knowledge *in the upskilling programme "Scientific activity and publishing skills" organized by Master Training* ;

9. The competitiveness of students, doctoral students and teaching staff of the UL SF is shaped and ensured by a creative, safe, supportive and inclusive study and working environment, which is regularly assessed by the Student Council and the Faculty Council, and solutions are sought to improve it.

All these measures form an internal quality system: by arranging study courses, supplementing e-courses, building academic capacity, involving students in scientific activities, supporting students of 1st and other years of study, creating good working conditions, the quality of SF is increasing.

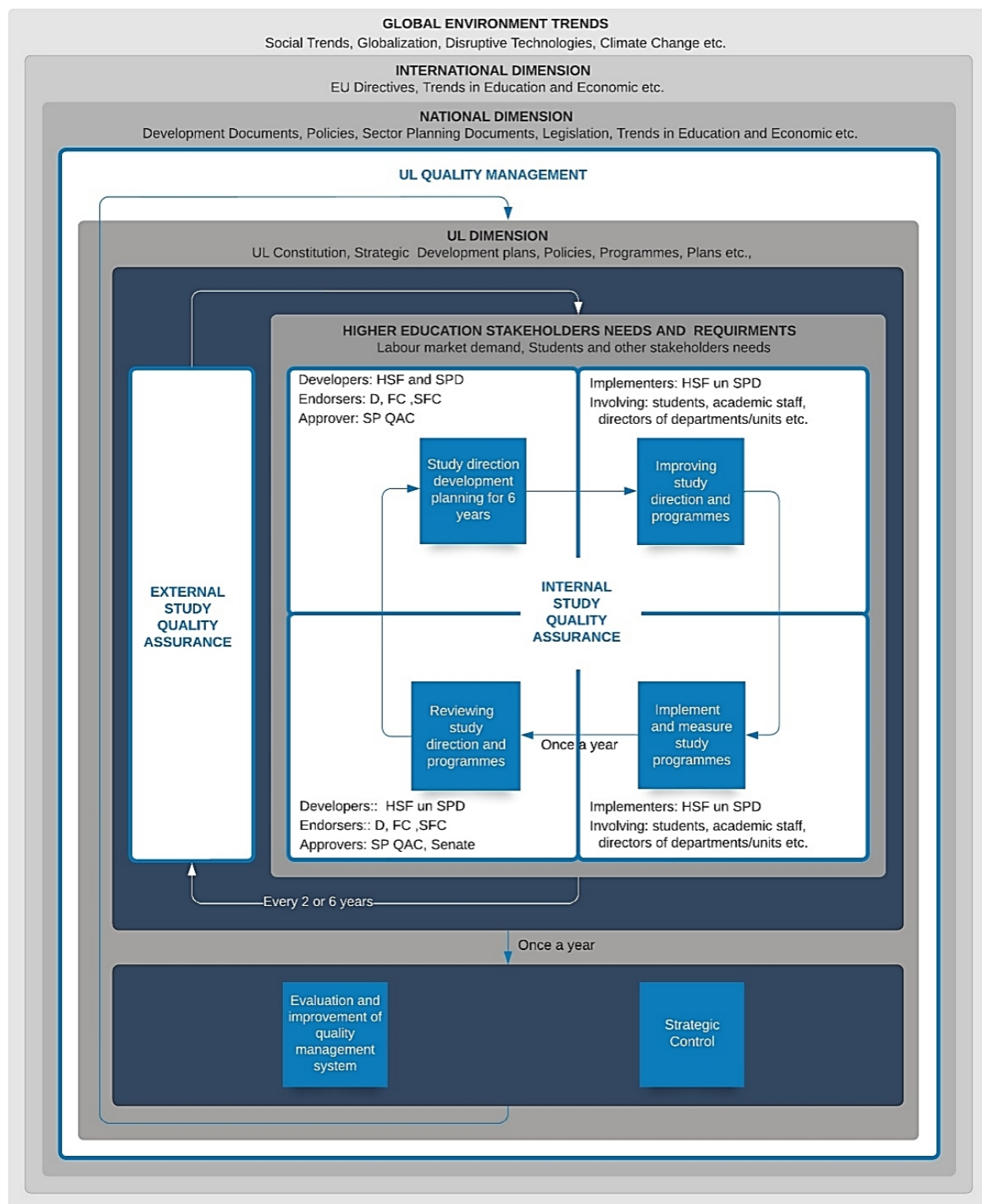
2.2.2. Analysis and assessment of the system and the procedures for the development and review of the study programmes by providing specific examples of the review of the study programmes, the aims, and regularity, as well as the stakeholders and their responsibilities. If, during the reporting period,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

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

- [Regulations on University of Latvia Study and Continuing Education Programmes](#)
- [The UL Procedure for Preparation of Annual Study Field Reports](#) (*LU Studiju virzienu ikgadējo pārskatu sagatavošanas kārtība*, available only in Latvian)

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

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



Abbreviations:
 HSF - Head of Study Field; SPD - Study Programme Director;
 D - Dean; FC - Faculty Council; SFC - Study Field Council;
 SP QAC - Study Programme Quality Assessment Commission

Fig. 2.2.2.1. The quality assurance system for the study fields implemented by the UL and study programmes included in it

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

content of the concept, see *the Quality Management Handbook*, Section 3.1, Section II. (*The Quality Management Handbook* is available in the section *Other attachments*)

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

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

Six new programmes have been developed and licensed in the SF: bachelor's study programmes: "English, European Language and Business Studies", "East-West Intercultural Studies", "Philology"; Master's study programmes: "Linguistics, Literary and Regional Cultural Studies", "English Studies" and the academic doctoral study programme "Language and Culture Studies". For example, the BSP "East-West Intercultural Studies" was developed by the director of the programme Prof. K. Kļaviņš and the teaching staff of the Department of Asian Studies – first the concept was developed, which was approved by the SF Council, then the programme itself was developed, which was discussed in the Department of Asian Studies in consultation with employers, graduates and students. It was then evaluated by experts from the SF Council and approved by the FH Council. All SF programmes and sub-programmes were also reviewed and approved.

The licensed programs took into account the recommendations of experts and introduced changes, for example, in the master's study programme "English Studies" after receiving the license on May 7, 2021 introduced the following changes to the restricted elective part: the course "Anglophone Literature" has been replaced by the course "Anglophone Literature and Culture in the Context of Globalization", the course "Modern American Novel" has been replaced by the course "Modern North American Literature and Culture", and the course "Postcolonial Novel" with a course "Postcolonial Literary and Cultural Studies". The restricted elective part of the study programme includes the course "Literature and Mass Culture". MSP "English Studies" has been supplemented with a new sub-program "Translation and interpreting", in which students will acquire not only translation skills, but will also be able to reflect on the theoretical aspects of translation. The master's study programmes "Latvian Language, Literature and Culture Study Programme" (formerly MSP Baltic Philology) and "English Studies" cooperate in the development and implementation of computational linguistics study courses ("Corpus linguistics", "Introduction to computational

linguistics").

By preparing the programmes for accreditation, the part of the restricted electives has been increased in the bachelor's study programme "Latvian Studies" (formerly – BSP Baltic Philology) and it has been created according to new principles, thus, in the restricted elective part, students have retained the opportunity to specialize in the field of interest, but the order of choice has been changed, abandoning strictly demarcated modules of sub-disciplines, but arranging subjects in seven thematic clusters: Applied Latvian Studies, Digital Latvian Studies, Research in Latvian Studies, Baltic and Comparative Studies, Contrastive Language Studies, English for Latvian Studies, Pedagogy for Latvian Studies. The share of free electives increased from 2 to 4 CP. An internship of 4 CP has been introduced, which is mandatory and has a wide range of options for choosing an internship site. The given programme rearrangements boost student centred component, giving the student more choice in a more expanded spectrum of specialization; It is also in line with the recommendations of 2013 – the mandatory part has been reduced by 30% and the possibilities of the elective part have been expanded.

A new cluster of courses "Computational Linguistics" is introduced in the master's study programme "Latvian Language, Literature and Culture Studies" (formerly – MSP Baltic Philology), and delivered by the teaching staff of the Artificial Intelligence Laboratory of the Institute of Mathematics and Informatics of the University of Latvia. This cluster will create a new type of Latvian linguists, which is different from other programmes at the national level, because, for example, none of the courses in the cluster overlap with the Riga Technical University Master's programme "Digital Humanities" (which focuses on translation).

All programmes have introduced study courses related to internships and digital skills, such as "Morphemics, Morphology and Latvian Morpheme Database" (prof. A.Kalnača, researcher). Dr.philol. D.Deksne).

Following the recommendations of students, graduates, employers and the requirements of the labour market, all bachelor's study programmes and part of the master's study programmes have included internship and practice-oriented study courses, modernised scientific courses, and included digital humanities courses.

Throughout the next accreditation period of the SF, it is planned to regularly improve e-courses and promote feedback with students at the level of study courses, analysis and discussion of learning outcomes and surveys (in each programme twice a year). Since six programmes of the SF are licensed, the approbation of study courses is taking place, the directors of study programmes together with lecturers evaluate the delivery of additional study courses, the ways of achieving learning outcomes and at the end of the academic year reflect on the necessary changes.

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

The UL, in keeping with the principles of democracy and equality, and in line with *the UL Quality*

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

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

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

To ensure the quality of the study process, in 2022 the UL reworked *the Procedure for the Submission and Resolution of Students' Proposals* and of 2002 and replaced it with *Regulations on lodging and review of students' proposals and complaints at the University of Latvia* (the UL Order No 1-4/501 of 28.09.2022.) (see hyperlinks in the annex for the chapter 1.2.) (hereinafter – the Procedure). This Procedure defines the form in which students, individually or in a group, can submit proposals and complaints, as well as its registration and reviewing order. Proposals and complaints can be submitted to faculty deans or vice rectors (in case they concern the deans work or if the submission may unfavourably influence the future of studies). The Procedure stipulates that replies to proposals and complaints are to be submitted within the deadline set in [the Law on Submissions](#). It should be noted that this Procedure states that faculty deans and vice rectors submit the report on received proposals and complaints, as well as the decisions made regarding them in the previous academic year, to the UL Quality Manager by the end of each academic year. The UL Quality Manager assesses those reports, analyses tendencies, and prepares report to the Management of the UL. The established process demonstrates the internal control mechanism and cyclic monitoring of submission of complaints, decision making, respect to students' rights and interests, which is essential in ensuring acceptable functioning of this system as well as its possible improvement.

The Procedure for the Organisation of Study Course Examinations at the University of Latvia (the UL Senate Decision No 211 of 29.06.2015) (see hyperlinks in the annex for the chapter 1.2.) has been developed and implemented for the comprehensive evaluation of UL study processes, where the right of students to file complaints regarding the procedures for study course interim assessments and study course final examinations, and the procedures for resolution of these complaints have been determined. The complaint is submitted by the student to the member of teaching staff who has evaluated the study course final examination within five working days from the moment the grade is inputted in the ULIS (on condition that the student has requested a justification for the assessment from the academic staff prior to submitting the complaint). The lecturer must review the application within 5 working days. If the lecturer considers that the student's application is not substantiated, they may submit the application to the respective head of structural unit for consideration and decision.

As regards the evaluation of graduation examinations, *Regulation on graduation examinations at the University of Latvia* (the UL Senate Decision No 183 of 27.12.2011) (see hyperlinks in the annex for the chapter 1.2.), which stipulates that the students are entitled to appeal if the dean has not given them permission to take the graduation examinations or to appeal against the graduation examination procedure.

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

the principles of assessment.

The students have the right to appeal against the UL order on the exmatriculation in conformity with the *University of Latvia Procedure for competition for state funded study places ("rotation")* (the UL Senate Decision No 381 of 24.05.2010) (see section *Other annexes*). In its turn, *The Order, in which Tuition Fee Benefits are Applied* (the UL Order No 1/89 of April 14, 2009) (see hyperlinks in the annex for the chapter 1.2.) provides students with an opportunity to appeal against decisions on granting or refusing tuition fee discounts within one month from notification issued to the student by submitting a written application addressed to the Rector of the UL, to be considered by the Rector within one month.

Whereas the *Procedure for Granting an Academic Leave of Absence in the University of Latvia* (the UL Senate Decision No 178 of 01.12.2008) (see hyperlinks in the annex for the chapter 1.2.) provides for the right to appeal against the decision of the dean refusing to grant a student the academic leave of absence. Also, the *Procedures for the Initiation of Studies in Subsequent Study Stages at the University of Latvia* (*Noteikumi studiju uzsākšanai vēlākos studiju posmos Latvijas Universitātē*, the UL Order No 1/128 of 08.06.2009) (available only in Latvian, see hyperlinks in the annex for the chapter 1.2.) provides for the right to appeal within a specified period against the decisions made by the dean.

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

Every student has the right not only to use the right provided by *The Academic Ethics Codex of the University of Latvia* (the UL Senate Decision No 2-3/46 of 26.04.2021) (see hyperlinks in the annex for the chapter 1.2.) to address the Academic Ethics Committee of the UL about possible ethical violations, but also to submit proposals for improvement of the Code and its implementation to the Academic Ethics Committee of the UL.

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

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

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

The study field operates according to the UL rules and regulations. Study Programme Directors, Programme Assistants carry out surveys, listen to students, but written student complaints are very rare. Six programmes have been provided only for a year. In the academic year 2021/2022, written applications were submitted regarding the pandemic and vaccination issues, when non-vaccinated students had objections that they could not attend face-to-face sessions. Students were offered to study independently and allowed to join classes remotely. As the number of ill people increased, according to the recommendations of the Ministry of Education and Science of Latvia, the studies in the study field took place remotely, and there were no more complaints.

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

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

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

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

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

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

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

To prevent violations of the principles of academic integrity in the UL students' graduation papers and promotion papers, the UL ensures automatic review of all submitted graduation papers and promotion papers using the System, making a mutual comparison with the graduation papers of the UL and other HEI accumulated in the System.

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

- a survey on study courses and work of teaching staff;
- a survey at the start of studies;
- a survey of first-year students on study experience;

- a survey of final-year students on study experience;
- a survey of students, who discontinue studies;
- graduate survey;
- employers survey.

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

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

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

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

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

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

Most of the regular surveys—survey on study courses and work of teaching staff, a survey at the start of studies, and surveys on study experience—results are gathered in two ways: (1) The summary of survey results for each study programme is generated separately, automatically by the ULIS; (2) The summary of surveys (except the survey on study courses and work of teaching staff) results on the UL as a total and on faculties is prepared by the Academic Department after the conclusion of the survey process, and they are published on the *My Portal*. The summary of a survey of students, who discontinue studies, results is prepared by the Academic Department, and they are published on the *My Portal*. However, the summary of graduate survey and employers survey results is organised at their discretion by study programme directors.

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

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

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

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

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

2.2.4.1. tabula

Measurements of surveys

	Measurement/indicators	Reporting period
Assessment of the first year students on their study experience ^[1]	Average percentage of students satisfied with the study environment 81%	2022
	Satisfaction with study programme 78.48%	
	Students who consider the degree of difficulty of studies appropriate to them (<i>neutral rating</i>) 49.37%	
	Students who feel well in the academic environment (<i>percentage of positive scores</i>) 82.28%	
	Students who consider that their studies have a positive impact on their sense of well-being (<i>percentage of positive scores</i>) of 56.96%	
	Students who have not experienced discrimination based on sex, age, ethnicity or other circumstances in an academic environment (<i>percentage of positive scores</i>) 88.61%	

	Measurement/indicators	Reporting period
Assessment of the final year students on the study programme[2]	Average percentage of students satisfied with the study environment is 75%	2022
	Average percentage of students satisfied with the study process and curriculum is 85%	
	Satisfaction with the study programme 59%	
	Students who consider the degree of difficulty of studies appropriate to them (<i>neutral rating</i>) 58.54%	
	The average percentage of those who think that their studies at the University of Latvia have enhanced their skills and competences 58.52%	
The average student evaluation of each study course[3]	<i>Title of the study course:</i>	Ac. year 2021/ 2022
	Literary editing and language practice – 6,92	
	Italian literature and art in the world – 6,69	
	Pragmatic aspect of language II – 6,55	
	Written translation II – 5,66	

	Measurement/indicators	Reporting period
Graduates' evaluation of the study programme[4]	Satisfaction with the study programme (<i>percentage of the satisfied</i>) 84.62%	2022
	Graduates who believe that the study process at the University of Latvia prepared them for the labour market (<i>percentage of positive scores</i>) - 92,31%.	2014-2021
	The average percentage of those who think that their studies at the University of Latvia have enhanced their skills and competences 83%	2022
Employer evaluation[5]	The average percentage of employers satisfied with skills and competences of their employees - UL graduates - 75%	2014-2021
	Employers who would recommend graduates of the UL to other employers (<i>percentage of positive scores</i>) 62,5%	

[1] The information on the first year students is available from the summary of The first study year student survey on their study experience, which is prepared by LUIS [the questionnaire version completed by students of 2022 spring semester].

[2] The information on the students of the final study year is available from summary of The final year student survey on the study programme prepared by LUIS. [version of the questionnaire completed by students of 2022 spring semester]

[3] Summaries of the survey results on study courses prepared by LUIS.

[4] Survey of graduates.

[5] Employers survey.

The table "Survey measurements" data object *The first study year student survey on their study experience* is based on the bachelor's study programme "English, European Languages and Business Studies" as an example; the survey shows that in the first year of the new programme students are satisfied with the study environment and the study programme, they have not experienced discrimination (88, 61) and feel well in the academic environment (82.28%).

The table "Survey measurements" data object *The final year student survey on the study programme* is based on the data of the bachelor's study programme "Asian Studies". The average share of students satisfied with the study process and study content is 85%, thus the programme has achieved its aim and objectives.

The assessment of study courses is high, and it is typical in the whole study field that the scientific

level and academic professionalism of the academic staff are highly valued.

Since most programmes have been licensed, but do not have graduates yet, the master's study programme "Latvian Language, Literature and Culture Studies" (former "Baltic Philology") is used as a reference to the data on graduates and employers. From 2014 to 2021, 147 students graduated from the programme. The share of graduates who believe that the study process at the University of Latvia prepared them for the labour market (percentage of positive scores) is 92,31%. The highest evaluation from the graduates of 2022 is given to *the professionalism of academic staff (wide-ranging knowledge, flexible approach to the study process, use of different methods, linking theory to practice)* – 84,62%, but the average share of those who think that they have enhanced their skills and competences during their studies is 83%. It can be seen that, having gained experience in the labour market, the graduates become more appreciative of the programme and the programme evaluation increases. The average percentage of employers satisfied with skills and competences of UL graduates – 75%.

Six programmes of the study field have only their first academic year completed, thus the graduates and employers have not been surveyed yet. In other programmes, surveys of employers and graduates were conducted. For example, in the bachelor's study programme "Latvian Studies" (previously – BSP "Baltic philology") and the master's programme "Latvian language, literature and culture studies" (previously – MSP "Baltic philology"), the young teaching staff of the department were involved in the employer and graduate surveys, allowing them to analyse the situation in the programme where they are going to work. The data were analysed and proposals for the content of the study programmes were made at the meeting of the Department of Latvian and Baltic Studies. Taking into account the recommendations of graduates and employers, the analysis of the results led to the conviction that the updated study programme is relevant to the needs of the labour market (see more in the respective BSP and MSP self-assessment reports).

The Annex provides examples of survey analysis that characterise and compare student and employer surveys across the SF. As programmes are largely licensed in 2021, it was only possible to compare first year surveys of the SF programmes.

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

Information about the study field and the corresponding study programmes is available on the University of Latvia website lu.lv and on the Faculty of Humanities website hzf.lu.lv.

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

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

The Website consists of the following sections:

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

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

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

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

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

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

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

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

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

Respective faculty website can be reached from the UL Website via the faculty reference.

The latest news and planned events are available **on the website of the Faculty of Humanities of the University of Latvia** (<https://www.hzf.lu.lv/>). The central section DISCOVER FH informs about the most important events in the Faculty's life, science news and topical events, including events of the FH Student Council.

In the section ADMISSION, the future students of the FH can find information about the study programme of their interest, the admission procedure, events for pupils, find out where the alumni of the Faculty work and read alumni testimonials.

In the section STUDIES, information for communication with the Programme Director and Assistants can be found, academic calendar, information on the development of study papers, scholarships, including patron scholarships, and it is possible to get acquainted with FH students – the University of Latvia Foundation grant holders; there is also all the necessary information about study opportunities abroad and the possibility to read the foreign experience stories of FH students. Here one can find information about the part C study course offer and Lifelong learning course offer in the Faculty – language courses and international language examinations.

Section RESEARCH reflects information on the research activities of the Faculty, current research projects, latest publications of the academic staff, monographs, collections of articles, text books, dictionaries, follow-up publications of the Faculty, as well as information on the regular FH scientific conferences.

Section COOPERATION introduces Latvian and foreign cooperation partners of the Faculty.

Section ABOUT US offers useful information on the structure of the Faculty: Dean's Offices contact details, faculty departments, centres.

The website of the Faculty also has its English version: <https://www.hzf.lu.lv/en/>

The information for the website of the Faculty of Humanities is prepared by the Faculty's Public Relations Officer and uploaded to the website by the Faculty's computer operator, who has undergone a short TYPO 3 training course in content uploading under the guidance of ITD.

The heads of the UL departments are responsible for the preparation, correctness and updating of the information within the competence of their departments. The content administrators of the structural units' websites are responsible for maintaining the website, posting and regular updating of prepared information.

Information about the Faculty's current events is also published on social networks - the Faculty of Humanities has its own Facebook account <https://www.facebook.com/LUHZF/> (available only in Latvian) and Instagram account @hzf_lu.

The Student Council of the Faculty of Humanities also has its own Facebook account <https://www.facebook.com/humanitarie> (available only in Latvian) and Instagram account @humanitarie, where it shares useful news about the study process and student life.

Almost all departments of the Faculty of Humanities have their own Facebook accounts where information about current research and study process is published, for example:

- Latvian Studies at the University of Latvia: <https://www.facebook.com/latvistika.lu>
- Classical Philology at the University of Latvia: <https://www.facebook.com/klasiskafilologija>
- German Studies at the University of Latvia: <https://www.facebook.com/LUGermanistika>
- Centre for Iberian and Latin American Studies: <https://www.facebook.com/HispanismoLetonia>

2.3. Resources and Provision of the Study Field

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

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

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

The remuneration of the teaching staff includes:

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

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

Costs related to the organisation of the study process:

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

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

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

Financing of studies at the UL - sources of financing

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

Tuition fees at the UL are determined considering:

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

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

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

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

For data on available funding for a specific study programme, see the respective programme report section *Study programme financing*.

Financing of studies at the UL - reallocation of received funding

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

The funding of study fields is provided by the state budget-financed student places and revenue from tuition fees. In 2021, the funding was as follows: per one state-budget student at bachelor level – 1 630,11 EUR, at master level – 2 445,17 EUR, and at doctoral level – 4 890,33 EUR. In academic year 2021/2022, the approved tuition fee was 2 200 EUR at all three levels of study, and it has not changed in academic year 2022/2023. Part-time tuition fees amount to EUR 1 680. For citizens of other countries whose country of residence is outside the EU and EEA countries, the tuition fee has been increased. The amount of tuition fees at the UL FH is agreed annually with representatives of the Student Council of the Faculty and the Student Council of the University of

Latvia. The state budget funding for the provision of studies in 2021 was EUR 1 440 783, while the revenues from tuition fees were EUR 863 215, forming the total revenue of EUR 2 303 998. 64% of the revenues were used for the remuneration of staff, while 9% were assigned to the payment for premises. The costs of services and materials related to the study process represent 1% of the tuition fee revenue, while the other costs are transferred to cover the indirect costs of the UL and to settle mutual payments. Support for academic staff is provided by the German Academic Exchange Service (DAAD), Education and Youth Board of Estonia, Finnish National Education Agency (EDUFI), Spanish International Cooperation and Development Agency (AECID), Korea Fund, International Bureau of the Chinese Language Council: Confucius Institute Headquarters (HANBAN), Swedish Institute, etc.

The FH budget is supplemented by funding received following the principles of distribution established by the UL normative acts in proportion to the achievements of the scientific staff of the unit, which is divided into Base and Performance (for new lecturers) funding. In recent years, the funding has been increasing: in 2022, Base: €79610, Performance: €20819; in 2021, Base: €55212, Performance: €17814. The science funding is used to pay for the scientific workload of academic staff, as well as for the costs of scientific work – academic trips, conference fees and other science-related costs.

In addition, the FH has other funding available for projects that are the result of calls for proposals. These are not permanent and depend on the financial security of the grant. The projects of the Latvian Council of Science are three-year projects - in 2020-2022 they were National Identity: Gastropoetic Aspect. Historical, International and Interdisciplinary Contexts, project leader I.Kalniņa, 299 970EUR; RIGA LITERATA: Humanist Neo-Latin Heritage of Riga within European Respublica Literaria”, project leader O. Lāms, 300 000 EUR; Data of Latvian Memory Institutions in Digital Space. The FH participates as a cooperation partner in cooperation with IMCS UL in the NRP project, project leader A.Kalnača (2022-2024): 120 000EUR. The projects involve students and PhD students, financially supplement the salaries of teaching staff, cover academic trips, finance research findings.

Within the framework of the current budget, the faculties act independently with the received funding. The prudent use of financial resources is the responsibility of the Dean of the Faculty and of the Executive Director, who carry out operational financial management.

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

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

The material and technical facilities of the UL FH fully correspond to the specificities and provision of the study field.

The provision of the study field “Language and Culture Studies, Mother Tongue Studies, and Language Programmes” is carried out in the UL FH. There are 43 rooms at the Faculty, which cover a total of 1750 m² space.

The total maximum number of students to whom lectures can be provided simultaneously is 1360.

Classrooms are available for the provision of study programmes of the study field:

- 5 classrooms for groups of 10 to 15 students;
- 18 classrooms for groups of 15 to 20 students;
- 13 classrooms for groups of 26 to 50 students;
- 4 classrooms for groups of 51 to 75 students;
- 3 computer classes comprising 19, 25 and 30 student work stations equipped with a computer and monitor;
- a hall with 190 seats for students.

41 classrooms (out of 43) are equipped with presentation equipment – screen, computer, projector.

In addition, a number of portable projectors are also available to deal with unforeseen situations. 10 classrooms are equipped to organize joint discussions around one table.

In March 2022, a student classroom with 19 work stations and completely new computer hardware (*Intel core i5* processors; *MS Windows 11* operating system) was equipped.

During the study process, specialized computer software is used in all study programmes of the study field: TRADOS (translation) SPSS (specialized statistical software), *Sketch Engine*, Tilde and current open access computer software.

For the convenience of students and teaching staff, there is an extensive Humanities Library, which provides access to the databases and literature needed in the field. The necessary sources can also be ordered from other branches and storage sites of the library. The library provides computers for the independent work of students.

WiFi is available throughout the Faculty. For the study process provision, the e-environment *Moodle* is available to the academic staff, which is used for distribution of study materials and submission, verification and analysis of study assignments. *Moodle* is an e-environment tool in addition to LUIS environment, which provides for entering student assessments. *MS Teams* e-environment opportunities are used for the provision of studies remotely. Students register for courses electronically in the LUIS environment. SF students have access to the support of 7 Programme Assistants if questions arise and help is needed in the course of their studies in one of the e-environments. The Programme Assistants provide support to students also with organizational issues of the study process, and computer specialists – with technical questions of studies.

Several classrooms are equipped with chairs with fitted writing pads, so that these classrooms can easily be rearranged for working in groups, if necessary. Two rooms are equipped with simultaneous interpreting booths and equipment. A large number of students, visiting lecturers can work and extra-curricular creative activities, as well as study and scientific promotion activities can take place in the hall with 190 seats.

2.3.3. Provide information on the system and procedures for the improvement and purchase of the methodological and informative provision. Description and assessment of the availability of the library and the databases to the students (including in digital environment) and their compliance with the needs of the study field by specifying whether

the opening times of the library are appropriate for the students, as well as the number/ area of the premises, their suitability for individual studies and research work, the services provided by the library, the available literature for the implementation of the study field, the databases available for the students in the respective field, the statistical data on their use, the procedures for the replenishment of the library stock, as well as the procedures and possibilities for the subscription to the databases.

General description of the UL library

The Library of the University of Latvia is included in the library register of the Ministry of Culture (BLB1000) and accredited as a library of national significance until 2027. (Accreditation certificate No 22C of the Ministry of Culture)

Access to information resources and services of the University Library, working hours

The basic principle of the Library's operation is the availability of its services to every user.

Services are provided in 8 branch libraries of the University Library in accordance with the *Regulations for use of the University of Latvia Library* (07.01.2021. UL Rector's order No 1-4/9).

The working hours of the branch libraries are adapted to the comfort of users. On working days from 9.00 a.m. to 8.00 p.m., individual branch libraries from 9.00 a.m. to 6.00 p.m., on Saturdays from 9.00 a.m. to 5.00 p.m. The Library of Natural Sciences and the Library of the Science House are available 7 days a week 24 hours a day. Three branch libraries are open to customers throughout the whole year, including during the summer period.

The Library of Humanities, which hosts the stock for the field of humanities, is open to students 40 hours per week, with the working hours convenient for them. Open access stock is available to users. The Library of Humanities is located in 6 rooms with a total area of 616.2 m². 87 job stations are available to users in the Library of Humanities, including 12 stations equipped with computers.

Free basic services and paid services

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

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

User training

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

Library collection, collection replenishment procedure

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

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

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

In 2022, the Library makes available 1.8 mln information resources to its readers. In accordance with the UL study and research infrastructure, the UL Library collection is assembled in 8 sectoral libraries and Repository.

Literature available at the library for the provision of the study field

The range of literature in humanities constitutes the largest part of the library stock. Since the field of linguistics, literature studies and related fields is linked to non-aging fundamental material, it is also widely available in valuable publications published in the past years. In the collection of the University Library, in compliance with the needs of the study field "Language and Culture Studies, Mother Tongue Studies and Language Programmes", there are 184,862 copies of **98,232** titles of printed publications (data as of April 1, 2022).

The purchase of publications issued in recent years provides innovations and information on recent research, enabling the use of attachments in audio, video, digital formats. As the priority of the University Library purchases are e-resources, the rate of the volume of recently acquired printed publications on latest scientific information is decreasing. The share of publications in English increases, while the number of publications in the Russian and German languages decreases. In the purchases of the latest fiction, Latvian publications and translations of foreign literature generally prevail.

See: also separate tables (2.3.3.1., 2.3.3.2., 2.3.3.3., 2.3.3.3.4., 2.3.3.3.5., 2.3.3.3.6., 2.3.3.3.7., 2.3.3.3.8., 2.3.3.3.9.) on the addition to the library stock with the latest information resources issued in selected humanitarian sciences in the last 10 years (01.01.2012.–01.04.2022.)

Table 2.3.3.1.

Total number of books								
Total for the study field Language and Culture Studies, Mother Tongue Studies, and Language Programmes (total in the UL Library collection as of 01.04.2022)								
Printed editions (titles/copies)			Breakdown of publications by language (titles/examples)					
Books	Serial editions <i>periodicals</i>	Other types of expenses	Latvian	English	Russian	German	French	Other languages
95,270	1,634	1,328	35,867	12,885	23,381	15,223	2,616	8,260
159,825	23,175	1,862	83,124	21,408	40,512	22,054	4,248	13,516
TOTAL: 98,232 titles = 184,862 copies								

Table 2.3.3.2.

Total number of books in Ethnology, Ethnography, Folklore								
"Ethnology, ethnography, social anthropology, folklore" (UDK=39*) (total in the UL Library collection as of 01.04.2022)								
Printed publications (titles/examples)			Breakdown of publications by language (titles/examples)					
Books	Serial editions <i>periodicals</i>	Other types of expenses	Latvian	English	Russian	German	French	Other languages

4,319 / 8,157	103 / 1,645	141 / 183	1,739 / 5,492	528 / 773	1,309 / 2,221	564 / 886	38 / 54	385 / 559
TOTAL: 4,563 titles / 9,985 copies								
(UL Library's holdings published in 2012-2022 - as of 01.04.2022)								
352 / 435	16 / 175	27 / 37	308 /536	49/72	17/18	2 / 2	1 / 1	18 / 18
TOTAL: 395 titles / 647 copies								

Table 2.3.3.3.

Books in Theater Studies

"Theatre Studies" (UDK=792*) (total in the UL Library collection as of 1.04.2022)								
Printed publications (titles/examples)			Breakdown of publications by language (titles/examples)					
Books	Serial editions <i>periodicals</i>	Other types of expenses	Latvian	English	Russian	German	French	Other languages
1,251 / 1,922	36 / 1,154	26 / 41	551 / 1,475	125 / 175	434 / 1,227	109 / 132	20 / 22	74 / 86
TOTAL: 1,313 titles / 3,117 copies								
(UL Library's holdings published in 2012-2022 - as of 01.04.2022)								
119 / 181	2 / 39	11 / 21	115 / 218	11 / 17	3 / 3	- / -	1 / 1	2 / 2
TOTAL: 132 titles / 241 copies								

Table 2.3.3.4.

Multidisciplinary Books in Philology

"Philology" (UDK=80*) (total in the UL Library collection as of 01.04.2022)								
Printed publications (titles/examples)			Breakdown of publications by language (titles/examples)					
Books	Serial editions <i>periodicals</i>	Other types of expenses	Latvian	English	Russian	German	French	Other languages
3,923 / 5,350	143 / 1,602	51 / 57	261 / 768	1,160/ 1,634	1,417 / 2,565	584/ 871	212 / 284	483 / 887
TOTAL: 4,117 titles / 7,009 copies								
(UL Library's holdings published in 2012-2022 - as of 01.04.2022)								
50 / 111	13 / 237	2 / 3	21 / 68	29/53	8 / 188	3 / 4	1 / 2	3 / 36
TOTAL: 65 titles = 351 copies								

Table 2.3.3.5.

Books in Linguistics

**"Linguistics" (UDK=81*)
(total in the UL Library collection as of 01.04.2022)**

Printed publications (titles/examples)			Breakdown of publications by language (titles/examples)					
Books	Serial editions <i>periodicals</i>	Other types of expenses	Latvian	English	Russian	German	French	Other languages
16,666 / 41,115	660 / 7,387	640 / 1,022	3,227 / 17,720	3,938/ 9,272	4,630 / 9,379	3,478/ 6,549	842 / 1,895	1,851 / 4,709
TOTAL: 17,966 titles / 49,524 copies								

(UL Library's holdings published in 2012-2022 - as of 01.04.2022)

1,068 / 2,651	58 / 862	134 / 286	605 / 1,915	278 / 842	122 / 285	77 / 196	50 / 159	128 / 402
TOTAL: 1,260 titles / 3,799 copies								

Table 2.3.3.6.

Books by language group in linguistics

Languages of nations (UL Library's holdings published in 2012-2022 - as of 01.04.2022)						
Printed editions (titles/copies)						
Books	Serial editions <i>periodicals</i>	Other Types of expenses	Breakdown of expenditure by language			
English Philology (UDK=811.111)			Latvian	English	Other languages	
133 / 358	1 / 24	13 / 30	36 / 56	110 / 355	1 / 1	
TOTAL: 147 titles / 412 copies						
German philology (UDK=811.112)			Latvian	German	Other languages	
50 / 129	0 / 0	8 / 12	12 / 20	42 / 117	4 / 4	
TOTAL: 58 titles = 141 copies						
Slavic philology (UDK=811.16)			Latvian	Russian	Czech	Polish
78 / 154	1 / 1	13 / 13	7 / 11	76 / 87	6 / 66	3 / 4
TOTAL: 92 title = 168 copies						

Baltic philology (UDK=811.17)			Latvian	Lithuanian	Other languages
302 / 763	14 / 204	62 / 82	348 / 993	12 / 19	18 / 37

TOTAL: **378** title = **1049** copies

Table 2.3.3.7.

Books in Literary Studies

"Literary studies" in general (UDK=82) (total in the UL Library collection as of 01.04.2022)								
Printed publications (titles/examples)			Breakdown of publications by language (titles/examples)					
Books	Serial editions <i>periodicals</i>	Other types of expenses	Latvian	English	Russian	German	French	Other languages
4,005 / 6,966	261 / 7,113	47 / 52	1,172 / 5,585	841 / 1,421	1,290 / 5,287	802 / 1,132	79 / 93	129 / 613
TOTAL: 4,313 titles / 14,131 copies								

(UL Library's holdings published in 2012-2022 - as of 22.03.2022)								
363 / 407	30 / 641	10 / 13	222 / 514	148 / 309	17 / 216	10 / 11	3 / 5	3 / 6
TOTAL: 403 titles / 1061 copies								

Table 2.3.3.8.

Fiction

"Literature" in general (UDK=821*) (total in the UL Library collection as of 01.04.2022)								
Printed publications (titles/examples)			Breakdown of publications by language (titles/examples)					
Books	Serial editions <i>periodicals</i>	Other types of expenses	Latvian	English	Russian	German	French	Other languages
65,106 / 96,315	431 / 4,274	423 / 507	28,917 / 52,084	6,293 / 8,133	14,301 / 19,833	9,686 / 12,484	1,425 / 1,900	5,338 / 6,662
TOTAL: 65,960 titles / 101,096 copies								

Table 2.3.3.9.

Literature of individual nations

Literature of individual nations (UL Library's holdings published in 2012-2022 - as of 01.04.2022)								
Printed editions (titles/copies)								
Books	Serial editions <i>periodicals</i>	Other Types of expenses	Breakdown of expenditure by language					
English literature (UDK=821.111)			Latvian	English	Other languages			

1101/1266	0 / 0	4 / 4	1077/ 1218	19/43	9 / 9
TOTAL: 1105 titles / 1270 copies					
German literature (UDK=821.112)			Latvian	German	Other languages
373/ 391	2 / 9	3 / 3	230 / 239	144/160	4 / 4
TOTAL: 378 titles / 403 copies					
Scandinavian literature (UDK=821.113)			Latvian	Scandinavian languages	Other languages
270 / 278	0 / 0	1 / 1	264 / 272	4 / 4	3/3
TOTAL: 271 titles = 279 copies					
Romance literature (UDK=821.13)			Latvian	French	Other Romance languages
335 / 345	0 / 0	2 / 2	255/265	50 / 50	15 / 15
TOTAL: 337 title = 347 copies					
Slavic literature (UDK=821.16)			Latvian	Russian	Other Slavic languages
566 / 606	2 / 7	11 / 15	246/276	323 / 341	4 / 4
TOTAL: 579 title = 628 copies					
Baltic literature (UDK=821.17)			Latvian	Russian	Other languages
3483/3805	9 / 25	20 / 34	3433 /3774	33 / 43	46 / 47
TOTAL: 3512 title = 3864 copies					

Conclusions: The information resources of the University Library meet basic requirements for the programmes of all levels (bachelor, master, doctorate) of the study field “Language and Culture Studies, Mother Tongue Studies and Language Programmes”, as well as for scientific research. Although the Library of the University of Latvia has accumulated a wide range of publications of historical significance, which indirectly refers to the field of languages and culture, especially in terms of fiction and folklore, and is used as a study object, still in certain areas, it is necessary to assess the need for the provision of the latest sources in foreign languages and original literature.

The share of the latest literature in English (except original fiction works) is increasing significantly, the demand for publications in Russian is decreasing significantly.

Sources in linguistics show an increase in the proportion of oriental studies for acquiring the Chinese and Korean languages. For example, the biggest supplement for the Asian Studies is in the Korean literature (270 titles, 278 copies published later than 2012, mostly parallel texts), related to a large gift of the Korean Study Centre; a significant addition to the Chinese literature stock, with donations from relevant specialization institutions, concerns a slightly earlier period. Literature of other Asian nations has experienced significantly less additions, with a greater focus on language learning and the cultural sphere of the regions. The range of information resources in the languages studied at separate study courses has slightly increased – in Czech, Polish, Spanish, etc. In recent years, there has been an increase in number of resources on the Latgalian dialect, also on the Liv language.

Printed philology materials related to language learning are often accompanied by CDs, but still the range of audiovisual material in general does not show an upward trend, and it is compensated by the opportunities offered by the electronic environment. The relatively high number of PhD Thesis and their summaries is a positive trend. The number of bilingual and multilingual publications tends to increase.

The level of digitalisation of the collection

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

Currently, the e-resource repository contains more than 5207 publications in the study field "Language and Culture Studies, Mother Tongue Studies and Language Programmes".

E-resources

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

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

In 2021, the UL provides access to 42 e-resource platforms (e-books platforms, e-journals databases and individual subscribed e-journals, reference resources and tools, mixed-format databases). In total there are 17 477 full-text e-journals (including the individual subscribed e-journal titles), 205 306 e-books, almost 5 million full texts and abstracts of doctoral and master's theses from around the world available through subscriptions. The UL also provides links to 174 credible open-access databases with multi-format materials.

Each year the Library offers, on average, 110 new e-resource titles. Overall, on 01.04.2022. the UL Library provides 1,555 purchased single e-book titles with ~ 211,355 e-books available on *ProQuest Ebook Central Academic Complete Collection*.

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

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

Subscribed e-resources for the study field "Language and Culture Studies, Mother Tongue Studies and Language Programmes"

International Journal of Corpus Linguistic – peer-reviewed academic journal, which publishes scientific papers and book reviews in corpus linguistics, focusing on applied linguistics. *Access is provided to full texts of the issues from 2015-2017 at the Library of the Faculty of Humanities*

International Journal of Lexicography – peer-reviewed academic journal on lexicography issued by the publishing house of Oxford University. *Access is provided to full texts of the issues from 1996-2020 at the Library of the Faculty of Humanities*

Journal of Arabic Literature – journal with specialization in Arab literature studies, covering literature from before the Islamic period to the present day. *E-Journal 2019-2020. The Archive is available at the Library of the Faculty of Humanities*

Languages – international e-journal on language and linguistic disciplines: psycholinguistics, automatic language processing, didactics, translation, etc. *The 2018 e-magazine archive is available at the Library of the Faculty of Humanities*

Langue Francaise – international journal on French linguistics. *E-Journal 2018 Archive is available at the Library of the Faculty of Humanities*

Subscribed multidisciplinary e-resources including the study field “Language and Culture Studies, Mother Tongue Studies and Language Programmes”

Cambridge Journals Online – full text database of the publishing house *Cambridge University Press*, multidisciplinary e-magazines, offering the possibility to search for information in more than 300 scientific journals, as well as related Internet resources. The database contains full texts in fields such as languages, literature, anthropology, art, history, culture, etc. *At the UL, the e-Resource archive up to 31.12.2018 is available.*

Culturetheque – digital library, developed by the French Ministry of Foreign Affairs, with a wide range of resources in French: e-books, press publications, music, video recordings, comics, language self-learning tools. In total, more than 140 000 units of resources are available on the richness of French culture and the acquisition of French.

EBSCO Central & Eastern European Academic Source – offers more than 400 multidisciplinary journal full texts in areas such as literature studies, linguistics, history, philosophy, culture, etc. regarding the Central and Eastern European region.

Emerald eJournals Premier – a multidisciplinary e-journal, full-text database containing information in sectors such as languages, cultural and literary studies, etc. *At the UL, the e-Resource archive up to 28.02.2020 is available..*

JSTOR – database of journals, books and primary archives of publications from leading publishers: *Sage Publications, Springer, Taylor & Francis, Blackwell Publishing, Cambridge University Press, Oxford University Press, John Wiley & Sons* etc. The chronological coverage of publications goes back to the first publications. Within the framework of the UL subscription, several large-scale material collections are available.

LETA – News, Archive and Nozare.lv – offers an opportunity of quick search for published news, photos, videos, press releases, articles from Latvia's press, statistics and other information.

Letonika.lv – is a reference and translation database, which provides a library of encyclopaedia, dictionaries, images, audio and video collections, full texts of Latvian literature.

Lursoft newspaper library NEWS.LV – the library of electronic versions of Latvian Newspapers provides access to more than 100 newspaper current and archive articles.

Oxford Journals Online – the collection gives access to more than 350 authoritative and leading

Oxford University Press journals, issued in cooperation with the world's most significant scientific organizations. The database includes full text journals with high citing index in the various scientific sectors – humanities and social sciences, natural sciences and life sciences.

ProQuest Dissertations & Theses Global – the widest database of PhD and Master Thesis in the world contains more than five million theses in various sectors: humanities and social sciences, natural sciences and life sciences.

ProQuest Ebook Central Academic Complete Collection – the collection of electronic books of the *ProQuest* company available on the *ProQuest Ebook Central* platform. There are approximately 211 355 e-books of leading publishing houses in all sectors, including e-books from many university publishers.

SAGE Journals – journal database of publishing houses SAGE, which offers articles from more than 1100 magazines. The database represents a wide range of science, including history, philosophy, literary studies, etc.

Sage Research Methods – a library of research methods with over 1000 books, reference publications, journal articles and other resources from the world's leading scientists in humanities and social sciences. *SAGE Research Methods* are an important online tool for researchers. Two of them are available at the UL – *SAGE Research Methods – books and Reference* and *SAGE Research Methods Cases*.

ScienceDirect – the database of publisher *Elsevier* in natural and technical sciences, life sciences and medicine, as well as in humanities and social sciences. The database contains information about several thousand magazines and books issued by *Elsevier*. The full texts of 2650 magazines are available at UL, mostly from 2002 to the latest magazine issue, as well as more than 350 e-books.

Scopus – the *Elsevier* multidisciplinary scientific database of bibliographical and citation information, which contains entries for over 21 000 magazines, 86 000 e-books and 6,8 million conference materials, as well as 27 million patents.

SpringerLink Contemporary Journals – company's *Springer Nature* full text database offering access to more than 6 million articles from more than 3 400 magazines covering the fields of science and social sciences.

The Taylor & Francis Social Science & Humanities Library – the full text database gives access to more than 1100 scientific journals with wide-ranging coverage: humanities, education, media, regional studies, etc.

Web of Science – the database contains the most important scientific information about more than 12 000 magazines, offering bibliographical and citing information, summaries and other information. Social, humanitarian, natural and life sciences are included.

Wiley Online Library E-Journals Full Collection – more than 8 million full text articles are available in more than 1600 online multi-disciplinary journals in social, humanitarian, natural and life sciences.

E-books in the study field “Language and Culture Studies, Mother Tongue Studies and Language Programmes” purchased by the UL Library

E-book platforms are available at the Library of the University of Latvia, which include information resources for the purpose of the study field “Language and Culture Studies, Mother Tongue Studies and Language Programmes”:

VLeBOOKS – an e-book platform with a total of **149** e-books purchased by the University Library from the world's leading publishers, which includes material for information provision of this study field (e.g. *University Press, Wiley-Blackwell, ECPR Press, Emerald, Rowman & Littlefield Publishers, Routledge, etc.*).

ProQuest Ebook Central Academic Complete Collection – a subscribed collection from *ProQuest eBook Central*, which has a total of **28 614** subscribed publications in line with the information provision of this study field, of **which 2886** have been issued over the last five years (2017-2021).

Open access resources

Open access resources for the study field “Language and Culture Studies, Mother Tongue Studies and Language Programmes”: *Bookyards, Cambridge Dictionaries Online, Cogent OA, Directory of Open Access Books (DOAB), Directory of Open Access Journals (DOAJ), Google Scholar, Harvard Digital Collections, Language Science Press, Centrālās Statistikas Pārvaldes datubāze, OAPEN, Open Humanities Press, Periodika.lv, Project Gutenberg, Zenodo, Лань.*

Statistics on the use of databases

Data from the e-resources usage statistics of the University of Latvia for 2021 show that overall, in comparison with 2020, on average it has grown by 9,72%. A marked increase in individual usage is observed for foreign multidisciplinary databases *ProQuest E-book Central Academic Complete Collection* (+ 56,26%), *SAGE Journals* (+20,96%), *Sage Research Methods* (+12,77%), *EBSCO Central & Eastern European Academic Source* (+ 64.53%), decrease – for Latvian databases *LETA Ziņas, Arhīvs, Nozare.lv* (– 22.11%), foreign data basis *Oxford Journals Online* (– 16.22 %), *ProQuest Dissertations & Theses Global* (– 18.17%), *Taylor & Francis Social Science & Humanities Library* (– 8.96 %), as well as data basis for citing *Scopus* (– 15.84 %) and *Web of Science* (– 36.32 %). In the period from 2012 till 2022, the diversity of e-resources subscribed by the UL and the opportunities for remote access have increased considerably in the context of information provision for the study field “Language and Culture Studies, Mother Tongue Studies and Language Programmes”.

In general, the library stock is in line with the need for the provision of studies and the development of scientific research, as it is supplemented annually with the most up-to-date information resources in line with the information needs of academic staff and students.

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

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

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

PowerPoint.

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

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

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

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

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

For data storage in the study process, the UL provides *Office 365* cloud service *OneDrive* 1TB, which is available for students and employees. *OneDrive* is *Microsoft's* cloud service that connects with all user files. It allows to save and protect files, share them with other users and access them from any location on all devices.

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

The provision of specific ICT resources for studies is available, for example, the MSP LLLC "Computer Linguistics" studies include the course "Processing and analysis of speech data", where free ELAN and Praat software will be used, while for the courses "Corpus Linguistics" and "Introduction to Computer Linguistics" the software SketchEngine license will be purchased again, and free tools - AntConc and #LancsBox, as well as other software will be used; Bachelor SP "English, European Languages and Business Studies" uses: 1) KnightLab digital tools: <https://knightlab.northwestern.edu/>, 2) Praat software: <http://www.fon.hum.uva.nl/praat>; 3) Twinery narrative generation digital tool: <http://twinery.org/>.

The MSP "English Studies" uses text corpuses, for example: English-corpora.org, <https://www.english-corpora.org/> CQPweb <https://cqpweb.lancs.ac.uk/>, BNCweb <http://bncweb.lancs.ac.uk/bncwebSignup/user/login.php>, software Wmatrix <https://ucrel.lancs.ac.uk/wmatrix/>, Stanford Parser <http://nlp.stanford.edu:8080/parser/>, CLAWS morphological marking <https://ucrel.lancs.ac.uk/claws/>, UCREL semantic analysis system <https://ucrel.lancs.ac.uk/usas/>; Text research software and language acquisition activity software

Compleat Lexical Tutor <https://www.lextutor.ca/>, PRAAT.

The translation and interpreting sub-program also plans to use translation software that is accessible and provided by the FH: SDL Trados Studio.

The examples provided show that the study field uses both the facilities and ICT resources provided by the UL and FH.

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

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

- *Regulatory Enactments on Academic and Administrative Positions at the University of Latvia* (*Nolikums par akadēmiskajiem un administratīvajiem amatiem Latvijas Universitātē*, available only in Latvian)
- *Regulations of the UL Professors Council* (*Latvijas Universitātes profesoru padomes nolikums*, available in section *Other annexes*, available only in Latvian)
- *Procedures for the Recruitment of Unelected Teaching and Research Staff at the University of Latvia* (*Kārtība par nevēlēto mācībspēku un zinātnieku pieņemšanu darbā Latvijas Universitātē*, available in section *Other annexes*)

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

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

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

The applicants for academic positions must deliver an open lecture, which is evaluated by two reviewers, who issue their opinion on the quality of the lecture. The election procedure is carried out either by the decision-making body of the relevant unit (in the case of assistants, research assistants, researchers, senior researchers, lecturers, and assistant professors – by the respective Faculty Council), however in the case of associate professors and professors – by the relevant Professors Council. Elections must take place within two months from the date of the call for applications. The personalia – docents, lecturers, assistants, senior researchers, researchers, and research assistants – are voted on by secret ballot. Professors and associate professors are voted

openly (in accordance with the 05.11.2020 amendments of 2nd Paragraph of Section 33 (in force from 01.01.2021) of *the Law on Higher Education Institutions*). An applicant who has received more than half of the votes of the members present with the right to vote shall be considered elected. According to *the Law on Higher Education Institutions*, lecturers are elected for a term of 6 years. At the end of the term, the faculty decides on the need to announce a new competition. There are no restrictions on the term of office.

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

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

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

FH has high scientific and academic potential and opportunities to provide high quality study programmes at all levels – bachelor, master and doctoral. However, in order to ensure that the curriculum of study courses is in line with the latest trends in the sector and labour market requirements, academic staff from other Faculties of the UL (e.g. Faculty of Business, Management and Economics of the University of Latvia), institutes (e.g. University of Latvia Institute of Literature, Art and Folklore, Institute of Mathematics and Informatics of the University of Latvia), universities (e.g. Daugavpils University) are involved in teaching separate courses.

The selection of academic staff in the study course is determined by the curriculum needs and research topicalities of bachelor, master and doctoral programmes. A number of criteria have been set for the selection of academic staff to ensure that the provision of the programmes is carried out by such academic staff whose scientific activity is in line with the curriculum of the study programme and the study course. An important criterion is also the appropriate level of English proficiency where it is the language of instruction of the study programme. The application of selection criteria ensures that such academic staff members are involved in the provision of the study programme, who have not only teaching but also scientific work experience required to achieve the aim set by the study programmes and the attainable learning outcomes. In order to ensure transparency, any person meeting the requirements and criteria set out by the Law on Higher Education Institutions may apply for an academic position.

The decision to announce vacancies of academic positions and to approve the results of the competition is taken by the FH Department and the FH Council. During the reporting period, academic staff have been elected in academic positions in the UL FH Department of English Studies, Department of Asian Studies, Department of German Studies, Department of Classical Philology, Department of Latvian and Baltic Studies, Department of Russian and Slavonic Studies, Department of Contrastive Linguistics , Translation and Interpreting in accordance with the

“Regulation on academic and administrative positions at the University of Latvia” (31.01.2022, available only in Latvian). In 2021, according to “Regulation on the establishment, continuation, termination of employment relationship between professors and associated professors at the University of Latvia” (not in force since 2022) and “Regulation on the assessment of professors and associated professors at the University of Latvia” (not in force since 2022), and in 2022, according to the “Regulation on academic and administrative positions at the University of Latvia”, the assessment of the professors and associated professors of the study field was carried out.

The assessment and election procedure of academic staff should be considered as an important instrument for ensuring transparency and fairness in the selection of candidates for a position, as it verifies the compliance of academic and scientific qualifications with the established terms of reference and criteria. Therefore evaluation of academic and scientific activities, as well as the ability of the candidate to provide teaching in a professional manner is carried out.

The development of academic staff of the study field includes professional development, career planning and implementation of the entire UL HF community, thus ensuring the renewal and succession of academic staff. This is why PhD students are increasingly involved in academic work and the work on the renewal of academic staff continues. The most able students are involved in academic work already during their studies – for example, PhD students M.Stāde, E.Kursīte, A.Freiberga, E.Skvireckis. are involved in research. The implementation of SAM 8.2.2.project “Renewal of academic staff and development of competences at the University of Latvia” has helped attract new educators to the study field, for example, J.Čerņevska, D.Turlā-Pastare, S.Iesalniece. During the reporting period, several young academic staff members have been elected to academic positions, such as lecturer G.Ezerkalns, lecturer A.Skutelis, lecturer E.Zilgalve, lecturer K.Jermaka, lecturer I.Šķestere, lecturer S.Iesalniece. However, in order to focus on the renewal of academic staff, it is necessary to develop the national remuneration system for academic staff, ensuring competitive job compensation.

The mobility of academic staff is crucial for the internationalization of academic careers in the study field and therefore the FH continues to strengthen internationalization by facilitating both incoming and outgoing international mobility. In recent years, the HF has attracted a relatively large number of international academic staff, for example, during the reporting period, language and culture courses have been taught by lecturers *Lara Isabel Serén Raposo* (Spanish), *Angelika Maria Theresia Böhrer* (German), *Anders Olsson* (Swedish), *Reti Könninge* (Estonian). Using the opportunity provided by the SAM 8.2.2.project “Renewal of academic staff and development of competences at the University of Latvia”, the study field attracted visiting lecturers, for example, *Chika Tamura*, *Sanggum Li*, *Adele Tiengo*, *Roman Bischof-Vegh*.

The selection and recruitment of academic staff in the study field is carried out in accordance with internal and external regulations and is in line with the need for the development of the study field.

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

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

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

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

The Academic Department of the University of Latvia, the Faculty of Education, Psychology and Arts (PPMF), Adult Teacher Training Centre (PPIC) provides information, consultation and methodological support to the teachers of the University of Latvia in the field of university teaching didactics on a daily basis. The University of Latvia PPMF PPIC offers academic staff to master professional development programme "University Didactics: Modern theory and practice", as well as in-service training programmes "Pedagogical aspects of the development of study programmes in higher education", "Professional Development of the competence of student tutors", etc.

As a special target group for further training, the UL teachers working with the first year students, has been nominated, and they are offered an in-service training programme "Professional development for working with first year students"; a training course "Professional development of the competence of student tutors" has been acquired by : S.Kušnere, asoc.prof. J.Kuzmina, doc. L.Karpinska, doc. I.Gorņeva, lecturer. O.Billere, asoc.prof. I. Orehovs, lecturer I.Kleinhofa, lecturer I. Blumberga, lecturer R. Svētiņa, lecturer L. Lapa, lecturer O. Purmalis.

The knowledge and skills gained in in-service training programmes "University Didactics: Modern theory and practice" as well as "Pedagogical aspects of the development of study programmes in higher education" offered by the UL PPMF PPIC are applied and shared. For example, teachers of the Master's study programme "English Studies" (e.g., doc. Leine, asoc. prof. Kuzmina, asoc. prof. Vinchela) apply them in their teaching process and in the methodical work, as well as inform and share experience with colleagues in the department meetings, thus increasing their interest, involvement and opportunity to choose the most appropriate course of professional development.

In the framework of the development and management improvement programme of studies

(SAPPP) for successful and uniform provision of study programmes at the University of Latvia, a specific training programme was developed for the Heads of Study Fields and Programme Directors, and was provided from 12.10.2021-28.10.2021; and the training was conducted by an international accreditation expert from Poland and representatives of the Latvian Higher Education Quality Agency. This training programme valuable for the accreditation process was studied both by the Head of the Study Field prof. I.Kalniņa, and Programme Directors prof. O.Lāms, prof. I.Koškins, prof. J.Priede, prof. K.Kļaviņš, asoc.prof. J.Kuzmina, asoc.prof. Z.Vinčela, asoc.prof. G.Bērziņa.

All programs have been developed by analysing in advance the professional development needs of academic staff in the context of trends in higher education development. Within the framework of implementing the professional development system of the academic staff of the University of Latvia, the Academic Department has conducted an electronic survey of academic staff of all faculties of the UL, which has resulted in information on the current professional development needs of academic staff of all faculty, as well as several teachers have expressed their readiness to participate in the development and offer of further educational content to their colleagues in accordance with their needs of professional and didactic development.

After each programme has been provided, a survey of its participants and an evaluation of the results is carried out. Participation in professional development programmes is a voluntary choice of academic staff members or a recommendation from the Faculty administration. It is characteristic that the Faculties themselves organize thematic seminars on topics relevant to the development of their academic staff.

The Development plan of the study field 2022-2027, sets out its role in achieving the institutional objectives of the UL, as defined in the UL Strategy 2021-2027. It stresses that development- and excellence-oriented personnel policy aim is to ensure the development of academic and general staff, the growth and renewal of academic staff, to develop a development- and excellence-oriented personnel policy, including support for renewal, to increase the share of academic staff employed at the UL as their main employer, to build local and foreign academic staff, as well as a new talent pooling system and promote international mobility.

In order to implement the Strategy, the academic staff of the study field shall undertake professional development programmes on innovation in higher education, university didactics or educational management, including participation in international mobility, conferences and seminars; participate in further education programmes; perform peer classroom observations; perform academic and scientific work, participate in professional development activities, and report on it once a year.

Professional development activities of the academic staff of the University of Latvia are included in the Development plan of academic staff of the University of Latvia 2018 - 2023.

In order to find out the professional development needs of the academic staff of the University of Latvia in the field of teaching, the Department of Studies of the University of Latvia (now - the Academic Department) at the end of 2017 and at the UL SAPPP in the 1st quarter of 2020, as well as in 2021, performed a survey of academic staff, including the Heads of Study Fields and Study Programme Directors, the results of which were taken into account in the development of a training plan for enhancing of the competences of academic staff, including the project action programme "Growth and employment" 8.2.2. Within the framework of Stage 1 "The renewal of academic staff and the development of competences at the University of Latvia", Stage 2 - "Motivated, modern and competitive academic staff of the University of Latvia study field Education, Teaching and Sports", and Stage 3 - "Strengthening of the PhD capacity of the University of Latvia within the framework of a new model of doctoral studies" (hereinafter - the project "Growth and employment"), to achieve effective planning and provision of training for academic staff.

Expected results to be achieved by December 2023:

- enhanced recruitment and selection system for the academic staff of the University of Latvia;
- reduced average age and the age structure of the academic staff approaches the EU average, reaching the figure that at least 1/3 of academic staff are aged between 35 and 49;
- improved scientific performance indicators;
- developed and implemented model for the academic and scientific staff renewal and succession system;
- developed and introduced system of professional development of academic staff of the University of Latvia .

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

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

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

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

The English language skills are necessary for academic and scientific activities, and the University of Latvia's academic staff have an opportunity to develop these skills at the Applied Linguistics Centre of the FH in-service training programme "Development of the scientific and academic capacity of academic staff in the English language". The programme has been mastered by prof. I. Kalniņa, prof. A. Kalnača, prof. O. Lāms, asoc.prof. I. Lokmane, doc. J. Stauga, doc. I. Urbanoviča,

lecturer S. Kušnere, lecturer E. Zilgalve (Department of Latvian and Baltic Studies), prof. I. Balode, lecturer I. Blumberga (Department of German Studies), prof. I. Koškins, asoc. prof. N. Šroma, doc. S. Pogodina, doc. I. Narodovska (Department of Russian and Slavonic Studies).

As it is important for young academic staff members to acquire academic skills and competences, the young educators and UL PhD students of the University of Latvia are increasingly using the opportunity to participate in the professional development programme "Introduction to the work of a university lecturer" every spring semester.

In order to promote the peer learning of teachers and identification of good practices in teaching, a professional development programme "Promoting the peer learning experience of academic staff" has been developed and provided, and in this programme academic staff take part in peer classroom observations, thus actively promoting the exchange of teaching experience and development of the University of Latvia as a learning organization.

Most often, peer classroom observations in the study direction take place when assessing the suitability of candidates for election to academic positions. In the process of quality assessment and improvement, peer classroom observations are also used to enable the new teaching staff to take on experience of using different methods, as well as to achieve targeted learning outcomes in study courses and to implement a student-centred approach, and, if necessary, to evaluate to the essence survey results regarding a study course. At the end of each study course, an anonymous student survey is carried out, which gives a numerical rating of the curriculum, methodology and organization of the course, as well as comments from students. Using the information obtained, the teacher has the opportunity, if necessary, to improve his/her qualifications in professional development and in-service training courses.

The academic staff member shall submit the purpose of the class, the learning outcomes to be achieved, the plan, the resources to be used before a classroom observation takes place. After the class, the academic staff member provides a brief self-assessment of the class, highlighting whether the stated purpose and learning outcomes were achieved, what they themselves value as successful and what the problems were. Classroom observations are usually carried out by two academic staff members. After the class, its course is discussed, and the observers express their views of what they have observed during the class. The observers shall draw up a written report and provide oral evaluation to the FH departments and collegiate bodies, if necessary. The results obtained are analysed and feedback is provided, emphasizing that classroom observation is a process of pedagogical interaction and mutual enrichment. Recommendations for improving pedagogical work and professional competence shall be developed, where appropriate, and then discussed in the appropriate departments of the Faculty. (See the single classroom observation evaluation form).

In particular, academic staff members appreciate the possibility of modelling the study process, testing new teaching and learning methods, sharing experience during the professional development programmes. Dean Prof. I. Karapetjana has taken a course offered by the University of Jyväskylä in Finland – "Tools and tips for teachers for course design".

Prof. L. Leikuma, prof. O. Lāms, prof. I. Kalnina have participated in the seminar organized by the Lithuanian Institute of Literature and Folklore "Baltistic agora: Literature, culture, mythology" in Krakow in the scope of 27 academic hours (2020), where the acquired knowledge can be used in comparative literature courses.

Professor J. Priede has enhanced his qualification at the Pontifical Bible Institute for further training for teachers and researchers, "Seminario di aggiornamento per docenti e studiosi di Sacra Scrittura: Il salterio e il libro di Giobbe", Rome, Italy 20.01.2020.-24.01.2020. (Attestato 24.01.2020) and

professional development symposium of Riga Higher Institute of Religious Sciences affiliated to Lateran Pontifical University - "They own the sky state "protection of minors and vulnerable persons" (4 hours) on May 14, 2021 (Certificate No. A 03/202).

Professor K.Kļaviņš studied Korean language in an advanced course sponsored by the Board of Busan City in the framework of the K2H project in Busan, South Korea (2021), Korean language intensive course at the Busan National University in Busan, South Korea. Diploma of completing the full course programme (2020). Korean language course KLIFF (Korean Language Institute for Foreigners) in Busan, South Korea (2020); Chinese thinkform medical course in Almaty, Kazakhstan. "Kundawell" course graduation certificate of the Institute of Medicine and Research in Beijing (2017), "Kundawell" training at the Institute of Medicine and Research in China (2017).

The FH staff have undergone several in-service training courses during the reporting period, such as 'Digital literacy' (Dean, Prof. I. Karapetjana), 'Development of competences of academic staff in leadership' (Dean, Prof. I. Karapetjana), "Data management plans: context and aspects" (Dean, Prof. I. Karapetjana). The programme of in-service training of the University of Latvia Faculty of Pedagogy, Psychology and Art, University Training Centre "Promoting the peer learning experience of academic staff" (in the amount of 16 hours) - prof. J. Priede, lecturer I. Keinhofa.

Within the framework of a project financed by the national budget, two teachers – assoc. prof. J. Kuzmina and doc. I. Urbanoviča – each has studied a semester at the Buffalo University of New York State, USA, and mastered a course in digital humanities.

Prof. Ineta Balode's academic development was linked to a foreign scholarship: in 2017/2018, with *Fulbright* grant (during her sabbatical (creative) leave) she studied at the University of Berkeley, California (University of California/Berkeley).

Academic staff carry out scientific activities in accordance with their terms of reference. It is planned every academic year, including participation in international conferences and the development of scientific publications in accordance with the basic principles of the University of Latvia for scientific publications (UF FH Council decision as of 12.04.2021, minutes 26-2/10). Each academic staff member or researcher of the FH is obliged to record his/ her scientific publications in the LUIS system. The performance indicators for the scientific activities of each academic staff member involved in the study field are set out in the CV and publication lists annexed to this Report.

The FH Human Resources Development Plan 2022-2027 aims to ensure human resource development in accordance with the "UL Strategy 2021-2027" and "UL Personnel Management Policy" and intends to make targeted improvements in the human resources management process (UL FH Dean Instruction No 26-19/91 as of 12.09.2022). It sets out measures, deadlines and responsible persons, opening up more opportunities for the development of academic careers and regular staff assessment.

When drafting the Self-assessment Report of the study field, information on the opportunities for development and enhancement of qualifications used by the involved academic staff during the reporting period, has been summarised and the results are given in Table 2.3.6.1.

Table 2.3.6.1.

Promoting development of academic staff (assessment of the enhancement of didactic skills and development of qualifications)

No.	Criteria/academic year	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022
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1.	Enhancing language skills^[1]	3	2	3	4	3	5
2.	Higher education didactics (training)^[2]	2	4	1	4	2	6
3.	Participation in various summer schools		6	5	2	2	
4.	Lectures and courses provided within Erasmus and Erasmus+ programmes	5		1	1	1	4
5.	Participation in Erasmus or other staff development programmes	2	3	2	1	2	
6.	Attendance of international scientific conferences (listening)	95	94	92	95	78	80
7.	Attendance of national scientific conferences (listening)	55	48	50	47	49	77
8.	Participation in various seminars	69	68	62	72	76	101
9.	Participation in professional organizations	29	33	31	30	29	35
10.	Participation in various working groups (revision of regulatory enactments, etc.)	11	14	11	11	9	13
11.	Participation in the organisation and provision of in-service training	13	11	7	21	20	29
12.	Participation in various international scientific editorial boards	33	38	35	35	27	39
13.	Participation in various national scientific editorial boards	12	16	19	12	14	16
14.	Participation in various international organisational committees	5	18	20	16	11	19
15.	Participation in various national organisational committees	21	18	16	12	13	12
16.	Work at the examination boards of professional organizations	11	18	9	9	12	7

17. Opinion statements to the Central Election Commission and other institutions	3	2	2	6	6	6
18. Other	2	2	3	7	7	6

More detailed information is given in the CVs of the academic staff

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

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

The Table demonstrates that the study field is actively involved in various academic and scientific activities. The academic staff of the FH are interested in scientific qualifications, so they take part in international and national conferences, various seminars, participate in editorial boards, are members of various professional organizations, etc. This, of course, ensures the scientific level of study courses. The academic staff participate in further training courses, and it contributes to enhancing the level of education in society, while the academic staff develop their academic skills to work with different groups of the population; university studies are increasingly being started by persons who have not studied for some time after secondary or bachelor studies, so experience in working with people of different age groups and occupations is also needed in their academic work. The academic staff participate in the work groups revising various regulatory and other documents, both the teachers of Latvian and other languages gain new insights and examples of terminology and experience in the production of applied texts, which is beneficial for the language culture, and other courses. Participation of the academic staff in various activities enhances their qualifications.

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

In the spring of 2021, 27% of professors, 19% of associate professors, 24% of assistant professors and 29% of lecturers taught in the study field. In total, there are 69 elected persons in the SF, 51 of whom hold a PhD, i.e. 73.91%.

In the academic year 2021/2022, the SF employed: research assistants (0, 05%), assistant professors (16, 41%), acting assistant professors (1, 73%), associate professors (20, 42%), lecturers (25, 30%), acting lecturers (8, 10%), contract faculty (4, 01%), contract faculty with PhD (1, 11%), researchers (0, 10%), professors (16, 78%), acting professors (1, 29%), guest assistant professors (2, 31%), guest lecturers (2, 38%).

Each of the programmes of the study field has at least five professors and associated professors, and these professors and associated professors represent the sub-branches of science of each programme, thus contributing to the further development of these sectors.

The proficiency of Latvian of the academic staff of the study field is at least at C1 level, thus by their example, they confirm to students the status of Latvian as the official language at the University of Latvia and Latvia. In line with the law, the proficiency of English of the academic staff is at B2 level. The majority of the academic staff, besides their mother tongue, know at least 2 to 3

languages, but there are also colleagues who know 5 to 8 languages at different levels (prof. I. Rūmniece, prof. O. Lāms, prof. A. Placinska, prof. V. Muktupāvels, prof. K. Kļaviņš, prof. J. Priede and others). This is the specificity of the study direction, because the programme courses study language contacts, there are courses in world literature, language and cultural contacts and contexts of Latvian and other nations and cultures are studied.

Most of the academic staff members have been elected to positions, and high-level practitioners are invited to provide courses (Dr. philol. Sanita Reinsone (LFMI), Jānis Kreicbergs (LNB), Ronalds Briedis (poet), Anda Baklāne (LNB, literary critic), employers (prof. Benedints Kalnačs (LFMI), Daiga Deksnē (Tilde) etc.) and PhD students of DSP “Language and culture studies” are involved in providing parts of courses, thus diversifying the curriculum and methods of study programmes.

All elected academic staff members shall participate in scientific activities. The University of Latvia has supported the teaching staff of the study field through the project “Humanitarian thought – language, text, culture (support for the FH scientific conferences, publications and technical provision)”. The academic and research work load includes publications and scientific conferences within the framework of this project. The project is specifically intended to support the scientific activities of young teachers through performance funding. An amount of funding is envisaged for each elected teaching staff member that can be used for conference participation fees and travel expenses. The workload in the project is correlated with academic workload.

The study field participates in various national and international projects. If they are registered with the UL FH, they are included in the workload. The workload of the teaching staff is formed in accordance with the Labour Law of the Republic of Latvia, and as very few teachers work full academic workload, the project work fits within reasonable employment. All the teaching staff of the study field are involved in science, and the scientific level of academic staff is regularly evaluated in student surveys at the highest level.

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

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

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

Academic support in academic matters is managed centrally by the Department of Study Service and the responsible persons with the respective faculties: study programme director, tutor, mentor, programme assistant, study course lecturers, and the Students’ Council of the UL and faculty self-governments. The Library of the UL provides consultations on the use of the library and Internet

resources. Table 2.3.8.1 displays examples of key tasks to be performed by student support units/staff.

Table 2.3.8.1.

Examples of the main tasks of student support departments/staff

Structural unit/staff	Key responsibilities
Student Council of the Faculty	<ol style="list-style-type: none"> 1. To defend and represent the academic, scientific, cultural, social and material interests of students studying in the Faculty in the decision-making bodies and departments of the Faculty and University. 2. To represent the students of the Faculty and their opinions on the Faculty, University, and national level. 3. To monitor and set the procedure for electing students in the collegiate bodies of the Faculty.
Tutor	Informs students of the developments in the study process, provides individual support to those students who face difficulties entering academic environment of the UL and initiates adaptation and team-building measures.
programme assistant, study advisor	Provides study advice, assists in day-to-day issues related to the study process, files study records, advises on the ULIS.
Mentor	A senior student who helps first-year students adapt to the study environment and share their experience.
Student Council (SC)	The purpose of the SC is to represent the UL students and to defend their rights and interests. The SC represents the students' interests in academic issues by electing student representatives to the decision-making bodies of the UL, considering issues related to the study process and its improvement.
Study programme director	Organises and manages the development of a study programme in accordance with the requirements of the specific scientific or economic sector, cooperates with employers and internship sites in matters of study content, evaluates and approves individual study modules and individual study plans, etc.
Department of Study Service	Organises the admissions process, advises the staff and students on mobility programmes, study, social and cultural issues, advises and organises career coaching and consultancy. Organises adaptation measures for students provides training for tutors, mentors, organises cooperation with employers, etc.

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

The Career Centre provides the following services to students:

- Individual consultations for future studies and careers, setting up an individual career plan, providing support for the transition between different levels of education and from education to the labour market;
- Workshops for career planning skills ("Career planning and development skills", "My first job interview", "Stress management", etc.);

- Internet resource – Career Centre home page (information available in both Latvian and English) <https://www.karjera.lu.lv/> and <https://www.karjera.lu.lv/en/> provides up-to-date information on career planning issues, occupational information and the labour market;
- the “E-career” electronic resource <https://e-karjera.lu.lv/>, which enables students to quickly find their internship opportunities and jobs by adding their CVs to a database and employers to recruit employees by listing information on job vacancies in the database.

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

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

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

Support to the first year students is provided by their tutors. The Study Programme Director shall meet all students of the study programme at least once a semester, discussing topical issues related to the study process. The representatives of the FH Student Council are members of the Council of the Study Field and the FH Council. Students propose their suggestions to the Council of the Study Field where they are considered and introduced in the relevant study programmes. In addition, the FH Student Council discusses their suggestions with the Dean, who discusses the topical issues with the Study Programme Directors.

Regular day-to-day questions of students are dealt with by a Department Assistant or a Programme Assistant.

2.4. Scientific Research and Artistic Creation

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

All SF programmes are within the content framework of the aims and objectives of the Study Field.

The SF programmes are based on current research in linguistics and literary studies and its sub-disciplines, as well as in the fields of art, music and architecture (see the relevance of the study programme to the scientific basis), which is essential for graduates to successfully work in areas related to language, literature and culture in the contemporary working environment both in Latvia and internationally. The aims, objectives and outcomes of the study programmes are defined in a way that is appropriate for their implementation in full-time intramural or part-time extramural studies.

The aim of the SF programmes is to ensure national and international quality specialisation in the languages/cultures represented by the study field, strengthening the leading position of the University as a national higher education institution in the country in these fields, as their teaching staff are among the most prominent national scientists, experts in their fields of study.

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

Study courses in the programmes are based on the newest approaches and views in literary studies and linguistics. Study programmes are developed by using topical approaches, which can be utilized in the research of language and its regularities, demonstrates how changes in language and its usage (for example, in such branches of linguistics as semantics, semiotics, pragmatics, sociolinguistics, psycholinguistics, etnolinguistics, discourse analysis, verbal and non-verbal aspects of intercultural communication) ensures acquisition of a language and its usage in modern environment and in a variety of modern situations. The primary goal of the study programmes is the implementation of a language as a whole, which is at the same time both the source content of the communication and the main means of information. Language courses, which are based on the diachronic and synchronic research, are implemented in all SF (study field) programmes.

The use of technologies is a topical trend in modern linguistics and literary studies. It is testified by the recommendations of the European Commission, which refer to education as well as to the recommendations of employers (see section on programmes) and topical themes of international conferences and publications. For example, the International Academy of the Technology, Education and Development organize yearly conferences in order to foster co-operation in technologies and science among educational establishments, especially among universities, which focus on the use of technologies in the study process, on the development of student IT skills by using appropriate computer programmes in the field, so that students could fit in in the dynamic labour market. The previously mentioned tendency is stressed at the Universities of the UK, which regularly organize conferences devoted to topical themes of corpus linguistics, for example at Lancaster University and publications in scientific journals, such as the *International Journal of Corpus Linguistics*.

Course clusters of literature unite past and present, the majority of the courses discuss how, for example, definite Latvian literary features are revealed and interpreted different periods of time. The topicality of modern literary and culture studies is the need to teach students to overstep the borders of fields and one literature in order to understand how literature creates history and how history creates literature, the link between literature and modern problems, as well as potential of literature to challenge and develop a person's ways of thinking,

In the study courses, Latvian and other nation literature and modern literary and cultural studies are integrated with the view of theoretical problems, important methods is feminism, narratology, discourse analysis, new historicity, postcolonialism, imagology, contrastive literary studies.

The teaching staff actively participate in international conferences, publish their monographs, research articles in international scientific journals in Latvia and abroad. To name a few, Prof. A. Kalnača, who is the author of the monograph "Morfoloģijas stilistika" ("Morphological Stylistics") (2011), has published a book "A Typological Perspective on Latvian Grammar" in a well-known international publishing house (De Gruyter, 2014, SCOPUS), also prof. A. Kalnača and assoc. prof. I.

Lokmane are the authors of a monograph "Latvian Grammar" (2021); both are members of the teaching staff and are also co-authors in a research "Latvian Language Grammar" (D. Nītiņa and J. Grigorjeva eds., 2013, rev. ed. 2015). The interaction of scientific research and studies certify also a co-author monographs, namely, thematic editions of collected papers reviewed by the teaching staff of the department, for example, prof. I. Druviete (ed.) "Latviešu lingvistiskā attieksme: vērtības, pārliecība, prakse" ("Linguistic Attitude of Latvians: values, confidence, practice") (2021). H. Metslang, M. Norvik, A. Kalnača (eds.) "Insights into the Baltic and Finnic Languages. Contacts, Comparisons, and Change" (Peter Lang, 2022). The teaching staff are also translators of course books, for example, prof. I. Druviete's translation "Džina Aičisone, Runājspējīgais zīdītājdzīvnieks. Ievads psiholingvistikā." ("Jean Aitchinson, The Articulate Mammal: An Introduction to Psycholinguistics" (2015). A link with the study process is in the study courses of the BSP "Latvian Studies" and MSP "Latvian Language, Literature and Culture Studies", for example, Valo5570 Sociolinguistics and psycholinguistics (prof. I. Druviete), Valo5684 (Functional grammar (prof. A. Kalnača).

The newest findings are published in the conference proceedings of the Department of Latvian and Baltic Studies, FH, UL, 'Valoda: nozīme un forma / *Language: Meaning and Form*' (SCOPUS, issued since 2009, prof. A. Kalnača(ed.)). The conference proceedings is issued yearly; it includes research papers in Latvian and general linguistics on different themes – grammar, pragmatics, semantics, cognitive linguistics, etc., as well as modern linguistic methodology. The conference proceedings include conference and seminar papers of the yearly organized international conferences and seminars by the Department of Latvian and Baltic Studies, FH, UL. The conference proceedings "Valoda: nozīme un forma / *Language: Meaning and Form*" is aimed at researchers and university teaching staff, doctoral and other level students, as well as other readers. In turn, the newest tendencies, which are represented in the study courses of the MSP "English Studies" are in the focus of the *Baltic Journal of English Language, Literature and Culture* (WoS), which is prepared by the Department of English Studies, Faculty of Humanities, as well as in the themes of the organized conferences, for example, on 28-29 April 2022, the 5th symposium *Language for International Communication* was held, in the organization of which the Department of English Studies was involved. It is essential that the study programme alongside with the research of language elements, text and context in different fields (literature, art, science, marketing, technologies, language acquisition and other fields) and in interrelations of the fields envisages nowadays topical interdisciplinary cooperation in the international communication. These topical tendencies are incorporated in the content of the study programme,

The teaching staff and researchers of the Study Centre of Iberistic Studies and Latin America are working at such research fields: intercultural communication in literature and translation (assoc.prof. A.Placinska, lect. M.A.Peress-Sančess), language contacts and language policy (assoc.prof. A.Placinska), discourse analysis (assoc.prof. A.Placinska), literature of Latin America and the use of the original literature in the classes of Spanish (lect. A.Torress-Fernandess). The research results have been reflected in publications (see CV). In 2020, the University Academic Press published a course book "Literatura hispano-americana" by lect. A.Torresa-Fernandesa. Assoc. prof. A. Placinska was a member of the National Research Programme project "Latvian language' (subprogramme "Language Contacts"), as a result, the guidelines for a bilingual dictionary (Spanish-Latvian-Spanish) and 100 entries. Research results, for example, have been implemented in the courses of BSP "Philology": Valo3511 Conversational Spanish (assoc. prof. A.Placinska), Valo 1B33 Intercultural Communication (assoc. prof. A.Placinska), Valo2868 Business Spanish (assoc.prof. A.Placinska, lect. M.A.Peress-Sančess), SDSK4058 Spanish Culture Traditions and Current Tendencies (assoc.prof. A.Placinska, lect. M.A.Peress-Sančess), MSP "Linguistics, Literary and Regional Cultural Studies", for example in the course Valo6212 Translation Science in the Context of the Romance Languages (assoc.prof. A.Placinska, assist prof. J.Gridina).

The courses offered in the BSP Philology and MSP Linguistics, Literary and Regional Cultural Studies programmes reflect the areas of expertise of the researchers and thus help to give students an overview of the relevant scientific paradigms and to educate them about the latest developments in the corresponding scientific theories. As an example, the course Valo5632 Language Theories and Linguistic Diversity (prepared by Prof. I. Koshkin and Prof. J. Vladimirska), which reflects current trends in contemporary linguistics, - (1) Álvarez-Prendes, E., D'Apote-Vassiliadou, H., Vladimirska, E. (2020), *La notion d'altérité en linguistique française*. Cédille N 18 (20) DOI: <https://doi.org/10.25145/j.cedille> 2020.18.18), SCOPUS; (2) CAPIN Daniéla, Benninger Céline, Vladimirska Elena, "De la catégorisation subjective : procédés et pratiques linguistiques", *Langue française*, 2020/3 (no. 207), pp. 7-27. DOI: 10.3917/lf.207.0007. URL: <https://www.cairn.info/revue-langue-francaise-2020-3-page-7.htm> Scopus, as well as the study course Valo5656 Romance Language Learning: Approaches and Innovations (by assist.prof. D.Šavlovskā and assist.prof. J.Gridina) - on current developments in the field of applied linguistics and many others. The latest publications of the course authors, e.g. Vladimirska, Jeļena, Gridina, Jeļena, Turlā-Pastare, Daina, are used as auxiliary materials and references for the courses. 2021. *Discourse Markers of French: Multifaceted Look at a Controversial Category*, Kalbotyra N74, Vilnius University Press, pp. 268-285. Scopus.

All programmes have a strong link between science and academic courses.

Artistic creativity also plays an important role in the professional development of teaching staff. Given the multicultural and multilingual profile of the FH, the contribution to international knowledge transfer and, for example, to the development of translation studies is of great importance. Prof. V. Muktupāvels composes music, sings and plays folk musical instruments, lect. A. Skutelis sings and composes music, lect. S. Kušnere, prof. O. Lāms translate fiction. Prof. V. Muktupāvels teaches courses on folk music; creativity and the work of translators, of course, enrich the work of lectures. Prof. I. Balode's translation activity is devoted to the translation of both specialized literature (Heinz Fater "Introduction to Linguistics", 2010) and fiction from German and Swedish, thus also facilitating institutional cooperation with leading Latvian publishing houses such as "Zinātne", "Jāņa Rozes apgāds", "Latvijas Mediji".

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

International cooperation in the study field programmes is extensive and diverse. At the most common level they are international conferences, joint conference proceedings, and Erasmus+ exchange trips. A more complicated and significant form of involvement is the lecturers' participation in international projects (see appendix) and foreign scholarships obtained by lecturers (see CV). During the accreditation period, the Erasmus+ SIMELTA project was important, as well as the project "Mitigate the Impact of Fourth Industrial Revolution on Indian Society: EDUcation REFORM for Future and In-Service School Teachers | EDUREFORM", which is coordinated by Chitkara University in India. The project involves four Indian and four European universities, several schools in India and Europe, as well as a cooperation partner – a recruitment company in India. At the University of Latvia, it was implemented by professors Gunta Roziņa and Indra Karapetjana from the Faculty of Humanities. The impact of the international project, which is useful in the MSP

"English Studies" study programme: 1) the use of methods of approving the criteria for assessing the results of academic work in higher education institutions; 2) development of methodological materials for the creation and implementation of new study courses at the university; 3) transfer of European academic experience: methodology of lecturing in a multilingual environment; 4) summarizing the mentor's work results and experience at the university; 5) the student's role in individual research work; cooperation with the mentor/professor in the implementation of the curriculum in multilingual conditions.

In turn, professor Ausma Cimdiņa worked in the project "Gender, Culture and Power: Diversity and Interactions in Latvia and Norway", which was implemented with funding from the European Economic Area and the Norwegian Funding Programme together with the University of Oslo and Rezekne Academy of Technologies. Bachelor's, master's and doctoral theses related to feminism are regularly defended in the study programmes of the Latvian and Baltic Department.

For more than 10 years, the faculty of the Department of Classical Philology have been involved in an international network of Baltic Sea Region universities (together with universities in Germany, Finland, Sweden, Estonia and Lithuania) in the study of classical philology and the reception of ancient culture COLLOQUIUM BALTICUM, researching the relevance and transmission of ancient cultural heritage and its values in the wider European and especially Baltic Sea Region cultural space. Within this framework, with the active participation of FH DCF lecturers, annual international scientific conferences are organised and 2 collections of scientific articles The Classical Tradition in the Baltic Region. Perceptions and Adaptations of Greece and Rome. Spudasmata 171. Eds. Vogt-Spira, G., Jönsson, A. Olms&Weidmann, 2017, and DE RISU - Representations and Evaluations of laughter in Greek and Latin Literature. Papers presented at Colloquium Balticum XVI. Studia Graeca et Latina Lundensia 27. Eds. Akujärvi, J., Blomqvist, J., Blomqvist, K. Lund: Lund University Press, 2021.

Currently, in the framework of this collaborative international (Germany, Finland, Sweden, Denmark, Estonia, Lithuania, Latvia) research project, work is underway on the anthology of humanist poetry "Neo-Latin and Humanist Greek Poetry in the Baltic Region" (2019-2023, headed by Prof. G. Vogt-Spira).

The findings of the project have been used in a number of courses in the BSP "Philology", especially in the "Classical Philology" sub-programme, and in the MSP "Linguistics, Literary and Regional Cultural Studies" sub-programme "Classical Studies" (e.g. Introduction to Literary Criticism in the Multinational Context, World Literature, Reception of Ancient Cultural Heritage in the Baltics, Humanist Texts in the Baltics, etc.).

The academic staff of the Department of Asian Studies collaborates in various Horizon projects with foreign partners, e.g. in the European Commission 7th Framework Programme for Social Sciences and Humanities (FP7 SSH-2010) project (MYPLACE) "Memory, Youth, Political Legacy and Civic Engagement", prof. Jānis Priede led the work of the Action Policy Development Group (2011-2015) with researchers from more than sixteen universities and research institutions from the European Union and Georgia, forming a network involving the University of Eastern Finland (Finland), University of Bremen (Germany), Daugavpils University (Latvia), University of Debrecen (Hungary), University of Southern Denmark (Denmark), Friedrich Schiller University Jena (Germany), Ivo Pilar Institute for Social Sciences (Croatia), Caucasus Research Resource Centre (Georgia), Manchester Metropolitan University (United Kingdom), University of Manchester (United Kingdom), Panteion University of Social and Political Sciences (Greece), Pompeu Fabra University (Spain), Centre for Sociological Research and Studies (Portugal), St. University of St Cyril and Methodius (Slovakia), University of Tallinn (Estonia), University of Warwick (United Kingdom). Professor Jānis Priede has also participated in other projects with extensive international networks, e.g., He has also

participated in the European Commission's FP7 Social Sciences and Humanities (FP7 SSH-2013) project (MYWEB) "Measuring Youth Well-Being", the European Commission's Horizon 2020 (H2020-SC6-CULT-COOP-2016-2017) project (CHIEF) "Cultural Heritage and Identities of Europe's Future", and is currently a member of COST Action No. CA18114 "European Non-Territorial Autonomy Network" (ENTAN, 2019-2022) with partners in more than 30 Member States of the European Union and the European Economic Area, as well as in Israel and Turkey.

In the last six years, the lecturers of the Department of Romance Studies have been involved in eight international projects, for example, Professor J. Vladimiska leads the OSMOZE France-Latvia project (2023-2014) "Mental Gesture/Verbal Gesture". Project partners: UL Department of Romance Studies, French Philology sub-programme, and the University of Burgundy, Dijon, France (prof. Serge Tchougounnikov (BU)). In 2016-2019, the project "1000 Written and Interactive Exercises for Professional Communication" ERASMUS+ Programme Convention No 2016-1FR01-KA202-0239764, led by Prof. J. Vladimirska and involving BSP and MSP students, took place. In 2019-2022, a cooperation project with the University of Paraguay UniNorte (Asunción) took place within the ERASMUS Partnership Agreement with EU Cooperation Countries Key Action 1. Both student and faculty mobility from and to Paraguay has taken place within the framework of international mobility. Coordinator assoc. prof. Alla Placinska.

The involvement of SV lecturers in international projects and networks promotes students' engagement in projects, enhances their social and language skills, learns new scientific approaches and acquires knowledge. The methodological and scientific experience of the projects is introduced in the study courses.

In the next accreditation period, international projects must increase in number and quality, as they strengthen the scientific level of the programmes, engage students in research, involve guest lecturers. Support measures for the development of international projects have been developed.

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

Faculty members of the study field are involved in their fields of science – linguistics and literary studies, music, visual arts and architecture (subfields – Latvian folklore, comparative folklore studies, folklore studies of other nations, history and theory of theatre and cinema) or interdisciplinary projects and research. The teaching of the courses is in line with the lecturers' research interests, for example, research is regularly conducted in the history of the Latvian language (a sub-field of Latvian diachronic linguistics) and Baltic linguistics (a sub-field). In 2022, the 12th international seminar "Latvian writings and writings in the Baltics in the 16th-19th centuries – current affairs and problems of research" was held (led by prof. P. Vanags), the journal of Baltic linguistics "Baltic Philology" is published every year (since 2004) (ed. prof. P. Vanags), where Latvian and foreign scientists publish their papers. Courses dedicated to the history of the Latvian language and Baltic linguistics are "Baltic Area Linguistics", "History of the Latgalian Written Language", "Fundamentals of Historical Linguistics", "Historical Grammar of the Latvian Language", "History of the Latvian Written Language". On the other hand, in the field of literary studies, prof. Māra Grudule's study course "German-Baltic literature and culture" draws attention to the Baltic

region as a multicultural environment, where artistic and literary life has been formed in the constant interaction of different peoples. The lecture course not only provides an overview of Baltic German literature from the 16th to the 20th century, but also introduces the history of Baltic German art and music, traditionally with the help of guest lecturers – historians of art and music. While analyzing German-Baltic texts, the students strengthen the theoretical foundations of new historicism and postcolonialism. The scope of prof. Grudule's research is the history of German-Baltic and Latvian literature from the middle of the 17th to the 19th century, professors regularly receive foreign scholarships to study Latvian and German-Baltic literary sources in German and Swedish archives (sub-field – history of Latvian literature). The lecturers of folklore courses are also active researchers, for example, the research of prof. J. Kursīte-Pakule is "Latvian gods and spirits" (2020), the professor teaches, for example, the course "Ethnography in the context of folklore"; the research of Dr. I. Barovskis is "Mythopoeia: modern creation of myths" (2021); he teaches the BSP course "Baltic mythology" (subfield – mythology), prof. V. Muktupāvels is the author of the monograph "Folk music instruments in Latvia" (2017), and he teaches the MSP course "Folk music in the Baltics" (subfield – Latvian folklore studies).

The main directions of research activities of the academic staff involved in the implementation of the Russian Philology sub-programme of the BSP "Philology" and the MSP "Linguistics, Literary Studies and Regional Cultural Studies" sub-programme of Russian Studies and Slavic Studies are related to the field of Russian Studies and Slavic Studies and mainly in the field of contact between Slavic and Baltic languages and literature, including the historical and dialectal contacts of the Latvian language with Slavic languages – Russian, Polish, Belarusian; slavisms and russianisms in Latvian; historical contacts of Old Russian and (Middle) German in the Baltics and the north-west of Russia, Germanisms of the oldest stage in Russian; Historical stages of the Russian language in Latvia, the language of the Russian minority during the free state of Latvia, research of the historical foundations of linguistic integration (prof. I. Koškins); Czech-Latvian and Latvian-Czech contacts (assist.prof. N.Kopolovec); the "silver age" of Russian literature and Latvian modernism (prof. L. Sproģe); literature and culture of national minorities (theatre) in Latvia (assoc.prof. N. Šroma); modern Latvian and Russian literary relations (assist.prof. I. Narodovska). The results of scientific research are reflected in the scientific periodical "Rusistica Latviensis".

The teaching staff of the Department of Classical Philology works in the development of a modern lexicographical resource *Latin-Latvian dictionary* (in the framework of the national NRP research programme (NRP) project "Latvian language diversity in time and space" of the NRP "Latvian language" and the "Latvian language for the development of the Latvian and European society"). The dictionary will be a good aid in learning Latin; the work is being done in the subfield of classical philology.

In the field of German language and culture studies, international conferences are held, for example "Language and culture contacts in the Baltic Sea region" in 2018 (prof. I.Balode in cooperation with Latvian and international partners).

A significant contribution to the development of scientific research thought is the annual scientific conferences of the University of Latvia, where teaching staff and researchers of the Faculty of Humanities share what they have researched during the year, as a result books of abstracts are published.

The courses of the study field are based on research in linguistics, literary studies, folklore and theatre studies. Lecturers have the right to use an academic (creative) leave once every six years, and the timetable is also arranged so that it is possible to use scientific scholarships. This contributes to the emergence of serious scientific publications.

Scientific activity for the subsequent accreditation period:

1. further research in linguistics – synchronic and diachronic research of the Latvian language, general linguistics, translation studies, Baltic linguistics, Germanic, Romance, Slavic, classical philology;
2. further research literary studies: history of Latvian literature, literary theory, comparative literary studies, history of literature of other nations, as well as mythology and folklore studies;
3. enhancement of digital humanities research;
4. according to the development plan of the study field, strengthening of the international recognition – international scientific projects, publications in Scopus, etc., international conferences.

The SF faculty members can plan their scientific work – sabbatical leave plan is and will be developed, research fellowships obtained abroad are supported and translated into new research, the UL has FH support for scientific activities - the so-called performance funding is used by young SF faculty, while the base funding supports all faculty members in their academic trips, including publishing of scientific collections.

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

The programmes seek to engage students and doctoral students in scientific work. Definitely, this happens most at the MSP and DSP level. If undergraduate students are interested, they are involved in scientific activities in Latvia or invited to participate as listeners in scientific events abroad (the teaching staff of the Department of Classical Philology has a good experience).

Currently, the most active involvement of students in science takes place in the MSP “Latvian Language, Literature and Culture Studies” (formerly – MSP Baltic Philology) and the doctoral study programme “Language and Culture Studies”. The Department of Latvian and Baltic Studies implements the Latvian Council of Science (LCS) Fundamental and Applied Research Programme (LFPP) projects: professor O. Lāms leads the project “RIGA LITERATA: Neo-Latin heritage of Riga humanists in the framework of the European “Respublica Literaria”, professor I. Kalniņa manages the project “National Identity: Gastropoetic aspect. Historical, international and interdisciplinary context” and the national research programme “Latvian language”, where professor A. Kalnača works, as well as the Latvian Council of Science FLP project “Data of Latvian memory institutions in the digital space: uniting cultural heritage”, which is implemented by the National Library of Latvia and of which *RunA* is a part has been developed together with the Department of Latvian and Baltic Studies of UL Faculty of Humanities. In these projects, students and doctoral students work as research assistants, participate in local and international conferences.

Doctoral students work in LCS projects “Self-documenting: innovative models in the interpretation and understanding of autobiographical narrative”, “National identity: gastropoetic aspect”, “Neo-Latin heritage of Riga humanists in the European Respublica Literaria”, “Data of Latvian memory institutions in the digital space: uniting cultural heritage”. A.Simanova, a doctoral student of Latvian folklore studies, is working in the international cooperation project “Innovative solutions in the technologies and use of spring wild medicinal and aromatic plant cultivation”, and the topic of her

doctoral thesis is directly related to ethnobotany. J. Selivanova and O. Pašinska participate in the international FORTHEM project, within the framework of which they participated in the development of the manual “Multimodality of academic genres in multilingual education”. The poet Imants Ziedonis’ foundation *Viegli* has started a research project on the life and work of the painter Vilhelms Purvītis. At the initial stage of the project, based on research, an open-air exhibition “The Seven Wise Men” was created. Doctoral student E. Kursīte actively participated in both projects.

Doctoral students participated in several other international projects related to the French language: 1) 2017-2019 “From taxonomy to approximation in French, Greek, Latvian and Russian”, partners: University of Latvia and University of Strasbourg. Agreement with Campus France (Paris and Riga, FR). Doctoral student Daina Turlā-Pastare was involved in the project, 2) 2016-2019 Erasmus+ GReSH-CAM project: Humanities research management and establishment in Cambodia. GReSHCAM Grant Agreement No. 2016-3211/001-001. Expert, work package coordinator. Project coordinator: National Institute of Oriental Languages and Civilizations (INALCO), France. PhD student Ludmila Lozova participated in the project; 3) 2016-2019 Erasmus+ project “1000 exercises on paper and in interaction for professional communication”. Contract Nr. 2016-1-FR01-KA202-023976. Expert, coordinator at the University of Latvia. eu.rivagepro.com/1000epicop. Many students of French philology sub-programme of BSP “Philology” and students of Romance language and cultural studies of MSP “Linguistics, Literary and Regional Cultural Studies” sub-programme participated in the project.

The students of the classical studies sub-programme are involved in the various activities of the “Colloquium Balticum” project of the international cooperation of the lecturers of the Department of Classical Philology of the Faculty of Humanities with universities of the Baltic Sea region, including annual international scientific conferences at one of the universities participating in the project (the main cooperation partners are the University of Tartu (Estonia), the University of Vilnius (Lithuania), Lund University (Sweden), Philipp University Marburg (Germany)). Since 2020, the Department of Classical Philology has been working with other universities in the project “Neo-Latin and Neo-Greek Poetry in the Baltic Region”, the leading partner is the University of Marburg. PhD students and young lecturers are involved in the translation of poetry.

The students of the MSP sub-programme “Romanistics” are also involved in the research work – for example, the research activities of student Linda Bēvalde in connection with the topic “Language and affectivity” are included in the common research topic of the HZF French Language and the Francophone Centre of the University of Latvia and the University of Burgundy (France). Zenta Liepa participated in the State Research Programme “Latvian Language” (2019–2021). Within the framework of the project, a joint publication has been made (Placinska, A., Liepa, Z. La presencia del E/LE en el sector de la enseñanza pública y reglada de Letonia. (Spanish as a foreign language in the state education system) Huarte de San Juan. Filología y Didáctica de la Lengua (No.21), 2021, pp.221-242, Universidad de Navarra, ISSN: 2341-0809; DOI 10.15581/HSJF.21.9 (Latindex, DOAJ, Dialnet).

In turn, professors of the English department and assoc. professors, together with *Jan Kochanowski University* (Poland), implemented the Spring School of International Doctoral Students “Language and Communication from the Perspective of Research Methodology”, where doctoral students from Poland, Belgium, Mexico, Greece, Estonia, Latvia, and other countries participated.

Students of all the programmes participate in annual UL conferences (for example, sections of classical philology, French-Italian, Iberian studies, German studies, Latvian literature, etc.), local and international student conferences (for example, young philologists, etc.) and actively participate in the event Scientists' Night, European Language Days, etc. in the scientific and social developments of the field of study.

The basis of the future of the study field is the involvement of students in research and the acquisition of foreign experience, but one of the rules is the successful applications of research projects. Without projects, students' involvement in research work is limited.

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

The Erasmus+ project “Promoting Easy-to-Read Language for Social Inclusion (PERLSI)” (managed by lect. Margarita Spirida) of the HZF Centre for Applied Linguistics is innovative. The target audience of Easy Language is people with intellectual disabilities, neuropsychiatric disorders, dyslexia, aphasia, as well as learning and writing disabilities, and people who are learning a language (children, immigrants). The study course “Promoting Easy-to-Read Language for Social Inclusion” has been created in the amount of 2 credits, which prepares teachers, social workers or language course instructors. Considering the number of refugees from Ukraine, the course is very relevant. Understanding the importance of easy language and the importance of language in social inclusion is used in study courses, for example, in the MSP "English Studies" course "Theories and Practice of Foreign Language Learning".

2.5. Cooperation and Internationalisation

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

The main cooperation partners are:

- 1) Institute of Latvian Language, Institute of Literature, Folklore and Arts - projects, conferences, teaching of study courses and individual lectures, internships, employers;
- 2) University of Liepaja, Daugavpils University - cooperation partners;
- 3) National Library of Latvia, Academic Library of the University of Latvia - projects, conferences, student involvement in projects, etc., internships, employers;
- 4) Museum of Literature and Music, Memorial Museums Association, lecturing, research (archives) site, internship site; employers;
- 5) translation agencies - internship and employers;

- 6) Latvian Language Agency - internship, employers;
- 7) national embassies (based in Latvia, so listed here, although this is international cooperation) - event sponsors, programme support,
- 8) publishing houses and mass media - internship and employers;
- 9) the widest field of work - employers.

The SF programmes work in partnership with public, private and community organisations. There are groups of partners that are relevant to all programmes, such as publishing houses and the media, where graduates are proofreaders, editors, authors; there are groups that are relevant to language acquisition programmes, such as translation agencies; employers that are important only for specific programmes, e.g. BSP "Latvian Studies" (formerly BSP Baltic Philology) and MSP "Latvian Language, Literature and Culture Studies" (formerly MSP Baltic Philology) - Institute of Latvian Language, Institute of Literature, Folklore and Arts of the University of Latvia.

The BSP "English, European Languages and Business Studies" also has significant cooperation with embassies:

- Embassy of Sweden (student participation in events such as the opening of a photo exhibition and a musical performance at the National Library of Latvia in cooperation with the Embassy of Sweden: "Līvu krasts - Gotland"; Premiere of the film "Fashion Show" and photo exhibition "Born Belonging?" at the National Library of Latvia in collaboration with the Embassy of Sweden. etc.);
- Embassy of Denmark (student participation in conference (translation));
- Embassy of Ireland (student participation in a literature competition).

The collaboration with the Embassy of Spain, the Embassy of Italy, the Honorary Consulate of the Republic of Colombia in Riga and the French Institute in Latvia is important for the study of Romance languages.

The Finno-Ugric Studies sub-programme cooperates with the Liv Institute, which has an internship agreement and where students carry out research.

Cooperation of Russian and Slavonic Studies (Russian Philology) with the Embassy of the Czech Republic and Czech institutions (responsible - Assist. prof. N.Kopoloveca); the Embassy of the Republic of Poland and Polish institutions, with the association "Rubon" (responsible - inst. K.Barkovska).

Partnership with associations/societies:

- with the scientific association "National Committee of Slavists of Latvia" (NCSL). The NCSL is a member of the International Committee of Slavists. The NCSL is composed of DRS members, Prof. I.Koshkin is the Chair of the NCSL;
- with the Latvian Association of Russian Language and Literature Teachers (assoc.prof. N.Šroma, assist. prof. R.Kurpniece, assist. prof. S.Pogodina) organises school Olympiads and competitions in Russian language and literature and Russian as a foreign language;
- with Mikhail Chekhov Riga Russian Theatre - project "Russian Literature in Theatre" (assoc.prof. N.Šroma), on March 18, 2019 the theatre hosted a lecture by theatre director A.Hermanis.

In the BSP "English, European Languages and Business Studies", employers organise seminars on the principles of advertising copywriting (*Prinful, Positive Company*), *Pearson* organises methodological seminars on teaching English, *TietoEvry* and *Circle K Business Centre* introduce students to the context of Scandinavian language use in companies, telecommunications company

Bite organises seminars on developing transversal skills at the start of a career.

The SF study programme lecturers (prof. O.Lāms, prof. I.Kalniņa, prof. A.Kalnača, assoc. prof. I.Lokmane, lect. S.Kušnere, assist. prof. I.Urbanoviča, assoc.prof. N.Šroma, assist. prof. R.Kurpniece, assist. prof. N.Kopoloveca, assist. prof. I.Narodovska, assist. prof. S.Pogodina and others) participate in cooperation with the National Centre for Education Content (NCEC) - within the ERDF project No.ESS2016/188 "Implementation of national and international activities for the development of students' talents", they organise a regional (Riga) scientific research competition, review students' scientific research papers and are expert teachers at the national level. SF also participates in the preparation of pupils for the national Olympiads in Latvian language and literature, Russian language and literature and other languages. This allows to maintain links with schools, strengthening research in schools and getting to know potential future students.

Regular cooperation with major libraries in Latvia:

- MSP sub-programme "Russian and Slavic Studies" with the Academic Library of the University of Latvia:

In 2018 and 2019, the international scientific conferences "Turgenev Readings" and "Russian Literature in Emigration" were organised. The chairpersons of the conference organising committee - Venta Kocere, Director of the Academic Library of the University of Latvia, and assoc. prof. Natalija Šroma;

Students get acquainted with the archive of the Academic Library of the University of Latvia, 20.11.2018.

<https://www.facebook.com/media/set/?set=a.766031730417472&type=1&l=1e64106260> (available only in Latvian)

14.02.2020. Presentation of the journal "Starptautiskā rakstnieku asociācija" [International Writers Association]; performances by students, meeting with Riga poets at the Academic Library of the University of Latvia.

1. BSP "Latvian Studies" (formerly - BSP Baltic Philology) and MSP "Latvian Language, Literature and Culture Studies" (formerly - MSP Baltic Philology):

The National Library of Latvia (hereinafter - NLL) is a partner of the Latvian Council of Science (LCS) project "Data of Latvian Memory Institutions in Digital Space: uniting cultural heritage" - students of MSP "Latvian Language, Literature and Culture Studies" (formerly - MSP Baltic Philology) and PhD students of DSP "Language and Culture Studies" are involved as research assistants .

Lecturers and students contribute to the NLL's "Literary Guide".

Teaching staff, doctoral students and students participate in the annual NLL events - "Literary Knowledge for the Modern Librarian", consisting of a conference in Riga (Zoom and the NLL hall for about 600 librarians), a discussion on the most recent literature, and a seminar in a regional library.

The NLL is the employer of the students.

The partners are the main employers of graduates of the SF programmes, so the surveys can find out their views on the knowledge, skills and competences they want to see in graduates. The cooperation partners are also involved in the FH Council, the Board of Study Programmes, the final examination boards and the teaching of the study courses. Embassies support ensures the recruitment of foreign teachers, the replenishment of libraries with books, support for the organisation of various events, and the invitation of students to events organised by embassies, which is important if one is studying the language, literature or culture of a particular nation.

Students' internships at these institutions are covered by reciprocal agreements and internship agreements.

In collaboration with research institutes and colleagues from other universities, SF lecturers participate in joint programmes and projects, organise conferences and field placements.

The SF programmes have a wide range of cooperation with employers; graduates of the programmes work in various institutions (for example, the directors of the Institute of Latvian Language, the Institute of Literature, Folklore and Art, the Museum of Literature and Music, the Memorial Museum Association are graduates of the MSP "Latvian Language, Literature and Culture Studies" (formerly - MSP Baltic Philology) programmes).

A new experience is the cooperation with publishing houses, which also allow free use of recent books for student research, where digital analysis of the text is foreseen.

Cooperation strengthens the link with employers, provides an opportunity to incorporate the latest research and academic knowledge into study courses, makes studies more interesting, promotes their competitiveness, and creates an opportunity for SF graduates to find their place in the labour market.

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

The SF cooperates with various foreign institutions in different areas.

Erasmus+ agreements with 198 programmes abroad (see Erasmus+ agreements signed).

For the Bachelor's study programme "Latvian Studies" and Master's study programme "Latvian Language, Literature and Culture Studies" cooperation with Lithuanian universities and scientific institutions is important, both student mobility activities and regular guest lectures take place, students participate in *Summer Schools* and *Translators' Workshops*, joint conferences are organised (see annex to MSP LLLCS "Cooperation and Exchange of Baltic Studies of the University of Latvia 2012-2022). Cooperation with Lithuania is important because Latvian and Lithuanian are two living Baltic languages, Lithuania is a neighbouring country, there are contacts in linguistics, literary and folklore studies, students become researchers and translators, get jobs in various Lithuanian companies in Latvia, get involved in border projects where knowledge of Lithuanian is needed.

Other programmes involve cooperation with universities in the country whose language is being studied in Latvia; student exchanges, joint projects, *summer schools*, etc.

In language programmes, studying abroad for at least one semester in the country where the language is spoken should gradually become the norm. The number of Erasmus+ contracts is sufficient, but more Erasmus+ places centrally allocated by the University would be welcome. To get a place, students take part in a competition. Applications and students' performance are

evaluated by the FH committee. In the event of a tie, a vote is held, focusing on students' motivation and social activities.

During the reporting period, despite the pandemic, mobility of SF Erasmus+ also took place among teachers.

The departments themselves are also involved in various Erasmus+ projects aimed at improving the quality of their studies: Erasmus+ Studying Innovative Methods of Education for Languages through Theatrical Activities, ZD2017/20436 (2017-2019), other funding opportunities are also available - Nordplus Higher Education 2020 NPHE-2020/10138 Enhancing Canadian Studies in the Nordic Countries, 2021-2022, project applicant University of Tartu.

The Department of English Studies together with the University of Le Mans (France) organised an international conference "Transcultural Perspectives in Language, Literature and Culture in the 21st century" (2022), where the staff of the Department of English Studies are members of the organising and scientific committees (Prof. I.Karapetjana, Prof. G.Rozina, Assoc. Prof. J.Kuzmina).

Cooperation with foreign institutions takes place within universities. The collaboration provides new academic experiences for staff, students and PhD students.

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

Since six study programmes have been only recently licenced, the number of international students is not high, also considering the context of the pandemic. As the situation normalises, the number of international students could increase. The ambitions of Asian study programmes to attract international students have also been hampered by the pandemic. The number of international students in the bachelor's study programme "Latvian Studies" and the master's study programme "Latvian Language, Literature and Culture Studies" is determined by Erasmus+ or transnational scholarships; this opportunity is used by students who have already studied Latvian in their home countries and have mastered it at such a level that they are able to read scientific research and fiction and write reports.

Erasmus+ opportunities and research projects are used to attract foreign lecturers for individual lectures.

There could be more foreign lecturers teaching courses in the field of study. There is support from various countries to provide lecturer salaries (e.g. Finland, Lithuania), projects are used to attract foreign lecturers, but the SV is not able to offer a competitive salary to a foreign lecturer in an elected academic position.

Students regularly take advantage of Erasmus+ opportunities, there is a competition every year for the SF places, and more opportunities are needed, as it is important for language students to study abroad. Students also take advantage of scholarships and summer schools in different countries, e.g. Lithuania, China, the Czech Republic, etc. to mention some.

SF faculty members benefit from Erasmus+, national projects and scholarships to gain academic experience at universities abroad. The situation is changing, for example, during the previous

accreditation period the faculty of the Baltic Philology programme regularly taught Latvian literature and language courses at the Wilhelm University of Westphalia in Münster on a semester basis, but since there is no longer a separate Baltic Philology programme, but only a few courses, the faculty only goes there for short-term lectures. Professor Kaspars Kļaviņš is currently working regularly abroad - in China, South Korea. Not only students, but also faculty members have had opportunities to improve their knowledge - in 2021/2022 and 2022/2023, assistant prof. J. Kuzmina and assistant professor I. Urbonoviča had internships at the University at Buffalo (State University of New York), studying digital humanities, project management, and the latest methods in preparing and teaching course content. As the CVs of the faculty members show, engagement in academic and scholarly collaboration is regular.

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

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

The previous accreditation of the SF took place in 2013. The study field and programmes received several recommendations. In the study field, seven of the 11 recommendations relate to restricting students' choice in their studies. Experts felt that the mandatory part of the curricula should be reduced to one third of the total. Currently, the mandatory part of all Master's programmes consists of 24 CP, which is the minimum number of CP allowed by the "Regulations on the State Standard of Academic Education" (Cabinet of Ministers Regulation No.240, 13.05.2014). The mandatory part has been reduced in all BSP programmes: In BSP Latvian Studies (formerly BSP Baltic Philology) it has been reduced from 92 CP to 60 CP, in BSP Asian Studies it is 64 CP, in the compulsory part of BSP Philology it is 50 CP, which is the minimum number of CP possible in accordance with the education standard. The recommendation has been followed - the SF has reduced the mandatory share. Not only in the BSP but also in the MSP, free elective courses have been introduced, but they have not been increased to 20 CP, as the recommendation justification for transferring CP from other universities or abroad is no longer valid; currently, all BSP and MSP programmes as well as PhD programmes recognise CP obtained abroad; the student does not have to take an extra semester (20 CP). The recommendations suggest changing the modules in the restricted elective part to a list of courses and making the courses freely available. In line with the specific nature of the study programmes, modules and sub-programmes have been retained in most of the programmes, which are based on language and culture programmes where the sequential acquisition of a specific language is important. The restricted elective part of the BSP "Latvian Studies" and the MSP "Latvian Language, Literature and Culture Studies" is organised in course clusters, which allow for a wider choice. All programmes recognise the importance of giving students the opportunity to choose the courses that suit their research and career interests.

The recommendations suggest more publications abroad, in international journals and magazines. As the number of publications abroad listed in the CVs of the teaching staff shows, there has been a significant increase - there are *Scopus* and *WoS* publications, publications in prestigious journals

and international publishing houses, and other publications.

The recommendations suggest that staff and students take advantage of the Erasmus programme. The recommendation has been fulfilled - the SF takes advantage of all the Erasmus+ opportunities on offer.

The recommendations suggest improving local cooperation. Consolidation of programmes was based on programme cooperation, with SF programmes cooperating in teaching joint courses. There is also cooperation in science - conferences, projects.

Another recommendation is to divide the programmes into theoretical and academic strands. All SPs are academic study programmes, but students' employability and their place in the labour market need to be thought about; therefore, internships and practice-oriented courses have been introduced.

The recommendations were included in the six consolidated student-centred programmes and were also reflected on in relation to the other programmes to meet the students' interests.

During the reporting period, students' interest in studying abroad increased, which broadens their academic opportunities, promotes language learning and gives them new experience.

International publishing in the SF has become the norm, it makes more serious demands on the teaching staff, and it improves the scientific and academic level of the SF.

During the reporting period, the development of the SF programmes has taken place, the recommendations have been taken into account, new activities have been identified that will attract Latvian and international students, and the SF will respond to the needs of the University as a science university.

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

During the reporting period, the programmes were consolidated, resulting in the establishment and licensing of five new study programmes in 2021 - BSP "English, European Languages and Business Studies", "Philology", MSP "Linguistics, Literary and Regional Cultural Studies", DSP "Language and Cultures Studies", and one completely new programme (BSP "East-West Intercultural Studies" (2021)) was created. The programmes were included in the SF because they all belong to the humanities - Linguistics and Literary Studies, as well as Music, Visual Arts and Architecture (Folklore, Theatre Studies, Musicology). After licensing, the received recommendations were followed and incorporated into the study programmes; the most significant change is in the MSP "English Studies", which will have a new sub-programme "Translation and interpreting".

Ten years have passed since 2013, which have brought new challenges: programme consolidation, digitisation of the humanities, distance learning as part of the study process, the creation of new international programmes (within *Forthem* Alliance), moving to the *House of Letters* soon, and academic and research work at the university of science.

Annexes

I - Information on the Higher Education Institution/ College		
Information on the implementation of the study field in the branches of the higher education institution/ college (if applicable)		
List of the governing regulatory enactments and regulations of the higher education institution/ college	PIELIKUMS_1.2_NODALAJ_LU_galv_normativie_akti_majasiapa_LV+ENG.docx	PIELIKUMS_1.2_NODALAJ_LU_galv_normativie_akti_majasiapa_LV+ENG.docx
The management structure of the higher education institution/ college	Structure of the UL Governance.pdf	LU-parvaldibas-struktura-shematiski.pdf
II - Description of the Study Field - 2.1. Management of the Study Field		
Plan for the development of the study field (if applicable)	The development plan and goals of the field of study.docx	Studiju_virziena_attistibas_plans.docx
The management structure of the study field	The_management_structure_of_the_study_field.jpeg	Studiju_virziena_parvaldibas_struktura.jpeg
A document certifying that the higher education institution or college will provide students with opportunities to continue their education in another study programme or another higher education institution/ college (agreement with another accredited higher education institution or college) if the implementation of the study programme is terminated.	Agreements in case of SP discontinuation.zip	Vienošanās_par_studiju_turpināšanu.zip
A document certifying that the higher education institution or college guarantees compensation for losses to students if the study programme is not accredited or the study programme license is revoked due to actions (actions or omissions) of the higher education institution or college and the student does not wish to continue studies in another study programme.	Refund and Compensation Policy Statement.docx	APLIECINĀJUMS_Par_kompensāciju.edoc
Standard sample of study agreement	Studiju_ligumi_angļu_valodā.zip	Studiju_ligumi_latviešu_valodā.zip
II - Description of the Study Field - 2.2. Efficiency of the Internal Quality Assurance System		
Analysis of the results of surveys of students, graduates and employers	Survey analysis.zip	Aptauja_analīze.zip
II - Description of the Study Field - 2.3. Resources and Provision of the Study Field		
Basic information on the teaching staff involved in the implementation of the study field	Basic information on the teaching staff involved in the implementation of the study field_10.xlsx	Pamatinformācija_par_studiju_īstenošanā_iesaistītajiem_mācībspēkiem_10.xlsx
Biographies of the teaching staff members (Curriculum Vitae in Europass format)	2023_03_13_ACADEMIC_STAFF_CV_ENG_FINAL8.pdf	2023_03_13_MACIBSPEKA_CV_LV_FINAL8.pdf
A statement signed by the rector, director, head of the study programme or field that the knowledge of the state language of the teaching staff involved in the implementation of the study programmes within the study field complies with the regulations on the state language knowledge and state language proficiency test for professional and official duties.	HEAD OF STUDY FIELD DECLARATION ON LATVIAN LANGUAGE PROFICIENCY.docx	Virziena_vadītājas_apliecinājums_par_valsts_valodas_prasmi.edoc
A statement of the higher education institution/ college on the respective foreign language skills of the teaching staff involved in the implementation of the study programme at least at B2 level according to the European Language Proficiency Assessment levels (level distribution is available on the website www.europass.lv, if the study programme or part thereof is implemented)	B2_LEVEL.rar	B2_VALODAS_LIMENS.rar
II - Description of the Study Field - 2.4. Scientific Research and Artistic Creation		
Summary of quantitative data on scientific and/ or applied research and/ or artistic creation activities corresponding to the study field in the reporting period.	Summary of quantitative data on corresponding to the field of study.xlsx	Kvantitatīvo_datu_apkopojums_par_studiju_virzienam_atbilstošām_zinātniskās_aktivitātēm_pārskata_periodā.xlsx
List of the publications, patents, and artistic creations of the teaching staff over the reporting period.	List of publications, patents, artistic creation works 10.xlsx	Mācībspēku_publicāciju, patentu, mākslinieciskās_jaunrades_darbu_saraksts10.xlsx
II - Description of the Study Field - 2.5. Cooperation and Internationalisation		
List of cooperation agreements, including the agreements for providing internship	List of cooperation agreements.zip	Sadarbības_ligumi.zip
Statistical data on the teaching staff and the students from abroad	Statistical data on international students and faculty of the UL during the reporting period.docx	Statistikas_dati_par ārvalstu_studējošiem_un_mācībspēkiem.docx
Statistical data on the incoming and outgoing mobility of students (by specifying the study programmes)	Statistical data on outgoing and incoming mobility of students.zip	Statistikas_dati_par_studējošo_izejšo_un_ienākošo_mobilitāti.zip
Statistical data on the incoming and outgoing mobility of the teaching staff	Statistics on outgoing and incoming Erasmus+ mobility of staff.docx	Statistika_macibspēku_mobilitātei_ERASMUS.docx
II - Description of the Study Field - 2.6. Implementation of the Recommendations Received During the Previous Assessment Procedures		
Report on the implementation of the recommendations received both in the previous accreditation and in the licensing and/ or change assessment procedures and/ or the procedures for the inclusion of the study programme on the accreditation form of the study field.	Report on the implementation of recommendations.docx	Rekomendāciju_izpildes_pārskats.docx
An application for the evaluation of the study field signed with a secure electronic signature	Study_Field_Language_Culture_Accreditation_Application_with_Annex_Programmes_List.docx	Iesniegums_AIC_studiju_virziena "Valodu un kultūras studijas, doimtās valodas studijas un valodu programmu studijas" novērtēšanai (L.Karapetjana).edoc
III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme		
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period		
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme		
The curriculum of the study programme (for each type and form of the implementation of the study programme)		
Descriptions of the study courses/ modules		
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)		

Other annexes

Name of document	Document
Atklātās semināra/praktisko darbu hospitēšanas vērtējuma anketa	Hospitesanas_veidlapa.docx
LU Kvalitātes vadības rokasgrāmata	LU-Kvalitates-vadibas-rokasgramata.pdf
Appraisal Questionnaire (Open Seminar/Workshop observation)	Appraisal Questionnaire.docx
Procedures for the Recruitment of Unelected Teaching and Research Staff at the University of Latvia	Procedures for the Recruitment of Unelected Teaching and Research Staff at the University of Latvia.pdf
Latvijas Universitātes profesoru padomes nolikums	Latvijas-Universitates-profesoru-padomes-nolikums.pdf
Kārtība par nevēlēto mācībspēku un zinātnieku pieņemšanu darbā Latvijas Universitātē	Kartiba-par-neveleto-macibspeku-un-zinatnieku-pieņemšanu-darba-Latvijas-Universitate.pdf
UL Quality Management Handbook	UL Quality Management Handbook.pdf
Par plaģiāta kontroli	Par_plagiata_kontroli.pdf
LU Studiju kursu izstrādes un aktualizācijas kārtība	LU_Studiju_kursu_izstrades_un_aktualizācijas_kartiba.pdf
Procedure for the Development and Actualisation of Study Courses at the University of Latvia	Procedure_for_the_development_and_actualisation_of_study_courses.pdf
Latvijas Universitātes valsts budžeta dotēto studiju vietu konkursa (rotācijas) kārtība	LU_valsts_budzeta_doteto_studiju_vietu_konkursa_(rotācijas)_kartiba.pdf
University of Latvia Procedure for competition for state funded study places ("rotation")	UL_Procedure_for_competition_for_state_funded_study_places_(rotation).pdf
Latvijas Universitātes dienesta viesnīcu iekšējās kārtības noteikumi	Latvijas_Universitates_dienesta_viesnicu_ieksejas_kartibas_noteikumi.pdf
Internal Regulations of the Dormitories of the University of Latvia	Internal_Regulations_of_the_Dormitories_of_the_University_of_Latvia.pdf
Noteikumi par LU viesstudentu no Latvijas augstskolām	Noteikumi_par_LU_viesstudentu_no_Latvijas_augstskolam.pdf
Procedūra gadījumos, kad, veicot elektronisko pārbaudi, studiju darbā konstatētas plaģiāta pazīmes	Procedura_gadījumos_kad_veicot_elektronisko_pārbaudi_kontstatētas_plagiata_pazimes.pdf

Asian Studies (43227)

Study field	<i>Language and Culture Studies, Mother Tongue Studies, and Language Programmes</i>
ProcedureStudyProgram.Name	<i>Asian Studies</i>
Education classification code	<i>43227</i>
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Jānis</i>
Surname of the study programme director	<i>Priede</i>
E-mail of the study programme director	<i>janis.priede.hzf@lu.lv</i>
Title of the study programme director	<i>Dr. theol., prof.</i>
Phone of the study programme director	<i>26445518</i>
Goal of the study programme	<i>To deliver a body of knowledge, skills and competence in line with the knowledge, skills and competence established for the 6th level of the Latvian Qualifications Framework, by preparing locally and internationally competitive specialists with an academically oriented and empirically consolidated understanding of the specific features of the cultures of the Asian region as well as communication skills in Asian languages.</i>
Tasks of the study programme	<p><i>1.To foster academically oriented and practically grounded interdisciplinary knowledge of the processes and specificities of cultural development in the Asian region, as well as to introduce to international practice in Asian studies.</i></p> <p><i>2. to foster the acquisition of the language and culture of communication of each region included in the programme at a daily communicative and professional level, in accordance with the compulsory and optional obligations of the student's work plan.</i></p> <p><i>3. to encourage students to exercise independent judgement and to develop research skills by critically evaluating phenomena related to Asian cultures and languages.</i></p> <p><i>4. To promote students' involvement and practical application of acquired knowledge, competences and skills in scientific research work, as well as to help organise internships in Latvian and foreign state and municipal institutions, enterprises and non-governmental organisations, thus preparing specialists for productive and creative work in public and cultural spheres, who meet the requirements of today's industry.</i></p>

Results of the study programme	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Critically understands and explains the fundamental concepts, terminology and theory of interdisciplinary Asian research. 2. Knows the directions of Asian research in the world and in Latvia by critically understanding and explaining the Eastern civilization as it is manifested in civilization heritage, influence of the colonial history and the role of the increasing globalisation in daily routine and culture of modern Asia. 3. Knows the language of the selected region at the intermediary level as well as the corresponding daily life and professional ethical standards in the Asian cultural environment. <p>Skills:</p> <ol style="list-style-type: none"> 4. Analyses, systematizes and interprets the information from various information sources in a language of the region at the intermediary level. 5. Applies appropriate methods and technologies in assembling, processing, analysing, interpretation and presentation of data by independently searching and selecting the necessary sources and scientific literature, take into account the authors' approaches, examined problems, sources used as well as the character of information and reliability of conclusions. 6. Independently applies the conclusions from the modern Asian research as well as the acquired theoretical knowledge from studying the sources of Asian literature and culture, formulates the most specific features and problems of a cultural environment and explains them by independently structuring their learning and taking responsibility and initiative, when working individually, in a team or managing other people's work, making decisions and finding creative solutions in changing or unclear circumstances. <p>Competence:</p> <ol style="list-style-type: none"> 7. Communicates in a language of the region at the intermediate level, taking into account the politeness standards specific to communication according to the culture of the specific region, and following the features of communication specific to the particular regional culture and professional field. 8. Offers substantiated professional solutions for learning about the Asian culture heritage and promotion of mutual understanding, by taking into account the specific problems of regional cultures. 9. Conducts and presents scientific research in literary theory and linguistics as well as in interdisciplinary fields by critically analysing the concepts, theories and problems related to Asian research.
Final examination upon the completion of the study programme	Bachelor's thesis

Study programme forms

Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education; English language proficiency at least B2.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	-

Places of implementation

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

Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education; English language proficiency at least B2.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	-

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

During the reporting period, no significant changes were made to the content of the study programme - study course content and descriptions were updated, and course descriptions were harmonised to ensure the coherence of individual study courses, as well as to ensure consistency with the learning outcomes of the study programme. In order to improve the logical sequence and interrelation of study courses, several study courses were rescheduled across study semesters, and the content of study courses was updated to eliminate duplication and improve the continuity of study courses. Taking into account students' opinions and employers' recommendations, the course "Internship in Asian Studies" has been added in the next period in the amount of 2 CP.

The descriptions of Asian language courses have been supplemented and clarified, for example, to include information on the gradation and specific manifestations of different forms of politeness, the relevance of language to the social structure of society, the mental heritage of history, etiquette, the influence of literary tradition, etc. As a result of these additions and clarifications, the title, description and learning outcomes of the courses listed below have also been updated to match the content taught:

The programme's aim, objectives and outcomes are more focused and transparent. A choice of second Asian language courses is also offered: Chinese, Korean, Japanese, Turkish, Arabic, Indonesian and Persian (2 CP per language, 4 CP in total).

Changes made to the mandatory (A) part of the programme:

Courses added, removed and replaced:

- In compliance with the Official Language Law, the course *Latvian language for beginners I*, intended for foreigners, was added to the mandatory part (A) of the programme. Alongside this course, the course *Basics of the Latvian Scientific Language and Terminology* (2 CP) will be offered to students who have completed their secondary education in Latvia;
- Taking into account students' opinions and employers' recommendations, the next period includes a 2CP academic internship course, *Internship in Asian Studies*;
- With the Korean module being defined in the Sinology module (hereinafter the Chinese Studies module), the BSP Asian Studies includes a course on *Korean Heritage: Global Context and Perspectives* (2 CP);
- To ensure that students are brought up to the standards accepted in academia, the BSP Asian Studies includes the course *Introduction to Academic Studies and Research* (2 CP);
- in accordance with the provisions of the National Education Standard (*Cabinet of Ministers Regulation No.240 of 13 May 2014 "Regulations on the National Academic Education Standard"* <https://likumi.lv/doc.php?id=266187> (available only in Latvian) - Compliance with the requirements of the Environmental Protection Law and the Civil Protection and Disaster Management Law - The Bachelor Study Programme provides for the course content requirements established by the Environmental Protection Law and the Civil Protection Law in

the study courses *Environment Protection* (1 CP) and *Civil Protection* (1 CP);

- The course *Introduction to Linguistics* (4 CP), which was delivered jointly with the BSP in Latvian and Baltic Studies, has been replaced by the course catering for the needs of Asian research, *Introduction to Asian Linguistics and Translation Theory* (4 CP), which deals with linguistics in a multilingual context, showcasing the particularities of Asian languages compared to Indo-European languages, and provides insights into translation theory, especially in relation to Asian languages.

The addition of these courses does not change the volume of the mandatory part of the programme (50 CP + 10 CP bachelor's thesis), as the following courses were removed from the mandatory part:

- History of Culture and Cultural Studies (2 CP)
- Introduction to Philosophy (4 CP)
- Concise History of South and Southeast Asia (2 CP)

The course *The History of Arab Civilization II* (2 CP) was renamed *Middle Eastern civilization and culture*, included in the restricted elective part, Middle East Studies module

For the following courses, the title and description, as well as the learning outcomes were updated to be in line with the content taught in the course: topicalities, new requirements, current terminology, methodology of and approaches to contemporary Asian studies, and current terminology in Asian studies worldwide, avoiding obsolete or controversial terms:

1. The History of Arab Civilization I – Middle East: Global Perspectives (2 CP)
2. Introduction to Chinese civilisation – Chinese cultural heritage: global context and perspectives (2 CP)
3. History of Japanese culture and civilisation – Japanese cultural heritage: global context and perspectives (2 CP)
4. Ethnography of Asia I (4 CP) – Asian and Middle Eastern Societies: Research, Problems, Explanations (4 CP)
5. Ethnography of Asia II (4 CP) – Contemporary Asia and Middle East: Regional studies (4 CP)
6. Fundamentals of Asian Religious Culture: Texts, Ideas, Traditions I (4 CP)
7. Bachelor Thesis (10 CP) – Bachelor Thesis in Asian Studies (10 CP)

The following courses were reviewed, with their content being updated, learning outcomes clarified, and the reading list updated:

1. Asian Literature and Culture I, II, III (each course 4 CP)
2. Seminar on Writing a Bachelor Thesis (2 CP)

Restricted electives Part (B)

New courses have been developed for Chinese, Japanese and Arabic language and culture:

- Practical Aspects of Business Chinese (2 CP)
- Chinese Dialects (2 CP)
- Chinese Calligraphy, Art and Music (2 CP)
- Japanese Language and Culture in the World of Anime and Manga (2 CP)
- Popular culture in Japan (2 CP)
- Levantine Dialect I, II, III (each course 2 CP)

A new study module *Korean Studies* has been developed, the structure of which follows the symmetrical module structure:

- Korean Language and Communication Culture I (10 CP), II, III, IV (each course 8CP), V, VI (each course 6 CP)

- Introduction to Korean Culture (2 CP)
- Korean Philosophical and Religious Currents (2 CP)
- Contemporary South Korean Society (2 CP)
- Contemporary North Korean society (2 CP)

Second Asian language contrastive courses were added, where students choose and learn a second Asian language at the basic level. Not only Chinese, Korean, Japanese and Arabic, but also Turkish, Indonesian and Farsi are offered in the courses *Second Asian Language I* (2 CP), *Second Asian Language II* (2 CP)

For the following courses, the title and learning outcomes have been updated to more accurately reflect the content of the course:

- Traditional Chinese Philosophy (2 CP) → Classical Chinese Philosophy (2 CP)
- History of China I (2 CP) → Chinese Civilisation and Culture (2 CP)
- History of China IV (20th Century History of China) (2 CP) → Ideas and Ideologies in 20th century China (2 CP)
- History of Japanese Culture and Civilisation II (2 CP) → Japanese Civilisation and Culture (2 CP)
- The History of Arab Civilization II (2 CP) → Middle Eastern Civilization and Culture (2 CP)
- Chinese I, II, III (each course 8CP), IV, V (each 6 CP) → Chinese Language and Communication Culture I, II, III (each course 8 CP), Chinese Language and Communication Culture IV, V (each course 6CP)
- Japanese Language I (10 CP), Japanese Language II, III (each course 8 CP), Japanese Language IV, V, VI (each course 6 CP) → Japanese Language and Communication Culture I (10 CP), Japanese Language and Communication Culture II, III (each course 8 CP), Japanese Language and Communication Culture V, VI (each course 6 CP)
- Korean Language I (10 CP), Korean Language II, III, IV (each course 8 CP), Korean Language V, VI (each course 6 CP) → Korean Language and Communication Culture I (10 CP), Korean Language and Communication Culture II, III, IV (each course 8 CP), Korean Language and Communication Culture V, VI (each course 6 CP)
- Arabic Language I (10 CP), Arabic Language II, III, IV (each course 8 CP), Arabic Language V, VI (each course 6 CP) → Arabic Language and Communication Culture I (10 CP), Arabic Language and Communication Culture II, III, IV (each course 8 CP), Arabic Language and Communication Culture V, VI (each course 6 CP)
- Turkish Language I (10 CP), Turkish Language II, III, IV (each course 8 CP), Turkish Language V, VI (each course 6 CP) → Turkish Language and Communication Culture I (10 CP), Turkish Language and Communication Culture II, III, IV (each course 8 CP), Turkish Language and Communication Culture V, VI (each course 6 CP)

The following courses are combined in one course under a specified name, in line with the symmetrical modular structure of the BSP “Asian Studies”:

- Japanese Language I (6 CP) + Japanese Characters I (2 CP) + Intensive Japanese Basic Grammar (2 CP) = Japanese Language and Communication Culture I (10 CP)
- Japanese Language II, III, IV (each course 6 CP) + Japanese Characters II, III, IV (each course 2 CP) = Japanese Language and Communication Culture II, III, IV (each course 8 CP)

The following courses have been removed:

- Classical Chinese (Wenyan) I, II (each course 2 CP)
- English for the Asianists I, II (each course 4 CP)
- Arabic Philosophy (2 CP)

The India and Indonesia study module has been removed from the curriculum, but Indonesian is

offered as a second Asian language at the foundation level. The following courses have been withdrawn:

- Indonesian Language I, II, III, IV, and V (each course 4 CP)

The following courses were reviewed, with their content being updated, learning outcomes clarified, and the reading list updated:

- Basics of Chinese Writing (4 CP)
- Chinese Language (phonetics) (6 CP)
- Japanese Society I (2 CP)
- Japanese Society II (2 CP)
- Actual Problems of Asia Studies (2 CP)
- History of Japanese Art (2 CP)
- Introduction to the Study of the Ancient Near East (2 CP) (wording of the course title in Latvian was also updated: *levads Seno Tuvo Austrumu pētniecībā* → *levads Seno Tuvo Austrumu studijās*)

The following course (developed by the Faculty of Theology) was added: *Introduction to Eastern Art and Architecture* (2 CP).

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

The title of the programme, the awarded degree, the compliance of the parameters of the study programme with the achievement of the specified outcomes of the study programme are regulated by external regulations, i.e., Cabinet of Ministers (CM) Regulation No.240 on the State Academic Education Standard as of 13.05.2014, CM Regulation No.322 "Regulations on the Education Classification in Latvia" as of 13.06.2017.

The code of the academic bachelor's study programme "Asian Studies" (43227) is consistent with the Cabinet of Ministers Regulation No. 322 "Regulations on the Education Classification in Latvia" which corresponds to the sixth qualification level of the Latvian Qualifications Framework for the group of academic education programmes. The scope and duration of studies, mandatory content, programme parts and their scope, basic principles and procedures for assessment, the implementation principles, etc. are regulated by the Cabinet of Ministers Regulation No. 240 "Regulations on the State Academic Education Standard" and they comply with the requirements specified in the Regulations.

The study content of the academic bachelor's study programme "Asian Studies" nurtures a set of knowledge, skills and competences consistent with the knowledge, skills and competence of the 6th level of the European Qualifications Framework referenced in the Latvian Education Classification. The content of the study programme is represented by study courses in the amount of 120 CP (Cabinet Regulation No. 240): mandatory (compulsory) part courses (60 CP), including the final thesis (10 CP); restricted electives (56 CP); free electives (4 CP). The BSP "Asian Studies" comprises

4 modules: Japanese studies, Chinese studies, Korean studies, Middle Eastern studies (see annexed study programme plan). The 4 modules of the BSP "Asian Studies" integrate 7 languages, of which 2 languages are only offered in the elective part as a second Asian language (Indonesian and Persian/Farsi). The mandatory part of the study programme "Asian Studies" is implemented in Latvian or English (see below for information on admission requirements to the study programme).

Some of the study courses are offered in cooperation with other UL programmes, moreover, cooperation is formed internally across modules both in the mandatory, cross-regional or regional studies, where students freely choose the second Asian language to be studied. The multicultural content of the programme is oriented towards attracting international students and expanding student mobility.

The BSP "Asian Studies" in its title and content **is consistent with the thematic profile of the Study Field**; it includes the studies of several of Asia's most common languages and communication cultures, as well as regional and cross-regional studies, internship and work experience.

Since the programme is designed with a pronounced focus on **the efficiency of the study process** (including financial) as one of the strategic landmarks of the University of Latvia, it provides for, both content-wise and academic staff composition-wise, common courses for 4 modules in the mandatory part and for the active engagement of the young academic staff in the study process.

The **quality** is ensured by a well-planned, coherent mandatory and restricted parts of the study courses, which are in line with academic standards and global trends in the field and with the specifics of the respective modules (see the study plan). The BSP "Asian Studies" operates in compliance with the quality assurance system implemented at the University of Latvia.

The title of the programme "Asian Studies" clearly indicates not only the specifics of Asian languages and communication culture to be acquired in the programme, but also the complex of regional and cross-regional Asian studies included in the programme modules.

The objectives of the study programme, as well as the outcomes related to the aim and objectives, are derived from **the study programme aim**. The aims, objectives, and learning outcomes defined by the study programme are mapped against the learning outcomes of the study courses, as evidenced by the respective document on outcomes mapping (see Annex).

The admission process is governed by the UL Admission Requirements and subordinate regulations that determine the procedures for the given academic year: Requirements for prior education: acquired secondary education. All modules require English language proficiency in accordance with applicable laws and regulations (for international students – English language proficiency of at least B2 level). The admission criteria, the formula for calculating the admission score and the admission procedure are laid down in the admission requirements for the current academic year and published on the UL portal www.lu.lv/gribustudet.

The BSP "Asian Studies" is implemented over 3 years (6 study semesters), providing for the acquisition of 40 CP per year.

On the completion of the academic bachelor's study programme "Asian Studies", a **bachelor's degree of humanities in language studies and programmes** is awarded. Bachelor's degree holders have the opportunity to pursue their studies in the MSP "Asian Studies" (UL FH), as well as in other master's programmes in the humanities or social sciences in Latvian or foreign higher education institutions in conformity with the admission requirements.

The relevance and efficiency of the programme is reflected in the ever-growing practice, in

Europe and worldwide, of integration of the social sciences and humanities into a wider interdisciplinary scientific context. In today's Europe, the awareness of the current impasse in Western science, rooted in the isolation of different disciplines and cultures, and ignorance of intricate connection of ethical, religious and philosophical issues, as shapers of the worldview with socio-economic, political and technological developments becomes more pronounced. This is particularly evident in the exploration of cross-cultural issues provided for in the BSP "Asian Studies". Therefore, in preparation for the accreditation of the programme, steps have been taken to increase the interdisciplinary orientation of the programme. The study of Asian languages is not fully possible without a deeper understanding of the cultural context, nor is the study of a foreign culture complete without a basic understanding of the language(s) of the region being studied. At the same time, it requires cooperation between different study programmes, departments, faculties and universities. The humanities-related fields call for study programmes that develop students' interdisciplinary knowledge, skills and competences in line with field benchmarks to ensure the integration of knowledge required in contemporary scientific discourse. The undergraduate study programme "Asian Studies" of the UL study field "Language and Culture Studies, Mother Tongue Studies and Language Programmes" is fully integrated into these global and European developments while providing students with relevant knowledge of the guidelines, principles, structure and methodology of the relevant field and sub-field of science, as well as an understanding of regional cultures, language skills and interdisciplinary oriented study courses.

The efficiency of the programme is also confirmed by the organic integration of the BSP "Asian Studies" into the UL Study Field "Language and Culture Studies, Mother Tongue Studies and Language Programmes", providing students with the necessary background knowledge to continue their studies in the academic MSP "Asian Studies" at the UL FH (ex. "Oriental Studies"), and at the same time prepares professionally oriented students for a broad and flexible range of job prospects in the diplomatic service, business and other fields related to intercultural knowledge. In contrast to the BSP "East-West Intercultural Studies", which consists of Western European, Baltic, East Asian, Middle Eastern and North African regional and language modules and is dominated by Europe-Asia intercultural relations and a comparative East-West perspective, along with an examination of European culture in the context of Asian comparative material, the BSP "Asian Studies", consisting of a module on China, Japan, Korea and the Middle East with sub-modules on Arabic Studies and Turkish Studies, focuses on the study of specific Asian languages and cultures from a regional and a pan-Asian perspective. The programme is an excellent foundation for further research into the languages and cultures of the Asian regions, as well as for study at master's and doctoral level. Different languages have different internal logics, word-building, sentence construction, different writing traditions, etc., which create a different paradigm of thinking that is not fully comprehensible to someone who does not know the language. For this reason, as well as for practical reasons (labour market requirements), elective (Part B) studies are based on intensive language acquisition through the duration of studies, complemented by a social and cultural dimension that can often only be understood through knowledge of the cultural history of the region, especially with regard to formal communication etiquette. Thus, language and culture courses complement each other in each respective region offered by the study programme. Middle Eastern and East Asian language acquisition in the context of research on Asian cultures has been successfully implemented at the Department of Asian Studies of the University of Latvia for 25 years.

The necessary information about the study programme and the diploma to be obtained is given in the Annex hereto: Templates of the diploma and its supplements to be issued for the completion of the study programme in compliance with the Cabinet of Ministers Regulations of 16.04.2013 No 202 "Procedure by which state recognised education documents certifying higher education are issued". A sample study agreement may be consulted in the Annex to study field documents:

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

The Bachelor's study programme "Asian Studies" is the only Bachelor's study programme in Latvia that is implemented for the training of high-level specialists in linguistics and language programmes with interdisciplinary knowledge, skills and competences in the languages and communication culture of the Middle and Far East regions. Unlike the BSP "East-West Intercultural Studies", which focuses on intercultural relations and the comparative study of Asian and European cultures, the three-year intensive language and communication culture studies of the BSP "Asian Studies" offer the opportunity to enter the labour market with professionally competitive, intermediate-level language and communication culture skills, as well as knowledge of local and general Asian culture. The content of the BSP "Asian Studies" courses is designed and developed in line with current global trends in the field. Courses are regularly updated, taking into account the recommendations of industry experts, employers and students, as well as international experience in similar study programmes in the European Union. Hence, the content of the courses is in line with the requirements of the industry and the labour market, as well as current research trends in Latvia and the world. To ensure that the study programme courses meet the requirements of the labour market and the latest trends, the teaching staff undergoes continuous up-skilling, cooperation with industry specialists and employers, as well as foreign visiting professors is established. There are no similar study programmes in Latvia.

The study programme makes a significant contribution to the development of Latvia's national economy and to the integral development of Latvia's social structure and the successful implementation of social functions, as it prepares specialists in Asian culture for international economic relations, including trade and business relations, as well as human resources for culture, education and other humanities, with specialists in the language, culture, mentality and traditions of the region, who are needed in the private business environment, as well as in non-governmental organisations, municipalities and public institutions.

The role of the BSP "Asian Studies" in providing Latvian state, local and non-governmental organisations with the necessary human resources in the context of the geopolitical challenges of the 21st century is particularly relevant. Migration, driven by economic and political factors, and refugee flows caused by regional wars, are putting increasing strain on social structures, and are creating a particular demand for language and culture specialists from the Middle East region. Meanwhile, a surge in business and trade with countries in the Far East region has significantly increased demand for Korean, Chinese, Japanese language and culture specialists. Should the demand for specialists in the languages and cultures of the undervalued Indonesian region and Central Asia increase, the BSP "Asian Studies" has prepared Indonesian and Farsi language and communication culture courses that can be included in the study plan upon first request and continues to maintain a Turkish language and communication culture module relevant for cooperation not only with the member of the NATO Bloc, i.e. the Republic of Turkey but also with most Central Asian countries and Azerbaijan governmental institutions, non-governmental organisations and municipalities and culture professionals.

In the context of globalisation, and as a result of the ethnic divergence in Europe's cultural space in

the 21st century, the European Union has become, and in terms of development trends, will continue to become an increasingly pronounced multi-layered and multi-dimensional conglomerate of a multicultural society in both the immediate and medium-term development periods. Hence, it is not possible without attracting relevant professionals to prepare specialists in Asian languages and communication cultures, as well as in Asian history and traditions, necessary for the fields of culture, national and international security and cooperation, international business and academic cooperation, other than by further developing the regional language and culture modules of the BSP "Asian Studies". Therefore, the contribution of the BSP "Asian studies", which is unique in Latvia's academic environment and meets the labour market demands listed above, to the growth of Latvia's competitiveness is considered undeniably significant.

The potential of the BSP "Asian Studies" for the Latvian economy and social institutions, as well as the prestige of the programme in society, is reflected in the share of fee-paying students the programme attracts. The programme does not require additional subsidies from either the state or the University of Latvia, but provides interdisciplinary-oriented, versatile knowledge, skills and competences relevant to studies in the humanities and unique in the Latvian education system.

Asia's growing global role has created a need for specialists who know the cultural and linguistic specificities of different Asian regions and who can integrate the knowledge and achievements generated by Asia into the European cultural context. Knowledge of Asia's spiritual heritage, traditional cultures, etiquette and mentality is becoming increasingly important in the face of globalisation. The BSP "Asian Studies" provides students with the relevant knowledge of Asian culture necessary for the integration of the humanities into social work, community policing, cultural transfer, intercultural relations, tourism management and diplomatic service functions. With the intensification of international relations between the EU and the Middle as well as the Far East, this area may become one of the priorities for new graduates in the near future. Through intercultural activities, including in the diplomatic field, the programme's graduates may play a cultural emissary role by addressing knowledge gaps and dispelling stereotypes, such as those prevailing in the Middle East, regarding the cultural history and intellectual traditions of European countries. In the context of terrorist organisations' manipulation of Muslim immigrants from the Middle East and Africa, the BSP "Asian Studies" provides the basic knowledge in the field of Latvian and European security and defence, as the acquisition of scientific methodology and terminology allows issues related to cultural identity to be addressed at an analytically critical level.

As economic and cultural links between the EU, including the Baltic States, and the East develop, the tourism sector increasingly needs specialists with a cultural background in Europe, the Middle East, Central Asia, Iran, India and East Asia. The specialist knowledge of Islamic and Christian religious cultural traditions, the psychology of European and Eastern populations, the specifics of organising events, the nuances of etiquette, etc. is essential. Central Asian countries, for example, are only now starting to fully realise their tourism potential and prospects.

The further development of the study programme is facilitated by the involvement of employers and students in the Study Field Council of "Language and Culture Studies, Mother Tongue Studies, and Language Programmes", which examines issues of significant changes in study programmes, reviews and approves reports and new study courses. In the run-up to the accreditation, a student survey on the study programme and its prospects has been conducted.

Support has been received and cooperation is ongoing with potential employers both in Latvia and abroad. Potential lecturers for the BSP are associated with various Latvian and foreign organisations working on Asian cultural and linguistic issues at the diplomatic, economic and educational levels. Examples include activities in cooperation with various governmental and non-governmental organisations, such as the Latvian Red Cross, the Public Integration Foundation, etc. (I. Kleinhofa),

dialogue with the Ministry of Foreign Affairs of the Republic of Latvia (I. Kleinhofa, J. Priede, L. Taivāns, K. Kļaviņš) and several universities in Japan (A. Haijima), China (A. Baltgalve, K. Kļaviņš), India (K. Kļaviņš), Korea (K. Kļaviņš), Jordan (I. Kleinhofa). A noteworthy strategic cooperation with Korea has been established in the context of relations between Busan and Riga – in the summer of 2021, at the invitation of the Government of the Republic of Korea, the Director of BSP "Asian Studies" participated in the exclusive K2H (*Korea Heart to Heart*) three-month programme aimed at strengthening cooperation between the city councils, organisations and businesses of Riga and Busan. In Busan, K. Kļaviņš met the heads of key scientific, cultural and economic institutions and enterprises, as well as leading specialists in the fields of music, cinema and literature, and, as encouraged by the UL FH leadership, initiated discussions on the promotion of student and faculty mobility with Korean universities, cultural and scientific research institutes and organisations.

In lectures and seminars, lecturers plan to share their experience with students, explaining the principles and problems of international cooperation and discussing possible solutions together. Likewise, potential lecturers for the BSP "Asian Studies" support the European Citizens' Initiative "STOP Extremism", which is relevant in the context of countering religiously motivated terrorism, especially in relation to migration to Europe from the Middle East.

Internship placements are to be hosted by Latvian and international companies, Latvian and foreign government and municipal institutions, as well as non-governmental organisations where intercultural communication takes place, such as the Ministry of Foreign Affairs of the Republic of Latvia, the Ministry of the Interior of the Republic of Latvia, the Latvian Language Agency, the Society Integration Foundation, the Latvian Red Cross, translation agencies, the society "Shelter "Safe House"", the society "I Want to Help Refugees", and other NGOs, as well as foreign embassies and consular missions.

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

The Bachelor's study programme "Asian Studies" is a full-time study programme (FTS) delivered in English and Latvian.

The total number of students enrolled in the full-time Bachelor's study programme "Asian Studies" was relatively stable during the reporting period, with a marked increase towards the end of the period and slight fluctuations from year to year. While the total number of students was 150 in the academic year 2012/2013, it has already reached 185 in the academic year 2018/2019. The dynamics of the number of newly enrolled students has also been relatively stable over the reporting period, with the most statistically significant drop in the number of newly enrolled students during the period of demographic decline among high school graduates – 2017/2018 (55 students enrolled), compared to peaks in 2014/2015 (87 students) and 2019/2020 (77 students). During the reporting period, the programme reached its peak in 2020 (190 students).

The dynamics of the number of graduates has fluctuated over the years, with a significant decrease during the demographic crisis in the academic year 2018/2019 (26 graduates), while the average number of graduates per year in the Asian Studies BSP has been 40 for the rest of the period (47 graduates in 2020/2021). Overall, as the following graphs demonstrate, the total number of graduates from the programme is stable with an upward trend.

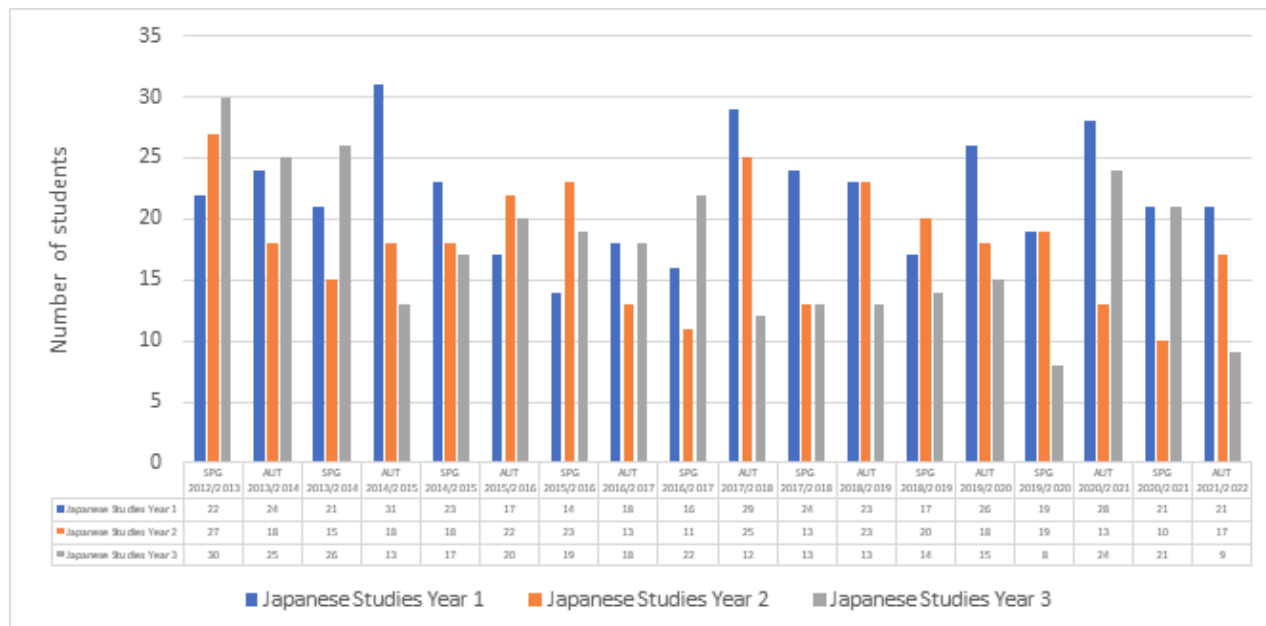


Figure 3.1.4.1. Number of students in BSP “Asian Studies” (Japanese Studies)

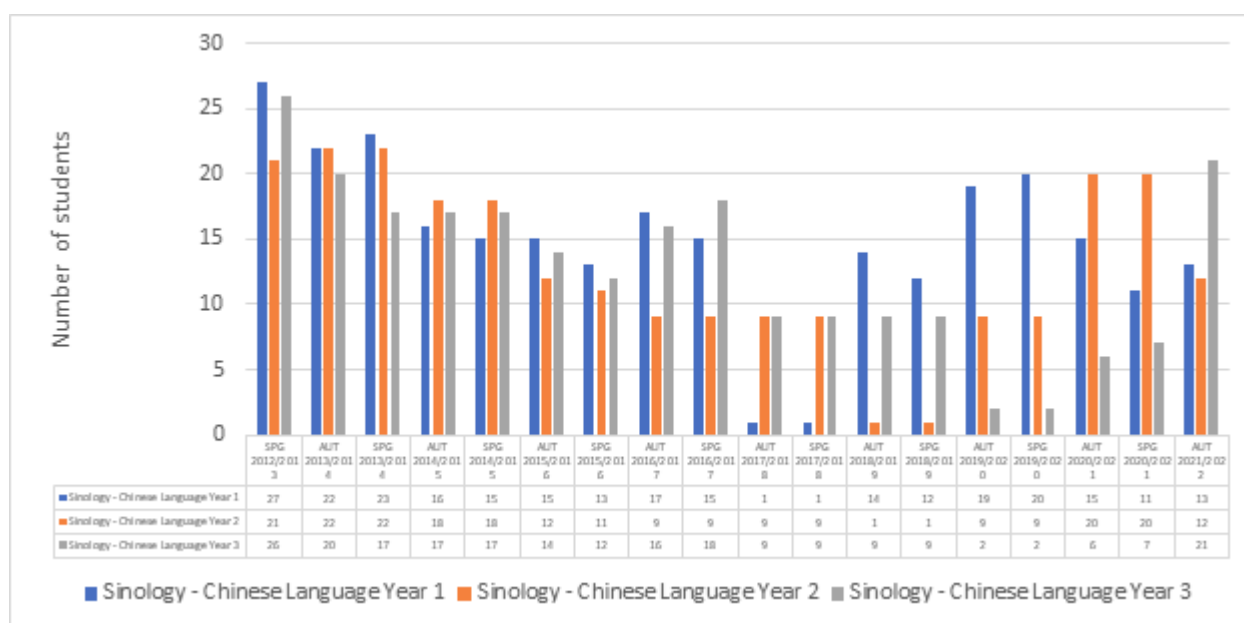


Figure 3.1.4.2. Number of students in BSP “Asian Studies” (Sinology - Chinese)

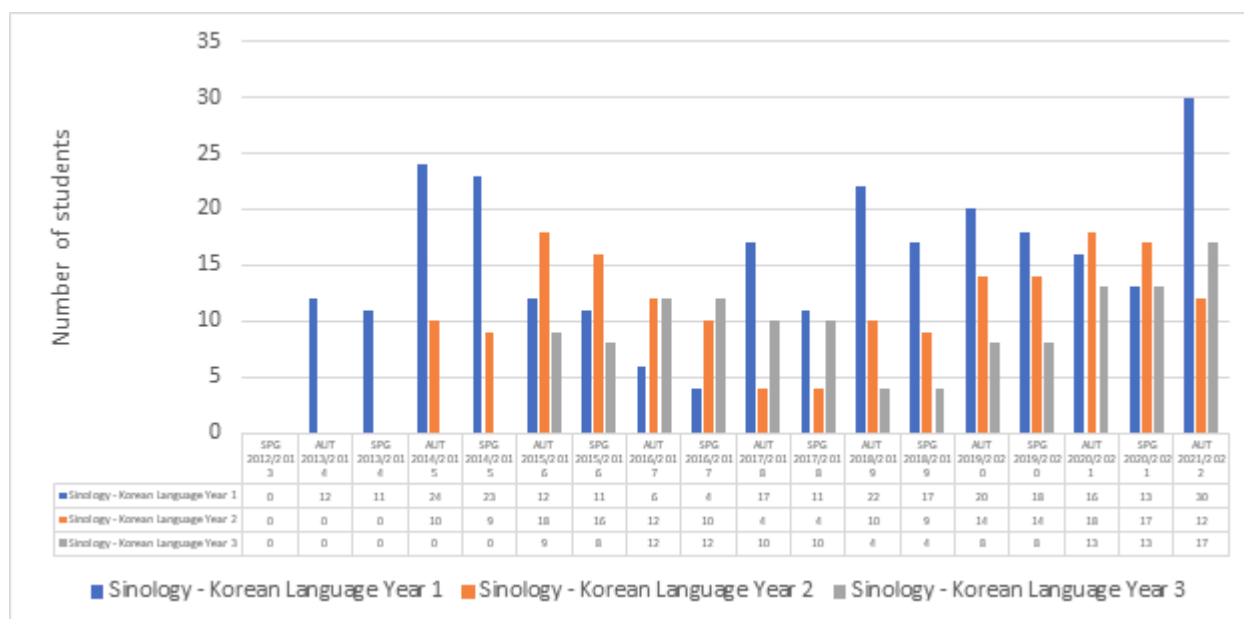


Figure 3.1.4.3. Number of students in BSP “Asian Studies” (Sinology - Korean)

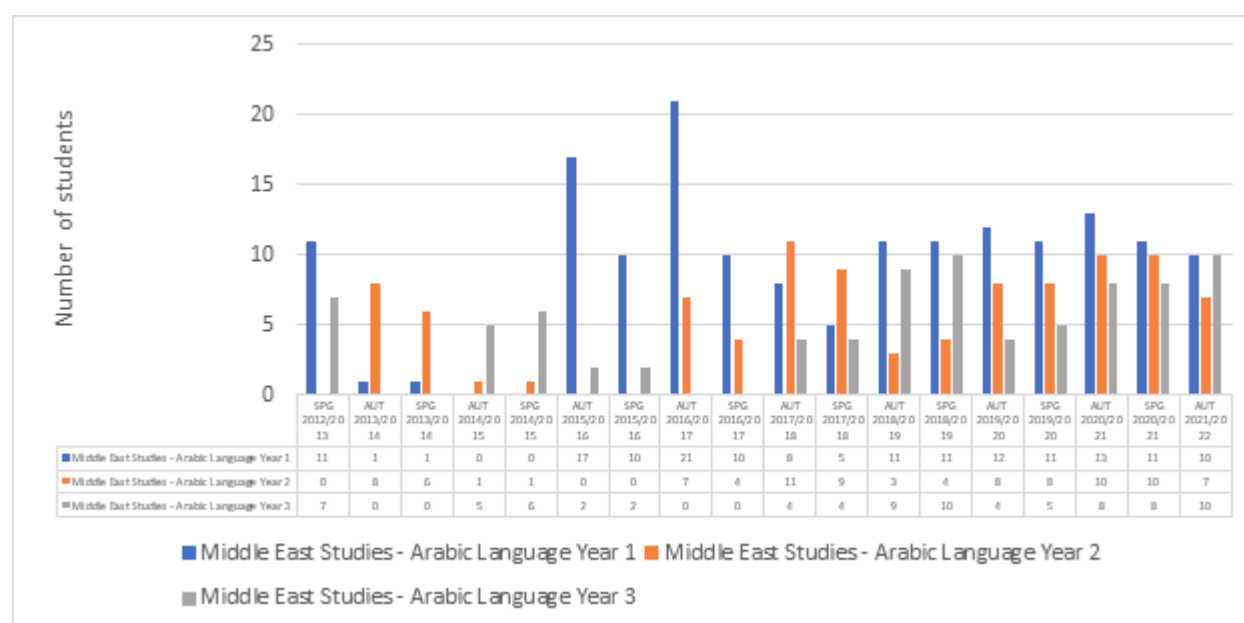


Figure 3.1.4.4. Number of students in BSP “Asian Studies” (Middle East - Arabic)

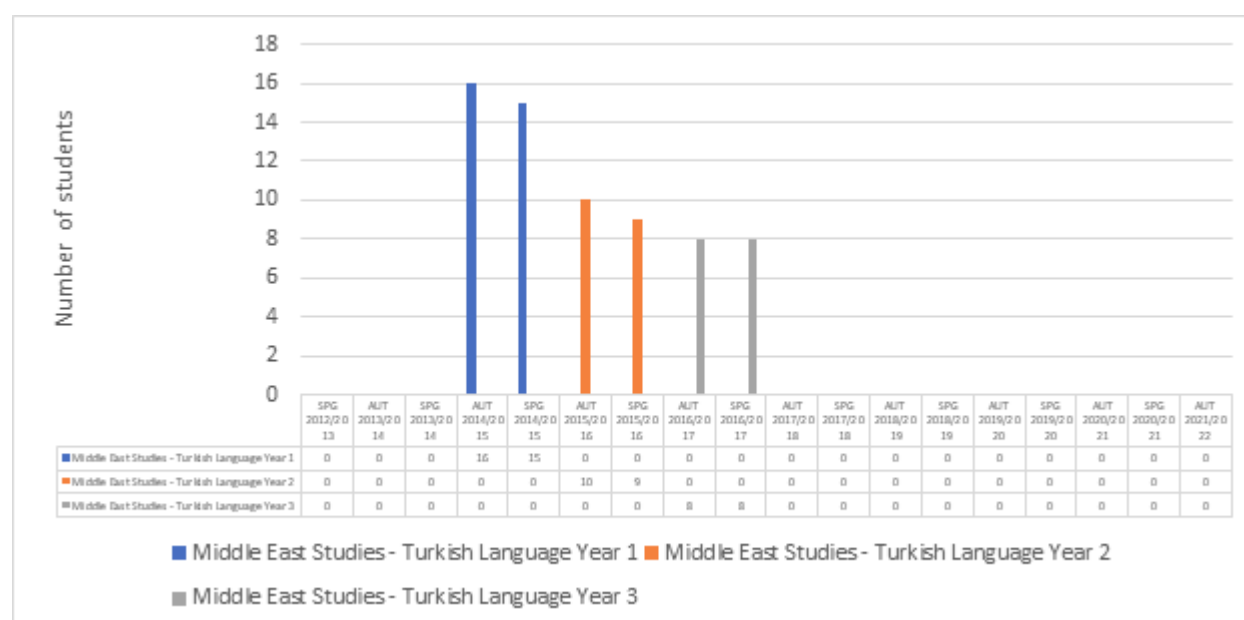


Figure 3.1.4.5. Number of students in BSP “Asian Studies” (Middle East - Turkish)

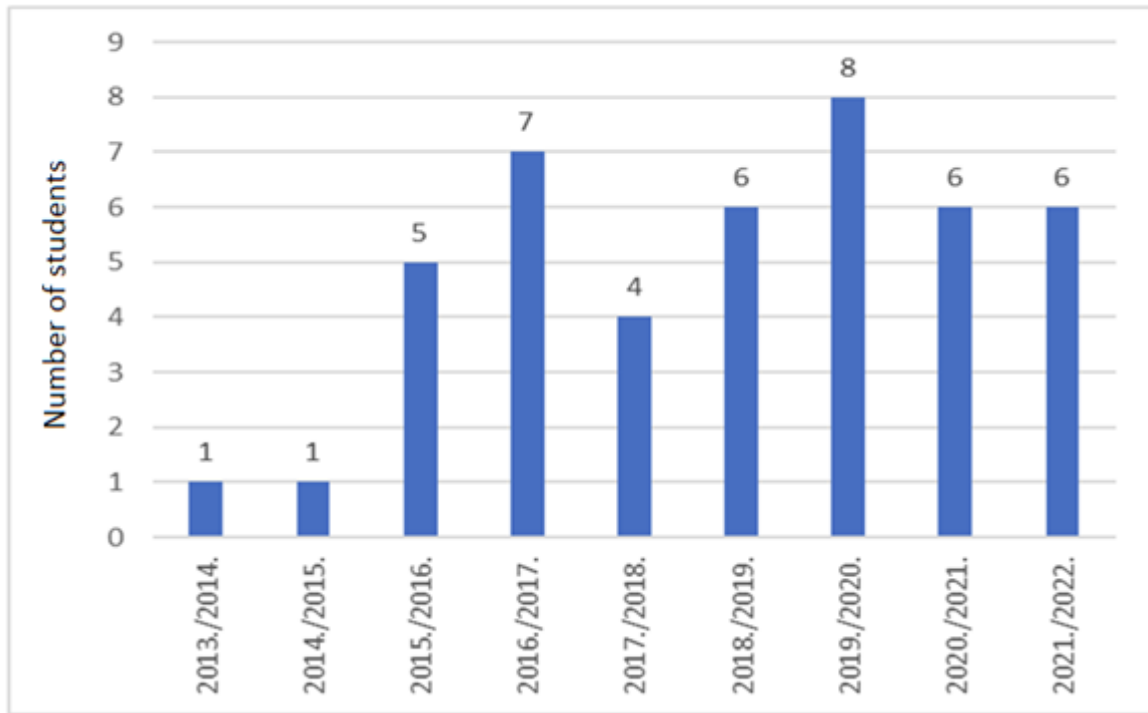


Figure 3.1.4.6. Number of international students in BSP “Asian Studies”

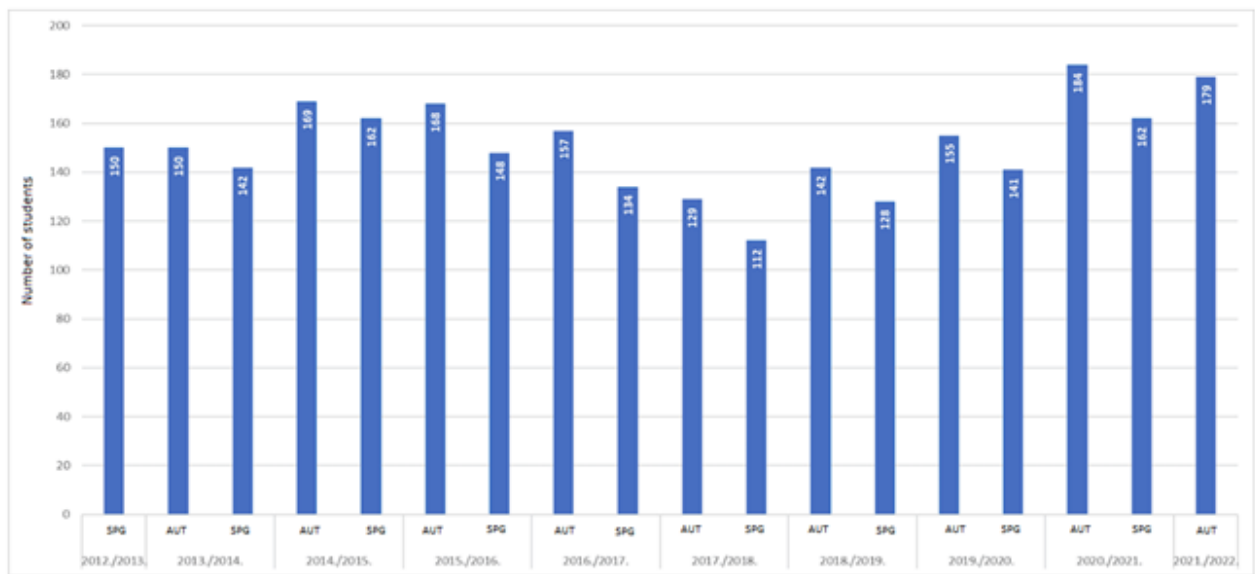


Figure 3.1.4.7. Total number of students in BSP “Asian Studies” (domestic)

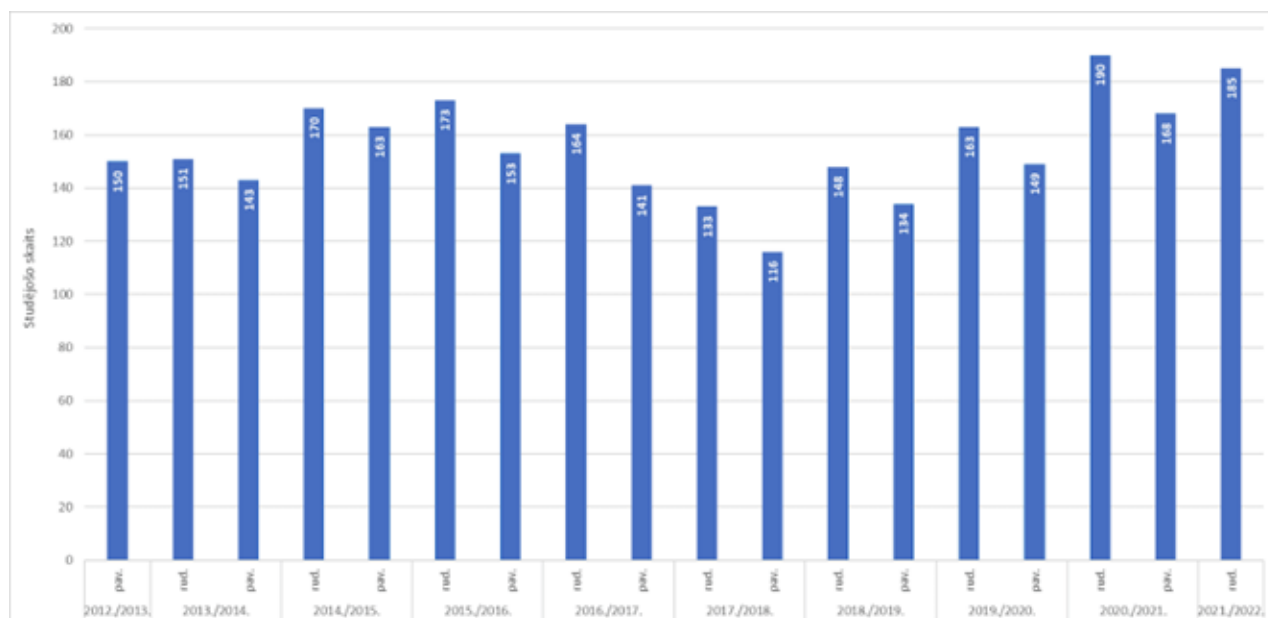


Figure 3.1.4.8. Total number of students in BSP “Asian Studies” (including international students)

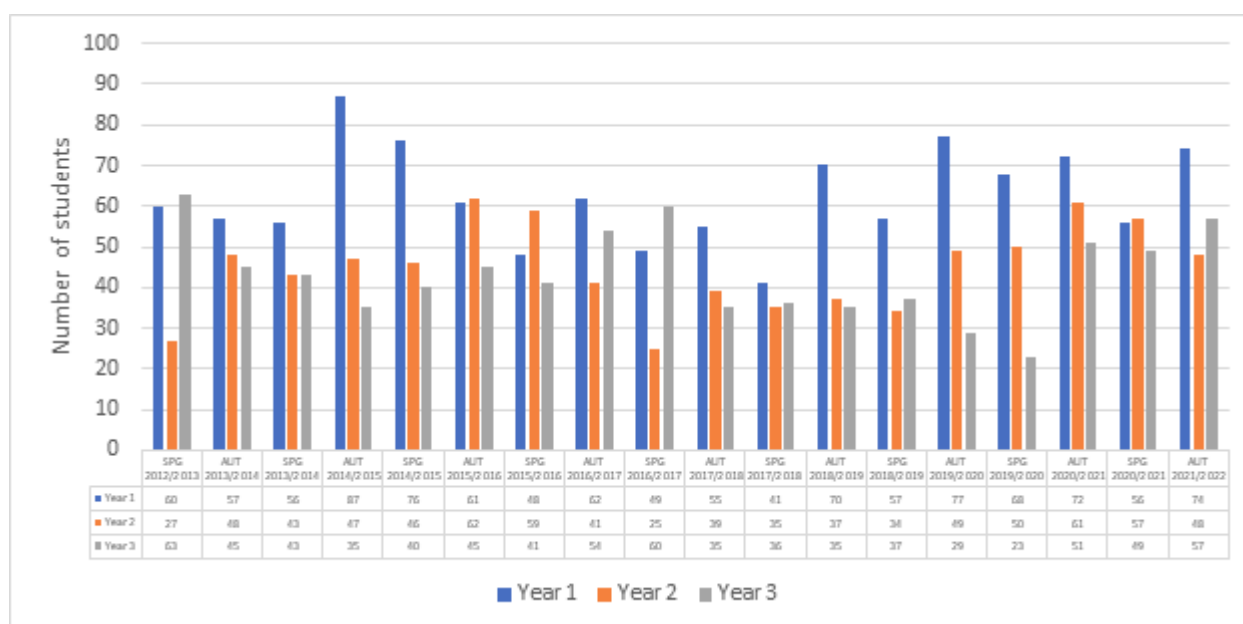


Figure 3.1.4.9. Total number of students in BSP “Asian Studies”

A number of conclusions can be drawn from the analysis of the drop-out rate in the number of students and the reasons thereof. The main reasons for attrition are mainly the inability to successfully meet the programme requirements and students' financial difficulties. Student attrition has fluctuated by year over the reporting period, averaging 12 students per year (with a minimum attrition of 7 students in the academic year 2014/15 to a maximum attrition of 22 students during the Covid-19 crisis in the academic year 2020/2021). According to the survey results, one of the main reasons for the discontinuation of studies is the failure to meet the requirements of the study programme in a timely manner, as stated in the contractual obligations. Another major reason for dropping out is personal reasons and inability to meet financial obligations to the university.

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

3.2. The Content of Studies and Implementation Thereof

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

Students of the academic Bachelor's study programme "Asian Studies" will acquire knowledge, skills and competences corresponding to the European Qualifications Framework (EQF) level 6 and LQF level 6.

According to the Regulations regarding the "State Standard for Academic Education", the BSP "Asian Studies" volume is 120 CP (with an additional 2 CP of Latvian for international students), the study duration is three years (six semesters, each semester amounting to 20 CP; 22 CP in the first semester for international students).

Students then choose one of the following modules: **Middle Eastern studies, Japanese studies, Korean studies** or **Chinese studies**. The advantage of the BSP "Asian Studies" is its great flexibility, allowing the study of languages and cultures from seemingly very different regions. In line with international practice, regional studies provide for the acquisition of one language, such as e.g. Chinese, but other regional specialisation courses (cultural history, literature, art, religion, society, etc.) also include the study of the history, culture, philosophical-religious worldview and development of cultural elements that characterise the social fabric of other regions of Asia.

The number of credit points for courses in Asian languages and communication culture is determined by the complexity of the languages: Eastern languages require additional training in hieroglyphic, syllabic or consonantal writing, and there are major differences between written and spoken language. Language acquisition from the first semester is necessary to be able to use regional languages as soon as possible.

The restricted electives (Part B) includes not only language and communication culture courses, but also courses that provide knowledge of the region's society, its cultural history, literature, art, religion and society. Depending on their interests, students shall choose pertinent courses in the optional part of Cross-Regional or Focused Regional Studies.

Free elective courses (Part C) in the BSP "Asian Studies" are foreseen in the amount of 4 CP and are selected centrally by students when registering in LUIS.

At the end of the programme, students complete a bachelor's thesis of 10 CP.

Table 3.2.1.1.

Structure of the BSP "Asian Studies"

A . Mandatory part
60 CP

B Restricted electives part
56 CP

Chinese Studies
Module

Japanese Studies
Module

Middle Eastern Studies Module

Korean Studies
Module

Arabic Studies Sub-
module

Turkish Studies Sub-
module

C. Free electives part
4 CP

The mandatory (A) part of the study programme consists of the following study courses (see Annexes *Asian Studies Study plan* and *Asian Studies Course descriptions*):

- Introduction to Academic Studies and Research;
- Introduction to Asian Linguistics and Translation Theory
- Latvian language for beginners I/ Basics of the Latvian Scientific Language and Terminology (For students who have obtained a certificate of secondary education in Latvia: "Basics of the Latvian Scientific Language and Terminology", and for foreigners: "Latvian language for beginners I" (2 CP);
- Japanese Cultural Heritage: Global Context and Perspectives;
- Korean Heritage: Global Context and Perspectives;
- Chinese Cultural Heritage: Global Context and Perspectives;
- Middle East: Global Perspectives;
- Asian and Middle Eastern Societies: Research, Problems, Explanations;
- Contemporary Asia and the Middle East: Regional Studies;
- Asian Literature and Culture I
- Asian Literature and Culture II;
- Asian Literature and Culture III ;
- Fundamentals of Asian Religious Culture: Texts, Ideas, Traditions I;
- Fundamentals of Asian Religious Culture: Texts, Ideas, Traditions II;
- Civil protection;
- Environment protection;
- Internships in Asian Studies;
- Seminar on Writing a Bachelor Thesis;
- Bachelor Thesis in Asian Studies.

In the restricted electives (B) part of the programme, students choose one of the study modules with corresponding elective courses included in the module, which provide in-depth knowledge of the region's languages, cultural history, literature, society and religions:

The list of Part B courses included in the modules is available in the Annex. B courses include but are not limited to: *Practical Aspects of Business Chinese; Second Asian Language I and II, Levantine Dialect I and II; Contemporary North Korean Society; Introduction to Eastern Art and Architecture; Introduction to the Study of the Ancient Near East, etc.*

The learning outcomes of the study courses are defined to ensure the achievement of the overall learning outcomes of the study programme in conformity with the acquired knowledge, skills and competences, which can be seen in the mapping of the study courses (Annex).

The BSP "Asian Studies" is to be assessed not only in terms of business interests, intercultural dialogue or social demand, but even more so in terms of national interests. The prospective assessment contains a general and a specific part.

First, the establishment and development of the national school in Oriental Studies is a value in itself as it performs an important general educational function. The contribution of experts in Asian languages and cultures to intercultural dialogue is also important, as its importance is growing in proportion to globalisation processes and Latvia's integration into the European Union.

Cooperation with countries in Asia and North Africa, not only in the fields of culture and education, but also science, economy and politics, has become of paramount importance. China has become the world's second-largest economy in the past year, leaving behind another Asian country, Japan, which continues to play a major role in global affairs. Korea has become an economic superpower. The rapid and widespread contact of the Islamic world with Europe, which calls for a deeper understanding of this culture and the promotion of inter-civilizational dialogue also in Latvia, as well as the need to ensure public security in the face of the growing threat of terrorism, must not be forgotten.

The specific part of the assessment targets the current and prospective activities of Orientalists, Oriental language specialists - interpreters, lecturers, desk officers, and translators - in the political, economic and cross-cultural fields.

Since the mid-1990s, graduates of the Department of Asian Studies have been involved in the diplomatic corps of the Republic of Latvia. The Ministry of Foreign Affairs of the Republic of Latvia needs experts in the languages, cultures, politics and economy of the countries of the Asian region as well as interpreters, and this need is growing in proportion to the increase in the workload of diplomatic missions and the Asia and Africa Division of the Ministry of Foreign Affairs. Latvia's membership of the EU means that trade relations with China, Japan and other Asian countries, although relatively low in the current economic crisis, will increase in proportion to these countries influence on the global market, as well as to the common immigration policy. It is the inevitable change in immigration policy and the prospective increase in the percentage of Asian nationals that necessitates the preparation of undergraduates capable of pursuing their education at a professional and master's level in the field of Asian region studies.

At the same time, the content of the BSP "Asian Studies" courses is driven by the demands of potential employers and student surveys, in which the desire to learn more about the peculiarities and regularities of the Asian cultural space is expressed. In a globalised world, Latvia's involvement in cross-regional trade, diplomacy and political processes requires knowledge of the language, ethnic, social, political and cultural environment of the regions concerned. There is an externally low-profile tension in international relations between EuroAtlantic values and international practice that Asian powers (PRC, Japan, Malaysia, Indonesia, etc.) refuse to abide by, citing their "Asian values." These values are not declaratory principles but stem from deep cultural structures whose understanding and research require specific qualifications. Many phenomena that are common to other cultures and religions are incomprehensible to Westerners because of their unfamiliarity with these phenomena. At the same time, the positions of Middle Eastern radicals are often far from being rooted in the traditional practice of religion and ethical values, but are in fact a deliberate or misunderstood modification of their traditions in the current context of globalisation, mass consumer society and the widespread use of information technology. Understanding this requires navigating different traditions, religions and cultures at their core. In this respect, the BSP "Asian Studies" equips students from Europe and the Middle East and East Asia with essential knowledge, thus preparing them to think at a new level of mutual understanding, tolerance and cooperation.

3.2.2. In the case of master's and doctoral study programmes, specify and provide the justification as to whether the degrees are awarded in view of the developments and

findings in the field of science or artistic creation. In the case of a doctoral study programme, provide a description of the main research roadmaps and the impact of the study programme on research and other education levels (if applicable).

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

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

Various methods for the acquisition and consolidation of knowledge are used in the study process, for example, introductory lectures, interactive lectures, summative consolidation lectures, and problem-oriented lectures. Practitioners, professionals from different institutions, are invited to lecture on specific subjects in the study courses in order to promote the coherence of theory and practice. Practical assignments, seminars, individual, pair and group work, discussions and project development, study tours to industry organizations are widely used. Employers are involved in the implementation and development of study courses (invited to facilitate individual seminar sessions, often organised as exchange visits to workplaces, etc.).

Teaching staff use interactive teaching methods, including independent student work, group work and project presentations. The courses also include individual and group independent work, such as writing reports and projects, preparing discussion questions and organising colloquia. Student discussions on current trends and developments in Asian Studies are also organised to explore in depth the global processes and factors influencing the contacts and interactions between cultures and languages. Likewise, situational analysis and simulation games are used to simulate different situations and scenarios. The e-learning embedded in the courses enables students to use e-learning methods. The choice of teaching method depends primarily on the specificity of each course.

The curriculum is constantly evolving and hence, utilises modern technological solutions: In the UL information system, students can keep track of their lecture schedules, course descriptions, their data, including their grades; study courses are implemented in the e-learning environment and students can use the materials posted there; students can also obtain study materials from the websites of the teaching staff or via e-mail provided by the UL. Students can also complete and submit practical assignments and tests in the e-learning environment, and receive grades and feedback on their work.

Tutorials offered by academic staff are an important form of study support. Likewise, the teaching staff also provide advice to students via e-mail. Operational information is communicated to students by programme assistants to group e-mail addresses.

In order to ensure the competitiveness of the students of the Bachelor's study programme, special attention is paid to cooperation with non-university institutions and the private sector in the organisation of the study process. The cooperation is implemented by involving highly qualified specialists and practitioners in the study process in the provision of full-scale study courses or part of study courses, as well as in separate lectures. Domestic and foreign guest lecturers participate in the provision of the study process of the Bachelor's study programme.

Students of the programme actively participate in international student conferences and seminars, e.g. in cooperation with Mykolas Romeris University (Lithuanian: *Mykolo Romerio universitetas*) in Lithuania, the Baltic Association of Korean Studies as well as in the organisation of international conferences at the University of Latvia, e.g. in cooperation with the Latvian Society for the Study of Religion and Daugavpils University. Students are involved in international research projects, such as the Academy of Korean Studies funded project "Establishment of a Centre for Korean Studies and Promotion of Korean Research" 2015-2021.

Full immersion in the target language and culture during the exchange studies contributes to the achievement of the programme's outcomes and aims. Students of the Bachelor's study programme "Asian Studies" have the opportunity to go on an exchange study programme to one of the partner universities of the FH Department of Asian Studies in Japan, China, Korea (the best-performing students have the opportunity to receive a scholarship) or to one of the partner universities of the UL Faculty of Humanities. Currently, the UL FH has more than 150 Erasmus+ cooperation agreements with universities in various European countries, such as Italy, Germany, Spain, France, Poland, Czech Republic, etc., as well as Turkey. The UL FH has KA107 agreements, e.g. with Jordan, India, Morocco, etc. The UL has concluded several bilateral cooperation agreements and hence, the FH students can use not only FH, but also the UL agreements and travel to these partner universities. The UL has 12 bilateral agreements with Japan, 19 with China and 8 with Korea.

These agreements give students the opportunity to study and develop their knowledge abroad. Students can also apply for an Erasmus+ traineeship, i.e. receive an Erasmus+ traineeship grant if they find a placement in a foreign company. The traineeship may be done in a public or private organisation, institution or research centre. Traineeships last between 3 and 6 months.

During the reporting period, students of the "Asian Studies" programme have successfully studied for one or two semesters at universities such as: Ca'Foscari University of Venice, Italy, Sorbonne University, France, Akita International University, Japan, Ankara University, Turkey, Tsukuba University, Japan, South China Normal University, China, Hankuk Foreign Languages University, South Korea, Hokkaido University, Japan, Incheon National University in South Korea, Yamagata University in Japan, Kanagawa University in Japan, Kansai Gaidai University in Japan, Kwansei Gakuin University in Japan, Kyungpook National University in South Korea, Lanzhou University in China, Ludwig Maximilian University of Munich, Germany, Marmara University, Turkey, Nanjing Pedagogical University, China, Beijing Language and Culture University, China, Pukyong National University, South Korea, Pusan National University, South Korea, Sakarya University in Turkey, Shanghai University in China, Shanxi University in China, Tokushima University in Japan, Middle East University in Jordan, Uludag University in Turkey, Waseda University in Japan, Northwestern Polytechnic University in China.

Some partner universities, e.g. Bunkyo Gakuin University (a private university), give scholarships to our students, other partner universities like Yamagata have donated books. For studying abroad, students of the BSP "Asian Studies" have the opportunity to receive scholarships from the Korean Academy, JASSO, Monbusho (Japanese Government), Bunkyo Gakuin University, Kansai Japan-Latvia Friendship Society and other Japanese foundations, Ministry of Education of the PRC, Confucius Institute or Hanban Scholarship, Lanzhou University, Northeast University, Beijing International

College of Chinese, etc. The Department of Asian Studies, in cooperation with the embassies of the respective countries, provides the necessary support for the receipt of these scholarships.

The number of students participating in student mobility programmes has generally increased during the reporting period, from 3 students in 2012/2013 to 19 students in 2018/2019. Student mobility has declined since the onset of the Covid-19 pandemic. In the academic year 2019/2020 – 14 students, but in the academic year 2020/2021 – only 7 students, as many foreign universities in Japan, China, Korea did not accept exchange students. Student interest in exchange studies has not waned and mobility is expected to increase sharply after the end of the pandemic.

Courses to be taken during student mobility are discussed and agreed with the programme director before application, so that all courses taken at a foreign university are recognised.

Inbound mobility exceeded outbound mobility at the FH throughout the reporting period – each year the Faculty hosts around 150 international students participating in various exchange programmes. Some of these international students choose to take more than one course, especially in the Asian language and communication culture courses in the Asian Studies programme.

The active involvement of the BSP “Asian Studies” students in mobility programmes is a mechanism that contributes to the successful achievement of the programme's aims and intended learning outcomes.

The internal quality of the study programme is ensured by regular review and analysis of the programme by the Study Field Council, the FH Council and the UL Study Programme Quality Assessment Board by elaborating and approving the annual self-assessment reports of the study programme. Changes to the study plan are approved by the FH Council.

Students' participation in the improvement of the study process is ensured through student surveys. Surveys are organised on the study programme as a whole, as well as on individual courses and lecturers. This form of feedback allows students to express their views and preferences on the study programme and its organisation.

The student knowledge assessment system provided for in the programme ensures that the teaching staff comprehensively assess students' skills, competences and knowledge.

The main support institutions for students of the Bachelor's study programme, who address students' concerns and help to find solutions to problems, are the programme director, programme assistants and administrative assistants as well as students' trustees/tutors. Teaching staff also work with students individually during tutorial times. This ensures that the principles of student-centred learning are applied in the teaching process.

The internal quality of the programme is ensured by the programme director and administrative assistants regularly discussing student assessments, problems in the implementation and organisation of the study programme and improvement initiatives with the teaching staff involved in the implementation of the study programme.

Representatives of other Latvian institutions of higher education and also foreign countries are involved in the accreditation process of the Bachelor's study programme “Asian studies”. Their conclusions and recommendations are evaluated and implemented.

The programme assesses students' knowledge in relation to planned learning outcomes.

The assessment is regular and continuous throughout the course of study. In all courses of study, integrative assessment is used to evaluate students' knowledge, i.e. all student activities – class work, independent individual and group assignments, tests, reports, presentations and quizzes are assessed with a certain number of points, which add up to the overall course grade.

The assessment of the knowledge of the students of the bachelor's study programme, similarly as for all other students at the University of Latvia, is performed in accordance with the UL Senate Decision No. 211 of 29.06.2015 "Procedure for Organisation of Examinations of Study Courses at the University of Latvia". The standards and rules for student assessment are clear and accessible to students, as they are available in the normative data section of the UL portal, as well as in the course descriptions for each specific study course, and the academic staff informs students about the assessment requirements at the beginning of each course.

A course examination is a set of activities for the assessment of the outcomes of the study course, which takes place in accordance with the criteria and requirements specified in the course description and stated in the requirements for obtaining credits. For each study course in the programme, an individual system for obtaining an overall grade for the study course has been developed. All this information is available in the ULIS course catalogue. Teaching staff inform students about the assessment system for the learning outcomes of the course during the first lecture. Students can also access course descriptions in the ULIS system. Hence, assessment standards, rules and requirements are clear and accessible to students.

At the UL, there are two types of assessment in each study course: intermediate assessment and the final examination. Types of intermediate assessments are: tests, independent work, practical work, laboratory work, report, paper and other types according to the course specifics. The number and type of interim assessments are specified in the description of the study course. For guidance on the final paper, see https://www.hzf.lu.lv/fileadmin/user_upload/lu_portal/projekti/hzf/studijas/azijas_BSP_un_MSP_darb_u_noteikumi_.pdf (available only in Latvian).

The acquisition of practical skills for training competitive professionals is a very important part of study courses, e.g. development of project applications, learning about the business culture of certain countries, studying the strategies of specific multinational corporations, etc. Much attention is paid to improving students' independent work, allowing them to go deeper into the study of individual issues, summarising the information obtained and presenting it in a sequential manner during classes. This uses both individual research and group work methods.

Each study course concludes with a final examination. To be eligible to sit the examination, the student must complete the workload (interim assessments) specified in the course description with a passing grade. The teaching staff may also set attendance requirements, depending on the specialisation of the course.

However, the UL stipulates that the total score in the intermediate assessments must not be less than 50% of the total grade, and the grade obtained in the end-of-course examination must not be less than 10% of the total grade. To obtain credits for taking a study course the examination is a must.

The assessment forms are: (1) a written examination, in which the teaching staff assess the student's written or e-assignment; (2) an oral examination, in which the student's oral answers and explanations are assessed; (3) a combined examination, in which both the student's oral answers and written assignments are assessed. The proportion of oral and written parts in the assessment is defined in the course description.

The completion of the study course is assessed using a 10-point grading scale. A study course is considered to have been successfully completed (the student receives credit points for the completion of the study course) if the grade on a 10-point scale is not lower than "4" (almost satisfactory).

The student must retake the exam if the grade is below "4" (almost satisfactory) on a 10-point scale

or if he/she is suspended from the exam.

In order to promote the development of students' research competence, students in successive courses have an opportunity to analyse and deepen their research on the issues of interest in the given field. Senior year students are involved in *peer teaching-learning*. Seminars promote students' presentation and discussion skills.

To aid students in achieving learning outcomes – in acquiring and consolidating knowledge, skills and competence – the study process is dominated by methods focusing on student activity. The study process is supported by methods that facilitate students' communication in the implementation of study tasks, solving real-world problems, modelling situations.

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

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

Students receive support and feedback from the teaching staff during the study process. Assessment criteria for marking are made public in advance. Assessment gives students the opportunity to demonstrate the extent to which they have achieved the planned learning outcomes. Regular academic staff assistance in the form of tutorials is ensured in order to ensure the achievement of the outcomes of the study programme.

Following the principles of student-centred studies, student mobility (recognition of learning outcomes) is promoted, students engage in academic research and social activities initiated by the academic staff, thereby gaining significant experience through testing gained knowledge and skills in practice. Through the internal quality assurance policy, study programmes are implemented encouraging students to actively contribute to the study process. Policies and procedures are in place for the submission of student suggestions and complaints and for the handling of student appeals. The results of student surveys are evaluated and taken into account for the improvement of the study process. Students willingly express their suggestions for the improvement of study programmes and the study process in discussions with their teaching staff and programme directors.

An important part of the study process is the cooperation with employers, which takes place at the level of individual academics, at the level of the Department of Asian Studies and at the Faculty level. Employers' representatives (e.g. representatives of Latvian embassies in Asian countries and representatives of foreign embassies in Latvia) are invited to give guest lectures, and practitioners are also involved in lecturing and conducting practical classes in a number of study courses. During

the reporting period, some elements of the internship were included in selected Asian language courses (e.g. "Arabic IV, V") and in the course "Ethnography of Asia II". NGOs such as the Latvian Red Cross, the society "Shelter "Safe House", the society "I Want to Help Refugees", etc. have provided such opportunities for students. In collaboration with potential employers, a group of students of the BSP "Asian studies" have developed a European Solidarity Corps Solidarity Project "Oriented on Orientalism", which was successfully implemented (2021-2022); in addition, they also worked as volunteers in the association "Creative Association for Youth "TREPES"". The cooperation with employers will be further extended in the framework of the internship course (2 CP) included in the programme.

Employers are involved in strategic decision-making and in the programme quality management system through participation in the Linguistics and Literary Studies Study Programme Council, the Faculty Council, employer discussions (regularly organised by the Student Council), the Employer Forum, etc.

During their undergraduate studies, students are involved in the research projects implemented by the Department of Asian Studies and the development of research themes. The term papers and undergraduate theses focus on the study of the issues culturally and historically pertaining to Asian Studies, including interdisciplinary issues in the field of linguistics and literary studies.

Since the previous accreditation, a great deal of attention has been paid to the internationalisation of the study programme and the study process, and to raising the level of research. Several students were involved in research work on the impact of Vietnamese migrant cultural traditions in Europe, and students have had the opportunity to study on exchange programmes and in Japan, Korea, China, Taiwan, Jordan, Israel, Egypt. Students are more actively participating in the Erasmus+ study exchange programme. Students actively participate in international conferences and (from 2021) in videoconferences organised by the teaching staff involved in the implementation of the study programme.

In order to ensure the topicality of the study programme content and its consistency with global scientific trends in Asian studies, guest lectures by specialists and experts in the field are organised within individual study courses, as well as lectures and seminars by foreign guest professors. It should be noted that cooperation with Latvian and foreign universities is expanding every year in the field of student exchange, as well as in the areas of faculty exchange, methodology and research.

The content of the study programme and study courses are regularly updated once a year (prior to the academic semester when the course is to be delivered), taking into account the recommendations of experts in the field, employers and students, trends in the scientific field and the needs of the labour market.

It can be concluded that the study methods and forms applied in the study programme "Asian Studies" conform to the achievement of the intended learning outcomes and the principles of student-centred education.

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

students during the internship included in the study programme with the learning outcomes of the study programme (if applicable).

No internship was foreseen in the academic study programme during the reporting period, but taking into account student surveys and programme assessments as well as discussions with employers, the internship has been included in the study plan during the new accreditation period. (Bachelor's study programme "Asian Studies" Placement Regulations, 2 CP, see Annex). The aim of the internship is to enhance theoretical and practical knowledge in the context of Asian languages, communication culture and cultural interactions, to provide students with the opportunity to apply the acquired theoretical knowledge of different regions of Asia, their languages and cultures by performing work duties in a real workplace under the supervision of a specialist and summarising the acquired information in a scientific study, as well as to get acquainted with projects, offers and foreign partnerships of a specific non-governmental organisation, state, municipality or company in this field. Successful internships provide students with real-world skills and knowledge that can be applied in the workplace, building their work experience, which is a frequent requirement of employers for new specialists and graduates of higher education. Internships help students to bridge the knowledge gained in lectures and seminars with its practical application in the daily life of the organisation, creating a deeper understanding of the material covered in the course. The outcomes of the traineeship are in line with the planned outcomes of the study programme.

Placement objectives.

- to identify career opportunities, fields of work and workplaces in Latvia and abroad for graduates of the BSP "Asian Studies";
- to perform work duties in a real workplace under the supervision of a supervisor, applying knowledge of Asian regions, in particular, their languages and culture;
- to prepare for a future career, build a CV and professional network;
- to conduct and present a scientific study in compliance with the conventions.

In conformity with the order of the UL Rector on the organisation of internships, and by the instruction of the Dean, a teaching staff member - UL Placement Supervisor - is approved to supervise the internship in accordance with the study programme aims and achievable learning outcomes. At the placement site, the trainee is assigned a Site Placement Supervisor from the organisation, institution or company, who ensures that the placement is carried out properly at the workplace.

Students summarise the completion of their placement tasks in a placement report, which is accompanied by a review from the Site Placement Supervisor. The assessment of the internship is based on a 10-point scale after a public defence of the internship report.

The programme administration provides support in finding a placement site, but the student is also free to choose the placement. For this purpose, cooperation agreements have been concluded with the Latvian Red Cross and Shelter "Safe House" associations, which provide students with internship placements that are particularly relevant to the field of social work (see the Annex "Internship and Cooperation Agreements"). Cooperation agreements with a number of public authorities and non-governmental organisations are to be concluded by 31 December 2022. A tripartite contract is concluded with the company providing placement, setting out the rights and obligations of all parties in relation to the internship programme. Students of the Bachelor's study programme "Asian Studies" have the opportunity to participate in Erasmus+ internships in foreign companies and institutions, such as In 2022, for the first time, a student in the the BSP "Asian

Studies" was nominated for an internship in Israel with *Ben-Gurion University of the Negev*.

The internship conditions are the same for studies with Latvian and English language of instruction.

Overall, it can be concluded that the organisation of internships in the study programme introduced in the new accreditation phase is a necessary step in the development of the quality of Asian studies, which, in the interest of students' education and future job prospects, provides internship placement sites, clearly defined internship tasks, and internship outcomes that are in line with the expected outcomes set out in the study programme.

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

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

Students choose the topics of their final thesis in accordance with the content of the study programme and current research trends in the field of Asian Studies, coordinating the topics with the programme director and their supervisors. The development of the thesis topic and the research design takes place in the course "Seminar of Bachelor's Paper", through discussions in student groups and with the teaching staff, as well as through the defence at the end of the course. The topic should be related to specific current research topics and issues in Asian Studies and should be chosen to allow students demonstrating the knowledge, skills and competences acquired during their studies.

In Linguistics and Literary Studies, in academic years 2019/2020 and 2020/2021, undergraduate research was conducted on the following topics in Asian Studies:

"Korean Slang in the Mass Media in the 21st Century", "English Language Influence on Korean: Konglish (1910-2020)", "The Effect of Hanja on Emotional Overtones of Korean Language Words", "Semantics of the Natural Environment in a Selection of Poetry by the Syrian Poet Kholoud Charaf", "The Idea of The Destructive Power of Beauty in Yukio Mishima's Novel "The Temple of the Golden Pavilion", "Challenges and Solutions of Translating Phraseological Units in Arabic: Novel "Soviet Milk" by Nora Ikstena"

Interdisciplinarity plays an important role in Asian studies. During this period, students developed bachelor's theses on such interdisciplinary topics as: "Teaching and learning methods of Chinese language as a foreign language"; "Effective Arabic Language Learning in Mobile Applications", "Vietnamese Community in Latvia: Acculturation Module Analysis", "Usage of Korean Popular Culture Products in Latvia".

The evaluation of the final theses is performed by the Final Examination Board, which is approved by the UL Vice-Rector for Humanities upon the proposal of the FH Council.

Table 3.2.6.1 summarises the data on the assessments of the Bachelor's theses in the Asian Studies programme.

Table 3.2.6.1.

Asian Studies Bachelor's Thesis Evaluation, 2012/2013-2020/2021

Years	2012/2013		2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
Grades	stud.	%	stud.	%	stud.	%	stud.	%	stud.	%	stud.	%	stud.	%	stud.	%	stud.	%
10	2	3%	5	12%	4	11%	3	8%	9	19%	9	28%	5	19%	8	32%	18	38%
9	11	17%	7	17%	6	17%	11	30%	11	24%	6	18%	5	19%	5	20%	11	24%
8	22	35%	11	26%	16	46%	15	41%	10	21%	4	12%	6	23%	4	16%	9	19%
7	18	29%	7	17%	1	3%	5	13%	7	15%	8	24%	3	12%	4	16%	4	9%
6	6	10%	8	19%	4	11%	2	5%	1	2%	3	9%	6	23%	2	8%	3	6%
5	2	3%	3	7%	2	6%	0	0%	7	15%	0	0%	1	4%	2	8%	2	4%
4	2	3%	1	2%	2	6%	1	3%	2	4%	3	9%	0	0%	0	0%	0	0%
Total	63	100%	42	100%	35	100%	37	100%	47	100%	33	100%	26	100%	25	100%	47	100%

The collected information demonstrates that the assessments of the Bachelor's theses indicate a gradual but steady increase in the quality of the learning outcomes during the re-accreditation period. While in the academic year 2012/2013 a total of 55% of students received a grade between very good (8) and excellent (10), in the academic year 2020/2021 the total is at 71%. The number of students scoring between almost good (6) and good (7) has dropped from 39% to 15%. On rare occasions, the bachelor thesis is assessed as satisfactory (5) and almost satisfactory (4). Most students demonstrate excellent knowledge, skills and competences relevant to the programme outcomes in the defence of their bachelor theses.

Overall, it can be concluded that the topics of the final thesis are in line with the title and content of the study programme "Asian Studies", and the results of the research conducted by the students are relevant to language studies and programmes in the humanities. The relevance of final theses to the field, including the labour market, should be emphasised. The thematic topicality of final theses lie in addressing the current issues in such fields as (1) the acquisition of Asian languages and communication culture, which has become very important in the era of globalization of the labour market, when it is necessary to acquire competences related to verbal and non-verbal communication; (2) the understanding and management of cultural interaction processes, which are especially relevant in the multinational cultural environment of the European Union, taking into account that as a result of immigration and demographic processes, the demand for the phenomenon of Asian culture is sufficiently pronounced to influence the labour market of the European Union in the sphere of business, tourism and services; (3) public administration, local governments and non-governmental organizations in the conditions of increasing economic immigration and the flow of refugees, as well as in organizations whose activities are related to the provision of state and public security in the conditions of the threat of international terrorism rooted in radical fundamentalist currents.

3.3. Resources and Provision of the Study Programme

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

All the resources and facilities available at the FH and at the UL as a whole are available for the implementation of the BSP "Asian Studies". A detailed description is presented in Part II, Chapter 3, Section 3.1.– 3.3 of the Self-assessment Report. The assessment of the range of resources available to students, as well as the information and material-technical base, leads to the conclusion that they fully meet the requirements for the implementation of the study programme and ensure the achievement of the study programme outcomes.

Material and technical base

The BSP "Asian Studies" is implemented within the study field "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" at the UL FH premises. The material and technical base of the faculty is described in the general section of the study field accreditation report: 2.3.2. Infrastructure and facilities.

For the convenience of students and teaching staff, an extensive library with a database and literature in the given branch of science is available. Literature can be ordered from other branches and repositories. The library has computers for students' independent work.

A general description, as well as a detailed description of services and resources of the UL Library is available in section 2.3.3. The library subscribes to more than 30 e-resource platforms, which contain both e-books, e.g. ProQuest Ebook Central, and e-journals - Cambridge Journals Online, Em, Oxford Journals Online, SpringerLink Contemporary Journals, Taylor & Francis Social Science & Humanities Library; reference resources, multimedia, and mixed-format databases - EBSCOhost, JSTOR, ProQuest Dissertations & Theses, Scopus, etc. 17,592 full-text e-journals, 2.5 million full-text global theses and master's theses, as well as 122 open access databases with multi-format materials are available at the UL Library. About 180,000 e-books are available in the subscription ProQuest Ebook Academic Complete collection. The mentioned platforms include all the necessary bibliographic materials related to the areas of BSP "Asian Studies". The academic staff of BSP "Asian Studies" regularly make proposals for stock replenishment and place orders in the LUIS system.

In order to ensure the necessary skills for learning the mentioned materials and to promote the use of subscribed databases and other e-resources in the study process, the library has prepared and regularly conducts presentations in English "Step by step, the library of UL - for you!", while in the classes in the computer classes e- resource use skills. The presentation "Step by step: Library for you", "Electronic joint catalog and Primo for your successful studies" "Get to know e-resources", "E-resources in the industry" is addressed to students in bachelor study programs. On the other hand, the classes "Bibliography and citation management tools", "Using databases Web of Science and Scopus in study and research work", "Entering publications and editing the list of publications in LUIS", "Depositing research results in the LU e-resources repository" are intended for academic and scientific staff.

The advantage of the students and lecturers of the Department of Asian Studies (and therefore the BSP "Asian Studies" as implemented in the Department of Asian Studies) is the possibility to use the database of the Korean Parliamentary Assembly Library (the Department of Asian Studies in the Korean Center), which collects specialized materials for research and study purposes not only in the field of Korean studies, but also in the field of Chinese and Japanese studies.

The University offers students and staff the opportunity to get *Microsoft Office 365 ProPlus* and *SPSS* software for a personal computer free of charge for the duration of their studies (or employment contract).

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

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

Programme revenue

For the implementation of the Bachelor's study programme "Asian Studies", the following funds are used:

1. a state budget grant from the Ministry of Education and Science, set at EUR 1,630 for full-time intramural studies for the academic year 2021/2022;
2. the tuition fee, referring to the factors listed under the heading 'Financial support', set for the academic year 2021/2022:
 - EUR 2,200 per year for full-time intramural studies;
 - for full-time international students, the tuition fee shall be EUR 2,880;

Annual revenue forecast of the programme, EUR

Study mode	Number of students	Tuition fees / state subsidy	Total revenue
Full-time (state-funded)	46	1 630	74 980
Full-time (self-funded)	143	2 200	314 600
Total	189		389 580

Programme costs

In order to estimate the amount of funds required for financial support, the UL calculates the costs of study programmes according to a self-developed methodology, which takes into account the costs of providing the study process as described in the section "Study Field Funding" and information on the study programme plan, the teaching staff involved, the planned number of students, etc., thus ensuring the reliability of the forecasts.

For calculating the costs, the implementers of the Bachelor's degree programme "Asian Studies" use the enrolment data for the academic year 2021/2022 – 189 students (46 of whom are financed from the state budget), the proposed post-accreditation study plan and the planned composition of

the academic staff involved. The programme is implemented in full-time intramural mode only. Taking the above into account, the total costs of the study programme are expected to be EUR 389 580 per year, as summarised in Table 3.3.3.1.

Programme costs for full-time studies

For calculating the costs, the implementers of the Bachelor's degree programme "Asian Studies" use the enrolment data for the academic year 2021/2022, the proposed post-accreditation study plan and the planned composition of the academic staff involved. Taking into account the above, the estimated full-time study cost of the programme per student is EUR 1,558 per year and the programme total costs is EUR 342,520 per year. A more detailed breakdown of the cost percentages is shown in Table 3.3.3.1.

Table 3.3.3.1.

Percentage breakdown of costs in the study programme

Expenditure item	% of the total
Teaching staff costs	44,3 %
General staff costs	19 %
Other costs	0 %
Infrastructure expenditure	9,6%
Property and services	1,1%
Indirect costs	26%
TOTAL COSTS	100 %

The following Figure shows the cost of the study programme depending on the number of students and compares it with the proposed tuition fees and the state budget subsidy.

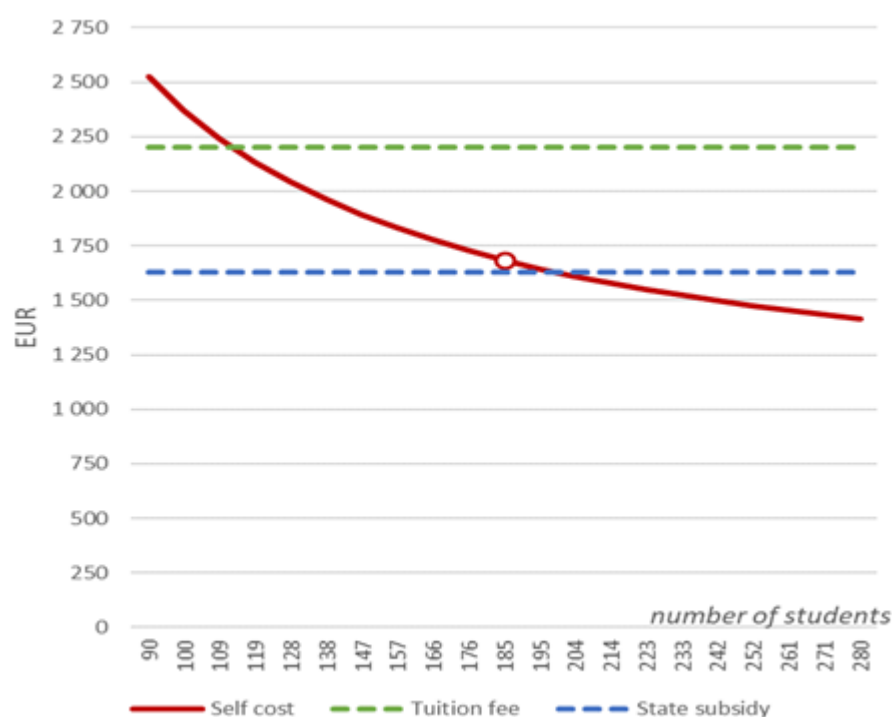


Figure 3.3.3.1. **Cost of the Bachelor's study programme "Asian Studies" depending on the number of students**

The calculation shows that for the programme to be cost-effective and to ensure high-quality studies for students, the number of fee-paying students in the programme (in all courses combined) should be at least 110 (intersection of the red (own costs) and green (tuition fee) lines projected on the x-axis). However, if the programme had only state-funded students, the number of students should reach 200.

Table 3.3.3.2.

Annual revenue forecast of the programme, EUR

Study mode	Number of students	Tuition fees / state subsidy	Total revenue	Total costs
Full-time (state-funded)	46	1 630	74 980	83 360
Full-time (self-funded)	143	2 200	314 600	259 140
Total	189		389 580	342 520

Table 3.3.3.2 demonstrates that the UL has sufficient resources to implement the study programme and ensure its further development.

The costs in the sub-programmes implemented within the programme are calculated correspondingly.

3.4. Teaching Staff

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

The practical implementation of the Bachelor's study programme focuses on the theoretical and research aspects of Asian studies, as well as on practical skills related to language and communication competences in an intercultural environment. The academic staff involved in the implementation of the programme has extensive Latvian and international research experience, which is integrated into the taught courses and thus contributes to the achievement of the study programme learning outcomes.

Continuous upskilling of teaching staff through refresher courses, mobility programmes and research work ensures a consistently high level of teaching quality. Teaching and research activities of teaching staff are reflected in their CVs.

In conformity with the first part of Article 55 of the Law on Higher Education, the implementation of

the mandatory part and the restricted elective part of the academic BSP "Asian Studies" involves not less than five professors and associate professors together who have been elected to academic positions at the respective higher education institution: professors Jānis Priede, Leons Taivans, Kaspars Kļaviņš and Gunta Ločmele, as well as assistant professors Agita Baltgalve and Agnese Haijima. Other professors and associate professors of the FH are also involved in teaching certain courses.

The selection of faculty members for the BSP "Asian Studies" is based on a number of criteria to ensure that courses are taught by qualified lecturers who are experts in their field and active in research.

The following are set as mandatory criteria for the selection of teaching staff:

1. the conformity of the qualification of teaching staff with the requirements of regulatory enactments;
2. the relevance of the scientific research activity to the content of the study programme and/or course of study.

The application of selection criteria ensures that the study programme is implemented by teaching staff who not only have teaching experience in student training, but who are also active in research themselves, in order to achieve the aim of the study programme – to prepare young specialists for the research labour market.

The selection of the BSP "Asian Studies" teaching staff is based on the following laws, regulations and project provisions:

- Cabinet Regulations No.595 of 27 September 2022 "Regulations on Science Groups, Branches of Science and its Sub-branches of Latvia"
- Law on Higher Education Institutions;
- Regulations on University of Latvia study and continuing education programmes (Senate decision No 102 as of 24.04.2017)
- Requirements of the project "Establishment of internationally competitive study programmes at the University of Latvia that promote the development of the Latvian economy" of the specific support objective 8.2.1 of the Operational Programme "Growth and Employment".

To ensure high qualifications of BSP students, faculty members from other faculties and universities are also invited to teach courses of the study programme. Information about the faculty members - scientific degree, position, length of service - is available in the Information System of the University of Latvia.

The composition of the teaching staff involved in the implementation of the programme provides for the full achievement of the study programme aim and planned outcomes, ensuring high-quality acquisition of theoretical knowledge and research skills in the BSP "Asian Studies".

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

The BSP "Asian Studies" is implemented at the UL FH, its implementation is ensured by the academic staff of the Faculty, who have long-standing experience in intercultural research, foreign language teaching and advanced Asian and European studies, and the research directions of the teaching staff correspond to the scientific directions of the study courses to be taught.

Along with the stability of the core faculty of Asian Studies during the reporting period, the following changes ensuring the development of Oriental Studies for the next accreditation period should be noted. In the field of Arabic studies, the responsibilities of UL assoc. prof. J. Ešot have been taken over by a UL doctoral student I. Kleinhofa, who was elected as a lecturer during the reporting period, while the native Arabic language specialist Salah Sherif continues to teach as an acting assistant professor. In the field of Sinology, the election of asist.prof. Agita Baltgalve as an associate professor and the election of a doctoral student Karīna Jermaka as a lecturer mark a positive academic development. A new professorship in Korean Studies held by prof. Kaspars Kļaviņš has been created in place of the professorship in Sinology. A lecturer position in Korean Studies has also been created, to which Ildze Šķestere has been elected. Every three to six years, there is a regular rotation of guest lecturers in Korean language and literature provided by the Korea Foundation, as well as a rotation of native Japanese speakers. These changes ensure a gradual renewal of the teaching staff in the programme and, judging by the feedback from students, successfully contribute to the overall quality of teaching.

The implementation of the study programme is mainly ensured by the teaching staff of the UL Faculty of Humanities, for some study courses lecturers from other faculties or institutes of the UL are attracted, for example, the Director of the Institute of Humanities and Social Sciences at the University of Daugavpils, prof. Anita Stašulāne, assistant professor at the Faculty of Theology of the University of Latvia Elizabete Taivāne, etc. At the same time, outstanding Latvian and foreign lecturers and scientists working abroad are attracted to teach specific courses, for example, prof. Sanggum Lee (Pusan National University, South Korea), etc.

The academic staff of the department regularly lectures at universities abroad, for example, within the Erasmus+ lecturing mobility prof. Jānis Priede lectured at Kaunas Vytautas Magnus University in Lithuania (2013/2014) and Beijing Foreign Studies University in China (2017/2018); prof. K. Kļaviņš was a visiting professor at Pusan National University in South Korea (2021/2022) and gave lectures at Middle East University in Jordan (2021/2022) within the Erasmus+ framework; assoc.prof. Agnese Hajjima lectured at the University of Venice Ca' Foscari, Italy (2016/2017 and 2018/2019); lect. Ingrīda Kleinhofa at Tallinn University, Estonia (2018/2019).

Overall, the changes in the teaching staff involved in the programme are positive, thus ensuring a high quality of education and are appropriate for the achievement of the planned learning outcomes at course and programme levels. The qualifications of the teaching staff fully meet the requirements of the study programme and ensure the necessary quality of the programme.

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

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

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

The primary teaching base for the BSP “Asian Studies” is the Department of Asian Studies at the UL FH. The cooperation between teaching staff takes the following forms: meetings of the study centres (Korean Studies Centre, Middle East and North Africa Studies Centre, Japanese Studies Centre, Sinology Centre) and the Department of Asian Studies, regular discussions on the achievements and problems in study work, approval of the themes of bachelor’s theses, analysis of the study process and learning outcomes. The Study Field Council is a platform for discussions on the content of studies and the development of the study programme. The study programme also involves faculty members and professionals from other faculties of the University of Latvia, thus promoting faculty cooperation, exchange of views and enriching the intellectual environment. It is planned that in the context of the relocation of the FH to the House of Letters in the Academic Centre of the University of Latvia in Tornakalna in the academic year 2023/2024, the cooperation with the teaching staff and institutes of other faculties will develop, a modern and comfortable study environment will be provided, including more convenient access to the wide range of scientific literature stored in the National Library of Latvia.

The most important forms of cooperation in pedagogical work with students include lectures, seminars, group work, individual tutorials, individual study assignments, and final thesis supervision. Many of the lecturers at the BSP “Asian Studies” are colleagues at the FH, know each other and are used to teamwork. In general, it can be concluded that the cooperation of the teaching staff involved in the programme is good, focused on the development and cohesion of study courses, and the faculty has developed a mechanism to promote cooperation.

During the approval period, the cooperation of the teaching staff is coordinated by the study programme director, who also ensures the revision of the course content in close cooperation with the teaching staff.

Table 3.4.5.1. shows the distribution of students by group for the academic year 2021/2022.

Table 3.4.5.1.

Distribution of students by group in 2021/2022

Programme, course	Module / Group	Autumn (17.09.2021.)	Spring (17.02.2022.),
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BSP “Asian Studies”, Year 1	<i>Japanese studies</i>	21	38
	<i>Sinology (Chinese module)</i>	13	11
	<i>Sinology (Korean group)</i>	30	27
	<i>Middle Eastern Studies (Arabic module)</i>	10	8
Total		74	64
BSP “Asian Studies”, Year 2	<i>Japanese studies</i>	17	11
	<i>Sinology (Chinese module)</i>	12	12
	<i>Sinology (Korean group)</i>	12	11
	<i>Middle Eastern Studies (Arabic module)</i>	7	4
Total		48	38
BSP “Asian Studies”, Year 3	<i>Japanese studies</i>	9	9
	<i>Sinology (Chinese module)</i>	21	19
	<i>Sinology (Korean group)</i>	17	15
	<i>Middle Eastern Studies (Arabic module)</i>	10	11
Total		57	54
Total for the programme		179	156

The ratio of teaching staff to students in the programme (18.9 students to 1 elected lecturer) ensures both the quality of the undergraduate programme and the availability of lecturers, as well as a cost-effective programme delivery model (see *Programme costs* section).

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	BSP Asian studies Diploma and supplement.docx	ĀS BSP Diploms un pielikums.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Statistical data on students in the BSP "Asian Studies".docx	Ā-S_BSP_Statistikas dati par studējošajiem.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	Compliance of the Bachelor's Degree Programme "Asian Studies" with the National Education Standard .docx	ĀS BSP atbilstība standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Study programme Asian Studies study course mapping.xlsx	Kursu_kartejums_ĀS_BSP.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Asian Studies Study plan.docx	ĀS_BSP_STUDIJU_PLĀNS_LAT.docx
Descriptions of the study courses/ modules	Asian Studies BSP - module and course descriptions.zip	ĀS BSP - moduļu un kursu apraksti.zip
Description of the organisation of the internship of the students (if applicable)	Asian Studies PLACEMENT REGULATIONS.DOCX	ĀS BSP_PRAKSES_NOLIKUMS_LAT.DOCX
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	HEAD OF STUDY FIELD DECLARATION ON COMPLIANCE WITH SECTION 55 1-3.docx	Virziena_vaditajas_apilecinajums_par_Augstskolu_likum_55_panta_1_3.edoc

Latvian Language, Literature and Culture Studies (45227)

Study field	<i>Language and Culture Studies, Mother Tongue Studies, and Language Programmes</i>
ProcedureStudyProgram.Name	<i>Latvian Language, Literature and Culture Studies</i>
Education classification code	<i>45227</i>
Type of the study programme	<i>Academic master study programme</i>
Name of the study programme director	<i>Ieva</i>
Surname of the study programme director	<i>Kalniņa</i>
E-mail of the study programme director	<i>ieva.kalnina@lu.lv</i>
Title of the study programme director	<i>Prof., dr. philol.</i>
Phone of the study programme director	<i>29218079</i>
Goal of the study programme	<i>To ensure the training of highly academically and scientifically qualified graduates of Latvian linguistics and language technology, literary and culture (folklore and theatre) studies at master's level, who will shape the future cultural and linguistic space of Latvia, will creatively and independently apply scientific theories and methods in academic and professional contexts, will acknowledge the role of and locate their study field in a wide range of issues in the humanities; to prepare graduates for doctoral studies, as well as for work in various scientific, cultural and other institutions in Latvia and abroad.</i>
Tasks of the study programme	<i>1. Regularly promote the acquisition of new, modern and interdisciplinary knowledge and research methods that motivate students to engage in research and encourage the continuation of exploring Latvian Studies in the doctoral study programme "Language and Culture Studies".</i> <i>2. Develop the ability of students to independently acquire, critically analyse and apply the acquired knowledge, link theory with practice, and demonstrate the opportunities for using the acquired knowledge, skills, and competences in the labour market.</i>

Results of the study programme	<p>Knowledge</p> <p>1. Characterise the specificity of the given branch of sciences, basic principles, development, major studies, authors, theoretical resources.</p> <p>2. Know terminology and methodology of the given field, including up-to-date computational methods in humanities research.</p> <p>3. Acknowledge the role and function of the linguist, literary scholar, folklorist and theatre scholar in the development of national identity and society.</p> <p>Skills</p> <p>4. Communicate independently, critically and argumentatively on theoretical and practical research issues in relation to the analysis of linguistic, literary, folklore and drama texts, as well as in the context of the socio-political situation of a particular period of time.</p> <p>5. Work with digital resources relevant to the research field, and proficiently use electronic resources and digital tools in linguistic, literature, folklore and drama text research, translation, editing, language acquisition, as well as up-to-date data retrieval and processing methods.</p> <p>Competence</p> <p>6. Integrate the acquired theoretical and practical knowledge and skills in research activities in the field of Latvian studies and, more broadly, the humanities, observing the principles of academic ethics.</p> <p>7. Independently build on professional and academic competence by studying current trends in linguistics, literary studies, folklore studies, theatre studies, and engage in reasoned discussions in the academic environment and beyond.</p>
Final examination upon the completion of the study programme	Master's Thesis

Study programme forms

Full time studies - 2 years - latvian

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	latvian
Amount (CP)	80
Admission requirements (in English)	1) Bachelor's degree or second-level professional higher education qualification diploma or equivalent in the humanities; 2) Second-level professional higher education qualification diploma in arts or teacher education (language, literature and/or culture teacher education); entrance examination; 3) Bachelor's degree or second-level professional higher education qualification diploma or equivalent higher education in another discipline; entrance examination, professional/creative experience in the field of humanities.

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	-

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

The title of the programme has been changed from “Baltic Philology” to the “Latvian Language, Literature and Culture Studies” (hereinafter - LLLCS) to be consistent with the content of the programme, the labour market demand in Latvia (more broadly in Europe/world), as well as in recognition of the European educational trends and the experience and offer of foreign universities. The programme title together with the changes to the programme were discussed several times at the meetings of the Department of Latvian and Baltic Studies, discussed and evaluated at the meeting of the Study Field “Language and Culture Studies, Mother Tongue Studies and Language Programme Studies” Council and approved by a vote of the FH Council on 31 January 2022.

The MSP “Latvian Language, Literature and Culture Studies” has been updated in line with the aim and objectives of the study direction “Language and Culture Studies, Mother Tongue Studies, and Language Programmes”. The idea of the stability and continuity of the Latvian language and culture environment in the present and future, and the objective of “preparing high-class specialists to ensure the sustainable development of the Latvian language and its culture components – literature, folklore and theatre – as the strategic values of the University of Latvia” bears high importance for MSP LLLCS.

The objectives of the MSP LLLCS are derived from its aim; the learning outcomes to be achieved are objectively related to the objectives and demonstrate meeting the objectives and progress towards the stated aim.

The name of the MSP shall clearly reflect the content and nature of the programme in line with its aim, objectives and learning outcomes to be achieved. The MSP code in the Latvian Education Classification is 45227, i.e., it is appropriately classified under the “Language Studies and Programmes” group of educational programmes. According to both the provisions of Regulation No. 240 of the Cabinet of Ministers on the definition of study degrees and Regulation No. 322 on the detailed level of classification of education, the degree “Master’s degree of Humanities in Language studies and programmes” should be awarded along with the acquisition of the study programme.

Since the previous accreditation, several changes have been made to the study programme:

- In line with the amendments to the National Academic Education Standard (Riga, 13 May 2014, Minutes No. 28 §18), the mandatory part was increased from 20 CP to 24 CP; the course “Digital Humanities and Social Sciences” (SDSK5137) worth 4 CP has been included in the programme starting from academic year 2018/2019
- Since the previous accreditation, cooperation has taken place with the UL Faculty of Social Sciences, on the inclusion and sharing the delivery of digital courses of social sciences and humanities in the Master of Communications Studies Programme and the Master of Baltic Philology Study Programme (“Digital Humanities and Social Sciences”, “Computer Analysis of Text and Data Visualization”, “Introduction to Computational Linguistics”)
- Whereas, due to the small number of students, it was no longer possible to open the

subprogramme for Baltic Studies and Lithuanian Studies, the Diachronic and Synchronic Linguistics courses were integrated in the linguistics subprogramme so that the programme would continue to provide for the preparation of young researchers in the history of Baltic languages (Diachronic Linguistics)

- As a learning outcome of the optimisation of the study programme, courses in the restricted elective part are provided every second year, which has also delivered a positive learning outcome, namely, there is a more intensive cooperation among students within the study course cluster
- In the mandatory part of the study programme, a general education course entitled “Latvian Language and Cultural Academic Practice” (2 CP) was introduced, replacing the “Principles for the Interpretation of Contemporary Theatre”, thus reinforcing the set of the study courses oriented at practical application.

In preparing the programme for the new accreditation:

1) Following the developments in research and the labour market needs, a new course clusters of restricted-elective courses – Computer Linguistics – has been created accounting for 20 CP. The objective of the Computer Linguistics course cluster is to educate the new generation of Latvian linguists to enable them to work in the public and private sectors using modern technologies. The Computer linguistics course cluster courses will be launched with the help of Investment 2.3.1.1.i. project “Providing high-level digital skills acquisition” (development of new courses, creation of e-courses, training materials procurement, purchase of computer programs, etc.) of Reform and investment direction 2.3 “Digital Skills” of Component 2 “Digital Transformation” of the Plan for the European Recovery and Resilience Facility.

2) In preparing the programme, a study course of 2 CP has been introduced in the free elective section.

3) The study courses are divided into course clusters - Language (linguistics courses), Literature (courses of literature studies), Culture studies (courses of folklore studies/theatre studies courses) and Computer Linguistics course cluster. Students must choose a course cluster of 20 CP courses in the restricted elective part where they will write their master’s thesis and 14 CP from the complete range of the restricted elective courses of the entire program. This will remove the critical remark of the previous accreditation, as well as the objections of graduates and students, that there is insufficient freedom of choice for the study courses. As part of the MSP LLLCS, students will be offered wider and more targeted opportunities for combining their courses. If a student has intended to conduct research, it is possible to select all 34 CP in literature studies, but if, for example, the intended career involves the processing and editing of texts, study courses can be chosen from the Literature and Language course clusters.

4) The theatre studies subprogramme and folklore studies subprogramme have been replaced with the course cluster in culture studies.

5) The study programme will feature the following new courses directed at practical application:

- Project Management in Humanities and the Creative Industries,
- Latvian Literary Criticism: Theory and Practice,
- Theatre Criticism in Practice,
- Electronic Lexicography.

6) The study programme will feature new theoretical courses for interdisciplinary and core studies:

- Cultural Heritage and New Identities,
- Narrative in Literature, Film and Media,

- Ethnolinguistics and Language of Latvian Folk Songs,
- Aesthetics and Functions of Contemporary Theatre,
- Theories and Research Methods of Theatre.

7) In evaluating the scientific content of studies and the academic approach, an opportunity has been found to increase the size of the students' independent work and to reduce the number of contact hours. According to the provisions of the national academic education standard "In full-time studies, not less than 30% of the amount of the master's study programme (except for the practical training, if any, and the amount intended for writing the master's thesis) shall be composed of contact hours", the amount of contact hours will be reduced from 64 to 48 and from 32 to 24. The number of contact hours for the practical training and master's thesis will not be reduced. The number of contact hours has neither been reduced in the "Digital Humanities and Social Sciences" study course (SDSK5137), considering its interdisciplinary nature and practical orientation.

8) The programme, in accordance with the study course content requirements set by the Law on Environmental Protection and the Law on Civil Protection, includes additional courses Environmental Protection (1 CP) and Civil Protection (1 CP) for students who have not completed these before studying in MSP LLLCS.

Upon enrolling in the programme, each student creates their set of the restricted elective courses aimed at deeper understanding of the chosen subfield, building a pathway in the interdisciplinary sciences, and acquiring the study courses that are necessary for their work or meet their interests. To ensure the research quality of the master's thesis, the student should choose 20 CP of the restricted elective course clusters in relation to the selected theme of their master's thesis. The learning outcomes of the programme are tested during the practical training and with the master's thesis.

MSP LLLCS has been developed in line with the Strategy of the University of Latvia (UL), the Studies and Research Quality Policy of UL, which focuses on excellence, the aim, objectives and guidelines of the study direction "Language and Culture Studies, Mother Tongue Studies, and Language Programmes", and in line with the legislative framework of the Republic of Latvia (Law on Higher Education Institutions and the National Education Standards adopted by the Cabinet of Ministers) and the standards and guidelines for the European Higher Education Area.

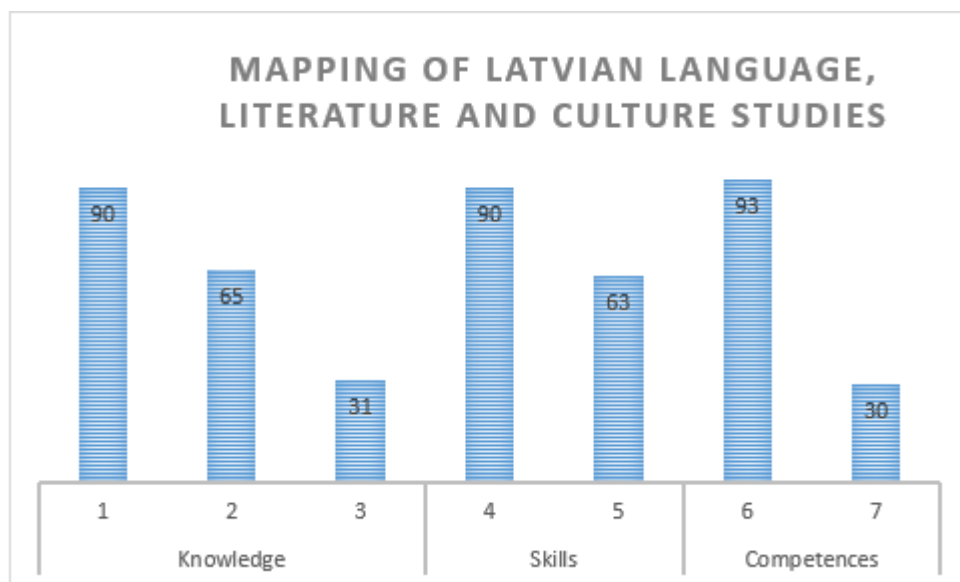
3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the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

The MSP "Latvian Language, Literature and Culture Studies" content-wise corresponds to the goal and objectives of the study field (see Annex *Curriculum of SP LLLCS*). The MSP LLLCS is based on modern study courses in linguistics, literature theory and its subfields as well as culture studies – theatre studies and folklore studies (see Annex *Compliance with the National Education Standard*), which are essential for the graduates to be able to work successfully with the Latvian language, literature, and culture in the current work environment in Latvia and internationally. The aim of the study programme, the objectives to be pursued and the learning outcomes to be achieved have

been accordingly set for their implementation in full-time on-site studies covering four semesters. The design of the study programme focuses on the efficiency of the study process (including financial efficiency), that comprises a generalized content (24 CP), and parallel acquisition of the restricted elective and free elective courses (36 CP).

The title of the study programme is based on the aims, objectives and framework of the study field, and corresponds to the degree to be awarded - Master's Degree of Humanities in Language Studies and Programmes. The title and content of the programme "Latvian Language, Literature and Culture Studies" correspond to the thematic group of education "Humanities and Arts", the thematic area of education "Humanities" and the group of educational programmes "Language Studies and Programmes" and its code (45227), as the programme focuses on Latvian language, literature and culture studies. Humanities and Arts include courses in linguistics, literary studies, folklore studies and theatre studies; language studies means the study of the Latvian language from a diachronic and synchronic perspective and includes computer linguistics. The programme code indicates a Master's degree programme. The duration and scope of the MSP LLLCS - 2 years (four semesters) and 80 credits are coordinated with the aims, objectives, and outcomes of the BSP "Latvian Studies" and its duration and scope of 3 years (6 semesters), in accordance with Article 57, Section 4 of the Law on Higher Education Institutions, thus amounting to the total of 5 years.

The potential to reach the intended learning outcomes of the studies has been assessed by studying and analysing the implementation of the purpose, objectives and learning outcomes of the study programme in relation to the learning outcomes to be achieved through the mapping of the learning outcomes of the study programme (*Annex Mapping of MSP LLLCS*). The mapping examined and demonstrated which of the study programme learning outcomes are achieved in each of the study courses. The mapping led to the clarification of and the phrasing of the learning outcomes of the study programme and individual study courses. The faculty involved in the development of the programme have discussed the content of the study courses in the context of the learning outcomes to be achieved by the study programme as well as the aim and objectives of the study direction; have elaborated on the study courses to avoid overlapping of their content and ensure their continuity and complementarity. According to the mapping of MSP LLLCS, both the learning outcomes of the mandatory part and the restricted elective study courses are appropriately matched, first, within the mandatory part of the study courses, and then, across the four course clusters of the restricted elective study courses. The knowledge, skills, and competences to be acquired in all courses of the mandatory and restricted elective parts of the sub-programmes of MSP have been mutually integrated. The mapping shows that the study courses describe the specificities, fundamental principles, development, major studies, authors, resources for acquiring theoretical information, and will supply students with the terminology and methodology of the field, including the knowledge of the current digital methods and research in humanities. The study courses develop the students' skills to independently use theory, methods, and problem-solving skills, as well as develop the students' ability to critically assess and discuss different aspects of the Latvian language, literature, culture, and computer linguistics. Students of MSP LLLCS independently deepen their professional and academic competence by studying the latest trends in linguistics, literature theory, folklore studies, theatre studies and argue their views in the academic environment and beyond.



3.1.2.1. Figure. **The Mapping Chart.**

Consequently, the mapping of the study programme and the learning outcomes of the courses show that students are given opportunities to achieve their intended learning outcomes; students' knowledge, skills, competences are reinforced by the practical training and proven in their master's thesis.

The aims, objectives and relationship between the study direction and the study programme form the basis for the admission requirements to the MSP LLLCS. The admission of students shall take place in accordance with a previously approved procedure and criteria published in UL.

The Master's Study Programme "Latvian Language, Literature and Culture Studies" shall admit students with a bachelor's and/or master's degree or a second-level vocational higher education, or higher education equivalent to it.

The target groups of the Master's Study Programme shall be as follows:

- graduates of Latvia's higher education institutions who have obtained a bachelor's degree in humanities during the current academic year.
- persons who have been employed after obtaining a bachelor's degree in humanities but, in the context of the dynamics of the labour market and career opportunities, wish to acquire the knowledge, skills and competences provided by MSP "Latvian Language, Literature and Culture Studies" to expand and exploit their career opportunities.
- a special and increasing target group of the Master's Study Programme are the persons who have acquired their previous education (in the current year or in the course of the work experience) in other areas, such as education/pedagogy, social sciences, communication theory, sciences, and wish to acquire the competences offered by the MSP "Latvian Language, Literature and Culture Studies" to expand their career opportunities or creative skills to meet the labour market needs requiring dynamic integration of different areas and competences.
- Graduates of the UL Bachelor's degree programme of Latvian Studies shall be entitled to run for enrolment without competition.

All universities of the European Union as well as other universities implement master's degree programmes dedicated to studying mother tongue, literature, and culture. Four programmes have been selected for detailed comparison: namely they are the programmes of Daugavpils University, Ludwig Maximilian Munich University, Uppsala University and University of Oslo. Of course, the

degree programmes at Liepaja University, Vilnius University and University of Tartu have also been studied.

Daugavpils University was selected because, in the event of the liquidation, the MSP “Latvian Language, Literature and Culture Studies” will become part of the “Philology” study programme; Ludwig Maximilian Munich University has been viewed as one of the best European universities, with a high focus on the native, i.e. German, language, literature and language studies, selected the University of Uppsala as the most successful university of the Baltic region, but the University of Oslo (which is not an EU university) - because it has a programme where language and literature are studied together at the master’s level - *Nordiske studier*.

The Latvian language is also studied abroad; however, it should be borne in mind that in other countries, it is a foreign language and is studied starting from level A1.

In most of the European universities, the studies of literature and language take place separately. Thus, at Uppsala University, linguistics is studied at the master’s degree programme at the Faculty of Linguistics, literature theory, however - at the Faculty of Arts. A similar approach can be observed at Vilnius University, where the studies of the Lithuanian language take place within the master’s programmes “Linguistics”, “General Linguistics” and “Applied Linguistics”, the literature theory, however, with different specialisations is studied in the study programmes “Anthropology and the Culture of Literature”, “Semiotics”, and starting from 2023, there will also be a MSP “Literature Studies”. University of Tartu provides the following master’s degree programmes: “Estonian and Finno-Ugric Languages”, “Folklore and Applied Art Heritage Studies”, “Literature and Theatre Studies”. Oslo University offers Scandinavian Studies, the core of which are the Norwegian and Nordic languages and literatures.

The studies at Daugavpils University and Ludwig Maximilian Munich University last for two years, in both Scandinavian universities they take four years; the volume of credit points being 80 CP here (120 ECTS), at Uppsala University it is 240 CP (90 CP courses, 150 CP a dissertation), at Oslo University, however, they register only 33CP, the rest of the studies are not turned into credit points.

All programmes require writing and defending a master’s thesis. In Oslo University, though, it must be defended within one year after the graduation. The courses are evaluated with a grade. In the case of Ludwig Maximilian Munich University, the curriculum is divided into modules, the grade is awarded for the acquisition of a complete module, however later the average grade is calculated for the acquisition of all the courses of the curriculum. The comparison of the study programmes reveals that every of the studied higher education institutions offers a study programme that is related to MSP LLLCS, however there are variations regarding their volume, structure (proportions of the mandatory and elective parts) as well as content.

On the Latvian scale, the MSP “Latvian Language, Literature and Culture Studies” in terms of its volume, structure, and focus” is the closest to the programmes of Daugavpils and Liepaja universities.

On the level of the course clusters, MSP LLLCS aspires to cover the subfields of linguistics and literary studies (diachronic linguistics, synchronic linguistics, history of Latvian literature, literature theory, comparative studied of literature, Latvian folklore studies, theatre studies). This is the only study programme in the country that consistently sustains the specialized courses in diachronic linguistics and Baltic linguistics, folklore studies (in other higher education institutions, there are just individual courses, however, at the Latvian Culture Academy programme, there is a module, that has never been announced in the recent years. Similarly, theatre studies are nowhere else provided even at the level of a module. Computer linguistics is an innovative course cluster that

provides for acquiring modern methods for language research as well as acquire the knowledge and skills necessary for developing digital language resources in the students' further professional life. There is no course clusters with a similar specialisation at any other university of the country.

The small number of the population of Latvia and its labour market require a more versatile study programme that combines linguistics and literature studies as well as the cluster of culture studies – folklore studies and theatre science. This enables the master's level students interested in research to specialise in a specific subfield, and the rest – to acquire the study courses of different subfields depending on their career and interests.

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

In preparation for the accreditation process of the study programme MSP "Baltic Philology" (new title - "Latvian Language, Literature and Culture Studies"), the alumni and employers were surveyed and their responses were analysed.

The contribution of the study programme to the national economy is evident since skilled and qualified workforce is particularly important in the labour market – it is also indicated in the Informative Report of the Ministry of Economics of the Republic of Latvia on the medium term (up to 2027) and long-term (by 2040) forecasts of the labour market. However, there is a gap in the humanitarian sector between education and employment. One of the factors to explain it is that employers often underestimate the applicability of humanities education and, in particular, linguistics and literature studies, in the mutual interface of industries in the economy. In-depth knowledge of languages, literature and related cultural aspects is an integral part of the life of modern society in every field, affecting such areas of Latvia and Europe as education, culture, services, security, manufacturing, etc., thus contributing to cooperation and economic growth. However, to be able to participate in the labour market and contribute to economic growth, employees must have the necessary and, above all, up-to-date skills, and competences of the sector. The results of the forecast studies show that in the medium and long term, the demand will grow mainly for high-skilled professionals, as demonstrated by the expected dynamics of highly skilled workers (forecast for 2027 – 29.1 thousand, 2040 – 81.1 thousand). In terms of industries, a marked gap has been forecast between the potential demand and supply in the humanitarian and arts fields.

Master's degree programmes "Baltic Philology" (new title: - master's study programme "Latvian Language, Literature and Culture Studies") provides the possibility of obtaining internationally recognised higher education in order to acquire the skills requested in the labour market at the seventh level of ISCED education in accordance with the classification of professions of the Republic of Latvia at the corresponding level of core group 1 (the basic tasks relate to the development and formulation of the national policy, the development of external regulatory enactments, the organisation of national and enterprise policies and the implementation measures thereof) and at the level of core group 2 (core tasks are related to the work which requires a high level of theoretical knowledge and requires the skills to address theoretical problems; employees conduct research, educate the public working with the population across the levels of education and different generations, prepare draft regulatory enactments and methodological documents, participate in the developments of education science and in the planning of the necessary resources, perform practical work in creating new tangible and intangible values).

Graduates of the programme work in a variety of public, municipal and private institutions. Alumni work in research institutes – UL Institute of Literature, Folklore and Arts and UL Latvian Language Institute. An important employer is the Museum of Writing and Music and the Association of Memorial Museums. The current leaders of these four institutions are graduates of the Master's of the Baltic Philology Program. Our graduates work in a variety of jobs related to publishing and media. Graduates of the Culture Studies module are theatre critics or work in theatres. For Baltic philologists, the employers are both the Artificial Intelligence Laboratory of UL MII and other institutions related to the Latvian language. The students also work in libraries. There are graduates who translate, edit and are self-employed. In recent years, the number of graduates who decide to work at school has been increasing. Among the young academic staff of UL Faculty of Humanities, there are Ingus Barovskis, Evelīna Zilgalve and Sigita Kušnere.

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

The statistics on the students enrolled in the study programme is provided in Annex *Statistics on the number of students*. It includes data for the period from October 1 of the academic year 2014/2015 (the first official recording of the accreditation period) to 1 October 2022, when the title of the MSP is "Baltic Philology". The number of students has a decreasing trend, although overall it fluctuates.

Reasons identified in the analysis:

- The views on the need for master studies among BSP graduates have changed significantly; only the graduates who have an in-depth interest in research and science decide to pursue master's degree after obtaining their bachelor's degree; such a situation applies, for example, to the former subfield of folklore studies.
- The wish of BSP graduates for changes and extension/modification of educational areas, such as the selection of other study programmes not related or indirectly related to Latvian Studies for their master's degree.
- Emotional factors – linking studies to personalities among the faculty, for example, in the former theatre subprogramme, where the interest in theatre studies suddenly declined following the missing of a specific person among the faculty (due to her passing away).
- Financial considerations regarding the prospects in the labour market, considering the relatively low national remuneration of the people in the literature and culture sector and the disorganised academic and scientific degree systems in the workplaces of the sector.
- The number of students is partly raised by the graduates of other BSP programmes.

To facilitate a more successful integration of MSP graduates into the labour market, the proposal for courses in the new programme also considers employers' recommendations on the need to further align themselves with labour market requirements. Therefore, for example, several courses have been introduced (for example, by introducing Computational Linguistics course group), which focuses on practice and more freedom is given in selecting courses thus promoting the specialisation of individual students.

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

3.2. The Content of Studies and Implementation Thereof

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

The total volume of the academic master's study programme "Latvian Language, Literature and Culture Studies" is 80 CP. Of these, 24 CP are devoted to the acquisition of the mandatory part study courses, i.e. study courses, the acquisition of which is mandatory for all students in the study programme; 34 CP are there for the restricted elective part for the acquisition of the study courses, i.e. in line with the Regulation on the UL study programmes and continuing training programmes; 20 CP are there for the development of the master's thesis; and 2 CP are intended for free electives (see Annex *Curriculum of SP LLLCS*).

The mandatory part of the master's study programme "Latvian Language, Literature and Culture Studies" is designed to provide for the study courses of two kinds: first, they are research-related and topical for the respective fields, and second, practice-oriented courses. It makes 7 courses in total. The theoretical courses are the following: "Stylistics and text-formation", "Cultural heritage and new identities", "Language and Literature in the Context of Totalitarianism", "Digital Humanities and Social Sciences"; the practice-oriented courses: "Literary Editing and Language Practice", "Project Management in Humanities and the Creative Industries".

The restrictive elective courses are divided into the course clusters, from which the students have to create their own course curriculum: the students have to choose 20 CP worth of courses that correspond to the specialization of their master's thesis: Literature (Literature Studies, History of Latvian Literature, comparative literature studies), Language (general linguistics, Baltic Linguistics, Latvian Diachronic Linguistics, Latvian Synchronic Linguistics), Culture Studies (History of Drama and Theatre Studies and/or Latvian Folklore and Mythology Studies), Computer Linguistics, and 14 CP may be chosen from all the courses offered in the programme depending on their interests and career. Thus, the student who is interested in a particular direction of research can acquire 34 CP in the research field of their interest. The students employed in other fields may link their restricted elective courses with their interests.

In the Master's programme, at least 24 CP, the student shall undertake courses involving studying the theoretical knowledge of the relevant scientific sector or sub-sector of the selected field and its

approbation in the light of the current challenges in the field. In the mandatory part, such courses cover 16 CP, in the restricted elective part most courses provide for the above-mentioned, such as "Baltic Areal Linguistics", "Historical Grammar of Latvian", "Ethnolinguistics and Language of Latvian Folk Songs," "Historic linguistics: Introduction" "Sociolinguistics and Psycholinguistics" "History of Standard Latvian", etc.

It can be concluded that the content of the study programme is designed to address the main objectives for the achievement of the goal of the SF, for example, to prepare highly qualified specialists to ensure the advancement of research on the Latvian language and its cultural components - literature, folklore and theatre, as well as the sustainable development of the strategic core values of the University of Latvia and to orient the SF programmes towards the labour market, increasing their competitiveness in the Latvian labour market, because the programme contains study courses targeting the topical theoretical issues of scientific sub-fields, and labour market orientation focused courses.

The analysis of the study programme content shows that the SP has common outcomes, for example, all students must acquire the skill to "communicate independently, critically and argumentatively on theoretical and practical issues of research in relation to the analysis of linguistic, literary, folklore and drama texts, as well as the context of the socio-political situation of a particular period of time or the competence to "integrate the acquired theoretical and practical knowledge and skills into research activities in the field of Latvian studies and more broadly - the humanities, "independently build on professional and academic competence by studying current trends in linguistics, literary studies, folklore studies, theatre studies, and engage in reasoned discussions in the academic environment and beyond," thus students are free to choose their study courses from among restricted electives.

Restricted elective courses are delivered every other year to save funds, but, at the same time, it helps the students to get to know and participate in group work and create new contacts. The free elective course (2 CP) enables students to decide and choose a course of their own and of their own career-relevant content, which is offered in another master's degree programme.

The content of the SP is designed with students' interests in mind, it is geared towards student-centred education, taking into account the diversity of students' needs.

In addition to the mandatory and elective part of the study programme, additional courses on "Environmental Protection" and "Civil Protection" (each at 1 CP) can be acquired. The study courses are intended for the students who have not acquired these courses at the level of previous studies.

A survey of graduates and employers was carried out before the preparation for the accreditation of MSP Baltu filoloģija (tagad -LLLCS) (together, the Baltic Philology programmes of the Bachelor and Master's level were viewed together since employers at both levels are the same, some students are starting to work already during studies). Between 2012 and 2021, 257 students graduated from the BSP "Baltic Philology" of UL Faculty of Humanities, 147 students graduated from the Master's Study Programme, a total of 404 students. The graduate survey was filled in by 77 people – 19% of all graduates.

In the acquired MDP Baltic Philology the graduates appreciate

Broadening of the way of thinking

Broad and simultaneously detailed and specific view at the selected subfield

The highest evaluation goes to the thematic specialization of the courses that allowed to explore many topics very closely, eg. in the course about the literature and language totalitarianism

Field expedition in folklore studies, immersion in individual objects and topics of research.

Literary editing, courses on specific topics (totalitarianism, otherness in literature, feminism etc.)

The possibility to combine the study process with research (eg. participate in their first conferences and thus integrate in the research community)

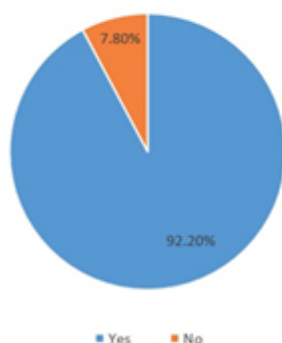
The faculty are professionals of their field who provide an up-to-date insight into the field. Very fast, supportive and creative adaptation of individual faculty members to the external situation and remote studies.

3.2.1.1.figure. Assessment by graduates

Assessment of the programme as a whole

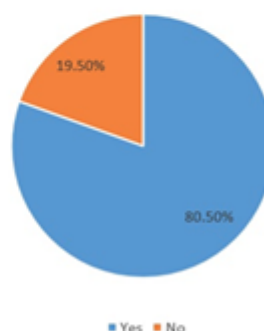
Are you satisfied with the acquired education?

77 answers



Would you recommend the study programme you graduated from to others?

77 answers



3.2.1.2.figure. Assessments

The surveyed graduates (BSP and MSP surveyed together) show that the young specialists appreciate most the acquired Latvian proficiency; skills to evaluate, analyse, systemise; skills to think critically. The graduates of the programme have pointed to several shortcomings, which have been followed up by changes in the courses of the programme and discussed with the faculty. Computer skills-related courses have been introduced in the programme, currently they account for 8 CP for each student, individual study courses will take place in English in order to improve English skills (there are courses that will be delivered together with the Master's Study Programmes

“Linguistics, Literature and Regional Culture Studies” and “English Studies”). A practical training and practice-oriented courses (“Project Management in Humanities and the Creative Industries”) have been added to the study programme. Introduction of more diverse forms of work and testing has been discussed with the faculty. The aims and objectives of the study programme have been stated more explicitly in order to continue, rather than repeat, the aims and objectives of the Bachelor's degree programme.

Eight questionnaires completed by employers (BSP and MSP employers surveyed together) cover the areas where graduates work. The institutions represented by the employers are as follows: 1) Memorial Museums Association, 2) Sole proprietor Letija MC IK, 3) UL Latvian Language Institute, 4) Latvian Language Agency, 5) Andrejs Upītis Memorial Museum, 7) Āgenskalns State Grammar School, 8) Rīga Stradiņš University. The skills of the graduates evaluated the highest are the ability to adapt to new conditions (a changing working environment) – in the five-point system, 75% evaluated it with 5 points, 25% with 4. The ability to use theoretical knowledge of the sector in practical action, the skills to think critically, the skills to address the challenges of various complexity creatively, and to offer new ideas and solutions, communication skills (verbal communication, correspondence, reporting, presentation, etc.), competitiveness compared to graduates of other university-like programs was assessed with 5 by 62.5% of the employers. The least often assessed with 5 points were the practical preparedness and ability to work with a big amount of information – just 37.5%.

The employers attempted to compare the graduates of BSP “Latvian Studies” (formerly BSP “Baltic Philology”) and MSP LLLCS: “No study programme can fully prepare students for their working life, as it is also a matter of experience. However, during the study years, students must gain the foundations of knowledge and develop their professional and social skills, without which further professional engagement is not possible. This task is fully met by the Baltic Philology Programme, judging from the work of the graduates employed by the Latvian Language Agency. It is undeniable that, as a learning outcome of their master's studies, students see linguistic regularities better and have better linguistic data analysis skills.”

Another survey highlights the direction of the changes in the programme and the fact that the master's degree deepens the knowledge, skills, and competencies of the bachelor's programme: “[The students possess] general knowledge of the processes of Latvian literature in its development and in the context of directions. They can communicate well in speech and in writing, including in at least one foreign language. The graduates of the Master's Programme have better developed research skills. When commencing work in a cultural heritage institution, in which the profiling science is Baltic philology, they have to supplement their knowledge in the history of culture, in the history of Latvia and general history, as well as project management.”

In the employers' answers, there is also a reference to the growth of graduates: “Graduates of the programme are very well prepared, both in theory and in practice. All graduates of the program have already obtained a doctorate and work in the field of applied linguistics.”

The employers' surveys (*Annex Questionnaire form for employers*) show that they also want to see employees able to write projects (the course has been introduced) that are specifically focused on cultural processes (a new course introduced in the mandatory part: “Cultural Heritage and New Identity”; the practical training has been established). The employers' feedback shows that changes to MSP LLLCS have taken place in line with the employers' recommendations.

Student surveys are important alongside with the employers' and graduate surveys. The Latvian and Baltic Studies department will sit twice in the academic year to examine the annual surveys on study courses, discuss problems, student proposals and suggested changes in individual study courses and programmes. In the programme, traditionally, the scientific expertise and favourable

attitude of the faculty is highly evaluated as well as highly relevant content, since the final years of the studies took place remotely, students highly appreciate the functionality and opportunities provided by *My LUIS*. Regular surveys show that students would like better premises (*House of Letters* would be important here). To change the programmes, the surveys “Final Year about the Implementation of Studies” are particularly important. The surveys show that students support reduction in contact hours, because the programme contains a lot of independent work, which is then later discussed by students in discussions with their study members and faculty; the students would like a bigger choice of study courses, a practical training (introduced only since academic year 2021/2022). Students in the final year of 2022 acknowledged that 92.31% were satisfied with the curriculum overall. Following the student, graduate and employer surveys, changes have been introduced in the content of MSP LLLCS and its quality has been rising.

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

The Master's Study Programme “Latvian Language, Literature and Culture Studies” has been designed in line with developments in linguistics, literary studies, folklore studies and theatre studies in Europe and the world, based on the opinions of researchers from universities in different countries, the knowledge of the topics highlighted in the high-ranking international conferences and publications, and the contribution to the topical fields of science in the areas underlying the content of the study programme.

The MSP “Latvian Language, Literature and Culture Studies” is linked to the areas that are important in Latvia, but at the same time they are closely related to the language, literature, and culture processes and the development of the respective studies in the European Union and the world.

Every year the UL FH Department of Latvian and Baltic Studies holds an international scientific conference in linguistics – Prof. Arturs Ozols Days (led by Prof. Leikuma, Prof. Kalnača, Assoc.Prof. Trumpa). In this conference, the Latvian language is examined in the context of synchronic, diachronic, typological, and general linguistics, in terms of the Baltic and other languages, using both traditional and modern research methods, including corpus linguistics and computer linguistics.

The Latvian and general linguistics sections of the International Scientific Conference of the University of Latvia are also held regularly, in which topical theoretical and methodological issues of Latvian and/or general linguistics are examined (led by Prof. Kalnača and Assoc.Prof. Lokmane).

The Latvian synchronic and general linguistics looks at both Latvian as a modern phenomenon of long historical development and as a particularly valuable source for typological and cognitive studies. Due to the geopolitical context of the Latvian ethnos and Latvia, the Latvian language is also an excellent material for studies in sociolinguistics, ethnolinguistics and psycholinguistics, as well as the acquisition and use of the Latvian language in both Latvian society and today's multilingual situation is well suited for analysis of pragmatics and language contacts.

The academic work takes place in a close connection with the scientific work. Therefore, the

research conclusions published in the academic staff have published in their monographies, in the collections of research papers and individual articles are also included in all delivered study courses. To be mentioned here are, for example, monographies by Prof. Andra Kalnača "Morfoloģijas stilistika" (Stylistics of Morphology) (2011), "A Typological Perspective on Latvian Grammar" (De Gruyter, 2014, Scopus), the joint monography by Prof. Kalnača and Assoc.Prof. Ilze Lokmane "Latvian Grammar" (2021). The interaction between the scientific research and studies is also confirmed by collective monographies, i.e. thematical collections of papers scientifically edited by the faculty of the department, for example, "Latviešu lingvistiskā attieksme: vērtības, pārliecība, prakse" (Linguistic Attitude of the Latvians: Values, Conviction, Practice") (2021) by Prof. Ina Druviete (sc. ed.); Metslang, H., Norvik, M., Kalnača, A. (eds.) "Insights into the Baltic and Finnic Languages. Contacts, Comparisons, and Change" (Peter Lang, 2022). The academic staff have also translated study literature, e.g., Prof. Druviete has translated (2015) the book "The Articulate Mammal. An Introduction to psycholinguistics" by Jean Aitchison and "Language: The Cultural Tool" by Daniel L. Everett" (2022).

The latest conclusions in linguistics are published in the collection of papers "Valoda: nozīme un forma / Language: Meaning and Form" (Scopus, issued since 2009, edited by Prof. Kalnača, A.) of the Department of Latvian and Baltic Studies, Faculty of Humanities, UL. The collection is issued once a year, it publishes studies in Latvian and general linguistics on a variety of topics – grammar, pragmatics, semantics, cognitive linguistics, etc., as well as modern linguistic methodologies.

MSP LLLCS cannot be imagined without the respect and interest about the history of the language and culture, namely, the diachronic and Baltic linguistics, Latvian literature, history of the literature of Baltic Germans, Latvian folklore.

The Department of Latvian and Baltic Studies also houses a Dialectology Lab which stores various dialects-related materials collected since the middle of the 20th century up to modern times. Every year, the Department organizes the Readings of Dialectology dedicated to the prominent Latvian linguist Professor Marta Rudzīte (chaired by Prof. Lidiņa Leikuma).

Regular research is conducted in the history of the Latvian language and Baltic linguistics. In 2022, the 12th international seminar, "Latvian Writings and Writings in Latvia in the 16th-19th centuries: Current Research Trends and Issues" (chaired by Prof. P. Vanags); the Journal "Baltic Philology" has become an internationally representative publication on Baltic linguistics. It has been issued since 2004 under the leadership of Prof. P. Vanags and publishes articles by local and foreign researchers.

The courses devoted to the history of the Latvian Language and Baltic linguistics are "Baltic Areal Linguistics", "History of Latgalian Standard Language", "Historic linguistics: Introduction", "Historical Grammar of Latvian", "History of Standard Latvian".

The spotlight of modern literature and cultural studies is the need to teach students to cross sectoral and single-literature borders to understand how literature forms history and how history forms literature, the relationship between literature and contemporary challenges, and the potential of literature to encourage and improve the way people think. Here we can mention the courses "Otherness in Latvian Literature" (Prof. I. Kalniņa), "Language and Literature in the Context of Totalitarianism" (Prof. P. Vanags, Prof. I. Kalniņa). The programme consists of modern interdisciplinary courses, where the past converges with the present, "Ethnolinguistics and language of Latvian folk songs" (Prof. A. Kalnača) and "Folklore and literature" (prof. J. Kursīte, researcher I. Barovskis).

In the study courses, Latvian classical and contemporary literature and culture are integrated with theoretical perspective. Here we can mention Prof. A. Cimdiņa's course "Gender Difference in

Literature: A Feministic Approach”, Prof. O. Lāms and Prof. I. Kalniņa’s study course “Comparative literature and contemporary Latvian literature in the European context”, where the most significant methods are feminism, imageology, comparative literary studies.

The study programme includes the “Children's and Youth Literature” course by Prof. Ilze Stikāne, who is also the president of the Latvian Council for Children and Youth Literature. Children and young people's literature is an independent branch that requires both researchers and reviewers and project-managers, thus the study course extends not only knowledge but also job opportunities.

A permanent and significant field of research is the Bible and literature studies. “Bible and Literature” (Prof. M. Grudule, doctoral student I. Jansone) is an interdisciplinary course comprising both theology and literature studies, students learn theoretical knowledge of the myth and its role in history and culture; view the myth and religious thinking from a culture philosopher perspective. The study course also includes elements of text analysis and assessing of the interpretations of the myths in the Old and New Testament in the Latvian and global literature during the seminars.

Prof. Māra Grudule’s study course “German Baltic Culture and Literature”, draws attention to the Baltic region as a multicultural environment in which arts and literary life have developed in constant interaction among different peoples. The study course includes a view on the events of the history of the Baltics (the Revolution of 1905, World War I) from the “other” or even “foreign” perspectives. It also develops social skills, strengthens the respect for the diversity of views and tolerance for divergent beliefs.

The Literature Course Cluster includes courses focusing on the future – “Latvian Literary Criticism: Theory and Practice” and “Computer analysis of text and data visualization”. The former course introduces students to the work of a literary critic, the latter one prepares them for digital text analysis. Today, all countries offer seminars, summer schools and conferences dedicated to digital humanities, such as the UL conference “Language and Culture in the Digital Age” in 2022.

Folklore studies are important for several reasons. First of all, folklore is an important source of identity for the Latvian nation, which is today delivered both in the Song Celebration, in the care of the traditions of celebrating summer and winter solstice, in the honour of the family and elsewhere. The worldview embedded in folk songs helps the young generation to develop a gentle attitude towards nature and its riches, in conjunction with the growing ecological movements of Europe and the world. The authors of the course are also active researchers of Latvian folklore – Prof. J. Kursīte-Pakule has recently published her book “Latvian deities and spirits” (2020), I. Barovskis' most recent research is “Mythopoeia: Mūsdienu mītrade” (Mythopoeia: Modern Creation of Myths) (2021), V. Muktupāvels has published his research in the book “Folk Music Instruments in Latvia” (2017).

Assoc.Prof. Zane Radzobe is an active theatre critic. Thanks to the Fulbright scholarship, she has been able to study drama theory in New York and mastered American contemporary theatre. In the study program hereby, it has learning outcomes in such study courses as “Theories and Research Methods of Theatre” and “Aesthetics and Functions of Contemporary Theatre”, for example.

The view of the future is linked with the use of modern technologies and new methods, which is a current trend in modern linguistics and literature. This is supported by both the European Commission's recommendations on education issues and the opinions of employers (see previous section) and by the themes of international conferences and publications.

The faculty of the study programme regularly participate in both their sectoral and Baltic studies conferences – AABS Baltic Studies Conference, Baltic Studies in Europe (CBSE), Baltists' Conference “SKARDŽUS DIENAS”, Conference “Baltic Philology Perspectives” at Adam Mickiewicz University in Poznan, etc., where the teaching staff of the study programme are present and find opportunities to

compare their studies with the research and research methods of other Baltic States and further countries. The faculty participate in various international conferences, congresses of their branches, and publish articles in collections of papers abroad. This proves that the study courses are in line with the developments of modern research (for more information, see CV).

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

For the acquisition of the study courses and testing the acquired knowledge, both spoken and written forms of examination are used as well as the combined methods of studies and evaluation.

During the implementation of the study programme, a variety of methods for providing and consolidating students' knowledge are used, such as introductory lectures, interactive lectures, summary lectures, problem-oriented lectures. Professionals from different institutions are invited to deliver individual lectures to promote the unity of theory and practice. Doctoral students and participants of scientific projects are involved in the study process to present the latest findings from research and new research methodology.

As the programme still contains courses on Baltic Studies, regular individual lectures are read by Lithuanian researchers and writers and students are invited to take part in translation workshops, use the opportunity to study in Lithuania – this work in the BSP “Latvian Studies” and MSP “Latvian Language, Literature and Culture Studies” is carried out by the Centre of Lithuanian Studies (led by Assoc.Prof. E.Trumpa) (see *UL Statistics on the Exchange of Baltists 2012-2022*).

Practical tasks, seminars, individual, couple and group work are widely used. Over the course of studies, seminars promote students' skills to address an audience as well as their presentation and debating skills.

To promote the development of students' research competence, students in consecutive courses can analyse and study in depth the issues of their interest from the field. To promote the academic growth of modern folklore researchers, students in the Culture Studies course clusters have a course called “Field Research in Folklore”, when in summer the students, together with the representatives of the University of Latvia, other universities, and local governments, learn to collect and study modern folklore.

For students to achieve their learning outcomes – to acquire and consolidate their knowledge, skills and competence, the study process is dominated by the methods requiring active involvement from the students. The physical environment of studies is also gradually changing auditoria are easily transformable for group work, for individual work and for students to use digital technologies. The faculty mostly use the techniques that encourage students' active participation, critical thinking, and reflexion. The e-study environment is used for the study process and for the promotion of independent studies. For each course, an e-study environment (Moodle) has been established in which students have the access to lesson materials, task descriptions, additional training materials

related to the topics of the course, as well as study tasks (tests, forums, seminars, conferences, etc.). All assessments of interim tests and closing examinations of study courses together with an explanation shall be recorded and made available to students in the e-study environment.

The student-centred approach is followed by updating the study programmes and study courses, with a particular focus on meaningful formulation of learning outcomes, thereby promoting a dialogue between the faculty and students on the content, forms and methods of study. In turn, properly formulated learning outcomes contribute to students' understanding and co-responsibility for learning, self-evaluation and understanding of the assessment they have received. For studies, the faculty use the methods, test forms and evaluation criteria relevant to the aim of the studies and the planned learning outcomes of the studies.

In the study process, the students receive support and feedback from the faculty. The evaluation gives students an opportunity to show to what extent they have achieved the expected learning outcomes.

Student mobility (recognition of learning outcomes) is promoted in line with the principles of student-centred education. Students engage in research and social activities initiated by academic staff in public, thereby gaining significant experience through the application of their learning in practice. Students in the Master's Programme are involved in projects carried out by the faculty, and thus they acquire the skills for research. Students are also involved in local and international conferences and participate in a cooperation project with the National Library of Latvia. The projects referred to are led by Prof. A. Kalnača, prof. O. Lāms, Prof. M. Grudule, Prof. I. Kalniņa, Prof. L. Leikuma, Prof. J. Kursīte-Pakule. In the coming years, the integration of the new generation in research must be continued – their involvement in the projects of the National Culture Capital Foundation and Latvian Council of Science (LCS), as well as, if possible, international projects and student research work competitions (eg, in the inter-university student research competition organized by K. Dzīllejs Foundation, LSC young scientist's award competition etc.).

In implementing internal quality assurance policies, study programmes are implemented in such a way that students are encouraged to be actively involved in the development of the study process. There are procedures and order in place for submitting and addressing student proposals and examining student appeals. Student survey results are evaluated and taken into account in the development of the study process; twice every year during the academic year, the Department of Latvian and Baltic Studies in their meetings discusses the issues of the master's student survey, in some cases the programme director shall discuss them with individual faculty members. Students make their recommendations for improving study programmes and the process of negotiating with the faculty members and the programme director.

The study courses of the study programme shall be organised in accordance with the "Procedure for the Development and Actualisation of Study Courses at the University of Latvia", developed in accordance with the "Law on Higher Education Institutions" of the Republic of Latvia, governing the modern implementation of the study programme and its courses, which, as described in the section "Provision", are delivered by the ULIS system and the Moodle e-environment.

An essential element of the implementation mechanism (the UL Internal Regulation "Procedure for the Development and Actualisation of Study Courses at the University of Latvia" has been created in accordance with the Republic of Latvia's Law on Higher Education Institutions) is the provision of information regarding the acquisition of a course, which includes information on its aim, objectives, requirements for the acquisition of credits, content and study process organisation, planned learning outcomes and their verification. In view of the use of the e-environment and ULIS system in the study process at the University of Latvia, this information, i.e., a description of the course, is automatically available to students in the e-course on the Moodle platform. The faculty delivering a

course explain its aims, objectives, requirements, and answers student questions in introductory lectures.

In any study course, there are two kinds of evaluations: interim evaluations (not less than 50% of the total evaluation) and the final examination of the course (not less 10 % of the total evaluation).

The organisation of the study course examinations and evaluation of student achievements shall take place in accordance with the "Procedure for organization of examinations of study courses at the University of Latvia" aligned with the "Law on Higher Education Institutions" and the Constitution of UL (Decision No. 211 of the Senate of UL 29.06.2015). The document applies to the evaluation of the learning outcomes of studies of all levels and all forms carried out at the University of Latvia.

Tests may be carried out either in speaking or writing or in combination. For the assessment of student achievements, a form of tests and methods corresponding to the teaching methods and the form of studies shall be selected.

Registration and recording of student evaluation takes place in the e-environment of study courses. The learning outcomes of studies have been formulated for each study programme and are achievable if they are consistent with the learning outcomes to be achieved by the courses in the study programme, as demonstrated by the complete mapping of the programme (see *Annex MSP LLLCS course mapping*).

The procedures and criteria for the interim tests are determined by the responsible department in accordance with the specific nature of the study course and the form of its implementation. The assessment of the acquisition of the course shall be calculated in the UL centralised grade-recording system. The overall assessment of a course acquisition shall be calculated in the LU e-study environment according to the algorithm specified in the course description, considering the assessments obtained in interim tests and examinations.

In accordance with the specific nature of the study course, the requirements may also be determined for attending classes. At the end of each study course, there is a final examination of the study course: examination or defence (of a term paper, final work project, semester paper, field course, practical training). The procedures for defending and evaluating the term paper, final project, semester paper, field course, practical training are specified in the regulatory enactments of UL.

The learning outcomes of studies, which is also indicated in the description of each course, are assessed on the 10-point scale. If permitted by external regulatory enactments, the learning outcomes of studies may be assessed with "credited" or "uncredited" upon receipt of a permission of the UL vice-rector. The course is successfully acquired, i.e., the grade is successful if the grade on the 10-point scale is not below "4" (almost mediocre) or is "credited". In this case, the student shall obtain credits for acquiring the course in question.

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

The needs of students and the relevance of assessment methods and procedures to the achievement of the objectives of study programmes are analysed and developed, considering the experience of academic staff, by analysing learning outcomes achieved by students and the results of surveys conducted over several academic years. In the surveys, students recognise the

importance of clearly formulated intended learning outcomes and defined assessment criteria, as well as the regular feedback on students' achievements in the study process. To ensure this, the academic staff systematically analyse their experience, collaborate with colleagues, analyse students' achievements, and improve course descriptions and e-study environment by developing assessment criteria that corresponds to the intended learning outcomes, thus providing the basis for the assessment.

Evaluating learning outcomes, the basic assessment principles formulated in the regulations of the Cabinet No 141 *the Regulations Regarding the State Standard for First Level Professional Higher Education* (20.03.2001), No 512 *the Regulations Regarding the State Standard for Second Level Professional Higher Education* (26.08.2014) and No 240 *the Regulations Regarding the State Standard for the Academic Education* (13.05.2014) are observed:

1. the principle of openness of the assessment – the UL has established a set of requirements for evaluating learning outcomes in line with the aim and objectives of the study programme as well as the aim and objectives of study courses;
2. the principle of the possibility of reviewing the assessment – the UL has established the procedure for reviewing the obtained assessment;
3. the principle of mandatory assessment – it is necessary to obtain a positive grade on completion of the entire study programme content;
4. the principle of the variety of types of assessment used in the grading – different assessment types are used in the assessment of the study programme;
5. the principle of conformity of assessment – during the assessment student is given an opportunity to demonstrate knowledge, skills and competence in relevant tasks and situations. The content included in assessments corresponds to the content specified in the course programmes.

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

The mechanism of the study programme implementation promotes mobility as well as digital mobility for experience exchange in various European universities, for example, Erasmus+.

Within the implementation of the study programme, it is also important to deliver an individual approach to all students, for example, through individual consultations with the faculty facilitated by using e-studies.

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

In the mandatory part of the Master's Study Programme "Latvian Language, Literature and Culture Studies", students are offered practical training "Latvian language and cultural academic practice" 2 CP, the implementation of which, as well as the planning of which are governed by the Internship Statute (see Annex *Regulation on practical training*) and a description of the course included in the Annex to the course descriptions. The Internship offer in the study programme opens cooperation opportunities with employers, agreements have been concluded with the UL Institute of Literature, Folklore and Art, UL Latvian Language Institute, and it is also possible to work on projects of the FH Department of Latvian and Baltic Studies. The internship supervisor and the programme staff have had internships in industry, for example in publishing houses, thus gaining further opportunities for student internship agreements in those companies. The established cooperation with museums and libraries allows for internships there as well.

The employers' interest in cooperation has been demonstrated by the concluded practical training intention agreements in practice, in which the cooperation provided for is regularly discussed and updated in meetings with employers. The practical training is offered not only to promote the employment opportunities of students after graduation, but also to consolidate their skills to apply their theoretical knowledge by working in different institutions in the fields related to the Latvian language, literature and culture studies, which has also been highlighted and recommended by employers, such as UL Institute of Literature, Folklore and Art, UL Latvian Language Institute, Artificial Intelligence Laboratory of the UL Institute of Mathematics and Computer Science, publishers, museums and libraries in the course of the development and implementation of the study programme.

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

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

The topics of the master's theses of the students of MSP "Baltic Philology" (now "Latvian Language, Literature and Culture Studies") are diverse, covering all sub-branches represented in the programme in a diachronic and synchronic perspective. The topics and advisers of the master's thesis are selected by the students themselves during the autumn semester of the 2nd year of studies. The topic may be updated in consultation with the adviser. Students generally choose topics related to the research interests of their faculty. The Department of Latvian and Baltic Studies comprises the Centre Feministica Lettica chaired by Professor Ausma Cimdiņa, where on a regular basis master's theses are defended based on gender difference issues, for example, "Motifs of Feminism in prose by Ivande Kaija and Regīna Ezera: "Inborn Sin" and "Satanic Story"", "Masculinity in Poetry by Contemporary Male Authors". Professor Andra Kalnača supervises theses on the issues of Latvian Morphology, for example, "Combination of Modal and Aspectual Verbs in Constructions with Infinitive in Latvian". Professor Janīna Kursīte-Pakule supervises master's theses in Latvian folklore studies and mythology, for example, "Interpretation and research of Latgalian Folklore in Exile". The selection of the topics for the master's theses is affected by the delivered

courses, for example, “Latvian Novels in the USSR 1920s-1930s”, “Folklore and Biblical Allusions in the novels “The Voice of the Caller” and “People in Boats” by Alberts Bels”. The analysis of the topics of the master's theses shows that the master's theses place Latvian language, literature, theatre and folklore in a broader context – “Novel “The Leopard” (Il Gattopardo) by Giuseppe Tomasi di Lampedusa: Reception and Text Analysis in the Psychoanalytical Aspect”, “Comparison of the Language Policy in the Republic of India and European Union”, “A. Sabalauskis’s Contribution to Baltic Studies (to Latvian Studies)”. The students study both the language and literature of the previous centuries as well as modern phenomena: “The Pragmatic Aspect of Headlines in Mass Media”, “Mass Media Headlines in a Pragmatic Aspect”, “Public Self-Representation of Theatre Directors: Example of Latvia”, “Analysis of Writing and Language in the Manuscript “*Evangelia Lottavica*”(1745)”, “Naming and Word-formation of Diseases in Latvian Folk Songs”.

The latest research methods are entering the master's theses. In the latest years, there have been papers where students demonstrate their digital skills. The parts of the students' theses are presented at various conferences and serve as a basis for articles. The novelty of master's theses is a significant aspect. The master's theses are accessible to a wider readership, thus their insights and findings may be used by museum staff, teachers, language policymakers, and Latvian language culture promoters.

The evaluations of master's theses in 90% of cases is from 8 to 10, it is lower on very rare occasions (mostly it is so if the student has not balanced their work and study load). For assessing the master's thesis, there is a Final Thesis Evaluation Sheet (see the Annex *Topics of Master's Thesis*). A representative from the UL Institute of Literature, Folklore and Arts or UL Latvian Language Institute is present in the Final Examination Commission.

3.3. Resources and Provision of the Study Programme

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

MSP “Latvian Language, Literature and Culture Studies” is implemented at the Department of Latvian and Baltic Studies of the Faculty of Humanities, University of Latvia located at Visvalža iela 4a in Riga. The person responsible for the implementation of the study programme is its director. A secretary/record-keeper is engaged with the programme, who plans and organizes the processes of the study programme and provides the services to meet students' needs. Involved in the implementation of MSP are 10 professors, 2 associated professors and 2 assistant professors, individual study courses or parts of them are delivered by lecturers. In designing and delivering the programme, the faculty from other departments (e.g., Department of English Studies) of the UL Faculty of Humanities and other UL units, e.g., one academic staff member from the Faculty of Social Sciences as well as from the UL Institute of Literature, Folklore and Arts and National Library of Latvia will take part. Among the involved, there will also be computer linguistics specialists from the UL Institute of Mathematics and Informatics and company Tilde. The members of the faculty can implement MSP to ensure that the students can achieve maximum learning outcomes of the

study programme.

Informative and Methodological Provision

In UL, there is a developed information system environment that is actively used in the study process. The regulatory framework for e-studies is set out in the following internal legislative documents of UL as follows:

1. Order no. 1/277 "Procedure for the Development and Actualisation of Study Courses at the University of Latvia" of 10.08.2018
2. Order no. 1/190 "Procedure for Administration of Individual Examinations, and Recording of Results Thereof at the University of Latvia" of 01.07.2015
3. Order no. 1/348 "On the Requirements for Development and Use of E-courses" of 10.12.2013.

In the e-study environment provided by UL (<https://estudijas.lu.lv/?lang=en>), there is an e-course provided for each study course that is delivered. This approach provides for adapting the application of technologies in the acquisition of the study course.

In the e-course, it is possible to supply all the necessary study materials and activities, in order to provide for a successful acquisition of the course content and achieve the established aims of the course. According to the UL Rector's order, all the final evaluations of the course must be entered and confirmed in the e-studies. The final evaluations in the course can only be confirmed by the academic staff member, with which the student has been registered for the examination. The final evaluation saved in the evaluation protocol is visible in ULIS (UL Informative System), however the student sees only their evaluation.

A very important role belongs to the **UL Library**. The library regularly provides its users with a trial access to various data bases. The browsing of the data bases is relieved by the list of e-resources available in the library section of the UL portal. For more information on e-resources, see the site "E-resources A to Z" (<https://www.biblioteka.lu.lv/en/resources/e-resources-a-to-z/>) available in the UL webpage of the library. The resources can be accessed with a LUIS username and password both from the library premises and remotely.

Section 2.3.3 of the SF self-assessment report describes the resources of the UL library, where it can be seen that sections 2.3.2.2, 2.3.3.3, 2.3.3.4, 2.3.3.5, 2.3.3.6, etc. apply to SP LLLCS. It can be seen that, for example, in folklore studies, 395 titles have been acquired in the last 10 years, and in theatre studies, 132 titles. The UL library receives all the publications published in Latvia as compulsory copies, so all the studies on Latvian language, literature, folklore, theatre studies in Latvian are in the UL library, as well as all the fiction books by Latvian authors. Students also know English and read works on literature, linguistics, folklore and theatre studies published abroad. Multiple copies of the same title are purchased for the most frequently used works in the study process.

There are computer labs at the Faculty of Humanities for the implementation of specific courses. If necessary, students can use their own devices as there is a Wi-Fi access everywhere in the building, which works both in the UL and EDUROAM network.

Along with the provided e-study environment at UL and the tools offered there, the faculty also use other online tools in their study courses – the tools that are specific for modern linguistics and literature studies (e.g., the tools for the selection of the samples of various genres, eg. literary texts and spoken texts, as well as for marking and analysis of the samples on various levels and from various perspectives, e.g., the tools for the acquisition and testing the data on the language use).

The Computer Linguistics course cluster comprises the course "Speech Data Processing and Analysis", where the free-of-charge software ELAN and Praat will be used, however for courses

“Corpus linguistics” and “Introduction to Computational Linguistics” the licence for SketchEngine software will be repeatedly acquired. For the course purposes, also the free-of-charge tools AntConc and #LancsBox will be used as well as other software products.

The Department of Latvian and Baltic Studies also comprises the Centre of Lithuanian Studies with the library of Lithuanian books and other materials (chaired by Associated Professor Edmundas Trumpa); there is a Dialectology Lab with field research materials that can be used in study courses as well as for writing master’s theses. There are two auditoria customized for MSP: the Latvian Studies auditorium, which features musical instruments and Latvian ethnographic objects as well as the Exile Literature auditorium with a bookshelf with exile literature. Due to the pandemic, the National Library of Latvia has digitalized the writings of many Latvian authors as well as periodicals. It is available to students during remote studies: during the pandemic students could access not only the UL Library, which was the only one to issue books during the pandemic, but also the periodicals and digitalized texts stored in the National Library.

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

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

Revenue of the Programme

For ensuring the funding for the Master’s Study Programme “Latvian Language, Literature and Culture Studies”, UL uses:

- The allocation from the state budget from the Ministry of Education and Science, which in academic year 2021/2022 accounted for 2,445 EUR for full-time studies
- Tuition fee that provides for all factors mentioned above in the “Study provision”, which in academic year 2021/2022 accounted for:

1. Full time studies – 2,200 EUR per year.

Consequently, the total budget of the study programme is estimated to be 88.02 thousand EUR per year, specified in table 2.

Table 3.3.3.1. Estimated Income of the Programme per year, EUR

Form of studies	Number of students	Tuition fee/ state grant	Total income
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Full-time (state budget)	36	2,445	88,020
Total			88,020

Costs of the Programme

To estimate the total amount of funding necessary for providing for the programme, the costs of the study programme are calculated following the methodology developed by UL that considers the costs for providing for the study process specified in “Provision of Funding” and the information on the plan of the study programme, the faculty involved, intended number of students and other aspects to provide for the reliability of the estimate.

Costs of the programme for **full-time studies**

For the calculations, the implementors of the study programme “Latvian Language, Literature and Culture Studies” have used the data on the students of the academic year 2021/2022, there are 36 students in the full-time study programme, the plan of the study programme after the accreditation and the structure of the involved academic staff. Based on the above-mentioned, the cost of the study programme per student in full-time studies represents 2,445 EUR per year, and the total costs of the programme account for 88,020 EUR per year. The specification of the percentage distribution of costs can be seen in table 3.3.3.2.

Table 3.3.3.2. Percentage distribution of costs in the study programme

Expense item	% of total
Academic staff	44.3 %
General staff	19 %
Other costs	0 %
Infrastructure expenses	9.6 %
Movable property un services	1.1%
Indirect costs	26%
TOTAL COSTS	100 %

Figure 3.3.3.1. shows the costs of the study programme depending on the number of students and the comparison with the offered study fee and allocation from the state budget.

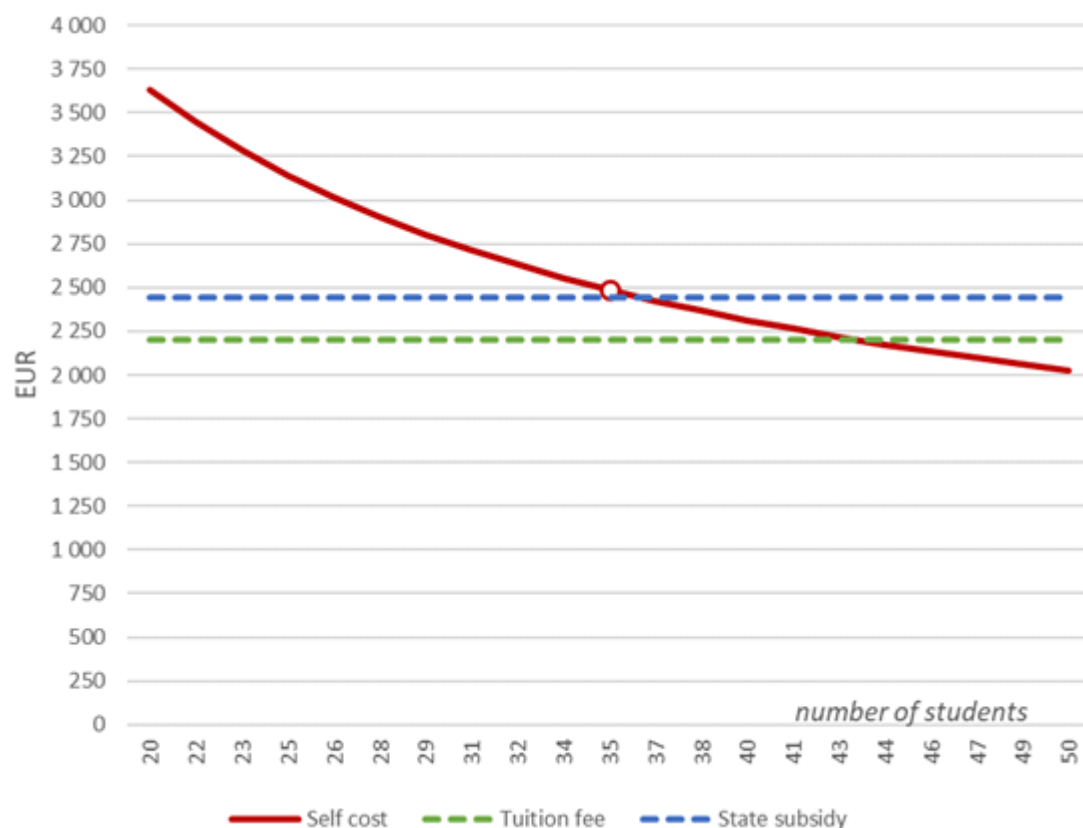


Figure 3.3.3.1. Costs of the study programme “Latvian Language, Literature and Culture Studies” depending on the number of students

The calculation shows that to meet the costs and to provide for a qualitative study process for the students, the number of fee-paying students in the programme (in all years together) must be 44 (the intersection of the red (cost) and green (study fee) curves is projected on x axis. If there were only the state-funded students, their number must be at least 36.

Summary of revenue and costs of the programme

Table 3.3.3.3. summarises the revenue of the programme based on the number of studies, government allocations and study fees, and the expenditure of the programme, considering the specific number of students.

Table 3.3.3.3. Result of the Programme

Form of studies	Number of students	Tuition fee/ state grant	Total income	Total costs
Full-time (state budget)	36	2,445	88,020	88,020
Total			88,020	88,020

The data provided in the table demonstrate that UL disposes of sufficient funding to implement the study programme and provide for its further development.

3.4. Teaching Staff

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

The qualifications of the academic staff involved in the implementation of MSP programme “Latvian Language, Literature and Culture Studies” complies with the provisions of regulatory enactments, i.e., Section 55(1)(3) of the Law on Higher Education Institutions, which stipulates that “not less than five professors and associate professors altogether, who are elected to academic positions in the relevant higher education institution, shall take part in the implementation of the compulsory part and the limited elective part of academic study programmes”. Participating in the implementation of the mandatory and restricted elective part of the study programme “Latvian Language, Literature and Culture Studies” are 12 professors and associated professors, who have been elected at the University of Latvia. The faculty involved in the study programme have their doctorates philology (16), computing (2), arts (2).

16 holders of a doctorate degree take part in designing the study programme, 15 of them hold academic positions.

The faculty have listed their recent publications in their CVs. The total number of publications is significantly bigger; however, due to the formal constraints of CV, it was not possible to list all the publications – only the most significant ones and the ones related to the study programme and published in recent 10 years have been mentioned. The list of the faculty involved in the programme implementation is provided in an annex (*Annex Main Information about the Faculty Involved in the Implementation of Studies*).

The improvement of the qualifications of the academic staff of MSP “Latvian Language, Literature and Culture Studies” is an important aspect for the quality of the programme implementation. For example, namely the quality improvement provides an incentive to update the content of the study programme and provide for modernised forms of studies. A regular improvement of the faculty qualifications comprises several directions.

First, the Academic Department of the UL, the Adult Pedagogical Education Centre (hereinafter – APEC) of the Faculty of Education, Psychology and Art of the UL (hereinafter – the UL FOEPA) provide informative, consultative, and methodological support to the UL academic staff in the field of the higher education didactics. The APEC of the UL FOEPA offers a vocational development programme “Didactics of Higher Education: modern theories and practices”, as well as continuing education programmes “Pedagogical aspects of the development of study programmes in higher education”, “The professional development of the competence of the student trustee”, etc. The professional development of the UL academic staff is organised in accordance with the Cabinet Regulations No 569 of 11.09.2018 *the Regulations on the Necessary Academic and Professional Qualifications of Pedagogues and Professional Competence Development Procedures*, where Paragraph 16 states: “Educators of higher education and colleges shall, by the end of the term of their election, undertake a vocational development programme on innovation in the higher education system, or the higher education didactics, or the management of educational work at 160 academic hours. (including at least 60 contact hours). The faculty of the MSP “Latvian Language, Literature and Culture Studies” regularly use the qualification improvement

opportunities as well as the professional development courses with relevant content, for example, “Digital Skills Development of Academic Staff” and “Development of Professional English Language Skills of UL Academic Staff for Their Use in Academic Setting.” The faculty have also improved their academic skills in other UL offers, for example, in the course “Methodology and Phrasing of learning outcomes”, the staff have also developed their skills in the skills development programme “Research Activity and Publication Practice” UL organized in cooperation with *Master Training*. For more, see the CVs of the faculty.

Second, within the opportunities provided by ESF project No. 8.2.2.0/18/A/010 “Renewal and Improvement of Competences of the Academic Staff at the University of Latvia”, the faculty have had placements with employers – at the publishing house “Dienas Grāmata” and joint-stock company “Latvijas Mediji”, thus broadening their skills and competences.

Third, the qualification improvement of the academic staff of MSP “Latvian Language, Literature and Culture Studies” also includes international mobility, including digital mobility, i.e., participation in conferences and seminars in presence and remotely or by acquiring grants for research. One of the objectives of the development plan of the study direction is to “promote the link between the studies and research; to base the master’s and doctorate courses on the latest research by the academic staff”. Here we can mention prof. Māra Grudule, who regularly receives grants for her work in German archives (the study course “German Baltic Culture and Literature”), in year 2021 Professors L. Leikuma, O. Lāms and I. Kalniņa participated in the qualification improvement seminar “Užsienio baltistikos centrų ir Lietuvos mokslo ir studijų institucijų bendradarbiavimo stiprinimas” (No. 09.3.1-ESFA-V-709-01-0002), the acquired knowledge is relevant for the following courses: “Comparative literature and contemporary Latvian literature in the European context”, “History of Latgalian Standard Language”. The faculty of the study programmes regularly participate with reports in international conferences that lets them integrate new content in their study courses.

Forth, the academic staff of MSP “Latvian Language, Literature and Culture Studies” regularly participate in Erasmus+ projects, thus gaining new academic experience. Other professional development opportunities are used as well: e.g., in spring semester of academic year 2021/2022, Assistant Professor Inta Urbanoviča studied at the New York State University of Buffalo, USA.

Fifth, in 2021, the faculty participated in the project of the Department of Latvian and Baltic Studies “Latvia- A Global Perspective” (UL funding) by conducting meetings with professors and doctors of science from the centres of Latvian and Baltic studies in the world (Lithuania, Sweden, Finland, Czech Republic, Poland, Germany, USA and Japan). The project provided information on research and academic activities and studies conducted in these centres as well as let the new faculty members get acquainted with the foreign researchers of the Latvian language and literature and facilitated overcoming the isolation situation of the pandemic period.

Sixth, Assoc. Prof. Edmundas Trumpa chairs the Centre of Lithuanian Studies and focuses in his research on the arial linguistics of the Balts. He provides for the presence of the Lithuanian researchers and writers in the programme, organizes translation seminars, urges students to use the opportunity to study in Lithuania with the support of various scholarships, the faculty and students can get acquainted with the latest research by Lithuanian colleagues and learn about the events in culture (see Annex *Exchange and Collaboration Statistics of UL Baltists 2012-2022*).

The faculty are thinking about the further development of the study programme – in the coming years, in the Latvian synchronic and diachronic linguistics, different research directions related to the theory and practice of grammar will be strategically further developed, particularly so, based on the analysis of the materials in digital resources (diverse corpora); the work will be started on creating a morpheme database of the Latvian language. The work will be continued on studying the interaction between grammar and pragmatics, especially concerning the analysis of modality,

evidentiality and mirativity based on the Latvian language resources. Colleagues will continue studying Baltic linguistics and dialectology and have intended to digitalize the archives of the Dialectology Lab. The colleagues specializing in folklore studies will continue to explore the regional and cross-border (Lithuanian and Estonian) processes in folklore and culture. They will also continue to study the poetics of Latvian folk songs and Latvian folk music instruments from the exegesis perspective. In the subfield of the history of Latvian literature the studying of the Baltic literature process in the context of the European history of culture will take place as well as acquisition of the latest research methods and their integration in text analysis. In 2023, there will be events (conferences, collections, student activities) celebrating the 150th anniversary of the prominent Baltic linguistic Jānis Endzelīns. In addition, the history of Latvian literature will be published.

Among the faculty members of the study programme, there are colleagues, whose practical and artistic activities relate to the courses they deliver. Thus, Lecturer Sigita Kušnere is one of the best editors in the country and manages various culture projects of national significance, she is a regular expert with the National Culture Capital Foundation and delivers courses “Literary editing and language practice”, “Project Management in Humanities and Creative Industries”. Prof. Valdis Muktupāvels, one of the leaders of the folklore movement of 1980/1990s and current ethnomusicology expert, delivers the course “Traditional Music in Baltics”, O. Lāms, who translates from Latin and Greek, but also knows German, English and Lithuanian, delivers the course “Comparative Literature Studies and Latest Latvian Literature in the European Context”, where he highlights the question about global literature, etc.

The faculty of the study programme actively participate in various events at the national level and thus can deliver their practical experience and citizenship activities to students. Thus Prof. J. Kursīte-Pakule was a Member of Parliament of the Republic of Latvia, Prof. A. Kalnača works in the Latvian Language Expert Commission of the Official Language Centre at the RL Ministry of Justice. Prof. L. Leikuma is a member of the Latgalian written language subcommission of the Latvian Language Expert Commission at the Official Language Centre and delivers the course “History of the Latgalian Written Language”. I. Urbanoviča has been actively involved in the project “School 2030”. The faculty regularly participate in composing the tasks for the National Olympiad of the Latvian language and literature and assessment of the national and Riga region competition of pupils’ research thus maintaining their connection with teachers and school. Prof. P. Vanags is also employed by Stockholm University, thus bringing over the academic experience of Sweden to the courses of the study programme. The members of the academic staff have also been actively involved in delivering support to Ukraine: Prof. P. Vanags and Prof. J. Kursīte-Pakule delivered lectures in Zoom and Facebook environment (<https://www.facebook.com/latvistika.lu> (available only in Latvian) on the Ukrainian culture and language, our novice lecturer Arturs Skutelis organized the support concert to Ukraine “Latvian Rep against the War in Ukraine”. The faculty of the study programme find it important that the graduates of the master’s study programme take active care of and develop the Latvian language as well as the literature and culture of Latvia.

The academic staff of the programme use social networks to post their lectures, meeting and guest lectures as well as various events (the main profiles are “Latvistika Latvijas universitātē” (Latvian Studies at the University of Latvia (Facebook) and “Baltu filologi” (Baltic philologists) (Twitter)).

The above-mentioned professional development (academic and research) is proved by the CVs submitted by the academic staff as well as by the examples included in the chapter devoted to the topicalities in development of the branch.

When preparing the study programme for its accreditation, the director of the study programme met each of the members of the academic staff individually to discuss their vision of the study programme development and their individual intentions. The self-assessment development group

was created with a view that accreditation is not a responsibility of the programme director alone. The issues regarding the renewal of the academic staff and the programme development issues are considered in the meetings of the Department of Latvian and Baltic Studies of the UL Faculty of Humanities. The decisions adopted in the Department meetings are promoted for consideration in the council of the study direction.

For the certification that the academic staff of the study programme meet the requirements set in Section 55(1)(3) of the Law on Higher Education Institutions, see the Annex.

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

The changes in the academic staff have been due to the following four reasons: 1) retirement, resigning due to personal reasons, 3) death; 4) election to academic positions.

The administration of the study programme managed to resolve the changes in due to the former two reasons (retirement, leaving for personal reasons) quickly and smoothly (by changing the academic staff, introducing new courses, e.g., the course “Child and Youth Literature” in cooperation with FPPA), however, the passing away of the only in the country Professor in Theatre Studies and a prominent theatre researcher and critic Silvija Radzobe decreased the number of students in the theatre studies module – it was not possible to find a selfless person similar to her for the position. Consequently, a Culture Studies course cluster was created where there are just a few study courses in theatre studies that can promote interest about the programme.

Novice faculty members have been involved in delivering the study programme (Arturs Skutelis, Ingus Barovskis, Ilze Jansone) as well as academic staff from the National Library of Latvia (Jānis Kreicbergs, Anda Baklāne), UL Faculty of Social Sciences (Zane Radzobe), UL Institute of Literature, Folklore and Art (Sanita Reinsone), “Tilde” (Daiga Dekšne), Artificial Intelligence Laboratory of the UL Institute of Mathematics and Informatics (Inguna Skadiņa, Ilze Auziņa, Baiba Valkovska). MSP also cooperates with other MSPs of the Faculty of Humanities – “English Studies” (courses in computer linguistics) and “Linguistics, Literature Studies and Regional Culture Studies” (study course “Culture Heritage and New Identities”). The collaboration has been successful and provides for the opportunity to broaden the study possibilities and meet the researchers and practitioners from other institutions. The changes have made the quality of the study programme more versatile and better.

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

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

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

The collaboration issue among the academic staff plays a significant role, consequently, the issues concerning the study programme always take a prominent place in the meetings of the Department of Latvian and Baltic Studies where the faculty of the study course modules discuss the developmental and specific issues of their module. If the same study course is delivered by several members of the faculty, before the start of the course, they specify the course content and requirements, and, at the end of the course, they discuss the achieved learning outcomes.

All professors of the Department of Latvian and Baltic Studies deliver study courses or parts thereof in the master's study programme. The novice faculty members as well as doctoral students are involved in the work as well. Each faculty member delivers 1 to 3 study courses within the study programme. The principle of the study programme is to show the different ways how it is possible to deliver the study courses and how diverse the possibilities of research in the Latvian language, literature, and culture studies.

The relationship between the students and faculty members in the MSP LLLCS is 1 student: 2.24 members of the academic staff.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	MDP_LLLCS_Diploma.docx	MSP_LVLKS_Diploms (1).doc
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Statistical data on studies.docx	Statistikas dati par studējošajiem.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	MSP_LVLKS_Compliance_with_National_Education_Standard.docx	MSP_LVLKS programmas atbilstība valsts izglītības standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	MSP_LLLCS_course_mapping.xlsx	MSP_LVLKS_kartējums.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Plan of the Master's Degree Programme.docx	Studiju programmas plāns.docx
Descriptions of the study courses/ modules	LLCS course descriptions.docx	LVLKS MSP kursu apraksti.docx
Description of the organisation of the internship of the students (if applicable)	Regulation on practical training.docx	MSP_LVLKS_Prakses nolikums.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	HEAD OF STUDY FIELD DECLARATION ON COMPLIANCE WITH SECTION 55 1-3.docx	Virziena_vaditajas_apliecinajums_par_Augstskolu_likuma_55_panta_1_3.edoc

Latvian Studies (43227)

Study field	<i>Language and Culture Studies, Mother Tongue Studies, and Language Programmes</i>
ProcedureStudyProgram.Name	<i>Latvian Studies</i>
Education classification code	<i>43227</i>
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Ojārs</i>
Surname of the study programme director	<i>Lāms</i>
E-mail of the study programme director	<i>ojars.lams@lu.lv</i>
Title of the study programme director	<i>dr. philol., prof.</i>
Phone of the study programme director	
Goal of the study programme	<i>To prepare highly qualified and competitive Bachelor of Humanities level Latvian studies specialists for the labour market, providing the opportunity to study Latvian language and literature, as well as basic cultural issues in a broader – Baltic and European cultural context, to develop, study, preserve and pass on to future generations all that is special about the Latvian people - national culture, art, language, literature, folklore, traditions - with the specificity of its geographical and historical environment, which has been and can be brought to world culture and science.</i>
Tasks of the study programme	<i>1) to acquire an understanding of the most important patterns of the Latvian language, literature and culture, as well as an integration of theoretical knowledge, practical and research skills that would be essential for a successful professional career in a wide range of employment in the local and international labour market; 2) to develop a high level of Latvian language competence, as well as to acquire and consolidate knowledge of other languages relevant to the linguistic and cultural contexts of Latvian studies (languages of the Baltic region, Classical languages, major languages of cultural exchanges); 3) to develop independent and critical thinking and creativity, analytical and research skills.</i>

Results of the study programme	<p>Knowledge</p> <p>1) understand the general linguistic structures and their use in the Latvian language (including knowledge of phonetics and phonology, morphology, syntax, lexis, terminology), as well as the nature of other languages studied as electives;</p> <p>2) understand the history and current trends in Latvian linguistics, literary studies, folklore and culture, concepts and the international and regional context of their use in a systematic way;</p> <p>3) understand the main methodological principles in the analysis of literary, business and scientific texts; know and explain the regularities and specifics of the Latvian literary process, as well as describe its current developments in the Baltic area.</p> <p>Skills</p> <p>4) demonstrate a high level of literacy and oral communication skills in Latvian as well as in Lithuanian or another foreign language; work with theoretical literature, develop and present substantive and research-based arguments;</p> <p>5) identify and solve research problems and practical issues in Latvian studies, make decisions individually and in groups, demonstrating interpersonal, social and cooperative skills;</p> <p>6) analyse theory and contemporary trends in the study of the Latvian language, literature and culture; evaluate the links between Latvian humanities research and international research practice; present the results of their research.</p> <p>Competence</p> <p>7) use basic professional skills in the production of texts in various literary, business, scientific, etc. genres, and in language teaching methodology, translation, museum studies;</p> <p>8) use knowledge of modern technologies and skills in the acquisition and use of information resources, including the independent acquisition, selection, critical evaluation and synthesis of information from primary and secondary sources (library resources and databases, the Internet, corpora, individual data mining), observing the principles of academic ethics; participate in discussions and group work;</p> <p>9) use research skills to conduct independent research, use appropriate research methodology, critically read, analyse and interpret different types of discourses and data; formulate empirically based questions related to the Latvian language, literature, culture; identify and address relevant issues and relate them to cultural, historical, economic, etc. contexts.</p>
Final examination upon the completion of the study programme	Bachelor's thesis

Study programme forms

Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Secondary education</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	<i>-</i>

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

The academic Bachelor's study programme "Latvian Studies" has been implemented under the title "Baltic Philology". The previous title, historically maintained from the founding of the University of Latvia (UL), no longer corresponds to the contemporary level of research and study of the Latvian language, literature and culture and, accordingly, does not clearly describe the essence of the programme - to be an opportunity to study the Latvian language, literature and culture nationally and globally. This inadequacy was noted by international experts in the previous accreditation and has been cited as a problem by the audit company assessing the labour market. Accordingly, the programme title is updated to "Latvian Studies".

The programme is designed in line with the UL strategic objectives to offer modern, research-based humanities education opportunities at Bachelor's level in the field of Latvian Studies.

The core of the programme remains unchanged - it includes courses in linguistics, literary studies, foundations of culture history, as well as modern Latvian and Latvian literature.

The changes made to the programme are based on and in line with the FH ambitious efforts to provide the modern and relevant higher education in the humanities demanded in the national economy as well as in society. In the context of the University of Latvia's *raison d'être*, goals and strategy, it is particularly important to offer modern study opportunities in Latvian Studies.

An important change in the parameters of the study programme is the change of the programme title. From the perspective of the needs of society and the state with regard to higher education in the humanities, it is unacceptable that the programme offer does not include a study programme that explicitly offers the study of the Latvian language, literature and culture. In order to make studies more open and student-oriented, the mandatory part is reduced to 66 CP (previously 98 CP). This change has already been introduced in recent years, gradually reducing the mandatory part. The expansion of the restricted and free elective parts of the programme strengthens individual choice and provides greater flexibility and the possibility for the student to construct a study model of their choice. Offering a broad range of subjects in the Latvian language, literature and culture, while fostering the study of Latvian studies in its contrastive and comparative aspects, providing students with opportunities for both broad language learning and subjects focused on cultural contexts and connections, enabling them to understand the uniqueness of the Latvian language and culture and its place and contribution to world culture.

The programme was previously accredited 12 years ago. The programme has undergone both external and internal changes. The programme core, which provides the Latvian language and Latvian literature, has remained unchanged. The mandatory part consists of two sets of relevant 16-credit subjects or four courses of 4 CP each (Modern Latvian, 4x4 CP and Latvian Literature, 4x4 CP).

The restricted elective part has been changed quite substantially compared to the previous

accreditation period. Previously, this part was divided into field modules and students had to choose one of them. Initially, there were four such modules, but as the number of students declined, their provision became increasingly problematic. In addition, students themselves expressed the desire to take courses in more than one module, and as a result, courses in other modules were added to the modules in order to respect students' wishes and the module boundaries were blurred. The new design of the restricted elective part has moved away from module restrictions to one broad and varied restricted elective offer, grouping subjects into thematic clusters for clarity and for balance and proportionality of choice, and setting a minimum number of mandatory subjects to meet the programme's aim, objectives and learning outcomes. In the restricted elective part, economic considerations are also at work and the study of contrastive languages is organised in cooperation with other programmes in the field, thus ensuring that the groups are full. Some subjects are implemented in cooperation with the UL Faculty of Social Sciences and some with the UL Faculty of Education, Psychology and Art. The development of such cooperation with different programmes and faculties is also a potential for the future programme development, including Latvian Studies in a broad interdisciplinary spectrum.

The restricted elective part retains the possibility for students to specialise in their field of interest, but the offer of the electives has been changed to seven thematic clusters: Applied Latvian Studies, Digital Latvian Studies, Research Foundation, Baltic and Comparative Studies, Contrastive Language Studies, English for Latvian Studies, Pedagogy. Students are relatively free to choose the amount of credits from each cluster. The minimum elective requirements are set in the Research Foundation cluster (2 CP), as the basics of research work are required to pass the final examination – the Bachelor's thesis. Similarly, the minimum elective requirement is set in Digital Latvian Studies (4 CP), because nowadays, successful and prospective study of Latvian Studies is unthinkable without digital skills. At least one 2-credit subject must be chosen from the English for Latvian Studies course cluster, as the study of one subject in English is a requirement of the degree. The most broadly thematically restricted elective sets are "Applied Latvian Studies" and "Baltic and Comparative Studies". These two clusters offer topical subjects oriented towards the understanding and acquisition of the Latvian language and culture, the results of which are geared towards successful integration into the labour market. There is also a wide range of contrastive studies, which offer the study of languages historically important in Latvia and have left their traces in documents, impact on the Latvian language, place names, etc., which are also today an significant part of culture and the knowledge of which is significant for the Latvian economy. As an important part of Latvian studies is adult and interest-related education, students of the programme have the opportunity to acquire skills in pedagogy.

The free elective part has been increased from 2 to 4 CP. A 4 CP Internship course has been introduced, which is mandatory, but there is a wide range of options for the internship placement.

The courses Environment Protection (1 CP) and Civil Protection (1 CP) were included in the bachelor's study program in accordance with the requirements set out in the Law on Environmental Protection and the Law on Civil Protection.

Accordingly, the reorganisation of the programme has led to a significant increase in student-centredness, providing more choices in a wider range of specialisations.

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree, professional qualification/professional qualification requirements or the degree and professional qualification to be acquired, the aims, objectives, learning outcomes, and the

admission requirements. Description of the duration and scope of the implementation of the study programme (including different options of the study programme implementation) and evaluation of its usefulness.

The programme design and content reflect the goals of the study programme to follow the best classical university and academic traditions, as well as to develop an innovative humanities education offer in line with trends and labour market demand, emphasising the synergy of the main object of the study programme, i.e. the study of the Latvian language, literature and culture. Using the study direction resources, the programme strengthens the comparative and contrastive aspect of studies, which ensures the link between Latvian studies and intercultural contacts.

The study programme title, the degree to be awarded, as well as the compliance of the study programme parameters with the specified learning outcomes are governed by the external regulations, i.e., Cabinet of Ministers (CM) Regulation No.240 of 13.05.2014 Regulations on the State Standard for Academic Education, and CM Regulation No.322 of 13 June 2017 Regulations on the Classification of Latvian Education.

According to CM Regulation No.322 Regulations on the Classification of Latvian Education, the code of the academic Bachelor's study programme "Latvian Studies " (43227) corresponds to Latvian Qualifications Framework (LQF) level 6 as defined in the Classification of Latvian Education for academic education programmes. The scope of the study programme, the duration of implementation, the parts of the study programme and their scope, the mandatory content, the basic principles and procedures of evaluation, the principles of implementation, etc. are regulated by CM Regulation No. 240 Regulations on the State Standard of Academic Education and comply with the requirements set out in the Regulations. Programme code 43227 corresponds to academic education (Bachelor's degree) to be completed after general or vocational secondary education (duration of full-time studies 3–4 years) in language studies and programmes, code part 43 means: academic education (Bachelor's degree) to be completed after general or vocational secondary education. Duration of full-time studies: 3–4 years. Code part 227 means: language studies and programmes.

The study content of the academic Bachelor's study programme "Latvian Studies" (hitherto implemented under the title "Baltic Philology") includes a set of knowledge, skills and competences in accordance with the knowledge, skills and competences of level 6 of the European Qualifications Framework as defined in the Classification of Latvian Education. The content of the study programme consists of study courses (CM Regulation No 240) in the amount of 120 CP: state mandatory courses (2 CP), courses of the mandatory part of the field (50 CP), Bachelor's thesis (10 CP), internship (4 CP), courses of the restricted or specific sub-programme part (50 CP), the free elective courses (4 CP).

Latvian Studies is the most important part of the humanities at the University of Latvia, which characterises the identity of the University and its special place in both the Latvian and the world education systems, as well as fully complies with the parameters of the UL mission and values (keywords: human, excellence, development, creativity, responsibility, openness, cooperation).

The quality of the programme is ensured by thoughtfully planned mandatory courses, a wide range of elective options that allow students to achieve individual goals in personal development and to acquire what is necessary for their individual career goals.

The programme **title "Latvian Studies"** emphasises the synergy and paradigm unity of the Latvian language, literature and culture.

The objectives of the programme are derived from the programme aim and the potential learning outcomes are objectively linked to the aim and objectives. The programme provides for them in terms of content, but their achievability also depends on external elements (e.g. the student's willingness and readiness to study). The aims, objectives and learning outcomes defined by the Study Programme are interlinked with the course learning outcomes, as demonstrated by the performed mapping.

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

The foundations of the BSP Latvian Studies (hitherto implemented under the title "Baltic Philology") were laid since the very beginnings of the University of Latvia. Back then, due to the fact that a scientific term for the study of the Latvian language, literature and culture had not yet been coined, the title Baltic Philology was chosen for the study of the Latvian language, literature and culture, which in the context of modern humanities is basically applied to the sub-field of linguistics and therefore, in view of the programme offer and the programme’s social and national significance, is regarded as anachronism. The development of Latvian studies and training of its specialists is an essential task of the University of Latvia for the sake of the harmonious development of the Latvian statehood, performed by training specialists in Latvian language, culture and literature necessary for the state and society, who would be able to ensure the sustainability of the Latvian language and culture. In fact, it is this area that distinguishes the University of Latvia from any other university in the world and is the most significant facet of its academic identity.

Graduates of the programme work in education, cultural institutions, the book industry, the media, translation, state and local governments, museums and non-formal education institutions. The study of the Latvian language, literature and culture within the programme can also be a good basis for further education in other areas of the humanities, and is well compatible with further education in social sciences.

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

Table 3.1.4.1.

Number of students of the BSP Baltic Philology

	2012/ 2013	2013/ 2014	2014 /2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022
Baltic Philology	157	138	107	100	94	86	81	72	71	69

The number of students has decreased significantly over the reporting period. This is mainly due to

the demographic situation in the country, as well as the alternative offer of competing universities with narrower and more specific programmes. The link between the programme and the tasks of ensuring national identity makes it a categorical imperative to implement the programme even in the circumstances where the number of students has declined. In order to maintain and increase the future numbers of students, the programme is undergoing changes in terms of content and organisation, which are intended to make it more student-oriented, offering more choice and opportunities than before.

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

3.2. The Content of Studies and Implementation Thereof

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

The programme is organised in accordance with the law and regulations, with all subjects divided into three parts - mandatory, restricted elective and free elective.

- The mandatory part consists of the state courses in Civil and Environmental Protection (2 CP), basic courses in Latvian Studies (50 CP), Bachelor's thesis (10 CP) and internship (4 CP), total – 66 CP.
- The free electives offer 4 CP.
- The restricted elective part is 50 CP and these subjects are arranged in 7 thematic clusters: Applied Latvian Studies, Digital Latvian Studies, Research Foundation, Baltic and Comparative Studies, Contrastive Language Studies, English for Latvian Studies, Pedagogy. The wide choice of courses includes references to practical issues in the field, contact with related fields and gives students a wide range of choices.

The mandatory part of the programme combines fundamental theoretical courses in the field and applied courses in the culture of language, as well as internship, which ensures the acquisition of the fundamentals of Latvian Studies, focusing on the balance between theoretical and practical knowledge, as well as general and specific information. The course core consists of a symmetrical scope of linguistics and literary studies, with courses in Cultural History and Folklore Studies. The balance between theoretical knowledge and the needs of the labour market is ensured by the

course "Internship in Latvian Studies", which offers students a wide range of opportunities in various fields where a respective education is necessary or useful. Compared to the previous accreditation, the mandatory part has been reduced from 98 CP to 66 CP. A major innovation is the introduction of a 4-credit internship. Although the internship is mandatory, it offers a very wide range of individual choices.

The restricted elective part has moved away from module restrictions to one broad and varied restricted elective offer, grouping subjects into thematic clusters for clarity and for balance and proportionality of choice, and setting a minimum number of mandatory subjects to meet the programme's aim, objectives and learning outcomes. In the restricted elective part, economic considerations are also at work and the study of contrastive languages is organised in cooperation with other programmes in the field, thus ensuring that the groups are full. Some subjects are implemented in cooperation with the UL Faculty of Social Sciences and some with the UL Faculty of Education, Psychology and Art. The development of such cooperation with different programmes and faculties is also a potential for the future programme development, including Latvian Studies in a broad interdisciplinary spectrum.

In the restricted elective part, students are to choose one subject from the Research in Latvian Studies section, as these subjects are used to develop a research term paper, which serves as a basis for acquiring the necessary skills for a successful Bachelor's thesis. It is also compulsory to take one subject in English in order to be prepared for international academic life. The widest choice of subjects is available in Applied Latvian Studies, Baltic and Comparative Studies and Contrastive Languages Studies, thus offering the opportunity to study current issues of relevance to the Latvian language and culture, meanwhile enhancing students' analytical skills, and cultural studies and linguistic skills for expanding their horizons and perceptions of the world. The recommended credit amount in Applied Linguistics is 10 CP and in Baltic and Comparative Studies – 12 CP, but students are free to design their own elective composition, which may be limited by the specific annual study plan. In Contrastive Language Studies, 12 languages are available, ranging from ancient classical to regional historical and modern practical languages.

In **the free elective part**, students may choose any subject from the UL offer in any field for a total of 4 CP, provided that the student's prior knowledge is sufficient to register for the chosen course.

This programme layout ensures student-centred studies, as the choice of individual subjects and the combination of subjects relevant to students' career goals are significantly increased. The boundaries between the field modules that existed in the previous accreditation period have been completely eliminated.

The achievability and interconnectedness of the intended learning outcomes have been assessed through the mapping of learning outcomes (see *Annex Latvian Studies BSP Course mapping*). The mapping examined and demonstrated the achievement of the learning outcomes in each individual subject and the synergies between all subjects in achieving the learning outcomes. The mapping led to a refinement of particular formulations of the programme and course learning outcomes. The lecturers involved in the programme development have discussed and evaluated the study subjects content in the context of the programme learning outcomes, accordingly improving the developed study subjects to ensure continuity and complementarity in the programme.

The repeated mapping of the study programme and course learning outcomes demonstrates that the implementation of the study courses ensures that students are able to achieve the intended learning outcomes.

The results of the mapping show that the learning outcomes of the included in the study programme subjects are in line with the expected programme learning outcomes. Therefore, it can be concluded that the study programme provides students with the opportunity to achieve all the learning outcomes planned in the study programme.

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

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

In accordance with the Law on Institutions of Higher Education in the Republic of Latvia, the UL "Procedure for Development and Update of Study Courses at the University of Latvia" have been developed, which stipulate that the information on the conditions for the commencement of each study course, its aim, objectives, requirements for awarding credit points, study course content, the study process organisation in contact classes, the organisation and tasks of students' independent work, the planned learning outcomes (knowledge, skills, competence) and their testing methods and evaluation criteria shall be included in all course descriptions available to students in the UL Information System (LUIS) and in the UL e-learning (*e-studijas*) environment. The registration and record-keeping of students' grades in the e-environment of the relevant study course.

The courses of the study programmes are designed according to the principles of progression and succession. To ensure this, a mapping of the intended learning outcomes has been carried out (see *Annex Latvian Studies BSP Course mapping*). At the beginning of their studies, students are informed about the programme organisation and implementation, and commencing individual study courses, lecturers inform about the course organisation, content, course requirements, planned learning outcomes, examinations and assessment criteria, as well as explain the relevance of the study course for the overall achievement of the programme's learning outcomes. Students can get acquainted with the criteria and conditions for the assessment of students' achievement and the binding procedures in the course descriptions and in the e-learning environment,.

The type of examination depends on the specific nature of the course. There are at least two types of examinations in each study course: intermediate examinations (the score of intermediate examinations is not less than 50% of the total score) and the final examination (its score is not less than 10% of the total score). Examinations may be written or oral, or combined (written and oral).

Passing an examination is a compulsory requirement for obtaining credit points for the course. The course grade shall be calculated in the UL centralised grading system according to the algorithm set out in the course description, taking into account the grades obtained in the intermediate examinations and final examination, and recorded in the reports of examination results. The types of intermediate examinations are: test work, independent work, practical work, laboratory work, report, paper and other types of work according to the course specifics. The number and type of intermediate examinations are specified in the course description. In order to obtain a grade for the course, the student must have obtained a passing grade in the examination. The procedure for the defence and assessment of the course paper, thesis project, term paper, field course and internship shall be laid down in the UL regulations. The study results are evaluated using a 10-point grading scale. In case external regulations permit, the study results may be evaluated as "pass" or "fail" with the permission of the UL Vice-Rector. A course is considered to have been successfully completed, i.e. a pass grade is obtained, if the grade using the 10-point grading scale is not lower than '4' (almost average) or is 'pass'.

When assessing the learning outcomes, the following basic principles of assessment are observed:

- the principle of openness in assessment - in accordance with the programme aims and objectives and the aims and objectives of the study courses, the University has established a set of requirements for the assessment of learning outcomes;
- the principle of evaluation review - the University has established a procedure for reviewing the obtained marks;
- the principle of mandatory assessment - a passing grade is required for the completion of all study programme content;
- the principle of variety in assessment - different types of assessment are used to assess the completion of the study programme;
- the principle of assessment relevance - the assessment allows the opportunity for students to demonstrate knowledge, skills and competence in appropriate tasks and situations.

The methods of study implementation and evaluation ensure the achievement of learning outcomes, incorporating the principles of student-centred education.

The principles of student-centred education promote student mobility (recognition of the learning outcomes), and students engage in research and social activities in the community initiated by academic staff, thus gaining significant experience applying what they learn in their studies in practice.

Students receive support and feedback from lecturers during the study process. Tutors mostly use methods that encourage students' active participation, critical thinking and reflection. Practitioners, professionals from different institutions are invited to lecture on individual courses to maintain the unity of theory and practice. Practical tasks, seminars, individual, pair and team work, discussions and project development, study tours to industry organisations are widely used. Employers are involved in the implementation and development of study courses (invited to lead individual seminar sessions, often organised as exchange visits to workplaces, etc.).

To foster students' research competencies, students have the opportunity to analyse and study in depth particular problems of interest in the field in a succession of courses. Research results are presented in the student sections of scientific conferences.

The physical environment of the study is also gradually changing: classrooms can be easily converted for group work and individual work, and students can use digital technologies. The e-learning environment will be used to support the learning process and independent study. An e-learning environment (Moodle) has been created for each study course, where students have

access to learning materials, assignment descriptions in addition to study materials related to the course topics, as well as study tasks to be performed (tests, forums, seminars, conferences, etc.).

The results of student surveys are evaluated and considered in the development of the study process. Student surveys in recent years show that students highly value the study programme, with particular emphasis on the high qualifications and scientific excellence of the lecturers. In the academic year 2021/2022, evaluating the study environment, one hundred per cent of the programme graduates were satisfied or rather satisfied with the professionalism of the teaching staff (53.85% / 46.15%). In previous years' surveys, students expressed their wish include internships in the programme, which was done last year, and this new offer was evaluated by graduates as follows: 61.54% satisfied, 30.77% rather satisfied and 7.69% of the respondents had difficulty with formulating their opinion. The student respondents highly appreciated the interconnectedness of the courses, facilitating a comprehensive understanding of the field - 46.15% satisfied, 58.85% rather satisfied. Highly appreciated the resources available in the library - 61.54% satisfied, 38.46% rather satisfied.

The content and the resources devoted to implementing the programme, the academic staff and professionals involved, as well as the general staff, the quality and uniqueness of the programme are in line with the UL mission, strategy and objectives. In line with the aims and objectives of the Bologna Declaration, the study programme offers a wide range of opportunities for career development, both in terms of choice and participation in mobility programmes, and in terms of the possibility to pursue further studies in higher-level study programmes in Latvia, the EU and the European Economic Area. In terms of student mobility, the closest cooperation is with Lithuanian universities, where knowledge and skills in Lithuanian are developed and strengthened. Students also have the opportunity to travel to universities in other countries with Erasmus+ agreements (Germany, Sweden, Italy, etc.), where they can acquire a theoretical framework for their knowledge of Latvian Studies and acquire the skills to apply a comparative approach to Latvian studies.

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

The internship (course title "Internship in Latvian Studies", 4 CP) has been included in the programme only recently and has been implemented for one academic year. The evaluation of the first experience and the students' feedback confirm the relevance and benefits of the internship in the study programme. Significant support in finding internships is provided by the Department of Latvian and Baltic Studies, which has agreed with important industry institutions on the possibilities of internships. Long-term contracts have been concluded with important employers - the Literature and Music Museum, the Association of Memorial Museums, the UL Institute of Literature, Folklore and Art, the UL Latvian Language Institute, the National Centre for Education. Students had and will have the opportunity to find their own internships, which some of them took advantage of, interning at the magazine "Lilit", the New Riga Theatre, and several translation companies. Students also have opportunities to get internships in the projects implemented in the Department of Latvian and

During the internship, students write an internship diary, which ends with an internship report that is defended publicly. The internship reports stated that the courses studied were useful for performing internship tasks, the knowledge and skills acquired were relevant to the needs of the internships, and the internships provided important insights into the industry functioning. (*The internship regulations and the internship evaluation description are attached as annexes*).

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

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

Students choose the topics of their final theses according to their research interests, the programme content and current research trends in the field of Latvian Studies, coordinating the topics with their supervisors. The topics are approved by the Programme Director and the Head of the Department of Latvian and Baltic Studies. Students are taught the basics of research work by choosing one of the subjects in the restricted elective part of Research Foundation, which offers both a course focusing on linguistic research and a course on research in literature and culture. Final theses are written on Latvian language, Latvian literature, Latvian folklore and Latvian theatre, as well as interdisciplinary topics. The entire staff of the Department of Latvian and Baltic Studies is involved in the supervision of the theses, sometimes inviting external consultants. In general, the research questions, both chronologically and thematically, cover a wide range of research issues - research on the earliest Latvian language written monuments, the origins and current processes of Latvian literature, Latvian grammar and language use today, theatre history and contemporary theatre, folklore field studies, the interaction of Latvian and world cultural processes, linguistic relations, etc.

In Linguistics and Literary Studies (it is the branch that forms the core of the study program), in academic years 2019/2020 and 2020/2021, Bachelor's thesis research has been carried out on the following topics:

1) Literary Studies:

1. Female corporeality in Inga Ābele's short story collections "Well House" (*Akas māja*) and "White Dress" (*Balta kleita*)
2. Marketing techniques and promotion in canonical and entertainment literature
3. Representation of historical reality in the novel "Teachers" (*Skolotāji*) by Andris Akmentiņš
4. The principles of creating new female characters in the novels "In Smoke from the Assart" (*Līduma dūmos*) by Andrievs Niedra and "Woman" (*Sieviete*) by Andrejs Upītis. The traumatic experience of the Holocaust in Elmārs Rivošs' "Notes" (*Piezīmēs*) and Frīda Mihelsone's "I Survived in Rumbula" (*Es izdzīvoju Rumbulā*)
5. The world of woman in Ivande Kaya's novel "Original Sin" (*Iedzimtais grēks*) and in Lelde

2) Linguistics:

1. The peculiarities of the language of text messaging
2. The passive voice of verbs and the normalization of language
3. Pronouns and the expression of surprise in Latvian
4. Car and motorcycle brand names in Latvian colloquial speech

3) Arts (Theatre Arts):

1. Interpretation of Fyodor Dostoyevsky's works in the 21st century. F. Dostoyevsky in the Latvian Theatre

4) Interdisciplinary field of Linguistics and Pedagogy:

1. Achievements in the study of cultural issues in language at secondary school

5) Interdisciplinary field of Literary Studies and Media Studies:

1. The construction of the images of women in the lifestyle magazine "Lilit" (2019-2021)

The evaluation of the final theses is carried out by the Final Examination Board, which is approved by the UL Vice-Rector for Humanities upon the proposal of the FH Council. In order to ensure the link between the study process and the labour market, professionals of the field are regularly invited to chair the Final Examination Board.

Approximately 50% to 70% of Bachelor's theses are graded in the range of 'very good' and 'excellent'. Few papers get graded below 'almost good' (6% to 9%). The results prove a good mastery of research skills and students' readiness for higher levels of education.

Table 3.2.6.1.

BSP Baltic Philology Bachelor's theses evaluation, 2011/2012-2021/2022

Years	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016		2016/2017		2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Grades	stud.	%	stud.	%	stud.	%	stud.	%	stud.	%	stud.	%	stud.	%	stud.	%	stud.	%	stud.	%	stud.	%
10	4	11%	3	9%	5	14%	4	12%	3	11%	2	12%	3	17%	2	12%	3	14%	2	14%	1	9%
9	4	11%	11	30%	7	15%	6	18%	3	11%	3	18%	3	17%	2	12%	4	22%	3	22%	2	17%
8	11	27%	10	28%	11	29%	16	50%	13	50%	5	30%	4	20%	6	35%	4	22%	4	28%	4	33%
7	15	37%	9	24%	7	15%	1	8%	5	20%	5	30%	3	17%	4	23%	4	22%	3	22%	4	33%
6	5	14%	3	9%	8	17%	4	12%	2	8%	1	5%	3	17%	2	12%	2	10%	0	0%	1	9%
5	0	0%	0	0%	3	7%	0	0%	0	0%	1	5%	1	6%	1	6%	2	10%	0	0%	1	9%
4	0	0%	0	0%	1	3%	0	0%	0	0%	0	0%	1	6%	0	0%	0	0%	2	14%	0	0%
Total	39	100%	36	100%	36	100%	32	100%	25	100%	16	100%	18	100%	17	100%	19	100%	14	100%	13	100%

When evaluating the data on the thematic orientation of the final theses over a period of 10 years, it can be concluded that the entire staff of the Department of Latvian and Baltic Studies has been involved in the supervision of the theses and that the students research issues that are both topical in the context of the research projects implemented in the Department and correspond to current cultural processes and the public interest in them. In this way, students demonstrate their readiness for the labour market, as their research resonates with issues of relevance to the field.

The themes of the final theses are distributed quite proportionally among the disciplines of Latvian Studies and Baltic Studies represented in the Department – linguistics, literary studies, folklore studies and theatre studies, in many cases moving into interdisciplinary areas such as language acquisition, the interaction between literature and theatre, literary translation issues. In the field of linguistic research, there is a constant interest in the grammatical problems of literary language, as

well as in the peculiarities of language use in different subcultures and areas. In the field of literary studies, students write their final theses on a very wide range of topics and issues. In terms of theory and methodology, feminist and psychoanalytic approaches are widely used, with a particular interest in narratology. Students are interested in the history of literature, starting with the earliest Latvian texts, as well as in the most current processes - the rise of the historical and biographical novel.

The issues of language history and linguistic relations are also not neglected, with a diachronic focus on Baltic linguistics and a more synchronic focus on the situation of the Latvian language from a sociolinguistic perspective.

In the field of folklore studies, there are works on traditional folklore, but alongside these, there is a wide development of life-story research, analysis of the neo-Mythic conceptions of modern society and other studies of modern culture. In the field of theatre studies, there has been a particular emphasis on current theatrical processes, focusing on both actors and directors. The history of theatre and its interaction with other fields has also been explored, for example in the study of the relationship between theatre and sport.

The best final theses are published in various cultural research journals and web platforms.

The undergraduate theses demonstrate that students are successfully conducting research on a wide range of topics and issues, and these theses reveal the close links between studies and scientific activities in the programme and students' readiness to address research issues in the field in their future careers.

3.3. Resources and Provision of the Study Programme

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

The Regulations on the Administration of the University of Latvia have been approved by the UL Senate Decision No. 2-3/69 of 31.05.2021, defining the functions, tasks, structure and decision-making principles of the administration. On the basis of Paragraph 7 of the Regulations, *the Rules of Procedure of the Administration of the University of Latvia* have been issued (UL Order No. 1-4/559 of 15.11.2021), which determine the organisation of work, the competences of the UL management, officials, employees and departments.

Information and methodological support

Course materials are constantly updated to modernise e-courses, in line with the latest scientific advances, as well as following UL Order No. 1/348 of 10.12.2013 "On Requirements for the Development and Use of e-Courses".

The study process uses a variety of teaching methods according to the course specific features and the individual needs of students. The types of study include lectures, seminars, practical classes,

weekly tutorials, online tutorials, e-courses, independent research work, individual and group projects. Individual and group research projects use interviews, questionnaires, data and information extraction, processing and systematisation methods; synchronous and diachronous research, etc. Transversal skills and creative thinking are an integral part of the programme. Students acquire evaluation and self-assessment skills. In addition, they develop their skills in using Microsoft software for study and research, and use the MS Teams tool for synchronous videoconferencing, e.g. during tutorials. Learning skills and strategies form the methodological component of several courses. Students actively participate in research, producing term papers and Bachelor's theses, presenting research results at international conferences, projects and seminars.

There are dedicated computer labs for various specialised courses. Students can use their own devices if needed, as Wi-Fi is available throughout the building, both on the LU network and on the EDUROAM network.

Students have at their disposal a wide collection of Latvian language leaflets in various technical media, which is gradually being digitized. Also, folklore expeditions have collected interviews and other materials on various issues of traditional culture.

Information publishing and protection of intellectual property in e-courses

All UL staff members and students have the right to consult the e-course materials without making any changes.

All information, educational literature and materials (methodological materials, lecture outlines, assignments, tests, etc.) protected by copyright and related rights, are placed and used in the e-course in accordance with the legal provisions regulating copyright in the Republic of Latvia, as well as the legal provisions on intellectual property regulated by international agreements binding on the Republic of Latvia.

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

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

Programme revenue

For the implementation of the Bachelor's study programme "Latvian Studies" (hitherto implemented under the title "Baltic Philology"), the University of Latvia uses:

- a state budget grant from the Ministry of Education and Science, set at EUR 1,630 for full-

time studies for academic year 2021/2022;

- the tuition fee, referring to the factors listed under the heading 'Funding', fixed for academic year 2021/2022: EUR 2,200 per year for full-time studies;
- for full-time foreign students, the tuition fee shall be EUR 2,880.

For calculating the costs, the Bachelor's study programme "Latvian Studies" (hitherto implemented under the title "Baltic Philology") uses the student data for academic year 2020/2021 – 76 (71 of which - state-funded) students studying in the full-time programme, the proposed study programme plan for the new accreditation and the planned composition of the academic staff involved. The programme is implemented in a full-time mode.

The study programme total revenue is estimated at EUR 126 730 per year, as summarised in Table 3.3.3.1.

Table 3.3.3.1.

Annual revenue forecasts for the programme, EUR

Study mode	Number of students	Tuition fee/state subsidy	Total revenue
Full-time (state-funded)	71	1 630	115 730
Full-time (self-funded)	5	2 200	11 000
Total	76		126 730

Programme costs

In order to estimate the amount of funds required for financial support, the UL calculates the costs of study programmes according to a self-developed methodology, which takes into account the costs of providing the study process as described in the section "Study Direction Funding" and information on the study programme plan, the teaching staff involved, the estimated number of students, etc., thus ensuring the reliability of the forecasts.

Programme costs for full-time studies

For calculating the costs, the Bachelor's study programme "Latvian Studies" (hitherto implemented under the title "Baltic Philology") uses the student data for academic year 2021/2022 – 76 (71 of which - state-funded) students studying in the full-time programme, the proposed study programme plan for the new accreditation and the planned composition of the academic staff involved. Taking into account the above, the estimated full-time study cost of the programme per student is EUR 2 092 per year and the programme total costs is EUR 147 171 per year. A more detailed percentage breakdown of the costs is shown in Table 3.3.3.2. below.

Table 3.3.3.2.

Percentage breakdown of costs in the study programme

Expenditure item	% of the total
Teaching staff costs	44.3 %
General staff costs	19 %
Other costs	0 %

Infrastructure expenses	9.6 %
Property and services	1.1%
Indirect costs	26%
TOTAL COSTS	100 %

The cost of the Bachelor's programme "Latvian Studies" depending on the number of students

The following diagram shows the cost of the study programme depending on the number of students and compares it with the proposed tuition fees and the state budget subsidy.

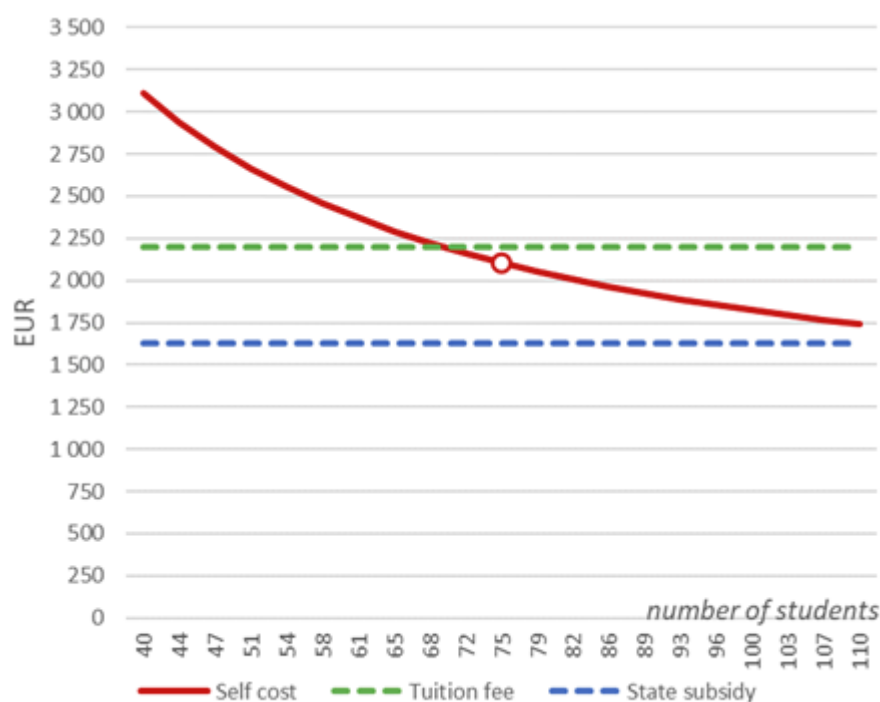


Figure 3.3.3.1. Study programme "Latvian Studies" self cost of number of students

The calculation shows that for the programme to be cost-effective and for students to be provided with a high-quality study process, the number of students in the programme (in all study years) should be at least 103 (intersection of red (own costs) and green (tuition fees) lines projected on the x-axis).

Table 3.3.3.3.

Summary of programme revenue and costs

Study mode	Number of students	Tuition fee/state subsidy	Total revenue	Total costs
Full-time (state-funded)	71	1630	115 730	137 489
Full-time (self-funded)	5	2200	11 000	9 682
Total	76		126 730	147 171

The maintenance and development of the programme should be additionally financed from the income from lifelong learning and other services, from scientific projects, and from the transfer of

knowledge and involvement of researchers in the study process, which is done to the extent possible. The faculties also receive financial support for programme development from the UL Study Quality Improvement Fund.

3.4. Teaching Staff

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

The BSP Latvian Studies (hitherto implemented under the title "Baltic Philology") is a science-based, high-quality academic study programme implemented by the staff of the Department of Latvian and Baltic Studies in cooperation with other UL and FH departments. The programme is also implemented with the participation of high-class professionals from cooperating institutions, thus ensuring the link between studies and the labour market. The scientific research activity of the lecturers is carried out in project groups, both in the sub-fields and in interdisciplinary cooperation, creating innovative paths in research that go beyond the boundaries of the humanities.

The Department of Latvian and Baltic Studies, which is the main provider of the programme, is one of the leading institutions for humanities studies and research in Latvia. In the field of Latvian Studies, the Department is a centre for studies and research of national and global importance, as proved by the employment of graduates in Latvian cultural, educational and research institutions, and by the international scientific publications, monographs, textbooks, periodicals published and regular national and international conferences organised by the lecturers, as well as their participation in and management of international and national projects. Interdisciplinary research and synergies with foreign research institutions have been promoted. Projects have attracted international, national, municipal, non-government and UL funding.

The description of the activities of each lecturer employed in the programme is presented below, highlighting the links between research and teaching activities and the implementation of the programme.

Proportionally, the programme involves 15% professors, 15% associate professors, 30% assistant professors and 25% lecturers. Nominally, 6 professors and 2 associate professors of the University of Latvia are involved in the implementation of the programme, each of whom is a distinguished expert of their field with a national and international academic reputation:

Professors:

- Māra Grudule – Dr.philol., literary scholar, professor of History of Latvian Literature at the University of Latvia and senior researcher at the UL Institute of Literature, Folklore and Art. Professor Grudule's research interests include the early period of Latvian literature, as well as Baltic German culture and literature.

- Andra Kalnača – philol., linguist, professor at the University of Latvia and leading researcher in Latvian synchronic linguistics. Co-author of the most modern grammar of the Latvian language (in collaboration with I. Lokmane), one of the leading specialists in synchronic linguistics in Latvia with a high international reputation.
- Ieva Kalniņa – Dr.philol., literary scholar, professor at the University of Latvia and leading researcher in the history of Latvian literature. Specialist in the history of Latvian novel and drama, as well as the most recent literature.
- Ojārs Lāms – Dr.philol., literary scholar and classical philologist, professor at the University of Latvia and leading researcher in comparative literary studies. He is a leading specialist in the research of Latvian culture Neo-Latin heritage, a researcher of the relationship between Latvian literature and world literature.
- Lidiņa Leikuma – Dr.philol., linguist, professor at the University of Latvia and leading researcher in Baltic linguistics. Specialist in the history of language and regional variants. Enthusiast of the Latgalian language and culture.
- Valdis Muktupāvels – Dr.artis, folklorist, ethnomusicologist, professor at the University of Latvia and leading researcher in folklore studies. Researcher of folk musical instruments, world music expert, practicing ethnomusician with a high international reputation in both research and creative work.

Assoc. professors:

- Ilze Lokmane – Dr.philol., linguist, associate professor at the University of Latvia and leading researcher in general linguistics. Grammarian, specialised in syntax research.
- Edmunds Trumpa – Dr.hum., Associate Professor of Baltic Linguistics at the University of Latvia and researcher at the UL Institute of Latvian Language. Lithuanian language specialist.

Assit.professors:

- Solveiga Čeirāne – Dr.philol., linguist, assistant professor at RSU. Phonetics specialist.
- Laura Karpinska – Dr.philol., linguist, assistant professor of Applied Linguistics at the UL FH Department of English Studies.
- Zane Radzobe – Dr. theatre scientist, assistant professor at the UL FSS Department of Communication. One of the leading Latvian theatre critics.
- Jolanta Stauga – Dr.philol., folklorist, assistant professor in Folklore Studies at the UL Department of Latvian and Baltic Studies.
- Inta Urbanoviča – Dr.philol., linguist, assistant professor at the UL FH Department of Latvian and Baltic Studies. Specialist in language culture and business writing.

Lecturers:

- Sigita Kušnere – M.A., literary scholar, editor, translator. Lecturer in the History of Latvian Literature at the UL FH Department of Latvian and Baltic Studies. Expert in publishing and editorial work, active participant in current literary and cultural processes, project manager.
- Arturs Skutelis – Mg.hum., literary scholar, lecturer at the Department of Latvian and Baltic Studies, PhD candidate. Researcher of the history of the novel. Practicing rap artist having a wide circle of admirers.
- Margarita Spirida – Mg.philol., linguist, lecturer at the UL FH Department of English Studies, researcher at FH, acting director of the Centre for Applied Linguistics, PhD candidate.
- Evelīna Zilgalve – Mg.hum., linguist, lecturer at the Department of Latvian and Baltic Linguistics, Chief Linguist at the Latvian Language Agency.

Researcher:

- Ingus Barovskis – Dr.philol., folklorist, researcher at the Department of Latvian and Baltic

Studies, specialist in modern mythology.

Instructors:

- Ronalds Briedis – Mg.artis, poet, Head of the Literary Academy.
- Eduards Skvireckis – Mg. hum., literary scholar, information specialist, LNB digitisation expert.
- Ilze Sperga – Dr.philol., Latgalian poet, regional researcher, Latgalian public figure.

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

During the period under review, a number of key specialists left the programme due to advanced age or death.

The Department of Latvian and Baltic Studies has begun a process of generational change, and the programme has been joined by Lecturer Sigita Kušnere, Lecturer Arturs Skutelis, Lecturer Evelīna Zilgalve, Lecturer Eduards Skvireckis - young specialists who are either degree candidates or PhD students. In this way, the average age of the programme's lecturer corps has fallen considerably, outlining the prospects for development and staff replenishment.

The renewal of the teaching staff has only positively affected the quality and content of the study program, as the course offer has been expanded with contemporary subjects that meet modern requirements. The new lecturers bring a breath of fresh air in terms of teaching methodology and content organization.

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

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

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

Cooperation and interaction issues are constantly on the agenda of the Department of Latvian and Baltic Studies. For this purpose, general department meetings and meetings of working groups in the sub-fields are organised. The programme includes courses which are taught by several lecturers. Accordingly, course plans and everything necessary for the successful completion of the course are developed jointly.

In the general meetings of the Department of Latvian and Baltic Studies there are regular discussions on the results and problems of the study work, evaluation of the defence of Bachelor's theses, analysis of the study process and learning outcomes. An important platform for cooperation between teaching staff, which goes beyond the boundaries of the Department, is the Study Field Council, which facilitates discussions on the study content and the development of the study programme. An important source for programme development and fostering faculty cooperation is the research project groups, which ensure knowledge transfer and systematic integration of the latest research results into study courses.

The student-teaching staff ratio in the programme is 1 lecturer per 5.43 students.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	BSP_Latvian_Studies_Diploma(1).docx	Latvistikas BSP_Diploms un pielikums.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Statistics on students enrolled in the Bachelor's study programme "Latvian Studies".docx	Latvistikas BSP_Statistikas dati par studējošajiem.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	Compliance of the BSP Latvian Studies with the state education standard.docx	BSP Latvistika_atbilstība standartam.pdf
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Latvian Studies BSP Course mapping.xlsx	Latvistikas BSP kartējums_2022.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Study plan of the Bachelor's study programme Latvian Studies.docx	BSP Latvistika_plāns.docx
Descriptions of the study courses/ modules	Latvian Studies BSP course descriptions.docx	Latvistikas BSP kursu apraksti.docx
Description of the organisation of the internship of the students (if applicable)	INTERNSHIP REGULATIONS OF BACHELOR'S STUDY PROGRAMME LATVIAN STUDIES.docx	Latvistikas BSP_Studiju prakses organizācijas apraksts.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	HEAD OF STUDY FIELD DECLARATION ON COMPLIANCE WITH SECTION 55 1-3.docx	Virziena_vaditajas_apliecinajums_par_Augstskolu_likuma_55_panta_1_3.edocx

Asian Studies (45227)

Study field	<i>Language and Culture Studies, Mother Tongue Studies, and Language Programmes</i>
ProcedureStudyProgram.Name	<i>Asian Studies</i>
Education classification code	<i>45227</i>
Type of the study programme	<i>Academic master study programme</i>
Name of the study programme director	<i>Kaspars</i>
Surname of the study programme director	<i>Kļaviņš</i>
E-mail of the study programme director	<i>kaspars.klavins@lu.lv</i>
Title of the study programme director	<i>Dr. hist., prof.</i>
Phone of the study programme director	<i>25641150</i>
Goal of the study programme	<i>Aim of the study program: to deliver a body of knowledge, skills and competence in line with the knowledge, skills and competence established for the 7th level of the Latvian Qualifications Framework, by preparing locally and internationally competitive specialists who know Asian languages and possess in-depth understanding of the cultures of the Asian region and global civilization processes.</i>
Tasks of the study programme	<i>1. to foster in-depth interdisciplinary knowledge of the development processes and specificities of the Asian region, spiritual, socio-economic, political and legal traditions, various theoretical and methodological concepts of Asian studies, their sources and interactions.</i> <i>2. to promote the in-depth learning of the language of each region included in the programme within the framework of a specific communicative culture and etiquette.</i> <i>3. to encourage students' independent reasoning by developing the ability to compare phenomena related to Asian cultures and languages and to discover causal relationships, while fostering students' research skills and teaching them how to integrate thematically and methodologically cognitive material into scientific research.</i> <i>4. to ensure that the theoretical knowledge acquired by students is tested in practice, resulting in the elaboration of the Master's thesis and the discussion for its defence.</i>

Results of the study programme	<p><i>Knowledge</i></p> <ol style="list-style-type: none"> 1. Possesses an in-depth understanding and is able to explain the problems of the current application problems of the linguistics, literature theory and intercultural research methodology in the modern Asian research. 2. Understands in-depth and explains the interpretations of the Western intellectual tradition in modern Asia as well as the search for a new paradigm in the science and culture of modern Asia. 3. Has an in-depth knowledge of the scientific debate on the issues of Asian studies both in East and West. <p><i>Skills</i></p> <ol style="list-style-type: none"> 4. Can apply the knowledge of the language of the selected region in scientific research, has an in-depth knowledge of the terminology specific to studying various fields of culture. 5. Can independently organize and plan one's scientific activity by integrating personal opinion and conclusions in the international debate. 6. Can creatively combine the available research methods and technologies depending on the character of the problems specified in the study by being aware of both gains and risks. <p><i>Competence</i></p> <ol style="list-style-type: none"> 7. In the professional field, offers locally and internationally significant solutions that contribute to the cooperation between East and West in the current complicated globalisation context. 8. Uses the knowledge acquired during the study process in Asian studies for creating an individual or collective scientific discovery or culture achievement or promotion, and for validating significant information or hypothesis on the municipal, national or international level. 9. Conducts and presents scientific research in Asian studies, thus contributing new opinions to the international scientific debate.
Final examination upon the completion of the study programme	<i>Master's thesis</i>

Study programme forms

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>80</i>

Admission requirements (in English)	<i>1) Bachelor's degree or second-level professional higher education qualification diploma or equivalent in the humanities; 2) Second-level professional higher education qualification diploma in arts or teacher education (language, literature and/or culture teacher education); entrance examination; 3) Bachelor's degree or second-level professional higher education qualification diploma or equivalent higher education in another discipline; entrance examination, professional/creative experience in the field of humanities; English language proficiency at least B2.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	-

Places of implementation

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

Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>1) Bachelor's degree or second-level professional higher education qualification diploma or equivalent in the humanities; 2) Second-level professional higher education qualification diploma in arts or teacher education (language, literature and/or culture teacher education); entrance examination; 3) Bachelor's degree or second-level professional higher education qualification diploma or equivalent higher education in another discipline; entrance examination, professional/creative experience in the field of humanities; English language proficiency at least B2.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	-

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

Since its accreditation on 26 September 2007, the MSP "Asian Studies" has undergone various changes, as evidenced by the numerous self-assessment reports, starting with the 2007/2008 self-assessment report. Significant changes have been made to the MSP this year in preparation for its re-accreditation. The title of the MSP has been changed from "Oriental Studies" to "Asian Studies" in order to more accurately reflect the content of the programme and to be in line with contemporary practice and current terminology in Asian Studies worldwide, avoiding obsolete or controversial terms. See. Annex: Minutes of the meeting of the Department of Asian Studies on the change of the title of the MSP (only available in the Latvian language).

The MSP is developed in 4 modules: China, Japan, Korea, Middle East. A new module on Korean Studies has been created in the context of the establishment of Korean Studies as a distinct discipline in the world.

The content of all study courses has been improved, while the wording of the learning outcomes has been clarified.

The titles of 22 courses have been updated.

The 5 new courses have been added to the mandatory part, and 43 new courses to the restricted elective part.

The 14 courses have been removed from the MSP.

Courses from other programmes have been added: in the mandatory part – 1, in the restricted elective part – 2.

Supplemented and updated content: In the mandatory part – 6, in the restricted elective part – 12.

In line with regulatory requirements, a free-elective part (Part C) of 2 CP has been added, with a corresponding reduction in the restricted-elective part (Part B) of the programme. Students choose part C course independently from the offer of UL programmes (1 course in the amount of 2 CP).

Changes to the MSP Mandatory Part (A)

For the MSP to comply with the state education standard - Cabinet of Ministers Regulation No 240 of 13 May 2014 "Regulations on the State Academic Education Standard", which states that "The compulsory part of the Master's study programme, except for the Master's thesis, includes the study of theoretical knowledge in the chosen field or sub-field of study and approbation of theoretical knowledge in the aspect of current issues in the chosen field or sub-field of science [. .] of not less than 24 credits for a Master's programme of 80 credits", the mandatory (A) part of the programme was increased, with a corresponding reduction in the restricted elective (B) part. The volume of part A before this year's changes were introduced was 30 CP, of which 10 CP were secured for study courses, and 20 CP for the development and defence of the master's thesis, thus

it was necessary to increase part A by 14 CP with courses, which include the acquisition of theoretical knowledge in the chosen field or sub-field of science and approbation of theoretical knowledge in the aspect of current issues of the chosen field or sub-field.

The following courses have been transferred from all modules of the programme to the mandatory part of the common restricted elective part of the cross-regional and interdisciplinary courses:

- Intercultural communication theories and practice (2 CP) (English Studies MSP Course)
- Actualities of Traditional and Modern Oriental Studies (2 CP)

New courses have been developed:

- Sources and Developments of Traditional Worldviews in East Asia I (2 CP)
- Sources and Developments of Traditional Worldviews in East Asia II (2 CP)
- Traditional Middle Eastern Worldview: Its Sources and Development (2 CP)
- Islamic Culture and Arab Culture in the Global Context (4 CP)
- Role of the Western Civilization in the Modernization Process of Asian Countries (2 CP)

Courses from other programmes have been added:

- Translation theory (2 CP)
- Basic Latvian for international students I (2 CP) (in accordance with the requirements of the Official Language Law, the course is added to Part A of the programme; students study it additionally, outside the main part of the programme, which is delivered in the amount of 120 CP, together with another programme)

The courses from the common part of the mandatory part (A) have been transferred to the modules of the restricted elective (B) part, where they fit thematically:

- Asia in the 20th & 21st century: Japan (2 CP)
- Asia in the 20th & 21st century: Middle East (2 CP)
- Asia in the 20th & 21st century: China (2 CP)
- Asia in the 20th & 21st century: Southeast Asia (2 KP)

The following changes to the restricted elective (B) part of the MSP were introduced

The Part B is created symmetrically in 4 modules of advanced regional studies. A new module, Korean Studies, has been developed, and the Middle East module has been expanded to include courses in Turkish language studies, a course in the Levantine dialect of Arabic needed for communication, and a course in Farsi, a colloquial Persian language.

New advanced regional study courses according to the field/specialization have been developed:

- Japanese Poetic Tradition: Tanka and Haiku (2 CP)
- Translation of Japanese Literature (2 CP)
- Japanese Architecture: Traditions and Contemporary Interpretations (2 CP)
- Japanese Architecture: Traditions and Contemporary Interpretations (2 CP)
- Classical and Modern Chinese Poetry (2 CP)
- Chinese Prose from a Historical Perspective (2 CP)
- Contemporary Japanese Culture in the Global Context (2 CP)
- Classical Korean Literature (2 CP)
- Korean Literature, 20th and 21st Centuries: Traditional and Modern (2 CP)
- Confucianism in Korea: Past and Present (2 CP)
- Traditional and Modern Korean Culture (2 CP)

- Hanja: Chinese Characters in Korean Writing (2 CP)
- Asia in the 20th & 21st century: Korea (2 CP)
- Advanced Studies in Korean Language and Communication Culture I (2 KP)
- Advanced Studies in Korean Language and Communication Culture II (2 KP)
- Advanced Studies in Korean Language and Communication Culture III (2 KP)
- Korean Language Consecutive Interpreting I (2 CP)
- Korean Language Consecutive Interpreting II (2 CP)
- Korean Language Consecutive Interpreting III (2 CP)
- Korean Language Written Translation I (2 CP)
- Korean Language Written Translation II (2 CP)
- Korean Language Written Translation III (2 CP)
- Advanced Studies in Turkish Language and Communication Culture I (2 CP)
- Advanced Studies in Turkish Language and Communication Culture II (2 CP)
- Advanced Studies in Turkish Language and Communication Culture III (2 CP)
- Turkish Language Consecutive Interpreting I (2 CP)
- Turkish Language Consecutive Interpreting II (2 CP)
- Turkish Language Consecutive Interpreting III (2 CP)
- Turkish Language Written Translation I (2 KP)
- Turkish Language Written Translation II (2 CP)
- Turkish Language Written Translation III (2 KP)
- Arabic Literature and Culture of the Pre-Islamic Period (2 CP)
- Arabic Literature and Culture of the Early Islamic Period (2 CP)
- The Transformations of Arabic Literature from the Arab Renaissance to the 21st Century (2 CP)
- Advanced Levantine Arabic I (2 CP)
- Advanced Levantine Arabic II (2 CP)
- Persian (Farsi) Colloquial Language and Communication Culture I (2 CP)
- Persian (Farsi) Colloquial Language and Communication Culture II (2 CP)
- Culture, History and Geography of the Silk Road (2 CP)
- History of Asian Technology, Science and Art (2 CP)
- Outstanding Women in Asia (2 CP)
- The Tradition of Philosophy in the Islamic Civilization (2 CP)
- Calligraphy and Ink Painting in East Asia (2 CP)

The following courses from other programmes have been added to the MSP:

- Economic Anthropology in Today's Context (2 CP) (from the Faculty of Business, Management and Economics)
- Eastern Religious Art and Architecture (2 CP) (from the Faculty of Theology)

For several courses, the title, description and learning outcomes have been clarified so that they correspond to the content delivered in the course:

- Japanese VII → Advanced Studies in Japanese Language and Communication Culture I (2 CP)
- Japanese VIII → Advanced Studies in Japanese Language and Communication Culture II (2 CP)
- Japanese IX → Advanced Studies in Japanese Language and Communication Culture III (2 CP)
- Translation of Japanese texts I → Japanese Language Written Translation I (2 CP)
- Translation of Japanese texts II → Japanese Language Written Translation II (2 CP)
- Translation of Japanese texts III → Japanese Language Written Translation III (2 CP)
- Chinese VII → Advanced Studies of Chinese Language and Communication Culture I (2 CP)
- Chinese VIII → Advanced Studies of Chinese Language and Communication Culture II (2 CP)
- Chinese IX → Advanced Studies of Chinese Language and Communication Culture III (2 CP)

- Translation of Chinese texts I → Chinese Language Written Translation I (2 CP)
- Translation of Chinese texts II → Chinese Language Written Translation II (2 CP)
- Translation of Chinese texts III → Chinese Language Written Translation III (2 CP)
- Classical Chinese III → Classical and Modern Written Chinese Language I (2 CP)
- Classical Chinese IV → Classical and Modern Written Chinese Language II (2 CP)
- Classical Chinese V → Classical and Modern Written Chinese Language III (2 CP)
- Arabic VII → Advanced Studies in Arabic Language and Communication Culture I (2 CP)
- Arabic VIII → Advanced Studies in Arabic Language and Communication Culture II (2 CP)
- Arabic IX → Advanced Studies in Arabic Language and Communication Culture III (2 CP)
- Translation of Arabic texts I → Arabic Language Written Translation I (2 CP)
- Translation of Arabic texts II → Arabic Language Written Translation II (2 CP)
- Translation of Arabic texts III → Arabic Language Written Translation III (2 CP)
- Ancient East: Religion and Rule → The Ancient East: Political Concepts in the Context of Culture (2 CP)

The following courses have been removed from the MSP due to difficulties in integrating them into the MSP due to lack of demand and the specialisation of the programme:

- Tibetan I (4 CP)
- Tibetan II (4 CP)
- Intercultural Encounters: the Role of Languages (4 CP)
- Stylistics and Text-Formation (2CP)
- Art and literature in China (2 KP)
- History of relations between Asian and European countries (2 CP)
- International Conflicts in Asian Region (2 CP)
- Comparative Religion and Asia (2 KP)
- Theory and Practice of Commercial Diplomacy (4 CP)
- Current Issues of Political Theory (4 CP)

Likewise, several courses focused on religions have been removed to avoid duplication with courses delivered at the Faculty of Theology.

The following courses of advanced regional and cross-regional studies have been improved, updated and supplemented:

- History of Tibetan Culture (2 CP)
- Traditional Thought in China (2 CP)
- Philosophy in Japan in the 19th and 20th Centuries (2 CP)
- History of Japanese Culture (2 CP)
- The Tradition and Social Life of China (2 CP)
- Iran, Caucasus and Central Asia in the 20th & 21st Century (2 CP)
- Asia in the 20th & 21st century: Southeast Asia (2 KP)
- Asia in the 20th & 21st century: Japan (2 CP)
- Asia in the 20th & 21st century: Middle East (2 CP)
- Asia in the 20th & 21st century: China (2 CP)

If, in accordance with the State education standard, a student has not acquired the requirements specified in the Environmental Protection Law and the Civil Protection Law in a lower-level study programme, they shall acquire them in addition to the master's study programme. For this reason, two additional courses have been added to the programme – Environment Protection (1 CP) and Civil Protection (1 CP), which are not included in the amount of the basic credits of the programme.

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

The title of the programme, the awarded degree, the compliance of the parameters of the study programme with the achievement of the specified outcomes of the study programme are regulated by external regulations, i.e., Cabinet of Ministers (CM) Regulation No.240 on the State Academic Education Standard as of 13.05.2014, CM Regulation No.322 "Regulations on the Education Classification in Latvia" as of 13.06.2017.

The name of the programme was changed from "Oriental Studies" to "Asian Studies" (see the justification provided above), thus more successfully aligning it with the development trends of the field in Europe and the bachelor's level programme "Asian Studies", which is offered at the University of Latvia. Oriental Studies is a sub-field of linguistics and literary studies in accordance with *the Regulations on Clusters of Scientific Disciplines, Fields and Sub-fields of Science* in Latvia. The MSP "Asian Studies" primarily includes courses related to language and communication culture, research of historical and contemporary scientific and original literature. In parallel, interdisciplinary themes are analysed, which is indispensable for understanding and adequate assessment of the specificity of cultures of the Asian regions and the mentality of their societies and individuals.

The code of the academic master's study programme "Asian Studies" (45227) is consistent with the Cabinet of Ministers Regulation No. 322 "Regulations on the Education Classification in Latvia" which corresponds to the seventh qualification level of the Latvian Qualifications Framework for the group of academic education programmes. The scope and duration of studies, mandatory content, programme parts and their scope, basic principles and procedures for assessment, the implementation principles, etc. are regulated by the Cabinet of Ministers Regulation No. 240 "Regulations on the State Academic Education Standard" and they comply with the requirements specified in the Regulations.

The programme code indicates an academic qualification (master's level) in languages in the humanities, leading to a master's degree of humanities in languages and programmes. A large part of the programme consists of advanced language and communication courses in the chosen module. It is the humanities, with language and culture studies as the central axis, that comprehensively address the parameters of the mission and values of the UL (keywords: human, excellence, development, creativity, responsibility, openness, cooperation). The type and format of issuance of the diploma certifying the acquisition of the study programme complies with Cabinet of Ministers Regulations No. 202 "Procedures for issuing state-recognized certificates of higher education" of 16.04.2013. Sample study agreements are provided in the Annexes to the study field report.

The MSP "Asian Studies" offers advanced academic studies in several fields, such as Asian regional culture, cultural environment of contemporary Asia (regional studies China, Japan, Korea, Middle East), traditional Oriental vs. contemporary Asian studies, interdisciplinary study courses. Pursuant to the study field, the programme includes courses in linguistics and literary studies, for instance, Classical and Modern Chinese Poetry, Chinese Prose from a Historical Perspective, Classical and Modern Written Chinese Language, Japanese Poetic Tradition: Tanka and Haiku, Translation of

Japanese Literature, Classical Korean Literature, Hanja: Chinese Characters in Korean Writing, Arabic Literature and Culture of the Early Islamic Period, Arabic Literature and Culture of the Pre-Islamic Period.

The content of the study programme and study courses are regularly updated once a year (prior to the academic semester when the course is to be delivered), taking into account the recommendations of experts in the field, employers and students, trends in the scientific field and the needs of the labour market.

The study content of the academic master's study programme "Asian Studies" nurtures a set of knowledge, skills and competences consistent with the knowledge, skills and competence specified by the European Qualifications Framework referenced in the Latvian Education Classification. The study programme consists of 12 mandatory (A) courses (including Master Thesis Development and Defence I, II) and 68 restricted elective (B) courses. Since the volume of the programme is 80 CP, then according to the state education standard, the mandatory (A) part must consist of at least 24 CP and the Master's thesis of at least 20 CP. The mandatory (A) part of the MSP "Asian Studies" consists of 24 CP, the restricted optional (B) part consists of 34 CP and the free optional (C) part consists of 2 CP, while the Master's thesis (within the mandatory part) is assessed with 20 CP (the names of specific study courses and the amount of CP are listed in Annex 9 "Full-time study plan of the Master's study programme "Asian Studies" of the programme's self-assessment report).

The mandatory content, in accordance with the requirements of the standard, includes the study of theoretical knowledge in the chosen field and sub-field of science and the approbation of theoretical knowledge in the aspect of current problems in the chosen field and sub-field of science, and must be at least 24 CP. The above aspects are studied and analysed in the following mandatory courses:

- 1) Intercultural Communication Theories and Practice (2 CP)
- 2) Translation theory (2 CP)
- 3) Sources and Developments of Traditional Worldviews in East Asia I (4 CP)
- 4) Sources and Developments of Traditional Worldviews in East Asia II (4 CP)
- 5) Traditional Middle Eastern Worldview: Its Sources and Development (2 CP)
- 6) Actualities of Traditional and Modern Oriental Studies (6 CP)
- 7) Master's Thesis Seminar (2 CP)
- 8) Islamic Culture and Arab Culture in the Global Context (4 CP)
- 9) Role of the Western civilization in the modernization process of Asian countries (2 CP)

The restricted elective (B) part of the programme is divided into four regional specialisation modules: China Studies Module, Japan Studies Module, Korean Studies Module, and Middle East Studies Module. Each module assigns particular importance to the advanced courses in the language of the region, the culture of communication and translation (18 CP). The programme includes 5 languages (Arabic, Japanese, Korean, Chinese, Turkish) and relevant literature/culture courses. The mandatory part of the study programme "Asian Studies" is implemented in Latvian.

Part (B) of the study programme is delivered in Latvian, English or the language of the relevant Asian region in a face-to-face setting according to the study plan. Studies are conducted mainly in Latvian or English, except for language and communication culture courses that are conducted in the language of the Asian region (Arabic, Japanese, Korean, Chinese or Turkish) and whose lecturers are native speakers. Language teachers must have a working knowledge of English in order to be able to explain vocabulary and grammar in detail.

If at least five international students (i.e., one full group) enrol per one language module per year, the programme is also delivered in English. If the number of international students is smaller, they are offered individual study, with the appropriate number of credits, to achieve the aims, objectives and outcomes of the programme.

The forms of study include lectures, seminars, practical classes and individual research on selected topics. The proportion of seminars has been increased depending on the specifics of the course, and this practice has yielded good results. The role of students' independent work and presentations in the learning process is significant.

The admission requirements to the MSP "Asian Studies" provide that the weighted average grade of bachelor's level studies is not lower than 600 and the total final examinations grade is not lower than 400, while graduates of the BSP "Asian Studies" with an undergraduate thesis grade of no lower than 6 (almost good) are eligible for out-of-competition registration. **An additional prerequisite is the proficiency in at least one of the Asian languages offered in the master's programme at the intermediate level (two to three years of study).**

As a result, many students who have previously completed the BSP "Asian Studies" at the University of Latvia or an equivalent level programme in another country, as well as students who have already participated in language exchange programmes and visited relevant Asian countries, are enrolled in the master's programme. Consequently, by the time they enter the master's programme, their academic competences, knowledge of Asian cultures and language skills have already reached a high level. Several master's students already work in educational institutions as educators or carry out translation work during their studies. Successful completion of the courses offered in the master's programme, students (in accordance with the aims of the study programme) prepares students to be competitive, knowledgeable specialists of Asian languages with a thorough understanding of the specific cultures of the Asian region.

The duration of the MSP "Asian Studies" is two years. The total duration of academic studies (including the bachelor's programme) is five years.

Admission requirements and duration are in line with the learning outcomes and graduates can independently apply theory, methods, and problem-solving skills to perform research or artistic activities or skilled professional functions. They can explain and discuss complex or systemic aspects of a given scientific or professional field. After completing courses on different regions of Asia, as well as specialised courses on regional specifics and the language of the selected Asian region, students, after graduating from the master's programme, have a good understanding of the real application of linguistics, literary studies, and intercultural research methods in contemporary Asian studies. They have an advanced knowledge of the specific terminology related to the study of different cultural fields and can contribute as experts to discussions on Asian issues, offering fruitful solutions. Many continue to pursue their competences independently by pursuing doctoral studies, engaging in the diplomatic service, international business, or international cultural cooperation. By creatively working in their professional field, they contribute to the cooperation of Latvia and European countries with Asian countries in today's highly complex field of international relations.

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

MSP "Asian Studies" is the only master's study programme in Latvia that prepares high-level

specialists in Oriental languages, literatures and cultures with interdisciplinary, versatile and humanities-oriented knowledge, skills and competences in Arabic, Japanese, Korean and Chinese cultural regions. Unlike in other Baltic countries, one of the main objectives of the MSP "Asian Studies" developed by the FoH is to ensure the acquisition of advanced-level proficiency in Oriental languages. The two-year in-depth studies of language, literature and culture at the MSP "Asian Studies" provide graduates with a wide range of career opportunities. On the one hand, they can enter the labour market with professional knowledge and advanced language skills in their chosen Asian region, as well as a good general knowledge of the specific cultures of the different Asian regions. On the other hand, they can pursue academic studies to contribute to the future training of new Asian studies specialists and to the topicalities in the field of scientific research. This is particularly relevant, as in the field of Asian studies, especially in Latvia, professional opinion, in-depth research on Asian languages and literary studies, as well as high-quality translations from the said languages are very much needed.

The MSP "Asian Studies" has been designed and developed according to the experience of EU countries in this field and is comparable to the MSP programmes of The School of Oriental and African Studies of the University of London and the MSP programmes of the *Institut für Orient- und Asienwissenschaften* University of Bonn. Compared to the UL Faculty of Humanities, The SOAS of the University of London has significantly more resources at its disposal, which makes it possible to coordinate Asian studies programmes in two departments: The East Asian Department of Language and Culture, which covers China (Taiwan, Tibet), Japan and Korea, and the Department of Languages, Cultures and Linguistics, which deals with Middle East, South Asia and Southeast Asia. The MSP "Asian Studies", which is delivered under the auspices of the Department of Asian Studies of the UL FH, using the multidisciplinary qualification of the teaching staff, provides mandatory part courses covering of a wide region (Sources and Developments of Traditional Worldviews in East Asia; Islamic Culture and Arab Culture in the Global Context), while offering courses with an in-depth explanation of intercultural contacts (Role of the Western Civilization in the Modernization Process of Asian Countries; Intercultural communication theories and practice), alongside specialised courses in the languages and cultures of each individual region, providing insights into the international and global context of various spiritual and material cultural phenomena, which is absolutely necessary in modern Asian studies. Consequently, the MSP "Asian Studies" graduates, investing less financial resources in their studies than SOAS graduates from the University of London, are fully prepared for the scientific discussion at international level and intercultural job opportunities, which in some ways even increases the competitiveness of this study programme in contrast to each narrowly specialized SOAS study programme at the University of London.

At the Institute for Eastern and Asian Studies at the University of Bonn, the study process is covered by several departments, each of which specializes in depth in the culture of a region or only in a separate cultural field (fields) related to a particular region. For example, there is the joint Department of Japanology and Korean studies, the Department of the History of Asian and Islamic Art, the Department of Mongolistic and Tibetan Studies, and the Department of Religious Studies. The offer of each individual master's study programme in such a structure compared to the UL FH MSP "Asian Studies" is even narrower.

The programme involves in-depth research of the language, literary and other written texts of the chosen region, with a particular focus on the cultural and social issues of the regions in the 20th-21st centuries, to help develop a fact-based critical perspective and to apply the acquired knowledge in practice in transnational cooperation and in analysing and addressing current issues and social problems in Asian societies. The content of study courses is designed and developed in line with current trends in the global academic environment. The courses are regularly updated, considering the recommendations of industry experts, employers and students, as well as

international experience in similar study programmes in the European Union. Hence, the content of the courses is in line with the requirements of the field and the labour market, as well as current research trends in Latvia and worldwide. To ensure that the study programme courses meet the requirements of the labour market and the latest trends, the teaching staff undergoes continuous up-skilling, the cooperation with field specialists and employers, as well as foreign visiting professors is established.

Being a MSP, the programme specifically develops analytical and scientific research skills. Hence, the graduates of the programme are skilled to speak, read and translate fluently from and into their chosen language (Arabic, Turkish, Japanese or Chinese), as well as demonstrate excellent academic research skills, enabling them to pursue further qualifications and research projects in Western and Asian countries. Several graduates have chosen and completed PhD studies in China, Japan or other faculties and departments of the UL (e.g., Faculty of History and Philosophy, UL FH Department of Literary Studies, Folklore and Art).

The programme prepares high-level specialists in Asian cultures with advanced Asian languages skills and a thorough knowledge of the literature, culture, and social traditions of the Asian region, who are needed in private sector as well as non-governmental organisations, local governments and public administration. In addition, the training of such specialists also contributes significantly to the development of Latvia's economy, the adjustment and management of Latvia's social structure, the successful implementation of social functions, the development of international economic relations, including trade and business, and the provision of human resources in the fields of culture, education and other fields of humanities. The development of educational, cultural and diplomatic ties, based on the growth of businesses and trade with countries in the Far East region, has significantly increased the demand for Korean, Chinese, Japanese language and culture specialists. In turn, the social and political pressures of migration and refugee flows have led to a particular demand for specialists in the languages and culture of the Middle East region.

Employers of graduates of the study programme are state institutions (Ministry of Foreign Affairs, Riga City Council (External Communication Department), Ministry of Defence) and embassies of various countries (Embassy of the United Arab Emirates, Embassy of the Republic of Korea, Embassy of the People's Republic of China, Embassy of Japan, Representative Office of Taiwan, Embassy of the Republic of Azerbaijan, etc.) For example, the MSP "Asian Studies" graduates of the year 2019 and 2021 work at the Embassy of the People's Republic of China, and the 2018 graduate – at the Embassy of Japan. Besides, the Ministry of Foreign Affairs of the Republic of Latvia is interested in the graduates of the MSP "Asian Studies" to conduct scientific research on issues topical in diplomacy, international relations, internal and external policy. Several graduates of the MSP "Asian Studies" have received job offers and work in the Ministry of Foreign Affairs (two graduates are Heads of Unit, one is a Foreign Policy Adviser to the Prime Minister, one graduate is associated with the European External Action Service and works in the EU Delegation in China. Businesses and companies abroad are also interested in attracting MSP "Asian Studies" graduates. Positive feedback on the graduates has been received from the Investment and Development Agency of Latvia and the Latvia-China Business Council. Many students are active in the field of interpreting, as well as diplomatic and cultural relations.

Students and graduates of the master's study programme are associated with various Latvian and foreign organisations that work with Asian culture and language issues at the diplomatic, economic and education levels of cooperation. Examples include activities in cooperation with various governmental and non-governmental organisations, such as the Latvian Red Cross, the Society Integration Foundation, etc. (I. Kleinhofa), dialogue with the Ministry of Foreign Affairs of the Republic of Latvia (I. Kleinhofa, J. Priede, L. Taivāns, K. Kļaviņš) and several universities in Japan (A. Haijima), China (A. Baltgalve, K. Jermaka), India (K. Kļaviņš), Korea (K. Kļaviņš), Jordan (I. Kleinhofa).

Current students and graduates work as teachers of Oriental languages in Latvian secondary and higher education institutions, and are in demand as interpreters during diplomatic, trade and cultural visits. They also demonstrate their expertise in non-governmental think-tank environment, providing valuable advice and guidance on a wide range of issues related to Asian countries.

The Academic Master's study programme prepares specialists in the study of Asian languages, literatures and cultures, and engages them in various collaborative research projects related to Asian countries. For example, Ildze Šķestere, a programme graduate who currently lectures Korean to young specialists at the Bachelor's level at the FoH, offered a solution to the problem of transcription of Korean adjectives in her Master's thesis. Students of Sinology have participated in several projects led by Agita Baltgalve, such as the development of teaching materials for ancient Chinese, the publication of a collection of contemporary Chinese stories and essays and are currently involved in the translation of Latvian authors' fairy tales into Chinese. Master's students are already active in linguistics and literary studies research, for example in analysing and explaining issues related to terminology and translation. They are expected to continue to contribute to the development of Oriental studies in Latvia and the EU, as well as to make a significant contribution to informing the public about the modern society of Asian countries, language and cultural attributes, social phenomena and historical factors affecting them.

The MSP "Asian Studies" provides students with the relevant knowledge of Asian culture necessary for the integration of the humanities into social work, community policing, cultural transfer, intercultural relations, tourism management and diplomatic service functions. By working in the intercultural and diplomatic field, programme graduates will help to fill the knowledge gap in society and dispel the stereotypes that still prevail in Latvia and Europe about Asian customs and traditions, as well as those that prevail in Asian countries about the cultural and intellectual traditions of European countries.

Globalisation is creating an increasingly multicultural, multidimensional and multilayered social environment in the European Union, with more pronounced contact with the people from the Middle and Far East in the near and medium term. However, without attracting appropriate specialists in Asian studies, international cooperation in diplomacy, culture, science, and other areas cannot be effective and sustainable. Given the escalation of relations between several Asian countries and Western countries (especially in the Baltic region) in the context of the current developments in the Russia-Ukraine hostilities, the MSP "Asian Studies" provides invaluable knowledge that is and will be needed in the Latvian and European security and defence fields to resolve such conflicts through diplomatic negotiations.

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

The Academic MSP "Asian Studies" (the title MSP "Oriental Studies" was used during the reporting period) is implemented in full-time intramural mode (FTS) in Latvian and English. The total number of students enrolled in the full-time Master's degree programme "Oriental Studies" was relatively stable during the reporting period, with slight fluctuations from year to year. There is a drop in the number of students in 2019-2021 reaching its minimum in the academic year 2020/2021, which is most likely due to a drop in the number of newly enrolled undergraduate students in Asian Studies

during the period of the demographic decline among high school graduates, as well as the impact of the COVID-19 pandemic. As of the academic year 2021/2022, an increase in the number of students has been observed, but in the academic year 2022/2023 – the largest number of students in the reporting period. The number of international students in the programme during the reporting period has been insignificant (1 student from Poland in 2015-2017 and one from Russia in 2017-2019). (See the figure "Number of students in the MSP "Oriental Studies" 2012-2023" and the annex "Statistical data on students in the study programme MSP "Oriental Studies"").

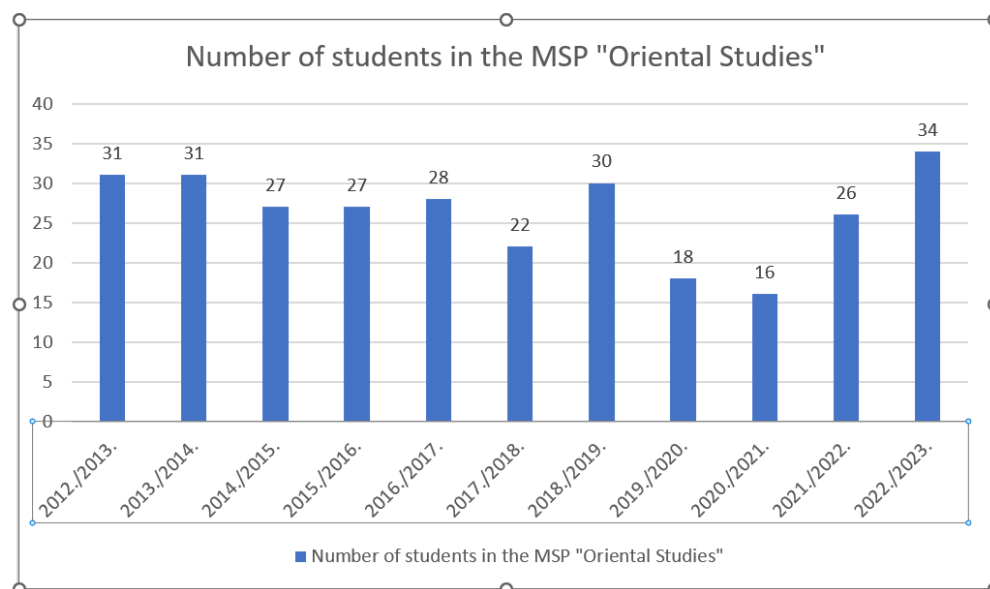


Figure 3.1.4.1. Number of students in the MSP "Oriental Studies" in 2012-2023

The dynamics of the number of newly admitted students in the reporting period up to the academic year 2017/2018 has been relatively stable. A marked drop in the number of enrolled students can be observed from 2018/2019 to 2020/2021, with a minimum in 2019/2020, which is explained by the layering of the "demographic decline" on the effects of the Covid-19 pandemic. As of 2021/2022, the programme saw a significant increase in newly enrolled students compared to the beginning of the reporting period. The highest number of newly enrolled students in the program was in 2021/2022 and 2022/2023. The number of graduates varied by year during the reporting period, with strong fluctuations. The largest number of graduates in the reporting period was in 2012/2013, 2013/2014, 2016/2017 and 2018/2019, while the smallest – in 2017/2018, 2019/2020 and 2020/2021. Such fluctuations can be explained by the overlap of the influence of several factors. For example, the number of graduates depends not only on the initial number of students in the group, but also on the opportunities for students to continue their studies, which worsened during the Covid-19 pandemic (2019-2022). During this time, the highest dropouts of students during the reporting period were also observed. Specific factors related to the epidemiological situation of Covid-19 were also mentioned as the reasons for the dropout: difficulties in participating in the study process due to epidemiological restrictions (slow pace of vaccination or unwillingness to be vaccinated), reduced income, etc. Thus, it can be concluded that during the pandemic, difficulties in connecting work and study, health problems, as well as other reasons for delaying studies also increased.

(See the figure "Dynamics of the number of students in the MSP "Oriental Studies" 2012-2023" and the Annex "Statistical data on students in the study programme MSP "Oriental Studies"").

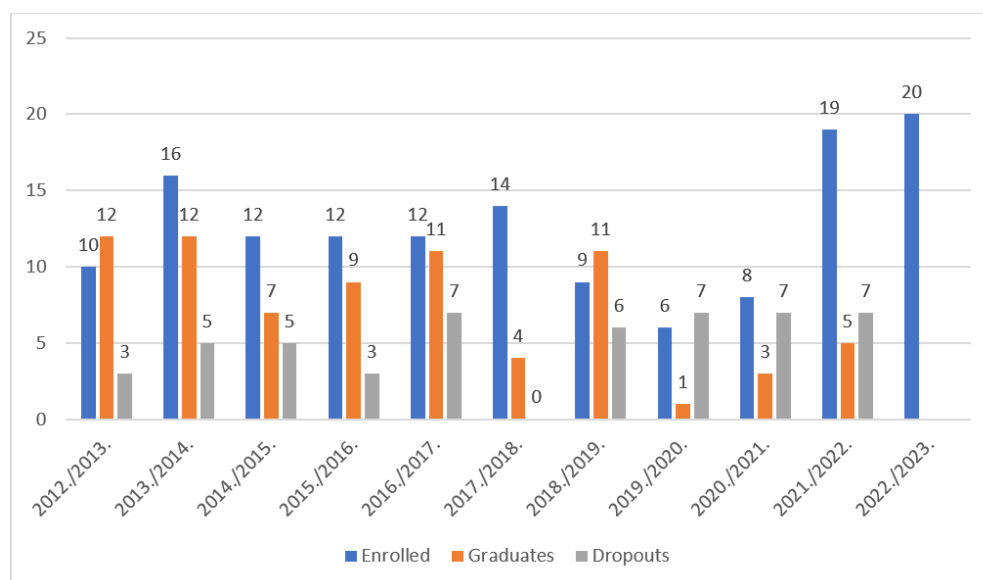


Figure 3.1.4.2. Dynamics of the number of students in the MSP "Oriental Studies" in 2012-2023.

Looking at the distribution of the number of students by language of study programmes, it can be concluded that the number of students in the Chinese language group (1st and 2nd year combined) has been the most stable, with slight fluctuations over the years. The highest number of students in the period under review has been in the Japanese language group, especially in 2012-2016, but thereafter there has been a decline with a minimum in 2020/2021 and a slight increase in 2021/2022. Since 2017/2018, a Korean language group has also been opened, with a small but relatively stable number of students, with an increase in 2021/2022. The Arabic language group had the lowest number of students and had no enrolments for most of the reporting period, including 2017-2022. Only in 2022/2023 did the Arabic language group (Year 1) enrol again. The Turkish language group had the shortest duration and only enrolled students in 2017/2018. A language group is opened if the minimum enrolment is satisfied; if the number of registered students is insufficient, students are not admitted to that group in a given year.

(See the Figure "Breakdown of the number of students by study programme languages". The table showing the number of students in each language group/semester is found in the Annex "Statistical data on students enrolled in the study programme MSP "Oriental Studies"").

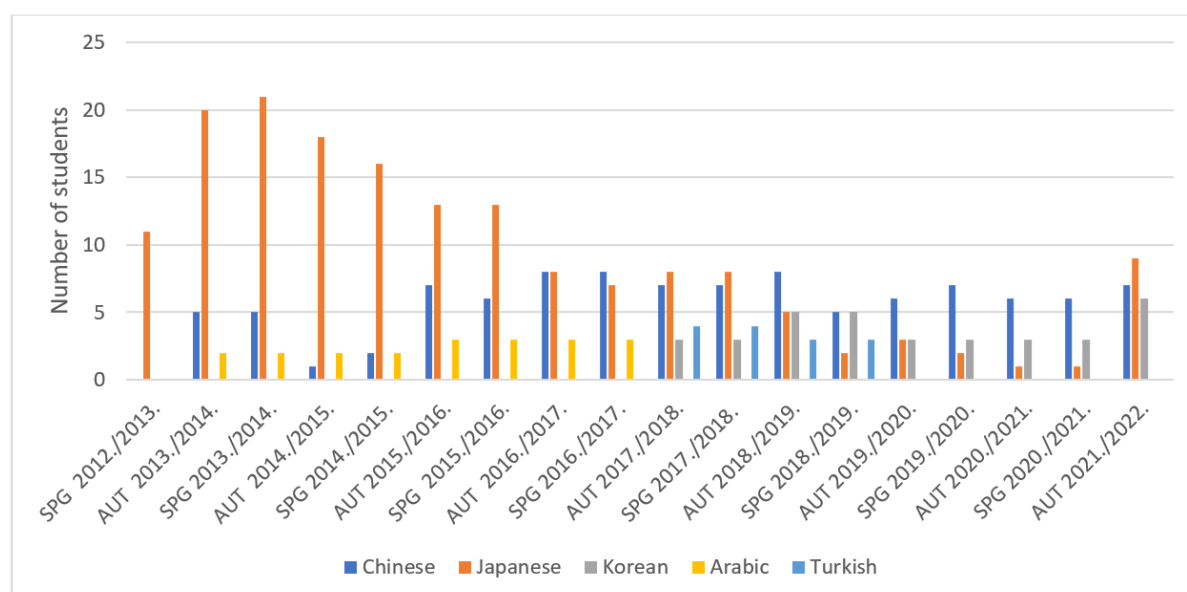


Figure 3.1.4.3. Breakdown of the number of students by study programme languages.

In order to stabilise student numbers in the future, the adaptation of the programme to work on the online platform has taken place, the necessary adjustments have been made to the new environment, and student expectations and labour market requirements in a changing geopolitical situation have been taken into account. With the right inputs and promotion, the programme has all the potential to grow, significantly increasing the number of students in the future.

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

3.2. The Content of Studies and Implementation Thereof

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

The content of the MSP "Asian Studies" is developed in compliance with the requirements for academic master's programmes set out in the Law on Higher Education of the Republic of Latvia, Cabinet Regulations No.240 "Regulations on the State Standard of Academic Education" and Cabinet Regulations No.322 "Regulations on the Classification of Latvian Education". The code of the MSP "Asian Studies" according to the Latvian classification of education is 45227. Students of the academic master's study programme "Asian Studies" acquire knowledge, skills and competences corresponding to the European Qualifications Framework (EQF) level 7 and LQF level 7. According to the "Regulations on the State Standard for Academic Education", the MSP "Asian Studies" volume is 80 CP, the study duration is 2 years: four semesters, each semester amounting to 20 CP (the volume of master's thesis is 20 CP). See. Annex: *Study programme plan*.

The mandatory (A) part of the MSP "Asian Studies" is 44 CP. Of these, 20 CP are set for the Master's thesis, which is divided into two parts: Master Thesis Development and Defence I (4 CP) and Master Thesis Development and Defence II (16 CP) in the 3rd and 4th semesters. To provide students with the opportunity to discuss the thesis and exchange ideas, a Master's Thesis Seminar (2 CP) is planned in semester 3.

The mandatory part also provides for the courses in the relevant field or sub-field of science, where students are offered an opportunity to explore and apply theoretical knowledge to current issues: These are the most important courses that ensure the achievement of important programme outcomes by developing students' skills in academic Orientalism, competence in understanding

cultural diversity, knowledge in transnational cooperation and international tolerance, as well as skills in analysing and solving current and challenging global issues.

- Actualities of Traditional and Modern Oriental Studies (2 CP)
- Intercultural communication theories and practice (2 CP)
- Sources and Developments of Traditional Worldviews in East Asia I (4 CP)
- Sources and Developments of Traditional Worldviews in East Asia II (4 CP)
- Traditional Middle Eastern Worldview: Its Sources and Development (2 CP)
- Islamic Culture and Arab Culture in the Global Context (4 CP)
- Role of the Western Civilization in the Modernization Process of Asian Countries (2 CP)
- Translation theory (2 CP)

In accordance with the Official Language Law, Part A is complemented by Basic Latvian for International Students I (2 CP) which is aimed at international students.

The volume of the restricted electives (B) part of the MSP "Asian Studies" is 34 CP. The programme consists of 4 modules: Chinese Studies, Japanese Studies, Korean Studies, and Middle East and North African Studies. Each module provides advanced regional language, communication culture and translation courses of 18 CP, e.g., Advanced Studies in Chinese Language and Communication Culture I, II, III; Japanese Language Consecutive Interpreting I, II, III; Korean Language Written Translation I, II, III (each course in the amount of 2 CP). The Middle East and North Africa module offers two languages – Arabic and Turkish (students choose one language depending on their prior knowledge). Each module provides advanced regional studies courses such as Classical and Modern Chinese Poetry (2 CP), Contemporary Japanese Culture in a Global Context (2 CP), Hanja: Chinese Characters in Korean Writing (2 CP), The Tradition of Philosophy in the Islamic Civilization (2 CP), etc. Students of all modules share cross-regional study courses, such as Iran, Caucasus and Central Asia in the 20th & 21st Century (2 CP), Islamic Culture and Arab Culture in the Global Context (2 CP), The Ancient East: Political Concepts in the Context of Culture (2 CP), Culture, History and Geography of the Silk Road (2 CP), etc., as well as specialised courses such as Economic Anthropology in Today's Context (2 CP). The advanced regional, cross-regional and specialised courses have a total of 16 CPs and allow for combined groups of students from different modules.

Most courses are updated in line with Asian research trends in Europe and worldwide, as well as with labour market requirements. They are not only based on traditional Orientalist scholarship, classical works or historical studies, but include comparative aspects that show the close relationship between the historical development of language, literature and society and the present day. As the titles of the Part B courses indicate, the programme focuses on current issues and social phenomena of the 20-21 century (e.g. Contemporary Japanese Culture in a Global Context; Iran, the Caucasus and Central Asia in the 20th-21st centuries; Economic Anthropology in the Contemporary World Context). Yet to understand and analyse them in an authentic way requires knowledge of the cultural history, literary works, written and spoken language, traditions and mentalities of the region at different times. A deeper understanding of the culture, language and mentality of other peoples fosters international understanding based on mutual understanding, tolerance, the elimination of stereotypes and discrimination (according to learning outcomes). The programme therefore offers seminars on specific themes dedicated to the culture and society of each region (e.g. Silk Road culture, history and geography; Ancient East: political concepts in a cultural context; Philosophical tradition in Islamic civilisation; Classical and modern Chinese poetry and prose, etc.). Advanced courses in language and communication culture are a very important part of the curriculum, offering the opportunity to develop skills in modern Asian languages. In parallel, interpretation and translation courses in Arabic, Japanese, Korean and Chinese have been set up, to improve students' translation, interpreting, literary and written language skills. Each language module includes Advanced studies in language and communication culture; Consecutive

interpreting; Translation. Each course is taught over three semesters. These specialised courses enable graduates to enter the labour market more quickly and effectively.

Part B courses depend on the number of interested students, teaching load (and availability) of teaching staff etc. in merged groups (first and second year, different module students). For that reason, the study plan does not show a specific semester in which the course is implemented. An exception is the block of language and communication culture, where the courses are taught during the first, second, and third semester in a fixed order. In addition, according to student preferences, which are gathered annually through surveys, each master's student is offered a free choice of courses within Parts B and C.

The regional breakdown of the modules focuses on the most relevant cooperation partners or areas of concern in Asia today, as well as on the language skills most in demand on the domestic and international labour market: East Asian Studies covers a cultural and historical region including the territory of modern mainland China, Taiwan, Singapore, Japan, Korea, Malaysia, and Indonesia. Among the languages of this region, the programme provides for the acquisition of Chinese, Japanese and Korean. The Middle East / North Africa region covers the countries of the modern Arabic language and cultural region, Turkey, Iran and Israel. The programme provides for the learning of Arabic as one of the languages of the region. In line with international practice, regional studies provide for the acquisition of one language, such as e.g. Chinese, while other regional specialisation courses (cultural history, literature, art, religion, society, etc.) also cover other countries in the region (Korea, Japan, etc.) See. Annex: Detailed descriptions of the modules.

The study plan first identifies the advanced regional studies courses, which are divided into modules, as well as the cross-regional studies and specialised courses, which are common to all modules. This part allows to form joint groups from students of different modules, evaluating the students' background and the need to take courses. These courses can be taught every second year because they are not sequenced (dependent) in terms of prior knowledge. Advanced courses in language and communication culture are listed at the end of the study plan and can only be taken with certain prior knowledge.

The volume of the free electives (C) part of the MSP "Asian Studies" is 2 CP. In the last (fourth) semester of studies, students independently choose from the offer of UL programmes 1 course in the amount of 2 CP.

For every student of MSP "Asian Studies", an individual plan is drawn up in line with their research interests and career orientation. It is possible to create an option without advanced language training. In agreement with the programme director and with the support of the FH Council, it is possible to offer special courses outside the master's programme at FH or other UL faculties that meet the needs of the student.

The content of the MSP "Asian Studies" is in line with the interests of the Latvian state; its main goal is to train local specialists in Oriental studies to contribute to the development of Latvian and European linguistics, literary studies and intercultural research, as well as to promote transnational cooperation. On the one hand, academic and scientific aims are important: development of terminology, literary translations, research articles and monographs, participation in scientific projects. On the other hand, international activities are equally important: strengthening cultural, social and political ties, building mutual understanding and cooperation between Asian and Baltic countries. The ideological core is based on tolerance, cooperation, building a strong national identity, while at the same time promoting cultural diversity and eliminating stereotypes and discrimination (see: Sustainable Development Strategy of Latvia until 2030, Saeima of the Republic of Latvia, June 2010, p. 18, 19, 54, 56, 118).

The relevance of the content of study courses to the knowledge, skills and competences required by the programme is reflected in the course mapping (see Annex) and the descriptions of the programme study courses (see Annex).

In order to achieve the main aims and to contribute to the development of academic Orientalism in Latvia and Europe, a large section is devoted to theoretical courses on research methodology, cultural history, literary studies and Asian worldviews (e.g. Actualities of Traditional and Modern Oriental Studies; Intercultural communication theories and practice; Sources and Developments of Traditional Worldviews in East Asia and the Middle East; Role of the Western civilization in the modernization process of Asian countries). During their studies, master's students are involved in various research projects. Many of them participate in academic events and conferences and publish articles and translations on the language and culture of their chosen Asian region. For example, on 26 May 2021, students presented their research at the Open Lecture Series "Pearls of Chinese Traditional Culture"; on 26-30 December 2022, they shared their knowledge at the International Language Seminar "Foundations and Historical Links between Chinese, Sanskrit and Tibetan"; participated in a project to translate Kārlis Skalbe tales into Chinese; and formed a translation team for the 2018 collection "Contemporary Chinese Stories and Essays"; worked on a joint Master's thesis "Introduction to Ancient Chinese", which was published in 2015 with editorial corrections by Agita Baltgalve; have published articles in the "Oriental Studies" volume of the UL Press; master's students and graduates also actively participate in the annual events of the "Small Academy of Asian Studies" and make presentations at the annual UL International Scientific Conference.

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

Trends in the humanities in Europe and globally are evidenced by the ever-increasing practice of interdisciplinary integration of social sciences and humanities in a wider scientific context. This is demonstrated by new, unconventional projects combining humanitarian and exact knowledge, created in cooperation among European, US and Asian universities, research institutes and cultural institutions. Such is, for example, the project "ZerOrigIndia" related to the study of mathematics, quantum physics and Asian and European scientific concepts, in which the Head of the Department of Experimental Physics of the Faculty of Physics, Mathematics and Optometry and the Head of the Laser Centre Prof. Mārcis Auziņš and the Director of the FH MSP "Asian Studies", Prof. Kaspars Kļaviņš are involved from the University of Latvia. In today's Europe, there is a growing awareness of the current impasse in Western science, rooted in the isolation of different disciplines and cultures, forgetting that ethical, religious and philosophical issues, as shapers of the human worldview, are inseparable from socio-economic, political and technological developments. This is particularly evident in the explicitation of the problems of intercultural communication showcased by the MSP "Asian Studies". Therefore, in preparation for the accreditation of the programme, steps have been taken to increase the interdisciplinary orientation of the programme. At the same time, it involves cooperation between different study programmes, departments, faculties and universities.

The MSP "Asian Studies" is an academic programme in which research-related knowledge, skills and competences are essential and are acquired and developed sequentially, starting in the first year

and continuing throughout the remaining years (e.g. courses such as the Seminar on Writing a Master Thesis). The development and defence of the Master's thesis accounts for 20 CP.

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

The study process is ensured by traditional and innovative study methods and forms. Teaching staff use interactive teaching methods, including independent student work, group work and project presentations in the form of video files and PowerPoint slides. Moreover, student discussions are organised on the challenges and paradoxes of Asian cultures and languages, assessing the degree of credibility of different divergent points of view. Likewise, situational analysis and simulation games are used to simulate different situations and scenarios. The e-learning embedded in the courses enables students to use e-learning methods. The choice of teaching method depends primarily on the specificity of each course.

Oral, written and combined methods of study delivery and assessment are used during the study courses and examinations.

Studies employ a variety of knowledge acquisition and consolidation methods, such as introductory lectures, interactive lectures, consolidation and summative lectures, as well as problem-oriented lectures. Practitioners and professionals from different institutions are invited to teach individual lectures in study courses in order to promote unity of theory and practice. Practical assignments, seminars, individual, pair and group work, discussions and project development, study tours to industry organizations are widely used. Employers are involved in the implementation and development of study courses (invited to facilitate individual seminar sessions, often organised as exchange visits to workplaces, etc.).

In order to promote the development of students' research competence, students have an opportunity to analyse and deepen their research on the issues of interest in the given field in successive courses. Senior year students are involved in peer teaching-learning.

The seminars promote students' speaking, presentation and discussion skills.

To aid students in achieving learning outcomes – in acquiring and consolidating knowledge, skills and competence – the study process is dominated by the methods focusing on student activity. The study process is supported by methods that facilitate students' communication in the implementation of study tasks, solving real issues pertaining to the field, modelling situations.

The physical environment of the study is also gradually changing: classrooms can be easily converted for group work and individual work, and students can use digital technologies. The UL Faculty of Humanities has a strong background in the use of digital technologies in teaching the humanities, including mobile applications, digital tools for pronunciation analysis, etc., which are successfully used in the teaching of various foreign languages and are becoming increasingly relevant in the teaching of Asian languages.

Teaching staff mainly use methods that encourage students' active participation, critical thinking and reflection. The e-learning environment is used in the study process and to promote independent studies. Each study course has an e-learning environment (*Moodle*) where students have access to lecture materials, task descriptions in addition to course-related learning materials, as well as study tasks (tests, forums, seminars, conferences, etc.). All interim and final assessment grades in the study courses are recorded, explicated and made available to students in the e-learning environment.

Given that today's education system has unfortunately increasingly focused on form rather than content, the new MSP emphasises the acquisition of serious knowledge through individual reading and thinking, which is no substitute for technology. Technology is no wonder that could replace individual student work. The teaching staff regularly send materials to students in the e-learning environment for individual reading and analysis, giving them the opportunity to selectively familiarize themselves with lesser-known but relevant information, without knowledge of which serious discussions are impossible. Much attention is paid to the proper organization of discussions and presentations in remote study settings largely due to the situation caused by the Covid-19 pandemic. A superficial "opinion", not based on serious individual study, does not qualify as a manifestation of knowledge. The attitude of "I have not read, but I believe", which is increasingly becoming part of the pseudo-discussions of modern European secondary and higher education institutions, is not accepted in the study process of the MSP "Asian Studies". Likewise, a superficial reflection of political-economic conjuncture or media propaganda in assessing a culture or society is not considered an acceptable attitude for a young scientist and thinker towards his or her chosen field of research. From a technology point of view, perfectly presented presentations alone are not considered to be a serious reflection of individual work. First of all, the content of presentations and essays is evaluated. It is particularly important to prepare students to be able to formulate their opinions in academic language, using scientific terminology and basing their arguments on rigorous individual study, information learned in lectures and verified in discussions with faculty members. Likewise, students' master's theses are assessed on their content, critical judgement, ability to compare and see analogies in the analysis of different cultures. Plagiarism is a very serious problem in today's study environment all over the world, so particular attention is paid to detecting and preventing possible plagiarism. In the process of defending master's theses, the teaching staff consults each other in order to objectively evaluate the performance of students.

Students receive support and feedback from the teaching staff during the study process. The assessment criteria are made public in advance. Assessment gives students the opportunity to demonstrate the extent to which they have achieved the planned learning outcomes. The standards and rules for student assessment are clear and accessible to students, as they are available in the normative data section of the UL portal, as well as in the course descriptions for the given study course, and the academic staff informs students about the assessment requirements at the beginning of each course.

In order to avoid subjective assessment of students' knowledge and skills, the course descriptions specify the percentage of knowledge and skills assessment in the overall assessment of the course. In the process of updating the course descriptions, the percentage distribution of knowledge and skills assessment has been clarified for all courses to avoid the misconception that the assessment of individual courses is primarily dependent on class attendance. Therefore, students are introduced to the requirements set out in the course descriptions at the beginning of each study course: during the first lesson, lecturers explain the requirements that students must meet in order to successfully complete the course and pass the examination, explain the form of the examination and specify the deadlines. In part of the courses, the organization of tests also takes into account the opinion of students, for example, when choosing an oral or written form of test. The

examination procedures set out in the course descriptions and their observance are regularly discussed at departmental meetings.

During the acquisition of the study programme, various assessment and examination methods are used.

- At the end of the semester, traditional forms of knowledge testing are used to measure the quality of studies: both oral and written tests. The minimum amount of study course in order to organise an examination shall be 2 CP.
- The level of students' knowledge is continuously assessed during the semester using various forms of study work control - reports, tests, assessment of theoretical literature readings, seminars, assignments in practical classes.

There are two types of assessment in each study course: intermediate assessment and the final examination. Types of intermediate assessments are: tests, independent work, practical work, laboratory work, report, paper and other types according to the course specifics. The number and type of interim assessments is specified in the description of the study course.

The acquisition of practical skills for training competitive professionals is a very important part of study courses, e.g. development of project applications, learning about the business culture of certain countries, studying the strategies of specific multinational corporations, etc. Much attention is paid to improving students' independent work, allowing them to go deeper into the study of individual issues, summarising the information obtained and presenting it in a sequential manner during classes. This uses both individual research and group work methods.

Each study course concludes with a final examination. To be eligible to sit the examination, the student must complete the workload (interim assessments) specified in the course description with a passing grade. The teaching staff may also set attendance requirements, depending on the specialisation of the course.

However, the UL stipulates that the total score in the intermediate assessments must not be less than 50% of the total grade, and the grade obtained in the end-of-course examination must not be less than 10% of the total grade. Taking an examination is a mandatory requirement for obtaining credits for the acquisition of a study course.

The assessment forms are:

- 1) a written assessment where the teacher assesses a written or e-learning task completed by the student;
- 2) an oral assessment, in which the student's oral answers and explanations are assessed;
- 3) a combined assessment, which assesses both the student's oral answers and written assignments. The proportion of oral and written parts in the assessment is defined in the course description.

The completion of the study course is assessed using a 10-point grading scale. A study course is considered to have been successfully completed (the student receives credit points for the completion of the study course) if the grade on a 10-point scale is not lower than "4" (almost satisfactory).

The student must retake the exam if the grade is below "4" (almost satisfactory) on a 10-point scale or if he/she is suspended from the exam.

Regular academic staff assistance in the form of tutorials is ensured in order to ensure the achievement of the outcomes of the study programme.

In language courses, continuous assessment is similarly practiced. The assessment consists of the student's active work in the classroom, the regular written assignments and the completion of grammar tasks, which allows both the teaching staff and the student to be aware of the progress.

A course examination is a set of activities for the assessment of the outcomes of the study course, which takes place in accordance with the criteria and requirements specified in the course description and stated in the requirements for obtaining credits. For each study course in the programme, an individual system for obtaining an overall grade for the study course has been developed. All this information is available in the course catalogue of the UL Information System. Teaching staff inform students about the assessment system for the learning outcomes of the course during the first lecture. Study course descriptions are also placed in the LUIS system, so the assessment standards, rules and requirements are clear and accessible to students.

In their independent study and research work, students follow the recommendations developed by the teaching staff of the UL FH Department of Asian Studies.

In the UL information system, students can keep track of their lecture schedules, course descriptions, their data, including their grades; study courses are implemented in the e-learning environment and students can use the materials posted there; students can also obtain study materials from the websites of the teaching staff or via e-mail provided by the UL. Students can also complete and submit practical assignments and tests in the e-learning environment, and receive grades and feedback on their work. Tutorials offered by academic staff are an important form of study support. Likewise, the teaching staff also provide advice to students via e-mail. Operational information is communicated to students by programme assistants to group e-mail addresses.

The evaluation of master's work respects the principles used for the review of scientific work. Students are only given allowances in terms of the number of sources and items of literature used, and are not required to make fundamentally new discoveries and innovations. The right scientific apparatus is required, the ability to evaluate scientific literature, the use of a research methodology appropriate to the scientific research. Since the successful defence of a Master's thesis requires the timely preparation of the theoretical basis of the thesis, the elaboration of the thesis structure and the analysis of the literature sources (most of which are usually in the Asian language corresponding to the study sub-programme), the credits for the defence of the Master's thesis are divided according to the Master's thesis writing periods (semesters 3 and 4) in order to encourage students to complete the first stage of the Master's thesis in time and with the highest possible quality.

The development of the Master's thesis is carried out in accordance with the conventions for the development of master's theses of the UL FH MSP Oriental Studies: https://www.hzf.lu.lv/fileadmin/user_upload/lu_portal/projekti/hzf/studijas/azijas__BSP_un_MSP_darb_u_noteikumi_.pdf (Available only in Latvian)

It can be concluded that the study methods and forms applied in the study programme "Asian Studies" conform to the achievement of the intended learning outcomes and the principles of student-centred education.

3.2.4. If the study programme envisages an internship, describe the internship opportunities offered to students, provision and work organization, including whether the higher education institution/ college helps students to find an internship place. If the study programme is implemented in a foreign language, provide information on how

internship opportunities are provided in a foreign language, including for foreign students. To provide analysis and evaluation of the connection of the tasks set for students during the internship included in the study programme with the learning outcomes of the study programme (if applicable).

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

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

The results of the assessment of the final theses of the MSP "Asian Studies" are shown in Table 3.2.6.1 and Figure 3.2.6.1.

Table 3.2.6.1.

Assessment of MSP "Asian Studies Master's Theses, 2012/2013–2020/2021 (%)

Assessment:	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021
10 points	33	50	14	34	27	25	46	0	33,3
9 points	25	42	43	22	64	25	18	0	0
8 points	0	8	43	22	9	0	9	100	33,3
7 points	33	0	0	11	0	0	18	0	33,3
6 points	9	0	0	11	0	0	0	0	0
5 points	0	0	0	0	0	25	0	0	0
4 points	0	0	0	0	0	25	9	0	0
Total	100	100	100	100	100	100	100	100	100

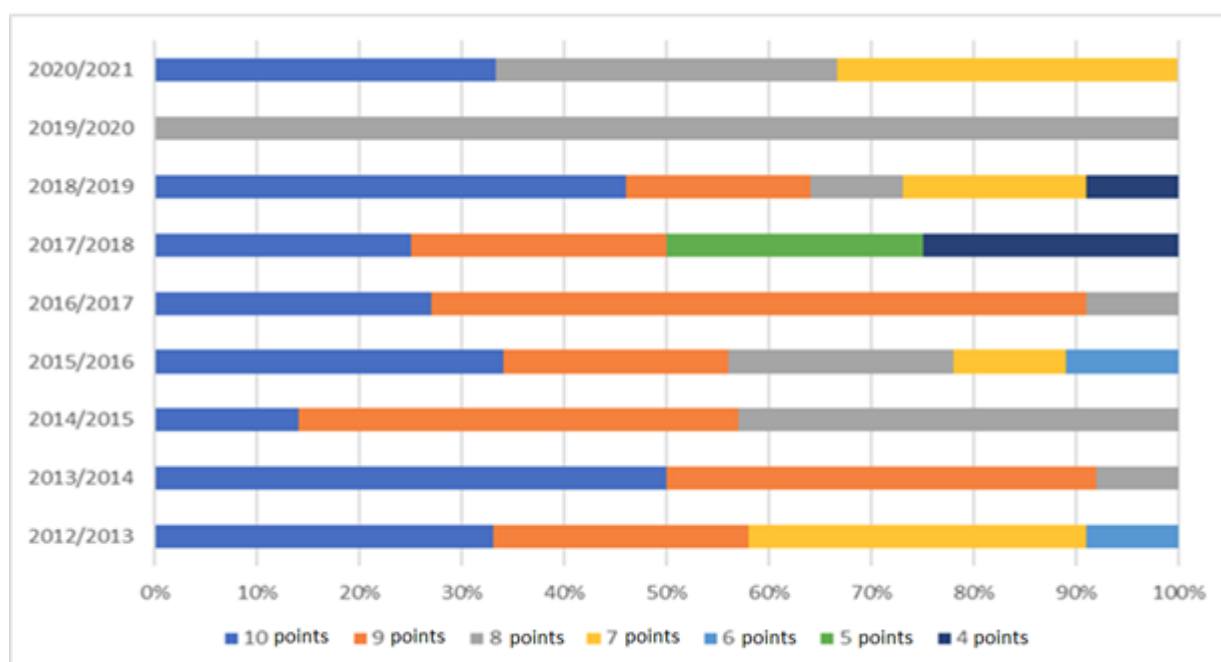


Figure 3.2.6.1. Assessment of MSP "Asian Studies Master's Theses,, 2012/2013–2020/2021 (%)

The Annex contains a list of Master's theses defended in all language and communication cultures groups of the MSP "Asian Studies" in chronological order, indicating author's name, topic, supervisor's name and evaluation grade.

The Master's theses defended over the years are devoted to the study of the East Asian civilisations traditionally represented in European and world Oriental studies - China, Korea and Japan - as well as to the Middle East region, especially in the context of Islamic civilisation, whose reception in Europe, both culturally and academically, has a long history. However, the issues addressed in the papers are not stereotyped and far from being traditional, but touch upon both older and more recent periods of history, analysing tradition and its transformation as a result of modernisation, looking at modernisation itself from multifaceted perspectives and highlighting the benefits, risks, disasters and possible solutions of modernisation. At the same time, the integration of linguistic, literary, cultural, historical and political-economic aspects into the themes of the theses demonstrates the respect for an interdisciplinary approach in the academic and professional orientation of the MSP "Asian Studies". The Master's theses highlight various aspects of Middle Eastern and East Asian societies, including the consequences of the controversial legacy of colonialism in the Arab world, modern Chinese identity issues, feminist manifestations in contemporary South Korea, the impact of the Japanese social system on the work environment, etc., and are relevant for diplomats and business people, researchers in intercultural relations and aspiring scholars in Asian studies alike. Several Master's theses deal with the translation of Asian languages, which in the field of linguistics is of utmost importance for translators to improve professional communication, but in the context of literary studies offers the possibility of a much deeper understanding of the narratives related to the specificity of Asian cultures.

3.3. Resources and Provision of the Study Programme

3.3.1. Assessment of the compliance of the resources and provision (study provision,

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

All the resources and facilities available at the FH and at the UL as a whole are available for the implementation of the MSP "Asian Studies". A detailed outline is presented in Part II, Chapter 3, paragraph 3.1-3.3 of the Self-Assessment Report of the Humanities Study Field. The assessment of the range of resources available to students, as well as the information and material-technical base, leads to the conclusion that they fully meet the requirements for the implementation of the study programme and ensure the achievement of the study programme outcomes.

Material and technical base

The MSP "Asian Studies" is implemented within the study field "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" at the UL FH premises at Visvalža iela 4a. The material and technical base of the faculty is described in the general section of the study field accreditation report: 2.3.2. Infrastructure and facilities.

Students register for courses electronically in LUIS. Students have access to the support of 5 programme assistants if they have any questions and need help with the study process in LUIS. Programme assistants support students in organisational issues related to the study process.

For the convenience of students and teaching staff, an extensive library with a database and literature in the given branch of science is available. Sources can be ordered from other branches and repositories. The library has computers for students' independent work. It is planned that in the context of the relocation of the FH to the House of Letters in the Academic Centre of the University of Latvia in Tornakalns in the academic year 2023/2024, the cooperation with the teaching staff and institutes of other faculties will develop, a modern and comfortable study environment will be provided, including more convenient access to the wide range of scientific literature stored in the National Library of Latvia.

A general description, as well as a detailed description of the services and resources of the UL Library is available in section 2.3.3. The library subscribes to 34 e-resource platforms (2020 data), which contain both e-books, e.g. ProQuest Ebook Central, and e-journals - *Cambridge Journals Online*, *Em*, *Oxford Journals Online*, *SpringerLink Contemporary Journals*, Taylor & Francis Social Science & Humanities Library, both reference resources, multimedia, and mixed-format databases - EBSCOhost, JSTOR, ProQuest Dissertations & Theses, Scopus, etc. 17,592 full-text e-journals, 2.5 million full-text global dissertations and master's theses are available in them. 122 open access databases with multi-format materials are available at LU. About 180,000 ebooks are available in the subscription ProQuest Ebook Academic Complete collection. The mentioned platforms include all the necessary bibliographic materials related to the fields of MSP "Asian Studies" (formerly "Oriental Studies"). The academic staff of MSP "Asian Studies" (formerly "Oriental Studies") regularly makes proposals for stock replenishment and places orders in the LUIS system. The advantage of students and lecturers of the Department of Asian Studies (and therefore the BSP MSP "Asian Studies" (formerly "Oriental Studies") implemented in the Department of Asian Studies) is the possibility to use the database of the Korean Parliamentary Assembly Library (Department of Asian Studies in the Korean Center), which collects specialized research and study materials to be used not only in the field of Korean, but also Chinese and Japanese studies.

The University offers students and staff the opportunity to get *Microsoft Office 365 ProPlus* and

SPSS software for a personal computer free of charge for the duration of their studies (or employment contract).

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

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

Programme revenue

In order to ensure the funds necessary for the implementation of the MSP "Asian Studies", the University of Latvia uses:

1) a state budget grant from the Ministry of Education and Science, set at EUR 2445 for full-time intramural studies for the academic year 2021/2022;

2) the tuition fee, referring to the factors listed under the heading 'Financial support', set for the academic year 2021/2022:

- EUR 2200 per year for full-time intramural studies;
- for international students in full-time intramural studies – 3150 EUR per year.

For calculating the costs, the implementers of the MSP "Asian Studies" use the enrolment data for the academic year 2020/2021 – 26 students (24 of whom are financed from the state budget), the proposed post-accreditation study plan and the planned composition of the academic staff involved. The programme is implemented in full-time intramural mode only. The calculations show that attracting international students significantly increases the programme's revenue - by EUR 950 per student compared to local fee-paying students, and by EUR 705 per student compared to state-funded students.

Taking the above into account, the total costs of the study programme are expected to be EUR 63 080 per year, as summarised in Table 3.3.3.1.

Table 3.3.3.1.

Annual revenue forecast of the programme, EUR

Study mode	Number of students	Tuition fees / state subsidy	Total revenue, EUR
Full-time (state-funded)	24	2 445	58 680

FTS (tuition fee)	2	2 200	4 400
Total	26		63 080

Programme costs

In order to estimate the amount of funds required for financial support, the UL calculates the costs of study programmes according to a self-developed methodology, which takes into account the costs of providing the study process as described in the section "Study Field Funding" and information on the study programme plan, the teaching staff involved, the planned number of students, etc., thus ensuring the reliability of the forecasts.

For calculating the costs, the implementers of the Master's study programme "Asian Studies" use the enrolment data for the academic year 2022/2022, the proposed post-accreditation study plan and the planned composition of the academic staff involved. Taking into account the above, the estimated full-time study cost of the programme per student is EUR 2,436 per year and the programme total costs is EUR 63,241 per year. A more detailed percentage breakdown of the costs is shown in Table 3.3.3.2.

Table 3.3.3.2.

Percentage breakdown of costs in the study programme

Expenditure item	% of the total
Teaching staff costs	44,3 %
General staff costs	19 %
Other costs	0 %
Infrastructure expenditure	9,6%
Property and services	1,1%
Indirect costs	26%
TOTAL COSTS	100 %

Figure 3.3.3.1. shows the cost of the study programme depending on the number of students and compares it with the proposed tuition fees and the state budget subsidy.

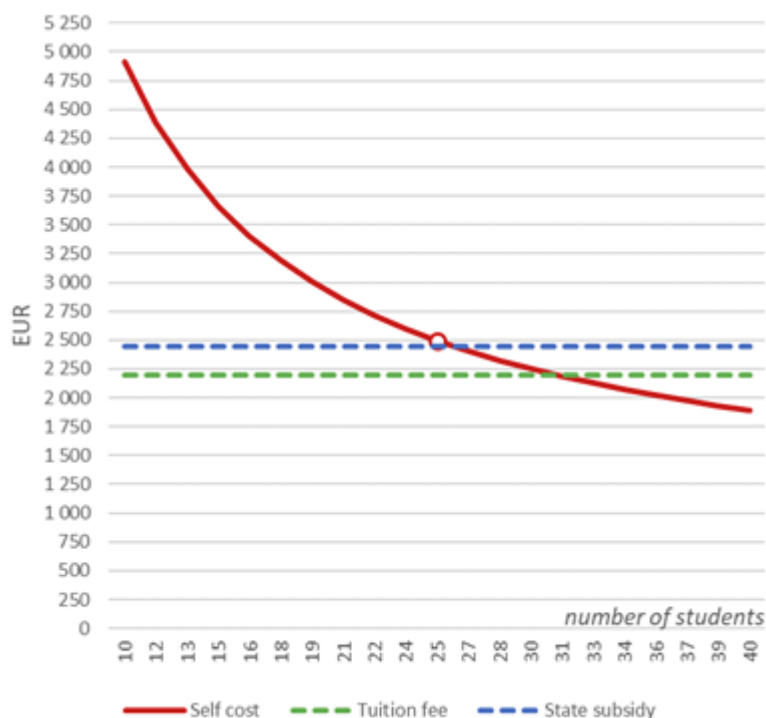


Figure 3.3.3.1. The cost of MSP "Asian Studies" depending on the number of students

The calculation shows that for the programme to be cost-effective and to ensure high-quality studies for students, the number of fee-paying students in the programme (in all years of study combined) should be at least 30 (intersection of the red (own costs) and green (tuition fee) lines projected on the x-axis). However, if the programme had only state-funded students, the number of students should reach 25.

Summary of the programme's revenue and costs

Table 3.3.3.3 summarises the programme's revenue based on the number of students, the state subsidy and tuition fees, and the programme expenditure for this number of students.

Table 3.3.3.3.

Summary of the programme's revenue and costs

Study type	Number of students	Tuition fees / state subsidy	Total revenue, EUR	Study type
FTS (state-funded)	24	2445	58 680	58 376
FTS (tuition fee)	2	2200	4400	4 865
Total	26		63 080	63 241

Until a positive result is achieved, the programme may be additionally financed from income received from lifelong learning and other services, as well as from the financial resources accumulated by the unit. Faculties also receive financial support for the development of programmes from the UL Foundation for the Improvement of the Quality of Studies.

The costs in the sub-programmes implemented within the programme are calculated correspondingly.

To increase the cost-effectiveness of the programme, the number of students should be increased, as shown in the sensitivity analysis graph (prime cost per number of students) - this could be achieved by guaranteeing all four study modules each year and thus, making the MSP more

attractive for students of the two bachelor's study programmes of the Department of Asian Studies – "Asian Studies" and "East-West Intercultural Studies" – who could plan their further studies at the University of Latvia. Attracting international students also contributes significantly to the profitability of the programme.

The MSP "Asian Studies" enrolls mainly students from these two BSP programmes, one of which, "East-West Intercultural Studies", is a new programme, with the first students enrolled in the academic year 2021/2022 and its validation underway, so it is reasonable to assume that, the number of students interested in the MSP "Asian Studies" will increase, especially from abroad, as the BSP "East-West Intercultural Studies" is implemented in English and Latvian and is designed to attract international students (the first graduates of the BSP "East-West Intercultural Studies" are expected in two years). It should also be noted that the structure and content of the MSP "Asian Studies" was improved in the academic year 2021/2022 in line with the recommendations of students, potential students, faculty, potential employers and experts, which also makes the programme more attractive in the near future.

3.4. Teaching Staff

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

The academic MSP "Asian Studies" complies with the requirements laid down in Section 55, Paragraph one, Clause three of the Law on Higher Education Institutions that "A total of not less than five professors and associate professors elected to the relevant higher education institution shall participate in the implementation of the mandatory part and the restricted elective part of academic study programmes."

Qualification of teaching staff in the MSP "Asian Studies":

1. professor – $36/200 = 18\%$
2. assoc. prof. – $70/200 = 35\%$
3. assistant professor – $11/200 = 5,5\%$
4. lecturer – $61/200 = 30,5\%$
5. instructor/ contract faculty – $22/200 / 11 = 8\%$

Professors at the MSP "Asian Studies":

1. Kaspars Kļaviņš
2. Gunta Ločmele
3. Leons Gabriels Taivāns
4. Harijs Tumans

Associate professors at the MSP "Asian Studies":

1. Agita Baltgalve
2. Agnese Haijima
3. Vita Kalnbērziņa

Assistant professors at the MSP "Asian Studies":

1. Inta Līsmāne
2. Ilva Nakurte
3. Oskars Purmalis
4. Salah Sheriff
5. Elizabete Taivāne

Lecturers at the MSP Asian Studies:

1. Karīna Jermaka
2. Ingrīda Kleinhofa
3. Ildze Šķestere

Instructors/contract faculty at the MSP Asian Studies:

1. Elīna Strode

Guest lecturers at the MSP Asian Studies:

1. Imants Frederiks Ozols
2. Chica Tamura

The selection of faculty members for the MSP "Asian Studies" is based on a number of criteria to ensure that courses are taught by qualified lecturers who are experts in their field and active in research.

The following are set as mandatory criteria for the selection of teaching staff:

1. the conformity of the qualification of teaching staff with the requirements of regulatory enactments;
2. the relevance of the scientific research activity to the content of the study programme and/or study course.

The application of selection criteria ensures that the study programme is implemented by teaching staff who not only have teaching experience in student training, but who are also active in research, in order to achieve the aim of the study programme – to prepare young specialists for the research labour market.

The selection of the MSP "Asian Studies" teaching staff is based on the following laws, regulations and project provisions:

1. Cabinet Regulations No.595 of 27 September 2022 "Regulations on Clusters, Fields and Sub-fields of Science in Latvia"
2. Law on Higher Education Institutions;
3. Regulations on UL study and continuing education programmes (Senate decision No 102 as of 24.04.2017)
4. Requirements of the project "Establishment of internationally competitive study programmes at the University of Latvia that promote the development of the Latvian economy" of the specific support objective 8.2.1 of the Operational Programme "Growth and Employment".

One of the additional requirements of the project "Design of Internationally Competitive Study Programmes Promoting the Development of the National Economy of Latvia at the University of

Latvia" is that the teaching staff must have at least C1 level of English, which is necessary for teaching in an international environment.

To ensure high qualifications of MSP students, faculty members from other faculties and universities are also invited to teach courses of the study programme. Information about the faculty members - scientific degree, position, length of service - is available in the Information System of the University of Latvia (LUIS).

The composition of the teaching staff involved in the implementation of the programme provides for the full achievement of the study programme aim and planned outcomes, ensuring high-quality acquisition of theoretical knowledge and research skills in the MSP "Asian Studies".

The teaching staff of the MSP "Asian Studies" are not only educators, but also scholars integrated into the local and international academic environment, which entails serious research and scholarly publications, presentations at conferences and congresses, organisation of conferences and involvement in international research projects. All teaching staff of the programme meet the set criteria, which may be verified by the programme evaluation experts on the basis of the teaching staff CVs. The teaching staff are involved in projects funded by the University of Latvia, for example, "Humanitarian Thought - Language, Text, Culture", where the academic staff of the Department of Asian Studies research the topic "Discourse of Asian Cultures in the Contact of Civilisations" (J.Priede, A.Haijima, L.Taivāns, I.Kleinhofa, A.Baltgalve, K.Ķļaviņš). The academic staff of the Department of Asian Studies regularly participate in international scientific congresses with presentations on topical issues of Asian culture and civilizations. For example, prof. L. Taivāns presented the paper on "State Responses to Security Threats and the Threats of the Current Islamic Revolution" at the conference "State Responses to Security Threats and Religious Diversity" (Prague, Czech Republic, 2018), and the paper "The Islamisation of the Muslim State: the Case of Indonesia" at the 17 EASR conference (Tartu, Estonia, 2019), as well as with a paper "Interfaith Dialogue and Islamic Reformation" at the Cyril and Methodius International Readings (Minsk, Belarus, 2019); prof. J. Priede presented the paper "Modalities of Non-territorial Autonomy: Issues of Muslim Youth" at the I ENTAN CONFERENCE (Belgrade, Serbia, 2019); and the paper "The Need for a Parallel Translation of the Hebrew and Greek Psalms" at the International Scientific Conference "Current Issues in Literary and Cultural Studies" of the Yerevan Bryusov State University of Languages and Social Sciences (Yerevan, Armenia, 2019); assoc.prof. A. Baltgalve presented the paper "The Current Situation of Tibetan Monasteries in China" at the International Scientific Conference of the European Academy of Religion (Bologna, Italy, 2019), and the paper "The Concept of Xiaoshi 消息 in Classical Chinese Philosophy and Literature" at the 26th International Scientific Conference "The Word: Aspects of Research" (Liepāja University, Latvia, 2021);); assoc. prof. A. Haijima presented the paper "Cultural Links between Japan and Latvia: Art Collections" at the international conference "Collections. Encounters. Inspirations" (University of Cracow, Poland, 2019), and with the paper "Humour in Japanese Art: Kyōsai Pandemonium" at the International Conference of Japanologists (N. Kopernik University, Toruń, Poland, 2018); prof. K. K. Ķļaviņš presented the paper "East Asian Spiritual Teachings" at the 31st International Network for Korean Language and Culture Conference "Korean Language & Culture Education and Korean Studies in Eastern Europe" (online conference, 2021), and "East Asian Spiritual Teachings" at the 2nd Conference of the Baltic Association of Korean Studies (BAKS) (University of Latvia, Riga, Latvia, 2020), as well as "Comparison of Christianity in Korea and the Baltics" at the International Scientific Conference "Personality at the Crossroads of Cultures and Languages. Pēteris Šmits 150" (University of Latvia, Riga, Latvia, 2019), the paper "The Pēteris Šmits Method of Analogy in Cultural Interpretation and Its Relevance in Contemporary Intercultural Relations" at the 1st Conference of the Baltic Association of Korean Studies (BAKS) at Mykolas Romeris University, Vilnius, Lithuania, 2019, and the paper "Comparison of Korean Religions" at the 2nd Conference of

the Baltic Association of Korean Studies (BAKS) at the University of Latvia, Riga, Latvia, 2021. Recently, the teaching staff of the UL FH organised an international conference: 3rd Conference of the Baltic Association of Korean Studies (BAKS) at the University of Latvia, Riga, Latvia, 2021, for which I. Šķestere and K. Kļaviņš were responsible. The paper on the link between Islamic civilization and East Asia was delivered by BSP lecturer I. Kleinhofa.

In 2018-2021, the project "Establishment of a Center for Korean Studies and promotion of Korean Research (continuation)" funded by the Korean Academy has proven to be very successful in organizing scientific activities of the teaching staff. No AKS-2018-INC-2230004; UL registration No. ZD2015/20105). A teaching tool has been developed and published in cooperation with the UL FH Centre for Korean Studies: *Introduction to Korean Spirituality* (Seo Jinseok and Kaspars Kļaviņš (eds.). Riga: University of Latvia Press, 2019). Likewise, several textbooks have also been compiled in cooperation with the UL FH Centre for Korean Studies: "Korean for Latvians I", "Korean for Latvians II", "Korean for Latvians III" (University of Latvia Press, 2017, 2019, 2020), as well as "Korean Grammar I", "Korean Grammar II" (University of Latvia Press, 2020, 2021) and "Korean-Latvian Learner's Dictionary" (University of Latvia Press, 2021). The lecturer I. Šķestere has made a great contribution to the development of these textbooks.

Under the supervision of the UL FH Centre for Korean Studies, the following journals have been created and published in the SCOPUS database: the journal "Religious-Philosophical Writings" XXX (Sc. Eds. K. Kļaviņš & J. Priede. Chief. ed. S. Krūmiņa-Koņkova. Riga: UL Academic Publishing House, 2021) and the journal "Religious-Philosophical Writings" XXVI ((Sc. Eds. K. Kļaviņš & J. Priede Chief. ed. S. Krūmiņa-Koņkova. Riga: University of Latvia Press, 2019). On December 15, 2021, the 3rd Conference of the Baltic Association of Korean Studies (BAKS) "Remembering the Past and the Future – Korean Culture in a Changing World" brought together prominent Koreanists from Europe and around the world and resulted in a new special issue of the journal "Religious-Philosophical Writings" (ed. K. Kļaviņš and I. Šķestere. Riga: University of Latvia Press, 2022). Assoc. prof. A. Baltgalve, in cooperation with Tibet University (Xizang Daxue), studies the specifics of the Tibetan language and, as a result of these studies, develops educational literature (2020-2022), she has participated in the development of the "Sanskrit-English-Latvian (electronic) database explaining the basic terms of Indian sciences (Ayurveda, yoga, Indian classical music)" under the UL project of effective cooperation (2018-2020), she is involved in Taipei Academia Sinica and Chiang Ching-kuo Foundation projects. As a result of the cooperation, Chinese texts, which are also useful in the study process, have been translated into Latvian. For example, in cooperation with the Beijing Foreign Studies University, the articles on Chinese culture have been written in Latvian (2021), while in cooperation with the Taipei Mission the students of the Department of Asian Studies have been involved in the translation of the collection "Contemporary Chinese Essays and Stories" from Chinese.

Assoc. prof. A. Haijima, for example, participated in the Japan Foundation Research Programme (2012-2013), the international project "Dreams and their Reflection in Far Eastern Culture and Art" (International Research Centre for Japanese Studies, Kyoto University, 2013-2014), the research project "Landscape Architecture for Environmental Protection" (Kyoto University, 2019).

Exchanges of teaching staff or invitations to teach and work in foreign universities and organisations have also played an important role in the involvement of academic staff in scientific research. For example, from May to September 2021, K. Kļaviņš was a civil servant advisor to the Busan City Council in South Korea under the K2H (*Korea Heart to Heart*) programme, which enabled him to conduct research in Korean libraries and archives. In the academic year 2019-2020 K. Kļaviņš was a visiting professor at Pusan National University in South Korea within the framework of the Inter-University Cooperation Agreement and at Middle East University in Jordan within the Erasmus+ Teaching Mobility in 18.07.2022.– 23.07.2022. Prof. J. Priede has given guest lectures

abroad, for example, at Vytautas Magnus University in Kaunas in 27.05.2014-31.05.2014 and at the Central and Eastern European Research Centre of Beijing Foreign Studies University School of European Languages and Cultures within the framework of Erasmus+ teaching mobility in 18.06.2018– 01.07.2018. Likewise, assoc. prof. A. Haijima has given guest lectures abroad, for example, at the Università Ca' Foscari Venezia within the Erasmus+ lecturing mobility in 11.05.2017-16.05.2017 and 20.02.2019-25.02.2019. Lecturer I. Kleinhofa has given guest lectures at Tallinna Ülikool from 24.09.2018 to 28.09.2018.

Overall, the academic staff's research and qualification development activities ensure the sustainable development of the programme in the difficult conditions of today's Western education crisis.

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

Since the accreditation of the programme in 2012, there have been changes in the composition of the teaching staff, but these have been continuously harmonised with the recruitment of new teaching staff, a normal, natural process in the evolution of any study programme. Professor V. Ivbulis has retired as a teaching staff, and recently K. Kļaviņš was elected as a professor. Professor L. Taiwan continues to work and teaches important theoretical courses. After the departure of sinologists F. Kraushārs and K. Eihmanis from the programme, the courses in Chinese cultural history have been successfully taught by the former Director of the MSP "Asian Studies", assoc. prof A. Baltgalve. A great contribution to the acquisition of the Chinese language is made by the young doctoral student K. Jermaka. Following the passing of the eminent specialist in Arabic and Persian cultures, assoc. prof. J. Ešots, the courses in Arabic language and communication culture are taught by a doctoral student Ingrīda Kleinhofa, who has lived in the Middle East for many years and acquired excellent qualifications there. Assistant Professor S. Sheriff also continues to teach courses in Arabic. In order to continue teaching Persian (Farsi) Colloquial Language and Communication Culture, a guest lecturer, I. F. Ozols, has been engaged. Korean Studies has been strongly established and developed. The young doctoral student I. Šķestere teaches students the Korean language and communication culture at a high professional level. K. Kļaviņš has recently been appointed Professor in Oriental Studies, specialising in Korean Studies. Teaching staff regularly improve their qualifications by deepening their language skills, attending courses, participating in international seminars, symposia and conferences, and going on academic trips related to the specifics of the region they teach in. At the same time, Asian languages are also taught by foreign guest lecturers, who are rotated according to the situation and demand.

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

(if applicable).

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

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

The interconnection of study courses and modules is ensured starting with the development of the concept and the first version of the programme and its further development for licensing, as well as during the approbation period. The expert group works closely with the teaching staff to develop and refine the programme, taking into account students feedback, students' proposals on the content of their studies and their relevance to their future career paths.

The programme is structured symmetrically, with a common Part A and regional study courses for each module, which include the language and culture of each region up to a certain level. In contrast, cross-regional studies and specialised courses are provided for all modules together. This means that the structure of the MSP already ensures that the teaching staff are linked thematically and conceptually to the aims and objectives of the study programme.

The cooperation of the teaching staff and the proper implementation of the programme are coordinated by the programme director and experts during the approval period and in preparation for accreditation. The Programme Director ensures the revision of the course content in close cooperation with the teaching staff. After accreditation, this process is to be continued in collaboration with the teaching staff and also taking into account student feedback on the courses as reflected in the student surveys.

At the MSP “Asian Studies”, each lecturer teaches several courses on topics ranging from language to cultural history. This is understandable given the deeper interconnection of seemingly different cultural aspects as perceived in the Western tradition in Asia and the long-standing professional work experience of teaching staff involved in the MSP “Asian Studies”, including their living in Asian countries. This is not a problem for MSP “Asian Studies” in terms of long-term course delivery, as the thematic courses can easily be divided among faculty members when needed, given the multidisciplinary qualifications of programme teaching staff. The Asian Studies specialists teaching in the programme are linguists, historians, theologians, etc., who have acquired the necessary qualifications in Asian languages through their extensive experience in different fields and can

easily replace each other when needed. In parallel, visiting professors from abroad and new graduates, who write PhD theses on topics in Asian Studies, are recruited.

The teaching staff of the academic MSP "Asian Studies" basically comes from the UL FH Department of Asian Studies; however, due to the diversity of the topics taught, the study programme also involves teaching staff from other faculties of the University of Latvia. It is planned that in the context of the relocation of the FH to the House of Letters in the Academic Centre of the University of Latvia in Tornakalns in the academic year 2023/2024, the cooperation with the teaching staff and institutes of other faculties will develop, a modern and comfortable study environment will be provided, including more convenient access to the wide range of scientific literature stored in the National Library of Latvia. The House of Letters will accommodate and develop the FH study centres, which are vital for the MSP "Asian Studies." For example, the new premises will house the Centre for Korean Studies, which has a major library on Asian culture and literature, along with computers and other technologies.

In general, it can be concluded that the cooperation of the teaching staff involved in the programme is good, focused on the development and cohesion of study courses, and the faculty has developed a mechanism to promote cooperation.

Table 3.4.5.1.

The student-teaching staff ratio within the study programme

Programme	Sub-programme	Number of students in programmes	Number of lecturers: elected	Students/Elected teaching staff ratio
MSP Asian Studies		26	7	3,7

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	MSP Asian Studies Diploma and supplements.docx	MSP_AZIJAS_STUDIJA5_Diploms_un_pielikums.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Statistical data about the students of the MSP Asian Studies (formerly Oriental Studies).docx	Statistikas_dati_par_studējošajiem_MSP_Āzijas_studijas_(pārskata_periodā_MSP_Orientalistikā).docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	Compliance of the study programme MSP Asian Studies (45227) (former Oriental Studies, 45222) with the state education standard.docx	ĀS (bij. O.)_MSP_atbilstība_standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Asian Studies MSP study course mapping.xlsx	Kursu_kartejums_ĀS_(O)_MSP(1).xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Asian Studies MSP study plan.docx	ĀS (bij. O) MSP studiju plāns.docx
Descriptions of the study courses/ modules	MSP Asian Studies, IKK 45227 (former Oriental Studies, IKK 45222) Course and Module descriptions.zip	ĀS MSP moduļu un kursu apraksti.zip
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	HEAD OF STUDY FIELD DECLARATION ON COMPLIANCE WITH SECTION 55 1-3.docx	Virziena_vaditājas_apliecinājums_par_Augstskolu_likuma_55_panta_1_3.edoc

English, European Languages and Business Studies (43227)

Study field	<i>Language and Culture Studies, Mother Tongue Studies, and Language Programmes</i>
ProcedureStudyProgram.Name	<i>English, European Languages and Business Studies</i>
Education classification code	43227
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Jana</i>
Surname of the study programme director	<i>Kuzmina</i>
E-mail of the study programme director	<i>jana.kuzmina@lu.lv</i>
Title of the study programme director	<i>Dr. philol., asoc. prof.</i>
Phone of the study programme director	67034917
Goal of the study programme	<i>The aim of the study programme is to provide general basic academic knowledge in humanities in English, Scandinavian and interdisciplinary European languages and business studies, ensure skills and competence development for pursuing a versatile career in Latvian and international organisations as well as prepare for Master's studies.</i>
Tasks of the study programme	<i>1. to foster understanding of the most significant notions and regularities in linguistics, literary, culture and business studies as well as facilitate integrated acquisition of theoretical knowledge, practical and research skills, applicable to a wide range of professional contexts in the local and international labour markets; 2. to develop high-level language competence in English and the selected European languages; 3. to develop critical thinking and creativity, analytical and research skills.</i>

Results of the study programme	<p>Knowledge: 1) understand linguistic structures and their use (incl. phonetics and phonology, morphology and syntax, lexis and knowledge of terminology) in English and in one of the selected European languages and gain basic knowledge in the third foreign language;</p> <p>Skills 2) demonstrate high level written and spoken communication skills in English and in one more or two foreign languages, creating and proposing consistent arguments based on research; 3) plan and design projects, determine and solve problems, use modern technologies according to context, make decisions in groups and individually, demonstrating interpersonal, social and cooperative skills;</p> <p>Competence 4) apply language in a social, academic and professional context and develop basic professional skills in translation, language teaching methodology, write various literary and applied texts, working creatively; 5) apply knowledge of modern technologies and information retrieval and use skills, incl. information selection, critical evaluation and synthesis from primary and secondary sources independently (library resources and databases, the Internet, corpora, individual data retrieval), observing the principles of academic ethics; 6) use research skills to conduct individual research, use relevant research methodology, read critically, analyse and interpret discourses of various kinds and data, pose empirically justified questions in connection with literature, culture and business; determine and solve conceptual questions and connect them with cultural, historical economic and other contexts;</p> <p>Knowledge In the sub-programme “English Language” and “English-Scandinavian Languages”: 1) understand topical tendencies, concepts of linguistics, literary studies and culture theories and their context of use in a systemic way as well as the importance of academic ethics; 2) understand main literary and applied genres and methodological approaches for text analysis;</p> <p>In the sub-programme “European Languages and Business Studies”: 1) understand topical tendencies, concepts of linguistics and culture theories and their context of use in a systemic way; 2) understand the cause and effect of actions of economic subjects in the national economy as well as topical tendencies, significant concepts and interrelations of entrepreneurship as an interdisciplinary domain; 3) understand the main applied genres and methodological approaches for text analysis;</p> <p>Skills In the sub-programme “English Language”: 3) analyse and evaluate theories and modern tendencies in linguistics, anglophone literature, British, American or Canadian Cultural studies;</p> <p>In the sub-programme “English-Scandinavian Languages”: 3) analyse and evaluate theories and modern tendencies in linguistics, anglophone and Scandinavian literature and culture studies;</p> <p>In the sub-programme “European Languages and Business Studies”: 4) analyse and evaluate theories and modern tendencies in linguistics, cultural studies, national and world economy;</p>
Final examination upon the completion of the study programme	Bachelor Thesis

Study programme forms

Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Secondary education; English language proficiency of at least B2 level.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	<i>-</i>

Places of implementation

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

Part time extramural studies - 4 years - english

Study type and form	<i>Part time extramural studies</i>
Duration in full years	<i>4</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Secondary education; English language proficiency of at least B2 level.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	<i>-</i>

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

On 20 April 2021 the University of Latvia received licence No. 04047-120 on the right to implement the bachelor's study programme "**English, European Languages and Business Studies**" for obtaining a bachelor's degree of humanities in Language studies within the study field Language and Culture Studies, Mother Tongue Studies, and Language Programmes" (Decision No.2021/08-L of the Study Quality Commission as of 7 April 2021).

Since the issuing of the study programme license the following changes have been introduced:

1. in compliance with articles 12 and 22 of Regulations No. 240 of the Cabinet of Ministers as of 13 May 2014 "Regulations on the National Standard for Academic Education" and after a consultation with the experts of the Ministry of Education and Science the awarded degree is changed from "Bachelor of Humanities in language studies" to "Bachelor of Humanities in language studies and programmes".
2. editorial changes have been made in the learning outcomes which students demonstrate after graduation.
3. The Restricted elective part of the study plan has been supplemented with the course Valo 1568 Basics of the Latvian Scientific Language and Terminology in accordance with licencing experts' recommendations.

Study courses Environment Protection (1 CP) and Civil Protection (1 CP) were included in the licenced Bachelor study programme.

Study programme sub-programmes comply with Law on Higher Education Institutions requirements (effective with the amendments of 24.03.2023 of Law on Higher Education Institutions).

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

The academic bachelor's study programme "**English, European Languages and Business Studies**", implemented by the UL FH has been designed in compliance with:

- Law on Higher Education Institutions;

- Regulations of the CM No. 27 as of 09.01.2018. "Regulations on the First and Second Round of the Selection of Project Applications in the Action Programme "Growth and Employment" for 8.2.1. Specific Support Target "Reduction of Study Programme Fragmentation and Enhancing Joint Use of Resources";
- Regulations No. 240 of the Cabinet of Ministers as of 13 May 2014 "Regulations on the National Standard for Academic Education";
- Regulations of the University of Latvia on Study Programmes and Further Education (Decision of the UL Senate No. 102 as of 24.04.2017);
- European Commission's priorities in research and higher education, language teaching and learning process, culture;
- UL Strategy 2021 – 2027;

A new academic bachelor's study programme "English, European Languages and Business Studies" has been developed taking into consideration the UL strategic goals and the study field aims and objectives to provide conceptually topical, research based bachelor's education in Latvia.

Up to now the Department of English Studies of the UL FH implemented two bachelor's study programmes "English Philology" and "Modern Language and Business Studies" in the full-time intramural form and the programme length of 4 years and in the part-time extramural form and the programme length of 5 years. A new joint bachelor's study programme "English, European Languages and Business Studies" pertinent to the 21st century labour market and modern requirements has been developed and licensed. It has a consolidated content and the study length is 3 years full-time and 4 years extramural part-time, thus reducing fragmentation and consolidating the existing resources, increasing the quality of a bachelor's programme by offering a student-needs centred, innovative and topical programme that corresponds to the UL strategy development direction "**Study development**" and the basic principles of the study field.

The structure of the programme also reflects the aims of the study field to follow the best classical university and academic traditions as well as to develop an innovative offer of bachelor's education based on the latest trends and demand in the labour market, emphasising the main object of the study programme, that is, the synergy of language, business, and culture as well as language, literature and culture studies. One of the main objectives of the programme contributes to it, namely – to foster understanding of the most significant notions and regularities in linguistics, literary, culture and business studies as well as facilitate integrated acquisition of theoretical knowledge, practical and research skills, applicable to a wide range of professional contexts in the local and international labour markets.

The bachelor's study programme "English, European Languages and Business Studies" comprises three sub-programmes:

1. "**English Language**"
2. "**English-Scandinavian Languages**"
3. "**European Languages and Business Studies**".

The goal of the UL strategy development direction "**Contribution to society**" determines the development strategy of the BSP "English, European Languages and Business Studies" within the framework of the study field: to guarantee to students the opportunity to of education in a close contact with highly qualified teaching staff, active scientists and intensively practising professionals in modern university environment, to guarantee the right to develop during the scientific creativity work, to prepare specialists for the state administration, municipalities and other institutions and

for the private sector, applying modern and competitive education technologies and, thus, fostering the growth of Latvian society and country.

The development direction **“Scientific excellence”** and research capacity are integral parts of the academic bachelor’s study programme because the programme is based on the faculty conducted research (see section 3.4.1), implementing research activities, getting involved in researchers’ groups, and preparing students for further research at a master’s level. Implementation research results is reflected in the new bachelor’s study programme.

The goals of academic staff renewal and succession are attained by involving doctoral students and graduates of the master’s study programme “English Philology” and students of the new master’s study programme “English Studies” in the programme implementation.

The content of the three subprogrammes of the bachelor’s study programme “English, European Languages and Business Studies” is designed based on the analysis of similar study programmes in foreign universities and taking into consideration recommendations of international experts, academic staff, students and graduates of the University of Latvia and employers. To improve the study programme, reviews of employers, the UL collaboration partners and other interested institutions are summarised, thus pertaining to the goals of the UL strategy development direction **“Organisational culture”**. Students and academic staff of the programme have a wide range of mobility opportunities and graduates have the right to continue their further education in Western Europe, Scandinavia and other regions because one of the programme objectives is to develop high level language competence in English and the selected European languages. The programme content, internship and mobility opportunities as well as the language of studies (English and other European languages that are anticipated to be used starting with the beginners’ level) foster the aim of education internationalization and attract international students (data have been gathered cooperating with the Department of Communication and Innovation, university advertising agents (for instance, *Baltic Centre*) and during the online trade fair *Begin Online Edu Fair* in June 2020 where potential students from Azerbaijan, Ukraine and Georgia participated. Therefore, the BSP enhances the development of inclusive, cooperation and innovation-oriented culture.

The above-mentioned pre-conditions justify the aim and the title of the bachelor’s study programme as well as the structure with three subprogrammes: **“English Language”, “English-Scandinavian Languages”, “European Languages and Business Studies”** (120 CP, 3 years full-time intramural studies, 4 years – part-time extramural studies). A detailed BSP content and implementation are described in section 3.2.1.

The **programme aim, objectives and outcomes** are interconnected as well as correspond to the aim of the study field, namely, to maintain, develop and offer to those who want to study qualitative and versatile, competitive in the context of the world education and research-based humanitarian studies in acquiring various languages and cultures, thus providing the stability of the humanitarian intellectual level of the society of Latvia and the Latvian language at present and in the future, to prepare high level academic and scientifically qualified specialists for long-term goals of Latvian economy, socially political strategy and others. The interconnectivity of the programme aim, objectives and learning outcomes and their attainability is evaluated during performing the mapping of learning outcomes, which confirms that the programme “English, European Languages and Business Studies” provides a theory and practice balanced range of knowledge, skills and competence necessary for a bachelor’s level.

Study programme achieved study outcomes mapping against subprogramme study outcomes is also well-balanced. Subprogramme achieved results reflect specialisation in English studies, Scandinavian studies or interdisciplinary applied linguistics and business respectively.

The BSP “English, European Languages and Business Studies” is considered successfully completed if the student:

1. has acquired all study courses envisaged by the programme;
2. has developed and defended a bachelor’s thesis;
3. in total obtained the required 120 CP.

The content and the structure of the programme determines the choice of the awarded degree, namely Bachelor of humanities in language studies and programmes. *Article 12 of the Regulations No. 240 of the Cabinet of Ministers as of 13 May 2014 “Regulations on the National Standard for Academic Education” determines that a bachelor’s degree – Bachelor of Humanities, Bachelor of Natural Sciences, Bachelor of Engineering, Bachelor of Science in Agriculture, Bachelor of Health science and Bachelor of Environmental Science – is awarded in the relevant sciences in the group of related sciences according to the education classification in Latvia as stated by the Regulations of the CM No. 322 (13.06.2017) “Regulations on Education Classification in Latvia”, which for a study programme with the code 43227 is the Bachelor of Humanities in language studies and programmes.* The indicated degree reflects best the content and essence of the study programme and provides information about the programme applicants, students and graduates and potential employers. The bachelor’s study programme “English, European Languages and Business Studies” provides a balanced acquisition of theoretical knowledge and development of relevant skills and competence in the **fields of linguistics, literary studies, culture and interdisciplinary in business studies** and the second foreign language.

Admission requirements

Admission requirements to study programme are pertinent to the UL regulatory enactments on enrolment.

Previous education requirements: secondary education.

Requirements for language skills:

In all subprogrammes, to study in English, it is necessary that students possess English language proficiency of at least B2 level English (including international students).

Admission requirements regarding the criteria for admission competition, the calculation formulas and the admission procedure are stated in the UL regulations on the admission requirements for the respective academic year and are published in the UL portal [Uzņemšanas noteikumi Latvijas Universitātē](#) (available only in Latvian). Detailed instruction on the admission process for international students is available at the UL portal in section [Degree studies](#).

Further education opportunities

The right to continue studies in a master’s study programme or second level professional higher education study programme that enrolls students upon completing a bachelor’s programme.

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

The new BSP is designed through consolidating the study length and updating the study content of BSP “English Philology” and BSP “Modern Language and Business Studies” in order to offer an

updated study programme to the labour market, to retain and increase a constant enrolment number, to proactively react on the situation that the number of students has reduced in Latvian higher education over the last years and new challenges have been set for higher education.

The study programme provides the labour market with instructors of English and Scandinavian languages in language centres, translators and interpreters in translation agencies, linguists/consultants, managers of translation/culture projects, editors and proof-readers, guides in travel agencies, content marketing specialists, project manager's assistants, department manager's assistants or company manager's assistants in the state and private sector as well as other positions where integration of the knowledge of several languages (English, Scandinavian, German, Spanish) and culture, business management and economics is necessary.

The BSP "English, European Languages and Business Studies" reflects the economy and labour market needs and brings value added to enterprises of various industries in which accurate and appropriate use of a foreign language at a high level is important for spoken and written communication in the professional and academic context, as well as understanding and application of the categories of literary studies and culture. Taking into consideration the trends in the Latvian labour market, namely, the significance of transversal skills, openness, interest of foreign partners, language as a communication tool which is an integral part of the market, students acquire various aspects of the essence and basic principles of communication, thus strengthening their competence and fostering their ability to integrate into the social circumstances of the current world and in the work environment they have created and to be ready to execute tasks related to language use and analysis of the issues in literary studies.

Research of the Ministry of Economics and the Ministry of Welfare of the Republic of Latvia

The BSP content and outcomes, that is, knowledge, skills and competence, reflect the results of the research of the Ministry of Economics of the Republic of Latvia ([Pētījumi darba tirgus jomā | Ekonomikas ministrija \(em.gov.lv\)](#) available in English at the bottom of the page):

1. "Strategically Most Required Future Skills in Latvia"
2. "Impact of Aging on the Offer of Future Skills"
3. "Workforce Professional Mobility"

and the research of the Ministry of Welfare:

1. Research of the Organization for Economic Co-operation and Development (OECD) "[Connecting People with Jobs: Latvia](#)" (available only in Latvian).

The analysis of the demanded skills in European countries indicates that the need for human capital and educated labour force has significantly increased in the service industry, and that this demand will last long-term. Regarding the labour market and employees' necessary competence in Europe and in the world until 2030, a demand for qualified labour who is capable of solving complex issues of various nature is forecasted. In addition, the fact whether the employee has received higher education, which is ensured by this bachelor's study programme, will have a significant role. The research anticipates that until 2030 a demand for specialists with higher education and acquired transversal skills in socialisation, information analysis and interpretation during the studies will grow in Latvia. Moreover, communication skills, technology skills as well as the ability to work individually and take independent decisions will be very important in the service sector of the labour market. Developing these skills is on the basis of the BSP "English, European Languages and Business Studies". During that period in Latvia, the development of new skills will

be particularly related to management, organisation, the ability to communicate, collaborate with colleagues, as well as the ability to fit in the international market environment and multinational multicultural society. The research forecasts that acquisition of new languages, including the ones of Asia and Scandinavian region, will be useful; so, acquisition of languages that are the value added of the programmes of this study field.

It is forecasted that in addition to teamwork skills, time and work management skills and skills to make independent decisions, language skills and the ability to communicate in at least two languages, the desire and motivation to learn continuously and improve professionally will have a very significant role in the future labour market to adjust to the agile circumstances. These skills are related to all employees, but especially to the ones working in finance, professional and scientific services, information and communication service industry, media and state administration, which are some of the areas in which exactly the graduates of the BSP “English, European Languages and Business Studies” may potentially develop themselves. The research emphasises: “Everyone will need good social and organisational skills, interpersonal communication skills as well as the ability to solve problems, to react to changing market circumstances. Language knowledge (at least 2-3 foreign languages in addition to the native language) and international work abilities (the ability to work abroad, exchange with employees from other countries, to work in an international business environment, to understand various business culture) will be important, and this is also provided by the programme content and forms of its implementation.

Summarising the forecasts of the Future Technology Institute and the State Employment Agency ([Pētījumi darba tirgus jomā | Ekonomikas ministrija \(em.gov.lv\)](#) available in English at the bottom of the page); it can be concluded that demand of the future appreciated skills in the labour market will comprise a higher level of communication, language knowledge, level of reading and writing skills, the ability to operate with widely used communication devices, the skill to argument the opinion, to conduct research, to interpret its results, including a growing demand for leadership, team managers and vision development skills, which is a value added in the BSP “English, European Languages and Business Studies”.

Target audience of the study programme (characteristics of the potential students)

A special target group for the bachelor’s study programme is applicants interested in linguistics, literary studies, culture and business who want to work in local and international enterprises, wish to investigate, research and analyse the interaction of language, literature and culture, to use foreign languages in business contexts, to get involved in various business processes of enterprises, to create new ideas and communicate in a multicultural environment, and the programme provides this knowledge, skills and competence.

In the world and European countries, incl. Latvia, the business environment is characterised by cross-sectoral joint projects, the use of innovative solutions and modern technologies, applied aspects and intercultural communication, observance of the principles of tolerance and openness. Consequently, the BSP target group could be highly heterogeneous and, therefore, three subprogrammes are envisaged.

Employability analysis

To conduct the analysis of the potential labour market for the programme graduates, the career stories of fifty graduates (2019 and 2020) of the programmes to be consolidated, the BSP “English Philology” and the BSP “Modern Language and Business Studies”, were analysed. The career stories from *LinkedIn* platform were taken. The sample was created having in the basis data availability principle, i.e. all available graduate's profiles were analysed. The information has been summarised in Figures 3.1.3.1 un 3.1.3.2

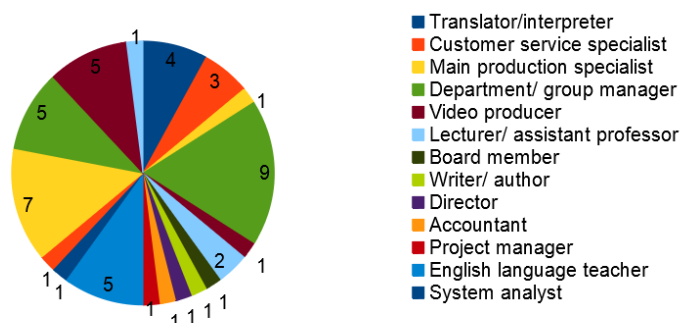


Figure 3.1.2.1. Distribution of the positions of the graduates of the consolidated BSP “English Philology” and BSP “Modern Language and Business Studies”

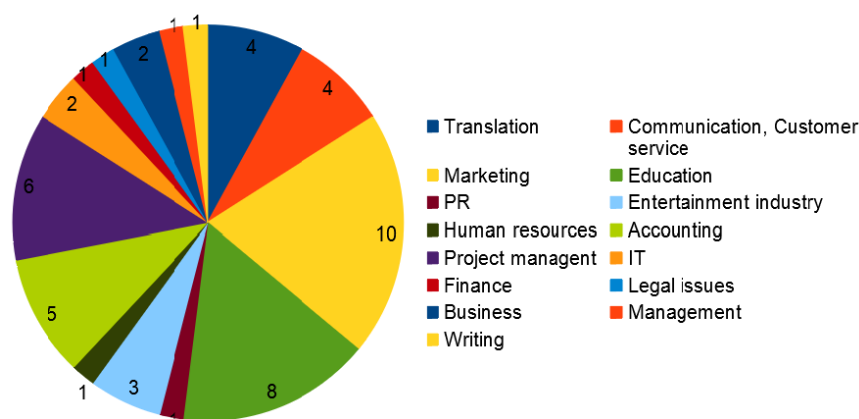


Figure 3.1.2.2. Distribution of the industries represented by the graduates of the BSP “English Philology” and the BSP “Modern Language and Business Studies” (based on the analysis of career stories).

The results of the analysis indicate that the graduates of the UL BSP have good employment opportunities in marketing, education, finance, translation, internal and external company communication, customer service a.o.

The employers also welcome the contribution of the study programme to national economy and emphasise the lack of candidates possessing such a range of knowledge, skills and competence because the labour market has a high demand for employees with a high-level communicative language competence in English and Scandinavian languages (TietoEvry Ltd., IT user and system support, accounting and finance; CTCO Ltd., corporate IT solutions). The interdisciplinarity of the programme and the synergy of applied linguistics and business have been highly appreciated (TietoEvry Ltd.), as well as including the basic positions of business and intercultural communication, understanding of humanism, promoting tolerance and openness (Bite Latvija Ltd., telecommunications), development of transversal skills, basic knowledge of business processes, multiculturalism (Mindvalley Ltd, Estonia, Malaysia, non-formal and interest education), application of argumentation and persuasion strategies in communication (Printful Latvia, Ltd., Latvia, USA, production, design). Detailed information about employers’ opinions is available in Appendix *EELBS BSP internship regulation*.

Based on Ministry research and the analysis of *LinkedIn* profiles, it can be concluded that graduates have a wide range of employment opportunities. The results approve that academic and professional competence in translation, teaching, editing, research, business and information extraction is applicable to a wide professional context in the local and the international labour market, and it ensures a variety of employment as the graduates can work as teachers in language centres, as translators and interpreters in translation agencies, as guides in travel agencies, as managers and their assistants in marketing agencies, as rapporteurs and managers’ assistants, as

well as in other positions in state, municipality and private enterprises and institutions (public relations and marketing companies a.o.).

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

The estimated number of the enrolled first-year students in the BSP is 110-150 a year, based on the current trends in the FH UL on the stability of the number of students in the consolidated study programmes in recent years (see Table 3.1.4.1.). It makes the programme management forecast that at least the same number of students is enrolled in the new bachelor's programme "English, European Languages and Business Studies" while the innovative content, delivering the programme in English and the programme flexibility will additionally promote the attraction of local and international students.

BSP demonstrates positive enrolment dynamics. 153 students were enrolled in the academic year 2021/2022, which is 34% more than in the previous years in the consolidated programmes. 54% more students were enrolled in the part-time studies. The reasons for increase are:

1. updated programme content;
2. wide employment opportunities;
3. targeted advertising;
4. Information availability for the target audience;
5. COVID-19 restrictions to study abroad;
6. The opportunity to combine studies and work while studying part-time.

Table 3.1.4.1.

	Dynamics of the enrolled students			
	2021./2022.		2022./2023.	
	Year 1	Year 2	Year 1	Year 2
BSP "English, European Languages and Business Studies"	153	0	140	104

As of 01.10.2021. there were no first-year students dropping out of the BSP "English, European Languages and Business Studies" The following are the impact factors on the changes in the student number in later stages:

1. little interest in the study programme content;
2. inability to pay the tuition;
3. serious health-related problems;
4. burnout and psychological load related to COVID-19;
5. doing professional sports and inability to combine studies and sports.

To monitor the number of students, the following solutions are offered:

1. Updated programme content; field-specific basic study courses with a student-centred approach are planned to be delivered in the autumn semester.
2. Events with senior students on the internship and Erasmus+ experience.
3. Maintained part-time study form which allows students to combine studies with work and not to drop out.
4. Every year the Department of Study Service together with the Faculties implements a further education programme "Professional Development of Student Curator's Competence", and in the Department of English Studies, 3 curators work actively with students;
5. Involving students in research and professionally oriented events, for example, the Conference of New Scientists, discussion with employers, the internship, the conference of the Embassy of the Republic of Latvia in Denmark "Women and Literature" etc.
6. Cooperation with secondary schools, Open house, programme events in social networks to provide a purposeful choice of the programme (events, seminars and open classes in Dobeles, Teika Secondary School and others).
7. Student involvement in the events of the UL Career Centre.

Table 3.1.4.2.

Source of funding the studies

BSP "English, European Languages and Business Studies	Total	Full-time		Part-time extramural
		budget funding	tuition paying	tuition paying
2021/2022	153	29	86	38
2022/2023	140	27	73	40

Full-time students have the opportunity to participate in rotation once a year and as a result study for state budget funding. All students can apply for state and patrons' scholarships, which is also a good motivating factor. 19% of the students study on state budget funding, but 81% pay the tuition stated in the study contract.

Table 3.1.4.3.

Incoming and outgoing exchange students (Erasmus+ bilateral cooperation agreements)

2020/2021	Total	Incoming	Outgoing
Consolidated BSP "English Philology"	23	21	2
Consolidated BSP "Modern Language and Business Studies"	19	19	-
2021/2022	Total		
Consolidated BSP "English Philology"	29	25	4
Consolidated BSP "Modern Language and Business Studies"	16	14	1+1 (internship)
BSP "English, European Languages and Business Studies"	34	32	2

In 2019-2020 student mobility was limited due to COVID-19 pandemic. Objectively, the student interest in exchange programme opportunities reduced as well. In the academic year 2021/2022 the situation stabilised, and students chose Erasmus+ programme more actively to improve the knowledge of two foreign languages and culture, for example, in Spain, France, Norway and Sweden.

During the pandemic students used the opportunities of FORTHEM alliance for virtual mobility and participated in the study course 'Visual and Digital Cultures' at the University of Burgundy (spring of 2021) and the German language course at the University of Greifswald (August 2021). From October till December 2021, the students of the course "Intercultural Communication" participated in a virtual exchange with Los Lagos University (Chile) and Vilnius University (Lithuania) students. They wrote essays together and prepared podcasts and video recordings.

Students' Erasmus+ mobility in a logistics company at Charles de Gaulle airport in Paris, France deserves a positive evaluation. To motivate students to participate in exchange programmes more actively, student meetings and presentations for exchange of experience are organised every semester. In October 2022 an event "International Student Week" will be organised with the foreign study coordinators from the University le Mans to promote the study exchange opportunities in France.

Table 3.1.4.4.

Statistics on international students (excluding exchange programmes) as of 01.02.2022.

	2021/2022		2022/2023	
	Year 1	Year 2	Year 1	Year 2
BSP "English, European Languages and Business Studies"	12	0	15	12

Data on the number of international (degree) students approve that the programme is appealing to students from Lithuania, Estonia, Ukraine, Ireland, India, USA and other countries. The number of international students comprises 4.5% of the first-year students.

To ensure the transition from 4-year to 3-year study programme, consolidated study programme (English Philology BSP and Modern Languages and Business Studies BSP) students which were enrolled in ac. year 2020/2021 were included in the new study programme in accordance with Faculty of Humanities Council decision Nr. 26/3-90 when it started working (see the appendix in the section "Citi pielikumi (other annexes)").

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

3.2. The Content of Studies and Implementation Thereof

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

The bachelor's study programme "English, European Languages and Business Studies" is organised in three subprogrammes (120 CP of full-time intramural studies – 3 years, and part-time extramural studies – 4 years):

1. **"English Language"** – English studies is a classical study programme and a recognised higher education brand in the entire world. It provides knowledge in general and applied linguistics, literary studies (including knowledge about British and American literature in the cultural and historical context) and cultural studies (including knowledge about the main regional centres – Great Britain, the United States of America and Canada), as well as develops high-level communicative competence in English and other European languages. The sub-programme is offered as both full-time intramural and part-time extramural studies.
2. **"English-Scandinavian Languages"** – the subprogramme provides knowledge on Swedish and Norwegian languages, cultural heritage and variety that are based on English and Scandinavian linguistics, literary history and cultural studies, as well as develops high-level communicative competence in English, Swedish or Norwegian language. Swedish or Norwegian is offered alternately every other year. The sub-programme is offered only as full-time intramural studies in accordance with the demand, having in the basis consolidated programme data.
3. **"European Languages and Business Studies"** – provides knowledge on the culture of Great Britain, the USA and Canada, basic principles of business and economics, allows students to develop skills of intercultural communication, entrepreneurship, teamwork and other transversal skills, as well as develops high-level communicative competence in English and other European languages (French/Spanish/German). This sub-programme is delivered together with the academic staff of the UL Faculty of Business, Management and Economics. The sub-programme is offered as both full-time intramural and part-time extramural studies.

When designing the bachelor's study programme "English, European Languages and Business Studies" the provisions of the CM regulations No. 240 as of May 13, 2014 "Regulations on the State Academic Education Standard" are followed regarding the volume and structure of the compulsory and restricted elective study courses; therefore:

1. the study programme comprises 120 CP, students covering 20 CP in full-time intramural and 14/16 CP in part-time extramural studies every semester;
2. the compulsory part of the study programme comprises 52 CP (the minimum required by the standard is 50 CP);
3. the compulsory part of the study programme includes the study courses *Civil Protection* and *Environment Protection* (in the amount of 2 CP in total) and Internship at the UL or outside UL in the amount of 2 CP;

4. the restricted electives part of the study programme includes the course "Latvian Language for Beginners I", which is compulsory for international students;
5. contact hours constitute not less than 40% of the entire study programme in full-time intramural studies;
6. in the degree awarding study programme, the restricted electives constitute 66 CP (minimum required by the standard is 20 CP);
7. basic positions, principles, structure and methodology of humanitarian sciences are reflected in the study courses in the amount of 56 CP in each sub-programme (total in the compulsory and restricted elective parts together);
8. characterisation of humanities and problems from the interdisciplinary aspect are covered in the study courses in the amount of 16 CP in each sub-programme respectively (in total in compulsory and restricted electives part);
9. the development history and topical problems in humanities are covered by courses in the amount of 10/10/10 Cp in every subprogramme (total in the compulsory and restricted electives part).

The study courses are implemented in English and/or European languages. English studies, which is on the basis of each subprogramme, is a classical programme and a recognised brand in the entire world, which will promote attracting international students. The compulsory part (52 CP, including a bachelor's thesis in the amount of 10 CP) is implemented in English. The restricted electives part (see the CP distribution in Table 3.2.1.5) are implemented in English, Swedish or Norwegian as well as the 2nd and/or 3rd foreign language. The free electives part contains a free elective course (2 CP). Detailed full-time and part-time BSP study plans are available in Appendix "EELBS part-time and full-time study plans", the course outlines in "EELBS Course descriptions".

Table 3.2.1.5.

BSP structure

BSP "English, European Languages and Business Studies"		
Subprogramme "English Language"	Subprogramme "English-Scandinavian Languages"	Subprogramme "European Languages and Business Studies"
Compulsory part 52 CP Study courses 40 CP Internship 2 CP Bachelor's thesis 10 CP		
Restricted elective part 66 CP	Restricted elective part 66 CP	Restricted elective part 66 CP
Elective part 2 CP	Elective part 2 CP	Elective part 46 CP

Interconnectivity and attainability of the aim, objectives and learning outcomes

In order to ascertain how the learning outcomes of the study programme will be achieved in the study courses and how the learning outcomes of the courses link with the learning outcomes of the study programme, mapping of the study programme was performed during the programme development process (see Appendix EELBS course mapping). The mapping examined and demonstrated what learning outcomes of the study programme are achieved in the study courses.

As a result of the mapping, certain definitions of the learning outcomes of the study programmes and study course were specified. The faculty and experts involved in the programme development discussed the content of study courses in the context of the achievable learning outcomes of the programme, improved the developed study courses to prevent overlapping of their content and ensure their succession and mutual complementarity.

Course mapping demonstrates that when implementing study courses, students are provided with opportunities to achieve all planned learning outcomes.

Mapping of each learning outcome of study courses with the learning outcomes of subprogrammes has also been performed, which indicates to the balance of learning outcomes.

The uniqueness of the programme is characterised by several aspects. For the first time in Latvia, is being developed a bachelor's study programme whose content integrates languages, literary studies and culture, as well as business. It will both reduce the fragmentation and at the same time increase the quality of the bachelor's programme, as academic, general basic knowledge of the humanities will be ensured, with specialisation in the field of English studies, Scandinavian studies or interdisciplinary applied linguistics and business, and improvement of skills and competence for diverse career growth in Latvian and foreign organisations. When comparing the UL BSP "English, European Languages and Business Studies" with similar programmes abroad, it should be noted that the programme is also unique in Europe, as noted by foreign experts (for example, from the University of Berne), because the integration of two sectors or sub-sectors is common in Europe, for example, the courses of the bachelor's study programme "English Studies" at the University of Valencia which offers two directions - languages and cultural studies; directions of the bachelor's study programme "Modern Languages, Business and Management" at the University of Manchester are modern language and business studies, directions of the bachelor's study programme "English Literature and Culture" by Georgia Institute of Technology (USA) are literature and culture.

The geopolitical context of Latvia justifies the importance and content specifics of the subprogramme "English-Scandinavian Languages". The subprogramme is unique not only in Latvia, but also in Europe and further abroad, as similar content, synergy between Scandinavian languages, literature and culture is offered only at Master's level (for example, master's study programme "Scandinavian Studies" at Edinburgh University).

The results of student surveys, opinions of the faculty, experts and employers from local and foreign sectors, as well as the UL performance indicators have been analysed and taken into account in the study programme development process: analysis of self-cost and modelling of different scenarios, dynamics and trends in student numbers.

The bachelor's study programme "English, European Languages and Business Studies" has been developed in line with industry development trends in Europe and the world, based on the recommendations of scientists from universities in different countries (for example, University of Bern, Valencia University, Berlin Humboldt University), topicalities of world-class international conferences, as well as the recommendations of the European Commission.

Linguistic and literary research is characterised by the importance of the sociocultural context, the creation and research of new, hybrid genres, the functional and applied aspects of language, as demonstrated, for example, by the research of the Journal of Applied Linguistics, the Centre for Research of English for Specific Purposes, as well as by the conference in digital humanities. These trends are reflected in the courses "Introduction to Applied Linguistics and Digital Humanities", "Business Communication", "Intercultural Communication".

Study courses in literature and culture reflect a modern tendency to involve students in

interdisciplinary, intertextual and transmedial reading and interpretations of different texts. A significant sectoral trend is related to changes in literary studies and research, and, in particular, to the synergy between literature, linguistics and language acquisition. Contemporary literary theory recognizes the literature of social functions, and accordingly the subjects and methodologies of literature study courses that emphasize a meaningful connection between literature and society (for example, courses “Modern Literature and Theory” and “Culture and Media Studies”). The highlight of modern language, literature and cultural studies is the need to train students to cross the boundaries of disciplines to understand the correspondence between different texts, thus raising awareness of society, its structures and institutions, which was also concluded by a foreign expert involved in the programme development.

The use of technology in language acquisition, language and literature studies as well as interdisciplinarity are the current trends in English studies. This trend is evidenced both by the European Commission's recommendations on education issues, by employers' reviews and by the topics of international conferences and publications. For example, the International Academy of Technology, Education and Development organises annual conferences to promote university collaboration in technology and science, focusing on the role of technology in study work, improving students' skills in working with digital information through industry-relevant computer software, so that students can fully realise themselves in today's dynamic labour market (study course “Introduction to Applied Linguistics and Digital Humanities”). Course content is regularly (at least once a year) actualised in accordance with the procedure outlined in normative enactments.

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

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

Study Programme Implementation Mechanism

The mechanism for implementation of the study programme ensures achievement of learning outcomes, including the principles of student-centred education.

During the study process, faculty use methods, test forms and assessment criteria relevant to the study aim and planned learning outcomes. Learning methods have been selected in faculty work groups (for example, in the study courses “Text Analysis”, “English Grammar I-II”), taking into

account the specifics of the course (for example, study courses “English for Communication in Arts”, “Business Communication”), taking into account digital solutions (“English Grammar I-II” - MyGrammarLab) and text corpus and research tools (“Applied Linguistics and Digital Humanities”). The study process uses methods that facilitate student communication in performing study assignments, solving real problems of the field, modelling situations. (for example, “European Union Institutional and Project Management Discourse”, “Language, Culture and Project Discourse”, “Translation of Applied Texts: Theory and Practice”). Faculty mostly use methods that encourage active student participation, critical thinking, reflection and research skills (“Research Project and Methodology”, “Term Paper”).

In the seminar classes of the study courses students’ presentation and discussion skills are fostered (for example, “Business communication”, “English for Communication in Arts”, “Introduction to Applied Linguistics and Digital Humanities”). Student mobility and recognition of learning outcomes are promoted, students are involved in research and social activities in society initiated by faculty, thus gaining significant experience through the use of the acquired during the studies (for example, in project activities of the Centre for Applied Linguistics, organisation of international symposiums, organisation of a doctoral school, etc.).

The study process takes into account the diversity of student learning needs, choosing pedagogical methods, promoting motivation for student learning, self-reflection and participation in the study process. For instance, in 2021/2022 ac. year students took part in:

- study excursions to 4 museums as a part of the Survival Kit cultural project (study course “English for Communication in Arts”);
- multiple events organised by the Swedish Embassy
- *Maria Urkedal York* (Oslo University Summer School) discussion cycle with students on the theme: Norway - Welfare State).

Study excursions abroad in co-financing with embassies and other organisations is another way to complement the knowledge acquired in the study course (knowledge of the origins of Norway as a country is complemented during a study trip to Norwegian city Trondheim for the subprogramme [English-Scandinavian Languages](#) students to get to know Norway on a study trip (available only in Latvian).

To foster the development of student research competence, in successive courses students have the opportunity to analyse and study in depth the problems they are interested in (for example “Research Project and Methodology”, “Term Paper”). Senior students are involved in managing the study process for junior students (peer teaching-learning) (for example, seminars have been organised on session planning or term paper development, as well as on experience in an exchange programme where students share their experience).

The planning of study courses focuses on the gradual and sequential acquisition of knowledge, which takes place according to several principles. First, every student is initially provided basic knowledge and input in the respective sub-branch of science (for example, “English Grammar”, “English Phonetics and Phonology”, “Introduction to Linguistics and English Language Studies”, “Introduction to Literary and Culture Studies”). Secondly, the knowledge provided during the study process is gradually deepened on the basis of previously acquired skills as the student progresses in their studies successfully. Thus, gradualism and sequence are implemented directly in the study process and the achieved learning outcomes demonstrate the effectiveness of the approach.

During the study process, students receive support and feedback from faculty, they have the possibility to consult each faculty member individually during tutorials; co-operation with students and faculty is also ensured by the opportunities to use electronic communication (in e-studies or in

MS Teams), which allows sending of the necessary study materials, assessment and recommendations to students. The evaluation criteria for posting the marks have been made public in advance. The assessment gives students the opportunity to demonstrate to what extent they have achieved the expected learning outcomes.

Following the internal quality assurance policy, the study programme is implemented in such a way that students are encouraged to actively participate in the improvement of the study process. There are procedures for submitting student proposals and conflict resolution, processing student appeals. The results of student surveys are evaluated and taken into account in the improvement of the study process.

The analysis of the results of the student survey of the academic year 2021/2022 shows that students have chosen their studies deliberately and purposefully – they have been motivated by the opportunity to acquire quality education (91%), the study programme offered by the UL (92%) and the desire to acquire new knowledge or to deepen the already existing one (94%). In addition, the choice of the BSP has been motivated by the interest in acquiring knowledge directly regarding the field offered by the programme (94%). It also determines the students' interested and responsible attitude towards studies by engaging on their part in the evaluation and improvement of the study process. The students' offered evaluation of the BSP study courses is generally positive.

On the evaluation scale from 0 (minimum points) to 7 (maximum points), when evaluating both the course content (the correspondence of the course content and not overlapping with another course, the accessibility and use of the study material, including the material uploaded in e-studies, the productivity/usefulness of test assignments in the study course acquisition) and the course delivery (incl. the faculty member's selected presentation of the course topics and the use of applied methods in the acquisition of the study course, explanation about the sufficiency of test assignments, attaining the learning outcomes), the study courses implemented in the academic year 2021/2022 are mainly evaluated with 6 points or above. Students mention the faculty's invested work, improved writing skills and research skills as the strengths of the courses. The determined choice of the study programme is also supported by the high evaluation of the theoretical study courses in linguistics and literary studies, as well as the courses that certify high level of written and communication skills in English and foreign languages. Every semester the survey results at the English Studies department meeting and measures on content and process improvement are taken.

Students also actively make their recommendations for the improvement of the study programme, subprogrammes and study process in conversations with the faculty, the Programme Director (8 meetings in the academic year 2021/2022) and the Head of the Department (4 meetings in the academic year 2021/2022). Students' opinions are taken into account when evaluating and improving the implementation of study courses of both the mandatory part of the programme, the restricted electives part of subprogrammes, and the organisation of the study process (for example, in the academic year 2021/2022, the procedure for planning the session schedule was changed following students' wishes). Every group has the possibility to meet each member of academic staff to discuss survey results and comments.

Employers are involved in the implementation and improvement of study courses (they are invited to deliver particular seminar classes, sometimes classes are organised as visits to work places for the exchange of experience, etc.). Employers from marketing agencies organize seminars on the principles of copywriting (*Prinful, Positive company*), publishing company Pearson organizes seminars on methods of teaching English, company *TietoEvry* representatives introduce students to the context of using Scandinavian languages in enterprises, telecommunication company Bite organizes seminars for developing transversal skills early in the career. Each employer completes a

form after students' internship, and they assess students' knowledge, skills and competence, transversal skills and programme content and offer recommendations.

Assessment of learning outcomes

Upon commencing studies, students are informed about the organisation and implementation of studies in the relevant study programme, and, when the acquisition of each individual study course starts, faculty inform students about the organisation, content, acquisition requirements, planned learning outcomes, tests and assessment criteria of the course, as well as explain the essence of the study course in achieving the overall learning outcomes of the programme. The types of assessment depend on the specific nature of the study course; the most typical types of assessment are written tests and quizzes (English Grammar I-II, Contrastive Studies I-VI), essays and reports (English for Academic Studies, Text Analysis I-II, literature courses), mini-research and presentations (Introduction to Applied Linguistics and Digital Humanities, literature courses), defence of the work (Term Paper, Internship, Bachelor Paper). Detailed information about each course is available in Appendix *Study Course Descriptions*.

The organisation of study course tests and assessment of student achievements take place in accordance with the "Law on Higher Education Institutions" and the "Procedure for organization of examinations of study courses at the University of Latvia" developed by the UL Satversme (Decision of the UL Senate No. 211 as of 29.06.2015), which is applicable to the assessment of learning outcomes of the registered full-time and part-time students.

Learning outcomes are assessed on a 10-point grading scale. Detailed information about the assessment is available in section 3.1.5.

The basic criteria for the assessment of final work are determined by the "Requirements for the development and defence of final work (Bachelor's, Master's, diploma and Qualification work) at the University of Latvia" (UL Order No 1/38 as of 3.02.2012). Additional criteria may be determined for the assessment of the final work, which upon a proposal of the relevant Programme Council is approved by the Faculty Council. The Department of English Studies has developed detailed assessment criteria for a term paper and a bachelor's thesis.

Students select a bachelor's thesis theme at the beginning of the academic year. Academic staff offer themes in accordance with the specialisation and scientific interests reflected in international publications and reports at scientific conferences. Students have the opportunity to offer their theme along with a potential thesis advisor. All themes previously co-ordinated by students with a potential advisor are approved by the head of the academic structural unit or the director of the study programme not later than 10 weeks prior to the deadline for submission of the paper in bachelor's study programmes.

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

The requirements laid down in Regulations No. 240 of the Cabinet of Ministers as of 13 May 2014 "Regulations on the National Standard for Academic Education" regarding the volume and structure of compulsory and restricted electives parts of study courses are conformed to in the development of the academic bachelor's study programme, including also the acquisition of academic or other internship in the amount of at least 2 credit points in the UL or outside the UL in the compulsory part of the study programme, therefore internship in the amount of 2 CP is a compulsory part study course and is implemented at the University of Latvia and its structural units, state or municipality institutions, private enterprises, as well as non-governmental organisations, including foreign organisations represented in Latvia. International students of the programme also do internship. Students have the opportunity to make use of Erasmus + mobility opportunities for the provision of internship. The internship process is regulated by the Internship Regulation and the study course ValoR004 "Internship". The aim and tasks of the internship are closely related to the learning outcomes to be achieved in the study programme, namely, the goal of the internship is to develop practical skills to work in these organisations using the knowledge and skills acquired in the study courses of applied linguistics and to obtain deeper understanding of the study courses acquired during the programme. Internship tasks include specific work responsibilities, showing autonomy, initiative and creativity, as required by the specific task, using English and other foreign languages in speaking and in writing in different business situations, addressing specific linguistic and literary studies problems and issues in the context of an organisation.

A situation when the internship advisor from the establishment or/and the student offers the internship tasks, coordinating them with the internship advisor shall be considered eligible. The principles of selection of cooperation establishments are a range of tasks which allow students to demonstrate a high level of linguistic competence in English and the selected European languages, to apply basic professional skills in translation, in the text creation of different literary and applied genres, in the methods of language teaching and in the field of entrepreneurship through creativity; to acquire knowledge of modern technologies and skills of obtaining and using information resources, incl. the skills to independently obtain, select, critically evaluate and synthesize information from primary and secondary sources, to identify and resolve important issues and to link them to cultural, historical, economic and other contexts that correspond to the attainment of the study programme aim. Particular internship tasks depend on the internship place.

Linking of internship tasks with the learning outcomes to be achieved in the study programme is ensured during the development of the programme, development of the Internship Regulation and mapping. Employers from a publishing house, interest and non-formal education, it, telecommunications, customer service, finance, and other sectors and sub-sectors were involved in the BSP licensing process. They evaluated the programme as useful and recognised that high level of students' and graduates' written and communication skills in English and another or two foreign languages, knowledge of the use of English in business contexts, argumentation and persuasion strategies, the ability to build fluent, accurate, logical, persuasive texts and use a language register appropriate for spoken and written communications, as well as a wide range of transversal skills are essential prerequisites for successful internal and external communication of enterprises. The dynamic nature of the IT and telecommunications industries requires interns and graduates to use effective study skills, the ability to analyse and synthesize literature, to critically assess data. The work organisation in projects determines that a university graduate must be able to communicate effectively and make decisions in groups and individually, to certify interpersonal, social and co-operative skills ("CTCo", "Bite Latvija").

Recommended internship directions:

1. Use of applied written language (for example, study courses "Business Communication", "Business English for International Examinations", "European Union Institutional and Project

Management Discourse”)

Writing emails, business letters in English, communicating with the cooperation partners and clients of the establishment; taking meeting minutes in English; preparing presentation materials in English for the middle level and other managers of the establishment; preparing news to communicate in social networks etc. (for example, “European Union Institutional and Project Management Discourse”, “Business English for International Examinations”).

2. Use of applied spoken language (for example, study courses “Business Communication”, “Business English for International Examinations”, “European Union Institutional and Project Management Discourse”, “Language, culture and project discourse”, “Intercultural Communication”).

Work with the customers of the establishment in English – speaking on the phone, customer service.

3. Translation (for example, the study course “Translation of Applied Texts: Theory and Practice”, “Language, Culture, Translation”, “Contrastive Studies: Spanish, French, German, Swedish, Norwegian”).

Translation of the documents necessary in the establishment, advertisement texts, reports from / to English, Swedish, Norwegian and other languages if the level of language knowledge is appropriate.

4. Executing the duties of a manager’s assistant and other tasks that have been coordinated with the internship advisors;

5. Teaching foreign languages to various target groups (for example, “Language Acquisition and Teaching Methodology”)

6. Editing texts (for example, “English Grammar I–II”)

7. Text development (for example, “Text Analysis I–II”)

Internship tasks may include elements of all of the above and/or other tasks in accordance with the internship objectives, coordinating them with the internship advisor.

Every semester information events with employers on internship and employment opportunities are organised in the study programme. In the academic year 2021/2022 students met representatives of Printful, TietoEvry and Circlek Business Centre in Latvia – recruitment specialists, project managers and head of the Swedish Customer Service Team. Students were invited to ask questions of interest to themselves and learn more about internship and career opportunities after graduating from the programme. Students were acquainted with the structure, activities, objectives and work climate of the companies to raise awareness of the skills needed to work for such companies, as well as to inform about the company's future business plans and vision. Company employees also told students about how their path in the company started, what their growth and major achievements had been, and what their current job responsibilities were. Representatives of Tietoevry and Printful graduates of the BSP “English Philology.”

Internship organisation

The internship is provided in the compulsory part of the BSP “English, European Languages and Business Studies” and the scheduled time is semester 6 in full-time studies and semester 8 in part-time correspondence studies, according to the UL calendar of the academic year. If the student offers internship place, it may be organised at a different time, but not before semester 4.

The programme internship organiser offers the student an internship place in accordance with the agreements on the provision of internships for students which the Faculty has signed with

establishments. Internship places are planned for the next academic year in accordance with the agreements signed with the co-operation partners and the internship process in accordance with the procedures laid down in the course description. A student is also entitled to offer another internship place. The programme director shall evaluate its conformity with the requirements of the study programme. In the academic year 2021/2022, internship was planned in 31 place and tri-lateral agreements were concluded with Riga Language School No 1 (3), Riga Secondary School No 51, SIA Tilde, SIA Skrivanek (3), SIA Nordingen solutions (2), State Revenue Service, Riga District Court, and other. A detailed internship planning is available in Appendix 2.

Information regarding the internship process, defence assessment and assessment criteria and planning in 2022 is included the course description ValoR004 "Internship" and the Internship Regulation available in Appendix "EELBS Internship Regulation".

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

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

Students develop bachelor's thesis in general and applied linguistics, stylistics, lexicology and terminology, discourse analysis and pragmatics, language acquisition and corpus linguistics. In the literature and cultural fields, students study anglophone culture and literature, literary history and literary theory, perform analysis in comparative literary studies, film and visual culture studies, postcolonial studies and North American studies.

To foster the development of student research competence, in successive courses students have the opportunity to analyse and study in depth the problems of their interest in the field. The results of the studies are reflected in student sections of scientific conferences. Senior students who work are offered up-to-date research themes for a term paper or a bachelor's thesis related to workplace specifics, and students conduct the analysis of applied genres (press releases, websites, annual reports, advertisements, emails and other (for example, study the use of business language in the company airBaltic, the structure of annual reports of a the bank, linguistic features of user guides, etc.). The paper development requirements, guidelines and development deadlines are available on the FH website in the section "Studies", [Research papers](#) (available only in Latvian) The programme includes a study course "Research Project and Methodology", which is designed to prepare students for the writing process of a bachelor's thesis, to provide basic knowledge of research methods and conducting research in linguistics, as well as to ensure the improvement of skills and competence for conducting independent research and describing it in English. The course helps develop independent critical thinking and analytical skills necessary for the development of a research paper in linguistics, a high level of English competence for conducting research and its written presentation, as well as skills for editing research texts. It is planned that students will defend the first bachelor's thesis in the study programme in spring 2023, so it is not possible to analyse the assessment of the bachelor's thesis. Data on the consolidated programmes show that all bachelor's

theses were successfully defended during the reporting period. Information regarding the content of the bachelor's thesis, the development process and the assessment requirements is included in the description of the study course Valo4175 "Bachelor Paper".

Basic assessment criteria for term paper / bachelor's thesis

Basic criteria for assessing a term paper /bachelor's thesis have been prepared taking into account the "Procedure for organization of examinations of study courses at the University of Latvia" approved by the decision No. 211 of the UL Senate as of 29.06.2015.

3.3. Resources and Provision of the Study Programme

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

The study base, information base, material technical base and financial base of the BSP correspond to the specifics of the study programme, implementation conditions, create prerequisites for achievement of the learning outcomes and testify to the possibility of ensuring a quality study process.

Study base

The structural units and staff involved in the study programme implementation are the following:

Department of English Studies, Faculty of Business, Management and Economics, Departments of German Studies, Romance Studies, Classical Philology, Russian and Slavonic Studies, Contrastive Linguistics, Translation and Interpreting.

The Director of the Study Programme, who is under the direct supervision of the Head of the Department of English Studies, is responsible for the implementation of the bachelor's study programme.

6 professors, 7 associate professors, 8 assistant professors, several lecturers, as well as researchers from the Centre for Applied Linguistics are involved in the implementation of the programme. Second and third foreign language courses are delivered by highly qualified foreign Swedish, German and Spanish instructors (those who are native speakers of the respective language). Within the framework of the SAM project "Promoting employment of foreign academic staff for work at the University of Latvia", a guest assistant professor in literature from the University of Milano is attracted. Fulbright's scholarship candidates have been examined regularly.

The new study programme envisages cooperation opportunities in several directions. As external experts, professors and scientists from Berne University, Valencia University and Berlin Humboldt University participated in the programme development and their contribution has fostered the

quality and sustainability of the programme content. It is planned to continue working with researchers from these universities in the implementation of the programme (student and faculty mobility as well as research projects).

The close collaboration of the programme with the embassies of the specific countries in Latvia (USA, Canada, Ireland, Denmark, Italy, Sweden and Norwegian), foreign institutions and funds whose languages are studied in the programme needs to be emphasised. Those are various support programmes, practical assistance with study materials, language courses, specialists, participation in events, scholarships to students, internship opportunities and other collaboration opportunities, which also form the study base. For example, to acquire Swedish language and culture, collaboration with Swedish Institute takes place (general support to Swedish language and culture studies); society "Latvia-Sweden" (mutual support in the events of traditional Swedish holidays in Riga and other places of Latvia). In acquiring Norwegian language and culture cooperation is held with *Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education* (organising guest lecturers by Norwegian teaching staff to the students of the subprogramme "English-Scandinavian Languages"), *Inland Norway University of Applied Sciences* and *University of Oslo* (guest lectures and summer schools), *Center for Norwegian Studies Abroad* (SNU), *University of Agder* (seminars for academic staff teaching Norwegian in European Universities). Embassy of Ireland organises literature contests and readings, the Embassy of Denmark involves students in conference interpreting.

Involvement of employers in the study programme implementation is formalised at several levels.

Employers:

1. get involved in the study programme development and evaluation (see employers' reviews (SIA TietoEvry, SIA Bite Latvija, SIA CTCO, SIA Printful and others) in Appendix on internship regulation);
2. participate in informative career events for students (at least 2 a year, for example, in the academic year 2021/2022 SIA Printful, SIA Circle K, SIA TietoEvry), offers internship places (according to the cooperation agreements, see the internship planning for the academic year 2021/ 2022 in Appendix internship regulation);
3. assess the interns' theoretical knowledge, practical skills, the ability to acquire new knowledge and skills, to identify and solve problems, to find and process information, communication skills (spoken communication, business correspondence, report preparation, presentation etc.) as well as other transversal skills;
4. fill in questionnaires for employers;
5. publish career success stories of FH graduates on the UL FH website (for example, SIA Positive Company, Digital Drive brand ["To study English Philology was one of the best decisions in my life" says FH graduate saka Kate Kaulakalna](#) (available only in Latvian), SIA TietoEvry "Knowledge of Scandinavian languages compensated for the lack of experience at the beginning - [FH graduate in English Philology Dagnija Sedleniece is certain \(lu.lv\)](#) (available only in Latvian);
6. participate at the meetings of the Study Field Council as experts of the labour market ((ZAB "Sjademe un Saulietis" lawyers' practice, SIA "Pearson");
7. public organisation "Pearson" also holds seminars on methods and administers international business English examinations and other.

In the Faculty, the agreements already concluded are extended annually and new Erasmus+

cooperation agreements with foreign universities are concluded. (See [International cooperation \(lu.lv\)](#)). To promote Erasmus+ mobility opportunities among students different events are organised (e.g. an International Week in cooperation with University Le Mans (France) in October 2022).

These pre-conditions lead to a conclusion that the study base is relevant for the study programme implementation and attainment of learning outcomes.

Informative and methodological support

The UL possesses a developed information system environment, which is actively used in the study process. A more detailed description of its parameters can be found in the description of the general part of the study field.

The UL has its e-studies environment - a website (<https://estudijas.lu.lv/?lang=en>), where part of the UL study process is implemented.

The UL provides e-courses – study courses which are implemented in an e-study environment and which include study materials necessary for the achievement of the course objectives.

An e-course can accommodate lecture notes, homework and test assignments, online tests, video lectures, books, create forums or other spaces to submit documents and other assignments for assessment etc. In addition, students have a form of online communication with faculty. E-courses are designed for all study courses and are synchronized with MS Teams software, which provides quick and effective feedback, video conferencing, and communication tools that support the study process. E-courses are an important element of the study base.

According to the specific characteristics of each course and the individual needs of students, different teaching methods are used in the study process. The study forms include lectures, seminars, workshops, weekly consultations, electronic consultations, e-courses, independent research, individual and group projects. Interviews, questionnaires, methods for the collection, processing and systemisation of data and information are used for research projects conducted individually and in groups; synchronous and diachronic research is carried out. Transversal skills and creative thinking are an integral part of the programme. Students acquire assessment and self-assessment skills, for example in the study courses in “English for Communication in Arts” and “Business Communication.” In addition, they develop Microsoft software usage skills in studies and research, use the MS Teams tool for synchronous video conferencing, for example during consultations. Learning skills and strategies form the methodological component of several courses. Students actively participate in research by developing term papers and bachelor's thesis, presenting results at international conferences, projects and seminars, for example, in the student section of the International Symposium “Language for International Communication”.

Specific computer classes are envisaged for conducting various specific courses. Two classrooms are specifically tailored for learning synchronous translation.

In addition to the UL e-studies environment, many faculty members use also various online tools (*Kahoot!*, *Quizlet*, *TimelineJS*, *StorylineJS*, *Quizalize*, pronunciation analysis software *Praat* and others) to supplement and structure the study process.

Assessment process and control

The faculty member performs interim assessment and recording of the acquisition of e-courses in the e-study environment. In each e-course a grade book is set up individually, according to the course outline and specifics.

Grades can be sorted by category, assigning them weight, posting the final course assessment, and

showing it to students. Teaching staff have the opportunity to define their grading systems by indicating both the assignments to be evaluated and the grading scales, and by aggregating the results through formulas. Every student sees only their marks.

According to the UL rector's order, all final grades of study courses must be entered and approved in e-studies. Only the faculty member with whom the student has been registered to take the examination may approve the final assessment of the course in the test protocol. Faculty member can see all their unclosed examination protocols for the current term, as well as those for previous ones. The final grade saved in the protocol is displayed in LUIS. The faculty member closes, prints out and signs the joint or individual assessment protocol and submits it to the programme coordinator.

The general characteristics, service and resource description of the UL library are available in section 2.3.3. Employees of the library actively work with target audiences – students at 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.

Special attention is paid to international students. The library has prepared and delivers presentations in English “Step by Step, the library of UL - for you!” while in computer classes the skills of using e-resources are obtained.

Presentations “Step by Step, the library of UL - for you!”, class “Electronic joint catalogue and Primo for your successful studies” (90 min), class “Get to know e-resources” (90 mins) and “E-resources in industry” (90 mins) are addressed to students in bachelor's study programmes to promote the use of subscribed databases and other e-resources in the study process.

Whereas, the classes “Bibliography and citation management tools” (90 mins), “Use of databases Web of Science and SCOPUS for study and research” (90 mins), “Publication input and editing of a reference list in LUIS” (90 mins), “Depositing research results in the UL e-resource repository” (90 mins) are intended for academic and scientific staff.

The literature for study purposes and level is sufficient and relevant. The academic staff regularly offer recommendations for supplementing the collection, and upon evaluating them, the Head of the Department and the Programme Director place an order in ULIS system.

Financial base

The tuition fee at the UL for each programme is determined annually, taking into account the planned cost of the study place (which includes all the expected costs – remuneration of teaching staff, materials and technical provision, infrastructure maintenance and administration costs), the forecasted number of students and the situation in the market – the tuition fees offered by other institutions of higher education. The tuition fee for a particular student for each study year is determined for the whole study period.

Programme cost calculations are available in section 3.3.3, can be modelled and depend on:

1. the number of students in the programme. To calculate the self-cost, the student statistics on 01.10.2021 is used;
2. proportion of the academic staff, which is balanced in the current programmes (professor 18%, assoc. professor 23% (15% in part-time studies), assist. professor 13%, lecturer 39% (47% in part-time studies)). Professors and associate professors are involved in delivering lectures and deliver study courses for large groups. Seminars and practical classes are delivered by assistant professors and lecturers;
3. flexible schedule of lectures and seminars, combining groups in subprogrammes;

4. delivering study courses for several programmes simultaneously (it is planned to deliver some courses together with the BSP “Philology” and the BSP “Oriental Studies”);
5. delivering restricted electives courses, which happens every other year.

The resources and material support available for the bachelor's study programme are the same for all programmes and a detailed description is available in section 2.3.2. Implementation of the study field takes place at the premises of FH UL on Visvalža Street 4a. The material and technical basis is appropriate for the implementation of the study programme. Further improvements in infrastructure are envisaged through the mobilisation of project funds. The development of the learning environment and content can be achieved through the use of IT software, mobile applications and other modern solutions; using the infrastructure and facilities offered by the Natural Sciences House and Science House, as well as the new UL study and research building (Writing House). It is intended to evaluate the development of other study forms (distance learning), which could increase the availability of the bachelor's study programme.

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

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

Revenues of the programme

To provide the necessary resources for the implementation of the bachelor's study programme “English, European languages and Business Studies” the UL uses:

- 1) state budget grant from the Ministry of Education and Science, which in the academic year 2021/2022 has been determined in the amount of EUR 1,630 for full-time studies;
- 2) tuition fee, considering all factors mentioned in the section “Financial security”, and in the academic year 2021/2022 resulting in:
 - 2.1. EUR 2,200 a year for full-time intramural studies;
 - 2.2. EUR 1,680 a year for part-time extramural studies;
 - 2.3. tuition fee for full-time international students is EUR 2,880 a year.

Based on the above, the total budget of the study programme is estimated as EUR 747,240 thousand a year. Its transcript is presented in Table 3.3.3.1.:

Table 3.3.3.1.

Estimated annual study programme revenues, EUR

Study type	Number of students	Tuition fee / state grant	Total revenue
Full-time (budget)	98	1 630	159 740
Full-time (paying tuition fee)	198	2 200	435 600
Part-time (paying tuition fee)	82	1 680	137 760
International students	7	2880** (2750*)	14 140
Total	385		747 240

* EU/EEA/S – European Union / European Economic Area / Swiss Confederation

** Other - outside EU/ EEA/ Swiss Confederation

Programme costs

To evaluate the amount of resources necessary for the financial security, the cost of the UL study programmes is calculated based on the UL developed methodology, taking into account costs of ensuring the study process described in the “Financial security of SE” and information about the plan of the study programme, the involved faculty, the estimated number of students and other aspects, thus ensuring the reliability of the financial estimates.

Programme costs for full-time studies

For calculations, the implementers of the study programme “English, European Languages and Business Studies” use the data on the number of students studying in the licenced and consolidated programme in the academic year 2021/2022 – 296 full-time students, the study programme plan anticipated after the accreditation and the structure of the planned involved academic staff. Based on this, the calculated annual cost per one full-time student is EUR 1,587, and the annual total programme cost is EUR 515,920. A more detailed percentage cost distribution is presented in Table 3.3.3.2.

Table 3.3.3.2.

Percentage cost distribution in the study programme

Cost position	% of the total
Faculty costs	44.3 %
General personnel	19 %
Other expenses	0 %
Expenses for the infrastructure	9.6 %
Property and services	1.1%
Indirect costs	26%
TOTAL COSTS	100 %

Figure 3.3.3.1. depicts the self-cost of the study programme depending on the number of students and the comparison with the offered tuition fee and the grant of the state budget.

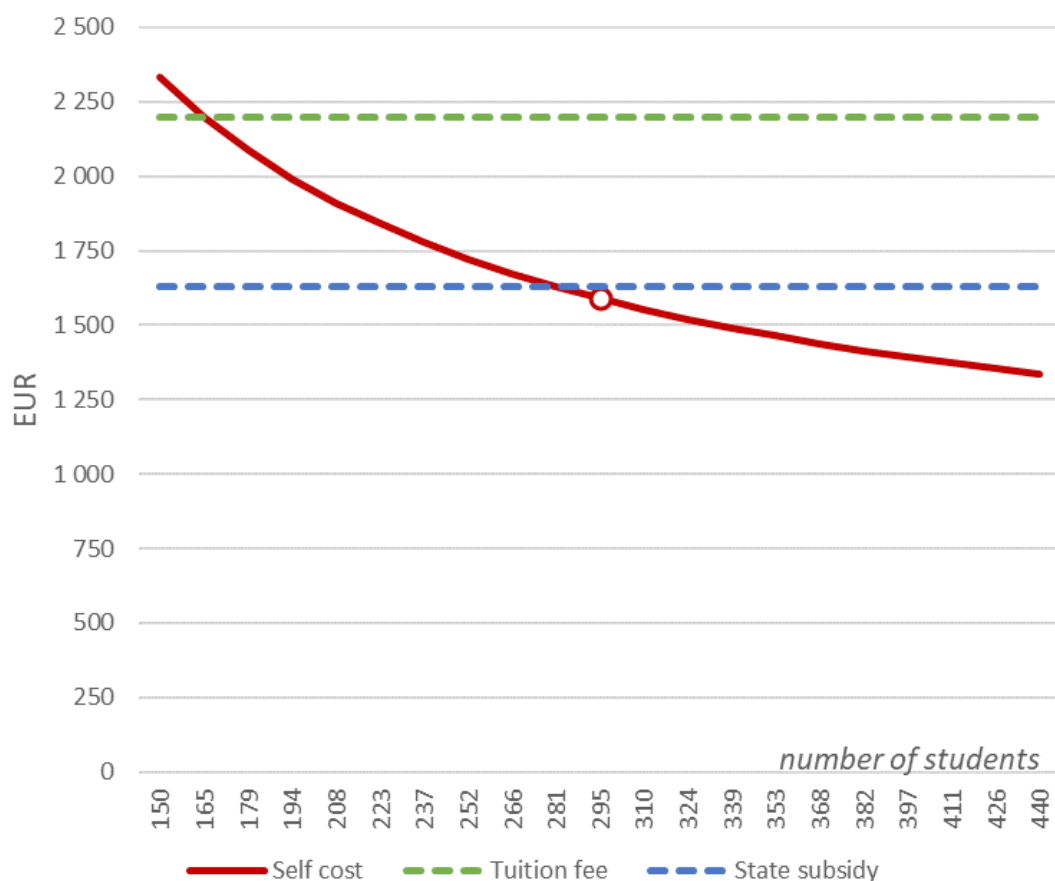


Figure 3.3.3.1. Self-cost of the study programme “English, European Languages and Business Studies” depending on the number of students

The calculation indicates that for the programme to be feasible and the students to be provided a qualitative study process, the number of tuition paying students (in all years together) should reach at least 165 (the crossing point of the red (cost) and green (tuition fee) lines projected on X axis). Whereas, if the study programme enrolled only budget students, their total number should reach 280.

Programme costs for **part-time studies**

Programme developers plan that 82 students will study in the part-time programme. At the planned number of students, the calculated self-cost in the part-time studies of the study programme “English, European Languages and Business Studies” is EUR 1,680 a year per student and the total programme costs are EUR 101,307 a year.

A more detailed percentage cost distribution is presented in Table 3.3.3.3.

Table 3.3.3.3.

Percentage cost distribution in the study programme	
Cost position	% of the total
Faculty costs	44.3 %
General personnel	19 %
Other expenses	0 %
Expenses for the infrastructure	9.6 %

Property and services	1.1%
Indirect costs	26%
TOTAL COSTS	100 %

Figure 3.3.3.2. demonstrates the self-cost of the study programme depending on the number of students and the comparison with the offered tuition fee and the grant of the state budget.

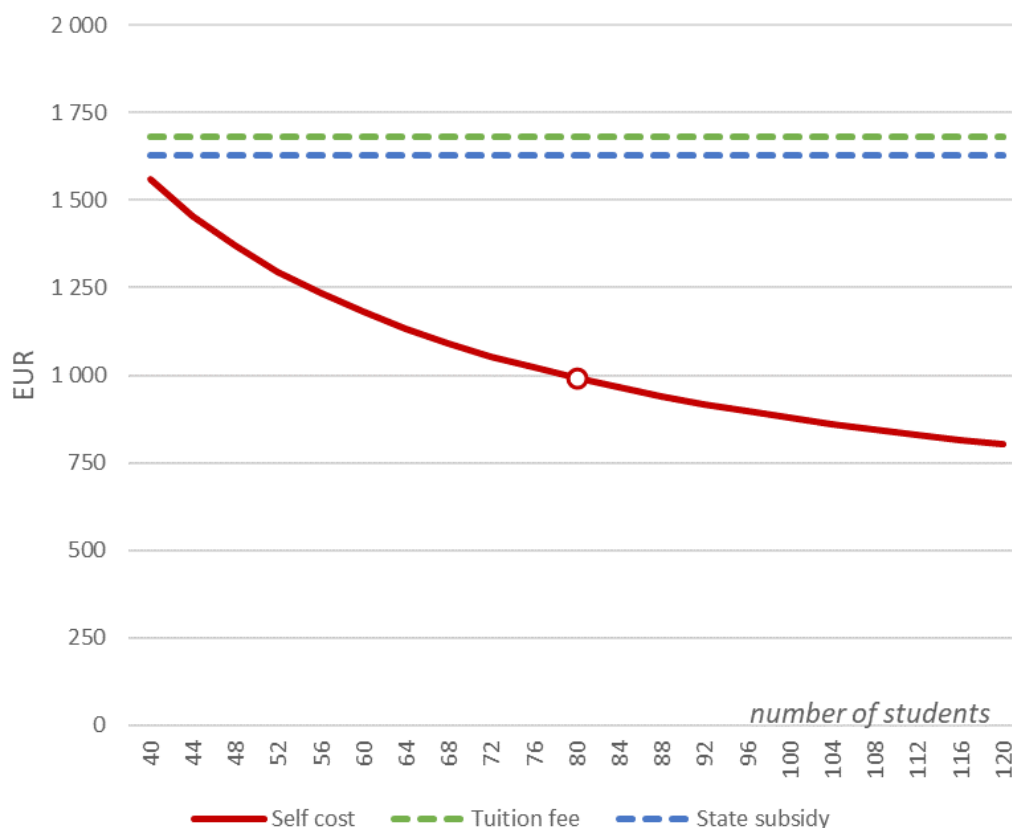


Figure 3.3.3.2. **Self-cost of the study programme “English, European Languages and Business Studies” depending on the number of students**

The calculation indicates that for the programme to be feasible and the students to be provided a qualitative study process, the number of tuition paying students (in all years together) should reach at least 35 (the crossing point of the red (cost) and green (tuition fee) lines projected on X axis). The part-time study programme does not provide any budget places.

Summary of programme revenue and expenses

Table 3.3.3.4. presents the total revenue, based on the number of students, state grant and tuition fee, and programme expenses, based on this number of students.

Table 3.3.3.4.

Study type	Number of students	Tuition fee / state grant	Total revenue	Total expenses
Full-time (budget)	98	1 630	159 740	515 920
Full-time (paying tuition fee)	198	2 200	435 600	
International students	7	2 880 (2750)	14 140	
Part-time	82	1 680	137 760	101 307
Total	385		747 240	617 227

The data presented in Table 3.3.3.4. clearly demonstrate that the UL possesses sufficient financial resources to implement the study programme and ensure its further development. In addition, the

development of the study programme may also be funded from the income received from lifelong learning and other services as well as from the accrued financial resources of the structural unit. Faculties also receive financial support for programme development from the UL Study Quality Improvement Fund.

3.4. Teaching Staff

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

Teaching staff selection and recruitment normative acts and processes are reflected in self-assessment report section 2.3.5.

In the academic year 2021/2022, 5 professors, 7 assoc. professors, 3 assist. professors, 14 lecturers, 2 instructors are involved in the implementation of the BSP. The application of the selection criteria ensures that all faculty who are involved in the implementation of the study programme have not only pedagogical work experience with students, but also that they themselves carry out active scientific activities to attain the study programme and learning outcomes. Professors and associate professors primarily provide delivering of the theoretical courses of the compulsory part. All professors and associate professors in the UL are also elected researchers or leading researchers (thus involved both in international and national research projects and are competent for delivering theoretical courses). Assistant professors deliver study courses of subprogramme (restricted electives) courses and theoretical course seminar classes in the compulsory part. Lecturers deliver seminars and courses for the acquisition of different languages and the strengthening of their knowledge. 4 doctoral students and candidates for a scientific degree are also involved in the gradual academic staff replacement programme. Proportionally, the composition of academic staff is well balanced, as 18% of professors, 23% of associate professors, 13% of assistant professors and 39% of lecturers are involved in the implementation of the programme, and the relationship may vary depending on the study course offer in the electives part and the academic (sabbatical) leaves of the teaching staff.

Correspondence of the faculty qualification to the requirements of regulatory enactments

The selection of the faculty for the BSP “English, European Languages and Business Studies” is regulated by the relevant regulatory enactments.

Faculty members with a doctoral scientific or master's degree are involved in the implementation of the programme. Such qualification corresponds to the quality requirements for teaching staff at bachelor's studies. The faculty involved in the implementation of the study programme are highly qualified specialists in issues of relevant fields and subfields of science.

Correspondence of the faculty's scientific research direction / interests to the content of the study programme / course

In cooperation with other structural units of the LU and FH, the Department of English Studies implements scientifically high value and high quality academic bachelor's, master's, doctoral and professional master's study programmes. The scientific research activities of the faculty are carried out in groups of researchers. In linguistics, it takes place in general linguistics, stylistics, lexicology and terminology, discourse analysis and pragmatics, language acquisition, psycholinguistics and corpus linguistics. In the literary and cultural sectors, scientific research is developed in anglophone cultural and literary studies, literary history and literary theory, comparative literature, film and visual culture studies, postcolonial studies and North American studies. The Department of English Studies, which is the main implementer of the compulsory and the restricted electives parts of the BSP, has strengthened as a leading study and scientific research institution in linguistics and foreign literary and art studies (cultural theory) sub-branches of English studies in Latvia, as evidenced by published monographs, textbooks, Web of Science, Scopus, ERIHS indexed international scientific publications on pragmatics and discourse analysis issues (prof. I. Karapetjana, prof. G. Roziņa), performance of the academic staff in teaching English (prof. I. Karapetjana, assoc. prof. V. Kalnbērziņas), students' use of digital tools in the study process (assoc. prof. J. Kuzmina, assoc. prof. Z. Vinčela), research of the corpus of written academic texts produced by students (assoc. prof. M. Farneste, assoc. prof. Z. Vinčela, lect. V. Apse, lect. T. Bicjutko), translation, terminology and lexicography issues (assoc. prof. D. Liepiņa, assist. prof. L. Karpinska), issues in literary studies (assist. prof. A. Leine and assist. prof. E. Badina), published annual scientific journal *Baltic Journal of the English Language Literature and Culture*, the organised international symposium "Language for International Communication" (in 2019 and in April 2022, in cooperation with the FH Centre for Applied Linguistics and the Department of German Studies and the Department of Romance Studies) on the development perspectives for English for Specific Purposes and research actualities in the era of multilingualism and new technology. *Baltic Journal of the English Language Literature and Culture* is included in ERIH PLUS; NSD Index (since 2018), Web of Science (since 2017), Emerging Sources Citation Index, which is provided by Clarivate Analytic company, EBSCO (since 2015), which comprises the database of academic sources of Central and Eastern Europe, GOOGLE SCHOLAR (since 2011). In 2022, the range of topics covered during the Symposium included terminology, discourse analysis, genre theory, stylistics, pragmatics, sociolinguistics and other areas of linguistics, and all the teaching staff of the Department of English Studies participated in it.

Together with Le Mans University (France) an international conference "Transcultural Perspectives in Language, Literature and Culture in the 21st century" was organised, in which the staff of the Department of English Studies were members of the organising and the scientific committee (prof. I. Karapetjana, prof. G. Roziņa, assoc. prof. J. Kuzmina).

The academic staff participate and manage international and local projects. Cross-sectoral research and synergies with foreign research institutions have been promoted (prof. I. Karapetjana, prof. G. Roziņa). Most of the staff in the Department of English Studies are researchers and lead researchers at the Centre for Applied Linguistics, and the Centre is developed with the aim to perform interdisciplinary fundamental and practical research in order to stimulate the usage of applied linguistics in the context of various languages and cultures in education, research, economics, finance, politics, diplomacy, natural sciences, law and in other spheres. The structure of the Centre consists of branch research groups in the field: language acquisition group, discourse research group, contrastive studies group, corpus linguistics and technology group.

The UL and the FH funding is attracted when implementing projects, with the list of project seen in the teaching staff's CVs.

The faculty qualification corresponds to attaining the learning outcomes of the study programme. In the study plan of the BSP “English, European Languages and Business Studies” and in the relevant study courses, the learning outcomes have been collegially discussed, defined and updated in accordance with the faculty’s scientific interests and recommendations of leading researchers and experts.

All teaching staff involved in the BSP carry out a broad range of scientific research activity pertinent to their represented branch/sub-branch of science and professional interests:

1. Attend international scientific conferences (in 2021, they were 31, and the number has increased, for example prof. I. Karapetjana “Critical Reading Skills of Media Discourse: Importance of Metaphors”. Plenary report. The 6th International Language, Culture, and Literature Symposium. Isparta Suleyman Demirel University. 9.-10.12. 2021, Isparta, Turkey);
2. Participate in various seminars (in 2021, they were 37, and the number has increased, for example, assoc. prof. J. Kuzmina, Buffalo University at New York, USA, Action programme “Growth and Employment” 1.1.1.5. measure “Support for international collaboration projects in research and innovations” by the Central Finance and Contracting Agency;
3. Participate in organising and providing further education (in 2021 – 5 faculty members, for example lect. M. Spirida, in the further education programme of the UL Faculty of Humanities “Enhancement of the scientific and academic capacity of the English language of the academic staff”);
4. participate in various national organisational committees (in 2021 – 5, and the number has increased, for example, prof. G. Roziņa, UL Ethics Commission on Humanities and Social Sciences Research Involving Humans, UL Council on Humanities and Social Sciences, Professors’ Association of Latvian Universities);
5. participate in various international scientific editorial boards (in 2021 – 9 and the number has increased, for example, assoc. prof. M. Farneste, “Baltic Journal of English, Language and Culture” (Web of Science, EBSCO, MLA list, ERIH Plus, NSD): www.bjellc.lu.lv; Studies about Languages” (Lithuania) (EBSCO, MLA, CSA, C.E.E.O.L) and Cultural Perspectives: Journal for Literary and British Cultural Studies in Romania (Romania), guest editor in the international scientific journal “Anglica Wratislaviensia” (Poland) un “Journal of Second Language Writing” (Elsevier, the Netherlands; Scopus);
6. organise international conferences and post-graduate schools (for example, all teaching staff of the Department of English Studies participated in organising the 4th LINCUS Symposium “Language for International Communication” in 2022 and all professors and associate professors implemented the International Summer School for Doctoral students “Language and Communication from the Perspective of Research Methodology”;
7. deliver lectures abroad (for example, within the framework of Fulbright programme at National Louis University, Chicago (assoc. prof. V. Kalnbērziņa), faculty mobility programme ERASMUS+, Porto (Portugal) Intercultural Study Centre at Technical University (prof. I. Karapetjana, prof. G. Roziņa), A Coruna University in Spain (assoc. prof. J. Kuzmina).

In summary, it can be concluded that the activities for improving the scientific and research qualifications of the academic staff provide a sustainable development of the programme.

Development of the teaching staff qualification

Faculty of the BSP “English, European Languages and Business Studies” get actively involved and use the qualification improvement for the academic staff offered by SAM 8.2.2. project “Renewal

and Competence Improvement of the Academic Staff at the University of Latvia" (for example, lect. V. Apse, assist. prof. A. Leine, assoc. prof. J. Kuzmina, assoc. prof. Z. Vinčela) and internships in enterprises (SIA Tilde, lect. V. Apse, assist. prof. L. Karpinska). All FH faculty members are involved in the FH sub-project " Ideas in Humanities – Language, Texts, Culture" of the UL project "Lettonic Studies, Diaspora and Intercultural Communication". The research results are approved in international scientific conferences and papers in international indexed publications and further integrated in the study process of relevant study courses. More information is available in the faculty CVs.

After the acquisition of the further education programme "Methodology for the formulation and evaluation of learning outcomes", programme directors and academic staff purposefully perform updating of their study courses and mapping of the learning outcomes of the study programmes and study courses.

Academic staff also attend further education programmes abroad (for example, prof. I. Karapetjana and assoc. prof. Z. Vinčela, Jyväskylä University, Finland; assoc. prof. J. Kuzmina Buffalo University, USA and Jyväskylä University in Finland).

Faculty members regularly attend and organise methodological seminars "Adding Value to the ELT Classroom" in cooperation with *Pearson*, as well as participate in other further education and qualification events. New faculty members more and more actively use the opportunity to acquire the further education programme "Introduction to faculty work".

Over the last 6 years, in total, the programme's faculty have participated in dozens of different scientific research projects, which indicates that the UL supports the development of human resources, which has a positive impact on the quality of the implementation of the study programme.

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

The teaching staff has not changed significantly. Prof. I. Novikova (literary studies) has terminated her contract with the UL Faculty of Humanities, but a visiting assistant professor from the University of Milan Dr. A. Tiengo as well as guest lecturer Mg. hum. D. Voitjuka. In the spring of 2022, a vacancy for an assistant professor's position in literary studies was announced, and in June 2022 assist. prof. E. Badina was elected. A personnel renewal plan has been designed, and it serves as a planning mechanism. Currently, 4 PhD students, two of which are candidates for the scientific degree, work in the study programme. Should there be a need, the graduates of the MSP "English Philology" and MSP "English Studies" can be involved in the programme implementation.

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

of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

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

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

The Department of English Studies has developed a mechanism for faculty cooperation to promote the improvement and interconnection of the study courses. The following can be mentioned as examples of positive cooperation in the BSP:

1. jointly developed BSP concept (prof. I. Karapetjana, prof. G. Roziņa, prof. J. Priede (FBME), assoc. prof. Z. Vinčela, assoc. prof. V. Kalnbērziņa, assoc. prof. J. Kuzmina);
2. jointly developed study courses (for example, Text Analysis I-II, English Grammar I-II, Translation of Applied Texts: Theory and Practice);
3. cooperation with the Faculty of Business, Management and Economics (delivering study courses in the amount of 18 CP in the sub-programme “European Languages and Business Studies”);
4. cooperation with the Department of Contrastive Linguistics, Translation and Interpreting (delivering study courses in the amount of 62 CP in the sub-programme “English-Scandinavian Languages”);
5. cooperation with the Centre for Applied Linguistics (delivering particular study courses upon demand and advising term papers and bachelor’s thesis);
6. cooperation with the UL Institute of Philosophy and Sociology (delivering study courses in the amount of 2 CP);
7. cooperation with the Department of Latvian and Baltic Studies (4 CP), Department of Romance Studies (56 CP); Department of German Studies (24 CP), Department of Russian and Slavonic Studies (4 CP), Department of Classical Philology (2 CP);
8. cooperation with the Faculty of Chemistry (1 CP) and the Faculty of Geography and Earth

Sciences (1 CP).

Cooperation with other faculties, institutions and structural units of the Faculty of Humanities is initiated by the programme director, is ensured by the programme assistants and approved by the faculty deans and executive directors.

To deepen interdisciplinarity and expand students' knowledge and competence, the programme embraces study courses delivered by several faculty members (for example, "European Union Institutional and Project Management Discourse", "Introduction to Applied Linguistics and Digital Humanities").

Programme faculty members also cooperate in research, developing joint projects, writing and publishing joint papers and teaching materials. The published scientific papers are used in the study process.

The proportion of students and teaching staff in the study programme is 22.69 (13 elected faculty members and 295 students).

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	Diploma supplements English EELBS BSP.zip	Diploma pielikumi Anglistikas, EVBS BSP.rar
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Statistical data about students EELBS.docx	BSP Anglistikas, EVBS Statistikas dati par studējošajiem.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	EELBS compliance with standard.docx	AngEVBS atbilstība standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	EELBS Mapping.rar	AVBS kartēšana.rar
The curriculum of the study programme (for each type and form of the implementation of the study programme)	EELBS fulltime and part time plan 13.03.docx	Anglistika EVBS BSP PLK NLN plans 13.03.docx
Descriptions of the study courses/ modules	Study course descriptions_21_02.docx	Studiju_kursu_apraksti_21.02.docx
Description of the organisation of the internship of the students (if applicable)	EELBS BSP_internship_regulation.docx	BSP_anglistika_prakses_nolikums.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	HEAD OF STUDY FIELD DECLARATION ON COMPLIANCE WITH SECTION 55 1-3.docx	Virziena_vaditajas_apliecinajums_par_Augstskolu_likuma_55. panta_1_3.edoc

English Studies (45227)

Study field	Language and Culture Studies, Mother Tongue Studies, and Language Programmes
ProcedureStudyProgram.Name	English Studies
Education classification code	45227
Type of the study programme	Academic master study programme
Name of the study programme director	Zigrida
Surname of the study programme director	Vinčela
E-mail of the study programme director	zigrida.vincela@lu.lv
Title of the study programme director	Dr. philol., asoc. prof.
Phone of the study programme director	26465762
Goal of the study programme	<p>Aim: to provide advanced knowledge, skills and competency in linguistics and literary studies, in the areas pertaining to English studies – English language use, literature, language acquisition, and translation to address the needs of today's changing world and labour market.</p> <p>Aim of sub-programme "English language, Literature and Language Acquisition": to provide a high-quality academic education in English language use, literature, and language acquisition, enhancing the knowledge and skills needed in today's changing world and labour market.</p> <p>Aim of sub-programme "Translation and interpreting": to provide a high-quality academic education in translation, enhancing the knowledge and skills needed in today's changing world and labour market.</p>
Tasks of the study programme	<p>1 To foster advanced studying of theories, empirical research methodologies, digital resources and tools in linguistics and literary studies pertaining to the field of studies in the sub-programmes 'English language, literature, language acquisition' and 'Translation and interpreting', emphasising their common contexts and interdisciplinary aspects.</p> <p>2 To enhance independent research skills, to develop analytical, critical thinking and creativity for the practical application of theoretical knowledge of linguistics and literary studies in the fields pertaining to English studies.</p> <p>3. To develop individual, team- and virtual teamwork skills for problem-solving in English studies.</p> <p>4. To develop the text-production dimension of intercultural communicative competence and advanced communicative linguistic competence in the fields of the English language, literature, language acquisition and translation.</p> <p>5. To improve communication skills by presenting research findings at seminars, national and international conferences, and by engaging students in international exchange programmes.</p> <p>6. To prepare master's students for doctoral studies in linguistics and literary studies in the fields of the English language, literature, language acquisition and translation.</p> <p>Objectives of sub-programme "English language, Literature and Language Acquisition":</p> <p>1. To foster advanced studying of theories, empirical research methodologies, digital resources and tools in linguistics and literary studies pertaining to the fields of the English language, literature and language acquisition, emphasising their common contexts and interdisciplinary aspects.</p> <p>2. To enhance independent research skills, to develop analytical, critical thinking and creativity for the practical application of theoretical knowledge in the fields of the English language, literature and language acquisition;</p> <p>3. To develop individual, team and virtual teamwork skills for problem-solving in the fields of the English language, literature and language acquisition;</p> <p>4. To develop the text-production dimension of intercultural communicative competence and advanced communicative linguistic competence in the fields of the English language, literature and language acquisition;</p> <p>5. To improve communication skills by presenting research findings at seminars, national and international conferences, and by engaging students in international exchange programmes;</p> <p>6. To prepare master's students for doctoral studies in linguistics and literary studies.</p> <p>Objectives of sub-programme "Translation and interpreting":</p> <p>1. To foster advanced studying of translation theories, empirical research methodologies, digital resources and tools in the field, emphasising the cultural context of translation and its interdisciplinary aspects;</p> <p>2. To enhance independent research skills in the application of theoretical and practical knowledge of translation and terminology studies, to develop analytical, critical thinking, creativity and boost students' understanding of the social dimension of translation (the role of translator and interpreter, professional ethics);</p> <p>3. To develop individual and virtual teamwork skills for problem-solving in translation;</p> <p>4. To develop the text-production dimension of intercultural communicative competence and advanced communicative linguistic competence in students' working languages;</p> <p>5. To improve communication skills by presenting research findings at seminars, national and international conferences, and by engaging students in international exchange programmes;</p> <p>6. To prepare master's students for doctoral studies in linguistics and literary studies, including translation.</p>

Results of the study programme	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Demonstrate a thorough knowledge of topical issues, theories, insights, and the context of their formation in linguistics and literary studies, understand the interrelationships of language development, its use and intercultural aspects pertaining to the development trends in the fields of English studies. 2. Understand theoretical and empirical research methods, the role of digital resources and tools, and demonstrate an in-depth critical comprehension of topical research issues in literary studies and linguistics. 3. Understand and acknowledge the role of the linguist and literary critic to function in the fields pertaining to English studies. <p>Skills</p> <ol style="list-style-type: none"> 4. Independently apply theories, methods, and problem-solving skills in performing research and/or highly skilled professional activities pertaining to English studies. 5. Hold reasoned discussions on complex or systemic issues pertaining to linguistics and literary studies, explain academic and professional issues related to English studies to specialists and non-specialists. 6. Independently advance the development and specialisation of own expertise, work individually and in a team or virtual team, assume responsibility for work outcomes and their analysis, innovate, and use digital resources and tools in linguistics and literary studies in the fields pertaining to English studies. <p>Competence</p> <ol style="list-style-type: none"> 7. Independently formulate and critically analyse scientific and professional problems relevant to English studies, evaluate methods of analysis; where necessary, perform further analysis, justify and make decisions on the basis of extensive expertise in English studies. 8. Integrate and interpret the advanced knowledge and skills in English studies in the broader context of the humanities, thus contributing to the creation of new knowledge, research and/or professional practice. 9. Demonstrate understanding, independence, and ethical responsibility for the outcomes of research and professional performance in linguistics and literary studies in areas pertaining to English studies. <p>Learning outcomes of sub-programme "English language, Literature and Language Acquisition":</p> <p>Knowledge</p> <ol style="list-style-type: none"> 1. Demonstrate a thorough knowledge and comprehension of topical issues, theories, insights, and the contexts of their formation; understand the interrelationships of language development, its use and intercultural aspects pertaining to the development trends in the fields of English language use, literature, and language acquisition. 2. Demonstrate an in-depth comprehension of theoretical and empirical research methods in literary studies and linguistics, the role of digital resources and tools and their application in the research of current trends and contexts in English language use, literature, and language acquisition. 3. Understand and acknowledge the role of the linguist and literary critic to function in the fields pertaining to the English language, literature, and language acquisition. <p>Skills</p> <ol style="list-style-type: none"> 4. Independently apply theories, methods, and problem-solving skills in performing research and /or highly-skilled professional activities pertaining to the English language, literature, and language acquisition. 5. Hold reasoned discussions on complex and systemic issues pertaining to linguistics and literary studies, explain academic and professional issues related to the English language, literature, and language acquisition to specialists and non-specialists. 6. Independently advance the development and specialisation of own expertise in English studies, work individually, in a team or virtual team, in multicultural environment, assume responsibility for the results of their work and their analysis, innovate, use digital resources and tools in linguistics and literary studies pertaining to the fields of the English language, literature, and language acquisition. <p>Competence</p> <ol style="list-style-type: none"> 7. Independently formulate and critically analyse scientific and professional problems relevant to the English language, literature, and language acquisition, evaluate methods of analysis, where necessary, perform further analysis and obtain data using modern information technologies, justify and make decisions on the basis of in-depth knowledge. 8. Integrate and interpret the advanced knowledge and skills obtained in the sub-programme "English language, literature and language acquisition" in the broader context of the humanities, contribute to the creation of new knowledge, research and/or professional activities in line with the characteristics of the labour market. 9. Demonstrate understanding and ethical responsibility for research results and/or professional performance in linguistics and literary studies pertaining to the English language, literature, and language acquisition. <p>Learning outcomes of sub-programme "Translation and interpreting":</p> <p>Knowledge</p> <ol style="list-style-type: none"> 1. Demonstrate a thorough knowledge of topical issues, theories, insights and the contexts of their formation in the field of translation studies in line with the development trends, understand the interrelations of intercultural communication and the use of language in different texts as well as the application of translation strategies. 2. Understand the principles of computer-assisted translation, terminology, and the relevance of machine translation systems to translation workflow, as well as the importance of post-editing. 3. Understand the role of the translator and the possibilities of influencing language change through the translation and the research of topical translation issues. <p>Skills</p> <ol style="list-style-type: none"> 4. Independently apply theories, methods and problem-solving skills, computer-assisted translation tools, critically argue about solutions to translation problems and terminology in performing research and/or highly skilled professional work as a translator and/or interpreter. 5. Using personal strategies, independently assess, update and develop their own translation and intercultural competence and skills, reflect on their learning process and results and take responsibility for the results of their work, self-edit and analyse, make innovations in the organisation of translation work. 6. Work in a team, including, where appropriate, in a virtual, multicultural, and multilingual environment, using modern communication technologies, where appropriate use new approaches in translation studies and propose solutions to problems in the translation sector. <p>Competence</p> <ol style="list-style-type: none"> 7. Independently formulate and critically analyse scientific and professional problems relevant to translation studies, evaluate methods of analysis; where necessary, perform further analysis and obtain data using modern information technologies, justify and make decisions on the basis of in-depth knowledge. 8. Integrate and interpret the advanced knowledge and skills obtained in the sub-programme "Translation and interpreting" in the broader context of the humanities, contribute to the creation of new knowledge, the development of research and/or professional activities in line with the characteristics of the labour market. 9. Demonstrate independence in the management of their workflow and responsibility for research output and/or professional performance, and an understanding of the standards of language service provision, including the ethical standards of the translator.
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Study programme forms

Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	<i>Subprogramme "English Language, Literature, and Language Acquisition" 1) Bachelor's degree or second-level professional higher education qualification diploma or equivalent in the humanities. 2) Second-level professional higher education qualification diploma in arts or teacher education (language, literature and/or culture teacher education); entrance examination/ 3) Bachelor's degree or second-level professional higher education qualification diploma or equivalent higher education in another discipline; entrance examination, professional/creative experience in the field of humanities. English language proficiency: at least level C1 Subprogramme "Translation and Interpreting" 1) Bachelor's degree or second-level professional higher education qualification diploma or equivalent in the humanities; entrance examination. 2) Second-level professional higher education qualification diploma in arts or teacher education (language, literature and/or culture teacher education); entrance examination. 3) Bachelor's degree or second-level professional higher education qualification diploma or equivalent higher education in another discipline; entrance examination; professional/creative experience in the field of humanities. English and Latvian language proficiency: at least level C1.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	-

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

MSP “English Studies” is licenced, the decision about granting licence No. 04047-121 was received on 7 May 2021. Since licencing of the study programme, changes in the study programme parameters have been introduced.

First, changes in the MSP “English Studies” are linked with consolidating of study programmes, implementing the reduction of study programmes in the Faculty of Humanities. Before the structural changes, the licenced study programme “English Studies” included the compulsory A part in the amount of 56 CP (incl. the Master’s Thesis in the amount of 20 CP) and the restricted electives (B) part in the amount of 24 CP, which in semesters 1, 2 and 3 envisages the choice of courses in the amount of 8 CP from the electives offer. Meanwhile, since licensing structural changes have been introduced to the study programme “English Studies”, including two sub-programmes in it:

- sub-programme “English language, literature, and language acquisition”, which comprises the content of the licenced study programme relatable to the respective sub-branches of linguistics and literary studies;
- sub-programme “Translation and interpreting”, on the basis of which there is the consolidation of translation study programmes and the content of which corresponds to linguistics and literary studies, including elements of sub-branches – comparative and contrastive linguistics. The programme content is also formed by research ideas of other sub-branches of linguistics and literary studies (translation, terminology, computational linguistics).

Subprogrammes confirm to the requirements of the Law on Higher Education Institutions stated in the amendments that entered into force 24.03.2022. According to Article 55 of the Law on Higher Education Institutions, a sub-programme, which is a part of the study programme and is relevant to a particular branch of science, may be developed within a study programme. The restricted electives part (B) of the developed sub-programmes provide specialisation in the sub-branches of Linguistics and Literary studies. The structural changes of the MSP “English Studies” were approved at the meeting of the Council of Study Fields on 29.07.2022, meeting minutes No. 26-85/9.

Taking into consideration that on the basis of English language, literature, language acquisition and translation there is understanding of the theoretical aspects of the respective sub-branches of science, the compulsory (A) part of the restructured study programme (see Appendix *Plan of Master’s study programme “English Studies”*), planned in the amount of 56 CP (incl. the Master’s thesis) comprises, for example, such study courses as “Semantics and Pragmatics for English Studies” Valo5586, “Discourse and Critical Discourse Studies” Valo5580, “Literature and Society” LitZ5203, “Language and Society” Valo5583, “Contemporary Theories of Culture and Literature” LitZ5207, “Research Methodologies” Valo5573, “Translation Theories and Practice” Valo5801, as well as “Foreign Language Acquisition Theory and Practice” Valo5582. Thus, the courses of the

compulsory part will provide students of both sub-programmes (incl. those students who have not acquired their previous education in the field and have started their studies upon successful passing of the entrance examination) with the opportunity to obtain deeper understanding and knowledge of linguistics and literary studies, which is necessary for professional work in the fields related to English studies. These courses is a significant contribution to the applicants' further career opportunities in the fields related to English studies, for example, qualitative translation of texts of various fields and nuances of fiction genres.

The content of the restricted electives (B) part comprises courses that correspond to the content of the sub-programmes "English language, literature, and language acquisition" and "Translation and interpreting" (see Appendix Plan of Master's study programme "English Studies"). The study course "Gender and Sexuality in Literature and Visual Culture" LitZ5204 (2 CP) is included in the restricted electives (B) part in the sub-programme "English language, literature, and language acquisition" .

Secondly, changes are related to the inclusion of free electives (C) part (in the amount of 2 CP) in the study programme.

Thirdly, changes in the study programme are linked with the analysis and implementation of experts' recommendations. To improve the choice of courses related to literary studies, offer a review of trends of literary processes, integrate the materials of literary studies in the courses devoted to linguistics, the study courses of the restricted electives (B) part in the sub-programme "English language, literature, and language acquisition" and a course from the compulsory (A) part were revised or corrected (see Table 3.1.1.1). The course "Literature and Mass Culture" SDSK5188 was also included in the restricted electives (B) part of the sub-programme.

Table 3.1.1.1.

Revised and corrected study courses in the sub-programme "English language, literature, language acquisition"

Course in the licenced MSP "English Studies"	Corrected course in the sub-programme "English language, literature, language acquisition" of the MSP "English Studies"
Anglophone Literature	Anglophone Literature and Culture in the Context of Globalisation LitZ5257 (B part)
Contemporary American Novel	Contemporary North American Literature and Culture LitZ5273 (B part)
Postcolonial Novel	Postcolonial Literature and Culture Studies LitZ5274 (B part)
Lexicography	Traditional and Electronic Lexicography Valo5780 (B part)
Discourse and Critical Discourse Studies	Discourse and Critical Discourse Studies Valo5580 (A part)
Corpus Linguistics	Corpus Linguistics Valo5593 (B part)

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

The MSP “English Studies” is designed and is implemented according to the Regulations of the Cabinet of Ministers No. 27 as of 09.01.2018. “Regulations on the First and Second Round of the Selection of Project Applications in the Action Programme “Growth and Employment” for 8.2.1. Specific Support Target “Reduction of Study Programme Fragmentation and Enhancing Joint Use of Resources”; Regulations No. 240 of the Cabinet of Ministers as of 13 May 2014 “Regulations on the National Standard for Academic Education”; Regulations No. 240 of the Cabinet of Ministers No. 322 (as of 13.06.2017) “Regulations on the education classification in Latvia”, the the Regulations on University of Latvia Study and Continuing Education Programmes (the Decision of the UL Senate No. 102 as of 24.04.2017.); European Commission’s priorities in research and higher education, language learning and teaching process; “UL Strategy 2021 – 2027”, aims, objectives and learning outcomes of the study field “Language and Culture Studies, Mother Tongue Studies and Language Programmes”.

Until licensing of the MSP “English Studies”, the Department of English Studies of the UL FH implemented the master’s study programme “English Philology” in the form of full-time studies and the length of 2 years. It comprised three sub-programmes. The MSP “English Studies” comprises two sub-programmes:

1. the sub-programme “English language, literature, and language acquisition” consolidates all three sub-programmes of the MSP “English Philology” as it comprises in-depth studies of English, literature, and language acquisition;
2. consolidation of translation study programmes lies on the basis of the sub-programme “Translation and interpreting”, and through the structural changes in the master’s study programme “English Studies” (incl. changes in the study programme parameters), the sub-programme includes in-depth translation studies.

The compact structure ensures the consolidation of the fields of English studies at a master’s study level.

According to classification (part of the code 45), the MSP “English Studies” is an academic master’s study programme belonging to the group of education programmes (part of the code 227) “Language studies and programmes”, and thus, the awarded degree is “Master of Humanities in Language studies and programmes”. The study programme is implemented full-time and its length is 2 years.

The language of study programme implementation is English because the courses of the compulsory part and restricted electives part are delivered in it, except for the study course “Stylistics of Latvian” in the sub-programme “Translation and interpreting”, which is delivered in Latvian.

Continuing academic traditions at a master’s level, the MSP “English Studies” comprises a topical content-based, various and at the same time structured compact offer for specialists who want to improve their knowledge, skills and competence in linguistics and literary studies in the fields related to English studies, which also determines the title of the programme “English Studies”. In addition, the title “English Studies” characterises master’s study programmes of similar content in European universities (for example, University of Valencia, Vilnius University, Bern University).

The aim, objectives and learning outcomes of the study programme (see Study programme parameters) have been developed according to the above-mentioned regulatory enactments.

Comparative analysis of aims, objectives, and learning outcomes of MSP “English Studies”, its sub-programmes and the study field confirms their correlation (see parameters of the study programme, its sub-programmes and Mapping of learning outcomes of MSP “English Studies” and its sub-programmes).

The aims of the sub-programmes of MSP “English Studies” correlate with the aim of the study programme – to provide advanced knowledge, skills and competency in linguistics and literary studies, in the areas pertaining to English studies – English language use, literature, language acquisition, and translation to address the needs of today’s changing world and labour market, includes and implements the aim of the study field to offer students in Latvia qualitative and diverse, competitive in the world education context studies of humanities in acquiring various languages and cultures, prepare specialists of high academic and scientific qualification. Thus, the aim of the master’s study programme, its sub-programmes, and the study field fits in the UL FH mission “to contribute to humanities for the development of educated society and sustainable economy that is based on scientific excellence of research on Latvian language and culture, world languages and cultures as well as interdisciplinary fields [..]”.

The objectives and learning outcomes of the master’s study programme “English Studies” and its sub-programmes provide simultaneous implementation of the objectives of the study field.

For example:

- the objective of the study programme and its sub-programmes to foster advanced studying of theories, empirical research methodologies, digital resources and tools in linguistics and literary studies contributes to the implementation of the objectives of the study field that aim at qualitative specialisation, provision of scientific capacity in a SP, as well as providing students with skills for the development digital humanities and their relevance to the demands of the contemporary labour market;
- the synergy between linguistics and literary studies, to include compactly such fields of English studies as usage of English language, literature, language acquisition, and translation in MSP “English Studies” and its sub-programmes envisages implementation of the study field objective to provide qualitative specialisation;
- the internship that is included in both sub-programmes of the study programme, which provides connection of the theory with the practical application of the content of the study programme and ensures even collaboration with employers, implements the study field objective to foster student involvement in scientific research, testing the obtained knowledge, skills and competence in practice, as well as to provide internship [..] and direct study programmes to the labour market;
- the courses included in the study programme and in its sub-programmes and their learning outcomes that provide development of digital skills specific and topical in the field, which are significant in the context of today’s labour market, envisage implementation of the study field objectives which address the development of digital humanities and topicalities of today’s labour market.

The correlation between the aims, objectives and learning outcomes of the study field and the study programme is also observed in the admission requirements of the master's study programme “English Studies” (see Study programme parameters), which takes place according to a pre-approved procedure and criteria which have been made public at the UL. To ensure attainment of the aim of the study sub-programme (and respectively the study programme and study field) and its objectives, the admission requirements of the study programme “English Studies” incorporate differences depending on the previous field of study. For example, if previous education of the applicants (bachelor's degree or second level professional higher education qualification diploma or equivalent) has not been acquired in the humanities, but in arts or teacher education, an entrance examination is required. If, on the other hand, previous education has been acquired in a discipline other than humanities or arts, or in teacher education, the professional experience in the field of humanities must be demonstrated alongside the entrance examination.

Review of the MSP “English Studies” and its sub-programmes in the context of the study field reveals that the study programme and its sub-programmes fit in the study field and implementing the aim, objectives and learning outcomes of the study programme, it provides for contribution to the aim, objectives and learning outcomes of the study field.

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

The first enrolment in the master’s study programme “English Studies”, which was licensed on 7 May 2021, took place in the academic year 2021/2022. Therefore, obtaining information about the employability of graduates, as indicated in section 2.2.4. *of the document, the characterisation of the UL mechanism for summarising statistical data* will be available at the end of the academic year 2022/2023 when the first graduation takes place.

To incorporate the added value corresponding to the economy into the aim, objectives, and learning outcomes of the study programme and study courses, an analysis of labour market research, identification of the needs of employers and the target audience of the study programme was performed during the development of the study programme.

Analysis of the labour market research

The analysis included a review of publicly available labour market forecasts and research.

The informative report of the Ministry of Economics “On medium and long-term forecasts of the labour market”, describing the labour market situation and expected dynamics until 2027 and forecasts until 2040, is dedicated to the realities and forecasts of the labour market. The document justifies that people with higher levels of education are less at risk of unemployment, as these specialists are able to contribute more to the national economy. The results of the forecasting research demonstrate that both in the medium and long term, the demand will grow mainly for specialists with high qualification, as evidenced by the projected dynamics of high-qualified employees. (forecast for 2027 – 29.1 thousand, 2040 – 81.1 thousand). The MSP “English Studies” contributes to the economy by providing highly qualified specialists in accordance with the study programme aim – provides opportunities for master students to acquire in-depth, high-level knowledge, skills and competence in the branch of linguistics and literary studies in the fields related to English studies - English language usage, literature, language acquisition and translation, which are necessary in today’s changing world and labour market.

According to employers, in addition to the demand of high qualification specialists, as the study of job advertisements/vacancies reveals, the specialists of different sectors of the economy also need transversal or additional skills in both the private and public sectors (report “Short-term employment market forecast for 2021” SIA “RAIT Custom Research Baltic” study performed within the ESF project “Improvement of the labour market forecasting system” for 2021). Communication skills are required or desirable for 90% of jobs/vacancies (see Table 2), while organisational/managerial skills for 55%. As employers acknowledge, these skills are topical in the following groups of professions: in Group 1 of professions – managers, in Group 2 of professions – senior specialists, in Group 3 of professions – specialists. Compared to 2020, there is a noticeable increase in the need for the following skills: computer skills (from 50% to 63%) and English (from 51% to 55%).

Table 3.1.3.2.

Transversal/additional skills in job advertisements (%)

Skills	Very necessary	Desirable	Total
Communication skills	61	29	90
Organisational/management skills	25	30	55
Knowledge of English	25	30	55
Computer skills at a user's level	42	20	63

Providing the development of transversal or additional skills is embedded in the objectives of the MSP “English Studies”, such as developing individual, team and virtual teamwork skills to address current challenges in English studies, and they are embedded in the course aims, objectives, and learning outcomes.

Analysis of employers' needs

To gain an insight into employers' needs from different perspectives, meetings with employers of cooperation establishments were organised during the study programme development (see section 3.2.4. *Linking internship tasks with learning outcomes of the study programme, as well as the List of cooperation agreements of the MSP “English Studies”*). During the discussion of the aim, objectives, and content of the master's study programme “English Studies”, employers appreciated the aim and objectives incorporated in the study programme for the preparation of highly qualified specialists for the economy, as well as:

1. the inclusion of internship and the diversity of internship places, including both public and private sector employers;
2. the proportion of seminars and lectures in study courses, which enables the development of skills and competence necessary for practical professional activities;
3. renewal/acquisition of licences for modern language processing software in the field (see the section on the provision of the study programme) and its practical use to strengthen the integration of theory and practice that is envisaged in the study programme courses (see section *Characterisation of the study programme content*).

Target audience of the study programme

The MSP “English Studies” provides an opportunity to acquire internationally recognised academic higher education to obtain the competence demanded in the labour market at the sixth level of ISCED education in conformity with the Classification of Professions of the Republic of Latvia at the level of Group 1 (basic tasks are related to the development and formulation of the state policy, development of external regulatory enactments, organisation of implementation of the state and company policy and measures implementing it) and at the level of Group 2 (the basic tasks are related to work which requires a high level of theoretical knowledge and a skill to solve theoretical problems; employees conduct scientific research, educate the public, working with inhabitants of all generations, at all levels of education, prepare draft laws and regulations and methodological documents, participate in the planning of development of education science and the necessary resources, perform practical work in the creation of new material and mental values).

In the context of the above opportunities for acquiring competence and for employability, the target audience of the study programme includes the following categories:

1. Graduates of higher education institutions in Latvia who have obtained a Bachelor's degree in Humanities in the current school year.
2. Persons who have been employed after being awarded a bachelor's degree in humanities,

but who, due to the dynamics of the labour market and career opportunities, wish to acquire the competence provided by the MSP “English Studies” to expand and exploit career development opportunities.

3. A special and growing target group of the Master's study programme are persons who have acquired previous education (in the current year or already with work experience) in other disciplines (for example, educational sciences/pedagogy, social sciences, communication science, natural sciences) and wish to acquire the competence offered in the Master's study programme “English Studies” to expand their career opportunities in line with the modern labour market characterised by dynamic integration of different fields and necessary competence.

The abovementioned target audience is also relatable to applicants from other European and world countries, as the study programme falls within the European Education Area and is open to applicants from different countries of the world.

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

Statistics on the total number of students in the study programme (by year) are presented in Table 3.1.4. They reflect the dynamics of student numbers in the academic years 2021/2022 and 2022/2023, whereas data on graduates will be available at the end of 2022/2023, when the first graduation of the study programme is planned. Detailed data on the number of students are included in the Appendix “Statistical data on students in the masters' study programme “English Studies”.

The study programme received a license on 7 May 2021, which shortened the promotion period of “English Studies” as a licensed study programme for student enrolment in the academic year 2021/2020. In addition, it was necessary to take into account both the restrictions on movement imposed by the circumstances of the COVID-19 pandemic and the impact of potential personal circumstances caused by the factors of the pandemic on decision-making in favour of studies. On the other hand, the number of enrolment increased in the academic year 2020/2023 (see Appendix “Statistical data on students in the masters' study programme “English Studies”), which, despite the drop-out, has significantly increased the total number of students.

Table 3.1.4.1.

Total number of Year 1 and 2 students in the MSP “English Studies” (01.09.2021.-28.09.2022.)

To control the stability of the number of students, regular meetings with students, regular updating of the content of the study programme, including sources, implementation of a student-centred approach in the study process (for example, feedback of students on the content of studies, the study process, and other aspects), flexible use of the e-study environment, involvement of students in research, as well as in events with employers related to professional activities in the fields of English studies, are envisaged during the semester of each academic year, for example, regular meetings with employers and participation in internship provided for in both sub-programmes “English language, literature, and language acquisition” and “Translation and interpreting”.

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

3.2. The Content of Studies and Implementation Thereof

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

The academic master's study programme "English Studies" is organised in two sub-programmes and designed complying with the requirements for the volume and structure of the compulsory and restricted electives parts as determined by Regulations No. 240 of the Cabinet of Ministers as of 13 May 2014 "Regulations on the National Standard for Academic Education".

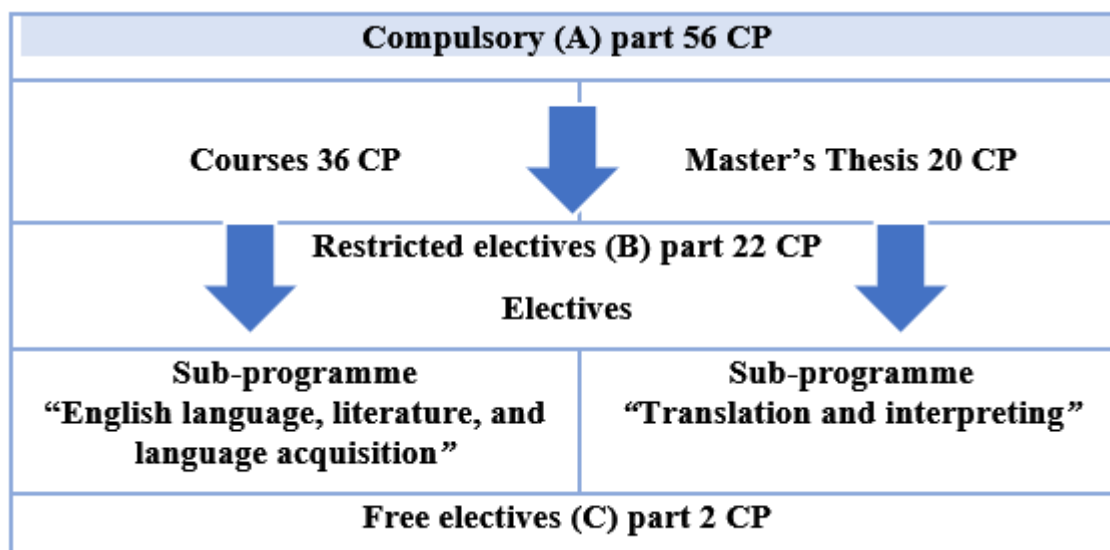
The total volume of the study programme is **80 CP** in full-time studies and the length is 2 years, 4 semesters, (see structure in Table 4).

In the total volume of the programme, **56 CP** constitute the compulsory part of the programme, **36 CP** make the **restricted electives part** while **20 CP** are devoted to the development of a master's thesis.

English studies are recognisable in the world higher education as a classic master's study programme, providing in-depth knowledge in linguistics and literary studies in fields relevant to English studies. Accordingly, the courses of the compulsory part of the MSP "English Studies" (36 CP, 9 courses, 4 CP each course) are intended for all students in the study programme and ensure in-depth acquisition of the theories of linguistic and literary studies and empirical research methodology.

Table 3.2.1.1.

Structure of the study programme "English Studies"



Of the total amount, **22 CP** are dedicated to acquiring the courses of the **restricted electives part**. **First, students have** the opportunity to choose between two sets of restricted electives, that is, sub-programmes. The **sub-programme "English language, literature, and language acquisition"** provides in-depth knowledge and skills in the fields of English usage, literature, and language acquisition. The **sub-programme "Translation and interpreting"** provides in-depth knowledge and skills in the field of translation.

Second, flexibility in choosing courses is also offered to students within the restricted electives set of each sub-programme. For students of the sub-programme "English language, literature, and language acquisition", 11 courses (2 CP each course) are to be selected from the total of 18 courses, while the restricted electives part of the sub-programme "Translation and interpreting" provides for the selection of 11 courses (2 CP each course) out of 13 courses. The restricted electives provide students with the opportunity to delve into the nuances of English studies, as well as to develop transversal skills. the topicality of which is evidenced by the results of labour market research, for example, research carried out within the framework of the ESF project "Improvement of the labour market forecasting system" No. 7.1.2.2/16/I/001 (see Economic and/or social justification of the study programme). In addition, in Semester 3, students of both sub-programmes have the opportunity to choose Internship (2 CP), which enables them to deepen their understanding of the obtained theory, empirical research and the use of their methodologies in professional activities in the fields of English studies (see *Linking internship tasks with learning outcomes in the study programme*). Implementation of the internship directs and develops co-operation with employers, as well as ensures feedback from employers, which is an essential aspect in delivering and improving the quality of the study programme.

Out of the total amount, **2 CP constitute a free electives part**, which allows students to decide on the choice of a content course that is relevant to their own interests and interests of their career, and which is offered in another study programme.

The study programme includes also courses "Environment Protection" and "Civil Protection" (1 CP each). Those courses are intended for students who have not completed them at previous education levels.

The compulsory (A) part (56 CP) of the study programme also comprises a master's thesis in the amount of 20 CP. The Conventions for developing a master's thesis and the layout requirements and basic criteria for assessing a master's thesis are available on the Faculty website <https://www.hzf.lu.lv/en/studies/research-papers/>.

The study programme is implemented in English only, which is an investment in student mobility, participation of international students and co-operation of institutions of higher education. The study programme also includes the course “Latvian Language for Foreign Students” (2CP) that is mandatory for international students as required by the Law on Higher Education Institutions.

Interconnectivity and attainment of the aim, objectives and learning outcomes

Mapping was performed to ascertain that the learning outcome of the study courses of the compulsory part achieve the learning outcomes of the study programme and the courses of the restricted electives part attain the learning outcomes of the study programme and sub-programmes. Mapping and its analysis have been performed in five phases (See Appendix “*Mapping of courses of the masters study programme “English Studies”*”).

The results of the **first mapping phase** confirm that the courses of the compulsory part are expected to achieve the learning outcomes of SP. In the Knowledge section, 100% of courses are expected to achieve outcome 1, 50% are expected to achieve outcome 2 and 40% are expected to achieve outcome 3. The compulsory part also ensures the acquisition of skills, i.e. 100% of courses foresee the implementation of outcome 4, 60% of outcome 5 and 70% of outcome 6. In the Competence section, compulsory part courses most anticipate implementing outcomes 7 and 8 (90%), while 50% of courses anticipate implementing outcome 9.

The results of the **second mapping phase** show that the courses of the MSP sub-programme “English language, literature, and language acquisition” are intended to achieve the aims of the study programme.. In the Knowledge section, 95% of courses are expected to achieve outcome 1, 58% of courses outcome 2 and 21% of courses outcome 3. It is planned to achieve the acquisition of the skills of the study programme in the courses of the study sub-programme, as 74% of the courses plan to implement the 4th outcome, 52% of courses the 5th outcome and 42% of courses the 6th outcome.

The results of the **third mapping phase** confirm that the MSP sub-programme “Translation and interpreting” are intended to achieve the outcomes of the study programme. In the Knowledge section, 77% of courses expect to achieve outcome 1, 38% of courses outcome 2 and 54% of courses outcome 3. In the Skills section, it is most often planned to achieve the 6th outcome (85% in courses), while 31% of courses achieve the 4th and 5th outcomes. In the Competence section, 62% of courses under the “Translation and interpreting” sub-programme intend to implement Competence outcome 7 and 9, while 5% of courses outcome 8.

The results of the **fourth mapping phase** reveal that the MSP sub-programme “English language, literature, language acquisition” intends to achieve the learning outcomes of that sub-programme. In the Knowledge section, 100% of courses are expected to achieve the 1st outcome. 63% of courses are planned to achieve outcome 2 and 21% are expected to achieve outcome 3. In the Skills section, 73% of courses expect to achieve outcome 4. 53% of courses are expected to achieve outcome 5, 42% of courses are expected to achieve the 6th outcome. In the Competence section, 63% of courses plan to achieve outcome 7, and 53% of courses plan to achieve outcome 9.

The results of the **fifth mapping phase** reveal that the courses of the MSP sub-programme “Translation and interpreting” are intended to achieve the learning outcomes of the study sub-programme. In the Knowledge section, 77% of courses are expected to achieve the 1st outcome, 38% of courses - outcome 2 and 62% of courses - outcome 3. It is planned to achieve the acquisition of the skills of the abovementioned study sub-programme in the courses of the study sub-programme, because 31% of the courses are planned to implement the 4th outcome, 31% of courses - the 5th outcome and 69% of courses - the 6th outcome. In the Competence section, 69% of courses plan to achieve the 7th outcome, as well as 15% of courses plan to achieve the 8th

outcome and 85% of courses plan to achieve the 9th outcome.

Conclusion: the results of the mapping show that the learning outcomes of the courses included in the study programme conform to the learning outcomes of the study programme, which leads to a conclusion that the graduates of the study programme will have achieved the learning outcomes in the master's study programme.

The uniqueness of the study programme is characterised by its content. The master's study programme "English Studies" is the only master's study programme in Latvia, the content of which includes two sub-programmes specifically devoted to the fields of English studies, thus reducing the fragmentation of the fields of English Studies in general at the level of the master's studies. The content of the study programme includes in-depth studies in English language, literature, language acquisition, and translation in English studies related fields. Integration will increase the quality of studies because the learning outcomes of the study programme provide for in-depth knowledge in linguistics and literary studies, their interpretation and integration in a wider context of humanities in line with trends in the fields of English studies for the implementation of career opportunities in Latvia and abroad.

The comparison of the study programme with similar study programmes at other European universities (for example, University of Valencia, and Bern University) shows both the uniqueness and the content comparability of the study programme. For example, a comparison of study programmes revealed differences in content based on the coverage of the fields of English studies. Courses devoted to a wide range of linguistic and literary subjects are also among the curricula of these universities. Conversely, a course devoted to language acquisition is included in only several related study programmes (for example, "Learning Second Language: Modern Theories and their Application" at the University of Valencia, but it does not offer internship). The related study programmes do not offer a translation section.

Study programmes have shown that the MSP "English Studies" is open to students from other European and world countries, as its content offer provides a range of English studies related fields and synergies in the stages of the study programme, as well as points of contact between content with related study programmes at universities in other countries.

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

The MSP "English Studies" has been developed in line with development trends in linguistics and literary studies in Europe and globally, based on the opinion of scientists from universities in different countries, the identification and contribution to linguistics and literary studies highlighted in world-class international conferences and publications.

The main object of the SP is the synergy of language and literary studies and the implementation of language as a whole, which is both the source of communication content and the means of expressing information. Language usage and acquisition trends within the meaning of contemporary discourse are among significant issues in linguistics, which are embedded, for example, in such courses as "*Discourse and Critical Discourse Studies*," "*Semantics and Pragmatics*

for English Studies", *"Foreign Language Acquisition Theory and Practice"* *"Language and Society"*. Discourse analysis and linguistic pragmatics study in detail the linguistic form and function relationships of language in a situational and social context. Linguistic pragmatics justifies the methodology that determines the development of the communicative competence of the language user. Discourse analysis is widely used as a research method in linguistics, literary studies, and translatology. The topicality of the discourse analysis is illustrated by the regular conferences devoted to these issues, such as ICDA (International conference on discourse analysis) 2019, 2021, 2022.

Current trends and approaches in the literary studies are integrated in the MSP "English Studies", namely interdisciplinarity, globalism, cultural theories, memories, trauma, postcolonial studies and the connection of literature to serious social issues (gender, sexuality, social inequality, relationships of power and individual) that are viewed through the literary lens. The topicality of the mentioned trends in contemporary literary studies are confirmed by international scientific conferences such as Gender and Power (London, 26.02.–27.02.2022.), Language, Literature, Power (Niš, 06.05.–07.05.2022.), Literature, Environment and Climate Change (Punjab, 07.04.–08.04.2022.). These aspects have been integrated in the MSP "English Studies", for example, into courses *"Literature and Society"*, *"Gender and Sexuality in Literature and Visual Culture"*, *"Contemporary Theories of Culture and Literature"*, *"Literature and Media"* and other courses.

The branch of translatology focuses on a translator who participates in complex projects and collaborates with other translators and mediates between cultures and institutions. The research highlights the role of both translation and interpreting in communication, overcoming language and cultural boundaries and contributing to the achievement of the UN Sustainable Development Goals. (defined in the 2015 UN General Assembly resolution "Transforming our World: a 2030 Agenda for Sustainable Development"). In today's geopolitical situation, the role of translation as a facilitator of the struggle for collective freedom and justice is emerging. Cross-sectoral research is also being carried out on the role of translation and interpreting in the mediation of crisis situations, on multilingualism in crisis situations. With Latvia's active involvement in the EU processes and in the EU Science Area, the cooperation developed in the programme with the EU translation institutions – the Directorate-General for Interpreting (SCIC) of the European Commission and the Directorate-General for Translation (DGT), which also carry out scientific and practical research, allows these studies to be adapted to national needs. Knowledge and skills in the mentioned areas that are relevant to the translator are helped by, for example, the *"Translation Theories and Practice"* course, and translation courses of different types of text — *"Translation of Economic texts"*, *"Audiovisual Translation"*, *"Consecutive and Simultaneous Interpreting I and II"* and other courses.

The presence of technology is a current trend in modern linguistic and literary studies that has risen significantly under the influence of developments in the COVID-19 pandemic. This is confirmed by the themes of annual international conferences and publications. For example, the International Academy of Technology, Education and Development organises annual conferences to promote university collaboration in technology and science, focusing on the role of technology in studies, improving students' skills in working with digital information through industry-relevant software programmes to enable students to materialise in today's dynamic labour market. The faculty of MSP "English Studies" takes part in these conferences.

The relevance of the use of technology in language research, language acquisition and translatology is demonstrated by CLARIN (Common Language Resources and Technology Infrastructure) research infrastructure, which provides language resources, tools, and creates a dedicated Teaching with CLARIN programme offering materials for language technology courses, as

well as tools to be used in various courses of the MSP “English Studies” (for example. “*Foreign Language Acquisition Theory and Practice*”, “*Semiotics and Visual Communication*”, “*Discourse and Critical Discourse Studies*”, “*Computational Linguistics*”, “*Traditional and Digital Lexicography*”, “*Corpus Linguistics*”). The link between literary studies and technology has been incorporated into the courses devoted to literary studies (for example “*Literature and Society*”, “*Gender and Sexuality in Literature and Visual Culture*”, “*Literature and Media*”, “*Literature and Mass Culture*” and other).

Technological advances have also changed the way both translation and interpretation are done. Translation technologies relieve the translator of minor technical tasks in translating informative texts, leaving time for in-depth research. Research and use of post-editing machine translation and automation of the valuation of translations are topical research issues. The latest research results in the field of translation technologies are included in “*Introduction to Computational Linguistics*”, “*Translation Theories and Practice*”, “*Specialized Text Translation*” and other courses. These translatology research issues are addressed, for example, at the 10th EST (European Society for Translation Studies) Congress in 2022.

Current trends justifying the development of study courses in the programme are also considered in the periodical publication of scientific papers by the Department of English Studies of the FH Baltic *Journal of English Language, Literature and Culture*, indexed by WOS and in the themes of organised conferences, for example, the symposium held on 28-29 April 2022 “5th International Symposium Language for International Communication”.

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

The methods for implementing the studies in the MSP “English Studies” are based on the aims, objectives and learning outcomes of the study programme and sub-programmes, which determine the aims, objectives, learning outcomes of study courses, types of interim assessment, proportion of lectures and seminars, also the content of the course, e-course opportunities and use of other technologies in the study course, as well as the number of students, needs, motivation and participation, and other aspects related to the study course. These factors determine the use of diverse traditional (traditional lectures, traditional tests, discussions) and innovative study methods (interactive lectures, research activities using technology in seminars).

Methods, which include spoken, written, listening, source research activities, as well as combined activities, are used for the acquisition of study courses and in interim assessment. Each of these activities also involves the use of course-appropriate technologies (See below the overview of tools and corpora used in the academic year 2021/2022). These methods are used in both knowledge acquisition, its strengthening, application, and assessment. For example, study courses widely use methods where student activity is important: seminars, practical assignments (reports/presentations in seminars, reviews, notes, case studies, workshops, essays, presentations,

checklists, quizzes, reports on the results of ongoing work), individual, paired and group work, discussions, and project development, as well as study trips to industry organisations. The study process uses methods that promote student communication in the performance of assignments, solving real problems in the linguistic and literary studies branches and in the fields related to English studies by modelling situations. Such situation modelling approaches are also encouraged by the involvement of employers. For example, the participation of representatives of Janis Roze Publishing House in the sub-programme “Translation and interpreting” courses, participation of representatives of the Distance Learning Centre in the “Foreign language Acquisition Theory and Practices” course.

The use of innovative and research methods also involves the use of the already mentioned e-studies, as well as the use of different software. In addition to the provision of e-resources by the UL Library, various e-resources have been used in the courses carried out in the study programme in the academic year 2021/2022 for example, Text corpuses [English-Corpora.org: *https://www.english-corpora.org/*](https://www.english-corpora.org/); text corpus creation and text research software *AntConc*: <http://www.laurenceanthony.net/software/antconc/> *SketchEngine*: <https://www.sketchengine.eu/>; *Wmatrix*: <https://ucrel.lancs.ac.uk/wmatrix/>; and other e-resources. Technology application for language research is also facilitated by CLARIN (Common Language Resources and Technology Infrastructure) research infrastructure, which not only provides language resources and tools, but also builds a special software Teaching with CLARIN program. In addition, the inclusion of the sub-programme “Translation and interpreting” in the MSP “English Studies” extends the use of these e-resources and includes the use of tools available in the Faculty and used in translation: SDL Trados Studio, Memsource, MemoQ, MQM (Multidimensional Quality metrics).

Students are involved in research. First, according to the study course aim and learning outcomes, they developed their research paper within the framework of several study courses, for example, “Discourse and Critical Discourse Studies”, “Corpus Linguistics”. Second, the participate at conferences as not-presenting participants as well as presenters at student research devoted workshops was offered, for example at the International Symposium LINCIS 2022 (Linking Interdisciplinary Perspectives: Language for Specific Purposes in the Era of Multilingualism and Technology) from 28 – 29 April 2022.

A student-centred approach was implemented in the spring semester of the academic year 2021/2022 by organising the choice of the internship place according to the student interests developed during the study process.

The student-centred approach is followed, updating study programmes and their study courses, when particular attention is paid to the meaningful formulation of learning outcomes to promote a dialogue between the faculty and students regarding the study content, organisational forms and methods. Meanwhile, properly worded learning outcomes promote students' understanding and co-responsibility for their learning, self-assessment and understanding of the assessment they receive. Students receive support and feedback from faculty during the study process. The assessment criteria for posting grades have been made public in advance. The assessment gives students the opportunity to demonstrate to what extent they have achieved the expected learning outcomes.

The student-centred approach has also been revived in the development of a Master's Thesis (final paper), which is included in the compulsory part of the study programme (20 CP). Students formulate the theme of the master's thesis in accordance with their research interests. Conventions for developing the thesis, its layout and the basic criteria for assessing a master's thesis are available on the website of the Faculty of Humanities <https://www.hzf.lu.lv/en/studies/research-papers/>.

The process of evaluating the study methods is positively influenced not only by the self-analysis of

the methods used by the faculty and an overview of the learning outcomes achieved by students, but also by the principle of student-centred education such as participation of students and feedback information regarding the content, process of the study course and also the methods used. Feedback information from students can be obtained through regular review and analysis of student survey results. For example, after obtaining a licence, the MSP “English Studies” has implemented master's studies for year 1 students in the first and second semesters of the academic year 2021/2022. At the end of the first semester, the students electronically completed questionnaires regarding the semester courses, including three courses from the compulsory (A) part and four restricted electives (B) part courses. The average assessment of courses (between 6.32 and 6.86) leads to the conclusion that aspects such as methods of implementation, e-course opportunities, forms of presentation of course content have been successfully implemented within the framework of the new study programme. The results of student feedback information also provide insights into the process of second - or spring semester courses and the use of methods (between 6.23 and 6.89), which are applicable to three compulsory part (A) and four restricted electives (B) part courses. In addition, students also provide their recommendations for improving the curriculum and the study process in their conversations with the faculty and regular meetings with the programme director.

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

In both sub-programmes of the master's study programme “English Studies”, in semester 3 of the restricted electives part, students are offered internship (2 CP). The implementation and planning of internship is regulated by the Internship Regulation and the course ValoR003. The Internship Regulation has been prepared in accordance with the following laws and regulations: Regulations on the National Academic Education Standard (Regulations No. 240 of the cabinet of Ministers as of 13.05.2014); the Regulations on University of Latvia Study and Continuing Education Programmes (Decision No 102 of the LU Senate as of 24.04.2017); Rules for the organisation of internship at the UL (UL Order No 1/147 as of 25.11.2019). International students studying in the sub-programme “English language, literature, language acquisition” of the MSP “English Studies”, in which studies are conducted in English, shall be provided with internship in accordance with the procedures laid down in the Internship Regulation for the execution of internship tasks related to the fields of English studies. Cooperation agreements have also been concluded with companies carrying out international language entrepreneurship, such as the agreement with SIA Nordtext, the fastest growing provider of language services in the Northern Region of Europe. It is headquartered in Riga. Nordtext specializes in providing language solutions in the technical and life sciences industries.

Even if the inclusion of internship in MS programmes is not envisaged by the requirements of ‘Regulations on the National Academic Education Standard’ and ‘the Regulations on University of Latvia Study and Continuing Education Programmes’, it is included in the restricted electives part to advance students’ professional competence and promote their employability after graduation. The

inclusion of internship in compulsory part would not be necessary, as there are students who are already employed in the fields pertaining to English studies.

The goal of the internship, which is linked to aims of the study programme and sub-programmes, is to offer students the opportunity to develop and improve their professional competence, applying the knowledge and skills acquired in the study courses, to deepen students' understanding about the application of the competence obtained in the study courses of the master's study programme "English Studies" to research and professional activities. The internship objective is to execute particular internship tasks at the internship place and, relevant to their specifics, to apply creatively the in-depth knowledge, skills and competence obtained the study programme courses in the field of English studies.

The internship is planned and its process is organised in accordance with the Internship Regulation, in co-operation with employers with whom agreements have been signed. The choice of cooperation institutions is based on a range of employer internship tasks in different areas based on the learning outcomes by the sub-programmes, as their execution require in-depth knowledge and skills in English studies.

Internship places for the next academic year are planned in the second semester of the current academic year: (1) information events with employers are organised; (2) students are informed about internship places and tasks. A student is also entitled to offer another internship place. In such case the internship organiser evaluates the conformity with the requirements of the study programme. In this case, a trilateral agreement is entered into between the UL, the internship place and the student, which lays down the duties and responsibilities of all parties. The particular internship tasks depend on the internship place.

The following are examples of internship tasks related to employers' provided internship places, for example, in the below mentioned directions of the work:

- Internship tasks in the projects devoted to organising international exhibitions and events in specific fields and that envisage thematic in-depth and detailed spoken and written communication in a specific field in English and/or with foreign specialists. For example, cooperation with *SIA Kolektīvs*, *SIA Valodu vārti*.
- Internship tasks relating to editing the application of thematically specific and nuanced elements of the English language and in specific texts from the genre perspective, using in-depth knowledge and skills of the English language, as well as databases, electronic (specialised) text corpuses, text development and text analysis tools. For example, cooperation with *Sjademe Saulietis ZAB SIA*, *Janis Roze Publishing House*.
- Internship tasks that include research and analysis of the materials for English language acquisition important for various fields for the acquisition of the language in the institutions of higher education and further education, participation in the creation of materials for English language acquisition for different forms of language acquisition (in person, correspondence, distance learning online), as well as involvement in their piloting, performing specific work assignments, which are related to the management of the acquisition of the English language of students in institution of higher education and further education. For example, cooperation with Riga Stradiņš University, *SIA Skrivanek*, European Distance Learning Centre and European Distance Learning Secondary School.
- Internship tasks are devoted to translating a wide variety of text types (articles, informational, audiovisual, and other materials) in different thematic areas, working with terminology databases and translation memory. Tasks related to participation in translation project management, editing translations, post-editing machine translations, and skills development tasks for collaboration with clients in the translation branch. Executing

internship tasks in translation students improve in practice the knowledge and skills acquired in the study course about computer-aided translation tools: Memsource, Trados, MemoQ, and other. For example, cooperation with SIA Nordtext, SIA Skrivanek, SIA Valodu vārti. Working with literary text analysis and review, translating individual passages. For example, cooperation with Janis Roze Publishing House.

- Internship tasks related to the establishment of electronic corpuses for spoken and written texts for their practical application for solutions to specific English language usage issues in different sectors and subsectors. Internship tasks relating to approaches to corpus architecture, structural and linguistic marking solutions of various levels, analysis and/or piloting of the opportunities to apply specific corpus analysis tools. For example, the LU Institute of Mathematics and Computer Science.

The internship is evaluated on a 10-point grading scale in accordance with regulations of the Cabinet of Ministers of the Republic of Latvia and Decision No 211 of the UL Senate as of 29.06.2015, taking into account the following criteria: the amount and quality of the acquired knowledge, the skills acquired and the competence acquired according to the learning outcomes. Information regarding the requirements for assessing the internship is included in the description of the study course ValoR003 “Internship”.

Implementation of the internship in the study programme ensures continuous strengthening and extension of co-operation with employers. The extension of cooperation, covering both private and public sector employers, is essential not only to promote the employability of students after graduation, but also in order to strengthen the application skills of theoretical knowledge by working in different institutions in the fields related to English Studies, which during the development and implementation of the study programme, has been highlighted and recommended by employers in the context of modern labour market dynamics. The aim of further development of cooperation is to continue advancing the activities aimed at broadening the range of employers in various fields of contact with English studies.

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

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

The implementation of the MSP “English Studies” began in the autumn semester of the academic year 2021/2022, and the students of the programme have not developed a final paper yet. The first themes selected for the Master’s Thesis will be approved in February 2023.

3.3. Resources and Provision of the Study Programme

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

The basis for providing studies in the MSP “English Studies”, the informative, material and technical and financial basis corresponds to the study programme specifics, the needs for its implementation and provides a qualitative study process to achieve the learning outcomes..

Correspondence of the library resources to the UL master’s study programme “English Studies”

UL Library resources, which include a wide range of resources appropriate to the content of the MSP “English Studies” and provide students with access to topical online databases in the field in the e-environment, are an important condition for securing the content of the study process. A detailed overview of resources is provided in section 2.3.3 *Methodical and Informative Provision of the Report of the study field*.

In addition to this overview of resources, licences for the below mentioned resources are regularly renewed/purchased to achieve the learning outcomes of the master's programme “English Studies”:

Tools/resources to be used for text corpuses, their development and analysis, as well as in translation: English Corpora org., SketchEngine, Wordmith Tools, Wmatrix, MAQODA, SDL Trados Studio, Memsource, MemoQ, MQM (Multidimensional Quality Metrics).

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

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

Programme revenue

To provide the finance for the implementation of the master’s study programme “English Studies”, the UL uses:

- state subsidy from the Ministry of Education and Science, which for the academic year 2021/2022 is set to be EUR 2,445 for full-time studies;
- tuition fee, which, taking into account all the factors mentioned in the section “Financial Provision”, for the academic years 2021/2022 has been set:
 - EUR 2,200 a year for full-time studies;
 - EUR 3 150 tuition fee for foreign students in full-time studies.

Table 3.3.3.1.

Estimated yearly revenue of the programme, EUR

Study type	Number of students	Tuition fee/ state subsidy	Total revenue
Full-time (state budget)	61	2 445	149 155
Full-time (tuition fee)	2	2 200	4 400
International students	2	3 150	6 300
Total			159 855

Programme costs

In order to assess the amount of funds necessary for financial security, the UL calculates the self-cost for study programmes according to a methodology developed by the UL, which takes into account the costs of ensuring the study process as described in the section “Financial Provision for SF” and information regarding the plan of the study programme, the faculty involved, the planned number of students and other aspects, thus ensuring the reliability of forecasts.

Programme costs for **full time studies**

For the calculations, the implementers of the study programme “English Studies” use the student data of the academic year 2021/2022. in the programme “English Studies” and the professional master’s study programme “Translation”, a total of 61 students studying, the study programme plan after accreditation and the planned composition of the involved academic staff. Taking into account the above mentioned, the full-time studies cost per student is estimated at EUR 2,400 per year and the total cost of the programme is EUR 159,855 per year. A more detailed percentage breakdown of costs is shown in Table 3.3.3.2.

Table 3.3.3.2.

Percentage breakdown of costs in the study programme

Faculty expenses	44.3 %
General staff	19 %
Other expenses	0 %
Expenses for infrastructure	9.6 %
Property and services	1.1%
Indirect costs	26%
TOTAL EXPENSES	100 %

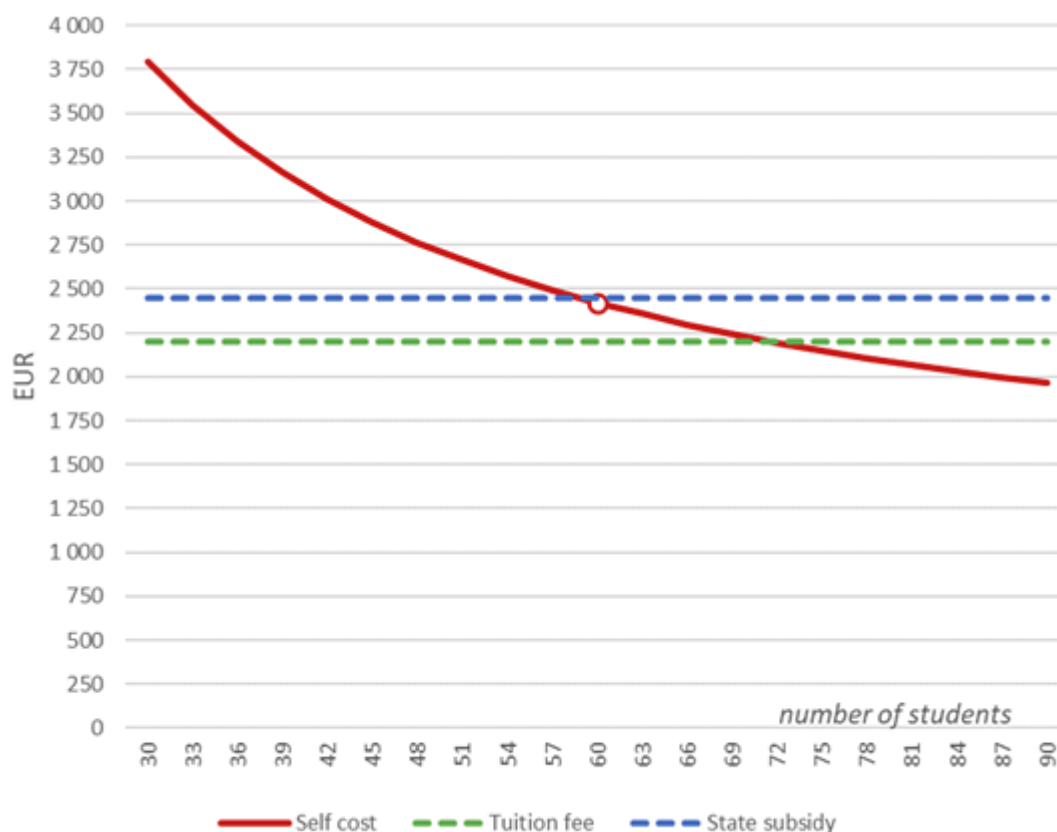


Figure 3.3.3.1. Self-cost of the study programme “English Studies”, based on the number of students

Based on the calculations, it can be seen that for the programme to be feasible and the students to be provided with a qualitative study process, the number of tuition paying students in the programme (all years together) should be at least 60 (the crossing point of the red (self-cost) and the green (tuition fee) lines as projected on x axis). Whereas, if there were only state subsidy supported students, the number of students should reach 70.

Table 3.3.3.3.

Summary of programme revenue and expenses

Study type	Number of students	Tuition fee/ state subsidy	Total revenue	Total costs
Full-time (state budget)	61	2 445	149 145	150 007
Full-time (tuition fee)	2	2 200	4 400	4 919
International students	2	3 150	6 300	4 919
Total			159 845	159 845

Data presented in the table 3.3.3.3. clearly demonstrate that the UL possesses sufficient resources for implementing the study programme and providing its further development. In addition, the programme development can be funded from the revenue received from life-long learning and other services as well as from the financial resources accrued by the structural unit. Faculties also receive financial support for programmes development from the UL Study Quality Improvement Fund.

3.4. Teaching Staff

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

The qualification of the faculty involved in the implementation of the master's study programme "English Studies" conforms to the requirements of regulatory enactments, that is paragraph 1 subparagraph 3 of Article 55 of the Law on Higher Education Institutions, which states that "not less than five professors and associate professors who have been elected to academic positions in the relevant institution of higher education participate in the implementation of the compulsory part and restricted electives part of academic study programmes".

12 professors and associate professors (see study plan), as well as 4 assistant professors who have been elected to the UL participate in the implementation of the compulsory and restricted electives part of the study programme "English Studies". The academic staff involved in the study programme possess a PhD in philology (11), pedagogy (2), computer sciences (1), biological sciences (1) and chemistry (1).

17 doctors of sciences have participated in the development of the study programme, including professor and Head of English and Communication Chair at the University of Bern Dr. philol. Crispin Thurlow, while Dr. philol. Adele Tiengo, a guest instructor from the University of Milan and guest instructor Dr. des. Roman Bischof from University of Bern took part **in piloting** the study programme.

The following criteria are used for the selection of faculty and guest faculty: conformity of the qualification of teaching staff with the requirements of regulatory enactments and conformity of the direction of scientific research activity of teaching staff with the content of the study programme and/or study course, which is specified in the following documents: Law on Higher Education Institutions (see above); Regulations on Science Groups, Branches of Science and its Sub-branches of Latvia (Regulations No. 49 of the CM as of 23.01.2018).

The qualification of teaching staff and scientific research activities the academic staff is disclosed by including up-to-date information on publications, participation in conferences and projects and other academic and scientific activities in their CVs (see CVs of academic staff). The total number of publications of the academic staff is much larger, but due to the limitation of the formal requirements of the CV, it was not possible to indicate all publications – only the most important publications and the ones related to the content of the delivered study course of the programme over the last 6 years were mentioned in the CVs.

The recruitment criteria applied by the master's study programme "English Studies " (also including guest instructors) ensure the involvement of qualified faculty in the implementation of the master's study programme. It is the scientific work and the qualification development that gives faculty the incentive to work on the development of topical content of the study programme and offer of modern study forms. The planned improvement of the faculty qualification is implemented taking

into account “Standard and guidelines for quality assurance in the European Higher Education Area (ESG)” (Clause 1.5) and also taking into account that one of the most important aspects of the development direction “Human Resources Development” of the “University of Latvia Development Strategy 2027” includes the development of the professional improvement system of the academic staff of the UL.

The UL Study Quality Assurance Department, in co-operation with the Adult Pedagogical Education Centre (APEC) of the Faculty of Education, Psychology and Arts of the UL (FEPA) introduces a unified system of professional development of UL faculty throughout the University of Latvia, offering academic staff professional development opportunities both in person and remotely online. The professional improvement of the academic staff of the UL at the UL is organised in accordance with Regulations No. 569 of the Cabinet of Ministers of the Republic of Latvia, “Regulations on education and professional qualification necessary for teachers and procedures for improvement of professional competence of teachers”, Paragraph 16 of which prescribes: “Faculty of higher education institutions and colleges shall, until the end of the term of election, acquire professional improvement programmes on innovations in the higher education system, in the didactics of higher education or in the management of educational work in the amount of 160 academic hours (including at least 60 contact hours)”. Faculty of the masters' programme “English Studies” regularly use opportunity of further training, highlighting in particular the topicalities of technology application in the sector, as well as their role in implementing innovative study approaches.

The faculty involved in the study programme “English Studies” update their professional qualification in a planned manner participating in the activities organised by the UL and in international professional qualification events that deal with innovations in teaching methods and use of new technologies, for example:

On 14-17/06/2021 prof. Ina Druviete; assoc. prof. Zigrīda Vinčela, assist. prof. Antra Leine participated in the enhancement of the digital pedagogical competence of the academic staff within the programme “Development of technological pedagogical skills to provide studies in the digital environment” attending a course “E-study environment Moodle”; in 2021 assoc. prof. Vita Kalnbērziņa participated in virtual exchange management course at Leon University (Portugal) UTRECHT network;

Prof. Gunta Roziņa participated in Erasmus+ EDUREFORM project seminar “Artificial Intellect and Education” Chitkara University, India on 29/10/2021;

From 09.2021-12.2021, assoc. prof. Jana Kuzmina - Buffalo University of New York, USA, Action programme “Growth and Employment” 1.1.1.5. measure “Support for international collaboration projects in research and innovations” by the Central Finance and Contracting Agency, further education courses “Data visualisation, professional digital communication, STEM communication, current aspects of engineering education, computer science (basic Python and JS)”.

Within the framework of EMT (network of master programmes in translation) prof. Gunta Ločmele participated in conferences twice a year about the latest trends in teaching translation, participating in the EMT work group “L2 Translation”.

A significant direction of qualification development is participation in international professional development events offered by FORTHEM, for example:

Prof. Indra Karapetjana, “Course design: tools and advice for teachers. Education by distance”. University of Jyväskylä, 17.03.2021 –20.04.2022;

Assoc. prof. Zigrīda Vinčela, “Digital competence of teaching staff”, Palermo University, 07.10.2021-09.11.2021.

The growth of the faculty of the master's study programme "English Studies" is also characterised by participation in conferences and seminars related to the theme embedded in the content of the study programme (see faculty CVs).

Participation of the faculty of the master's study programme "English Studies" in projects and their activities, which are included in the faculty CVs, is a significant contribution to scientific work as well as professional development, for example prof. Andrejs Veisbergs' participation in the ERDF project "Neural Networks for Flexible Natural Language Processing" (No.1.1.1.1/16/A/215 01/01/2017-01/02.2019); prof. Inguna Skadiņa's participation in the ERDF project "Modelling Multilingual Human-computer Communication Using Artificial Intelligence Techniques" (01/04/2019-31/03/2022 ERDF); participation of prof. Indra Karapetjana and prof. Gunta Roziņa in the Strategic Partnership Project 'Improvement of Content and Language Integrated Learning - Resource and Training Centre for Multilingual India' (CLIL @India 01/01/2016-01/01/2019 No 573884-EPP-1-2016-1IN-EPPKA2-CBHE).

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

The study programme received a licence on 7 May, 2021 and there have been minor changes in the faculty composition of teaching staff from the start of its activities.

The employment relationship has been terminated by prof. Irina Novikova, while the employment relationship has been initiated by assist. prof. Evita Badina, who participated both in the improvement of the study programme content and in the implementation of the study programme.

Changes in the faculty composition are also attributable to the attraction of foreign teaching staff in the implementation of study programme courses. The conformity of foreign faculty in the context of the aim, objectives and learning outcomes of the study programme and the contribution to the quality of studies is carefully evaluated in the context of the learning outcomes in particular study courses. Two foreign instructors participated in the implementation of the master's study programme "English Studies" in the academic year 2021/2022. In the autumn or first semester, the course of compulsory part "Literature and Society" LitZ5203 (4 CP) was delivered by Dr. Philol. Adele Tiengo from the University of Milan. Whereas, Dr. des, a guest instructor from Bern University Roman Bischof delivered several courses in the spring semester, for example, "Contemporary Theories of Culture and Literature" LitZ5207. These guest instructors have stimulated students' interest in the subjects of the delivered courses and research directions within the thematic framework.

Future changes in the faculty composition are linked to the renewal of the teaching staff. Two doctoral students are studying in the doctoral programme "Language and Culture Studies". Their research interests include research in the field of English studies.

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

reviewed monographs may be additionally specified. Information on the teaching staff included in the database of experts of the Latvian Council of Science in the relevant field of science (total number, name of the lecturer, field of science in which the teaching staff has the status of an expert and expiration date of the Latvian Council of Science expert) (if applicable).

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

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

In the “University of Latvia Development Strategy 2021-2027” one of the significant development aspects is “Cooperation”.

The implementation of the study programme is based on cooperation and, above all, on cooperation between teaching staff. It has been implemented since commencing the work on the development of the study programme, continued during the study programme implementation upon receiving the licence, as well as faculty co-operation is the basis for the further implementation of the study programme.

Cooperation during the development of the study programme included faculty participation in the work groups to define the aim and objectives of the study programme, as well as co-operation with the faculty of universities of other European countries. As external experts were involved: a visiting professor from the University of Washington, a professor and Head of the English and Communications Chair, Dr. Philol. Crispin Thurlow from Bern University, who participated in all study programme development stages – development of structure, content, description of learning outcomes, as well as further stages of the study programme development, that is, evaluation of course descriptions according to the programme concept. A total of five joint workshops of the work group took place between August 2019 and April 2020 during the design of the study programme, where the aim, objectives, learning outcomes of the programme were discussed and binding documents and normative acts were considered. Electronic correspondence and individual work, as well as mutual consultations of the faculty took place between meetings of the work group. The developed concept of the master's study programme was discussed and improved according to expert recommendations in January 2020. The process of designing the program concept was collegial. Approval of the study programme concept demonstrated successful cooperation between

teaching staff.

After the conceptual approval of the study programme idea, faculty co-operation continued, because the development of study courses was started. A meeting of all the faculty involved in the study programme was organised in order to discuss the process of creating and mapping the content of the study programme and the role of the process in achieving the learning outcomes of the study programme. Mapping was initiated and performed in study courses, initially creating a table to ascertain that learning outcomes of the study courses will be attained according to the learning outcomes of the study programme, which are in conformity with the learning outcomes of the study field. After the meeting, while working on creating the full content of the study programme, the faculty communicated via emails as well as had regular online meetings at *MS Teams*. As a result of cooperation, both the compulsory part (e.g. "Semiotics and Visual Communication", "Foreign Language Acquisition Theory and Practice", "Language and Society") and the restricted electives (B) part ("Introduction to Computational Linguistics") include courses in which several faculty members are involved. Faculty cooperation also applies to the development of the content of the sub-programme "Translation and interpreting", following structural changes in the master's study programme "English Studies". For example, the courses of the sub-programme "Translation and interpreting" that were developed collaboratively are "Translation Theories and Practices" (compulsory part), "Audiovisual Translation", "Translation of Specialised Texts" (restricted electives part).

Cooperation also continued with Crispin Thurlow, professor at Bern University, who examined and analysed the developed full-scale study programme, and, in his report, he provided detailed evaluation of the study programme in the context of both Latvia and Europe and the world. In his evaluation, Professor Crispin Thurlow pointed to the link between the content of the courses and the aim of the study programme, as well as the current content of the study programme and the a successful linkage between the fields of literary studies and linguistics in its content offer, which was recognised as a feature of the novelty of the study programme. Professor Crispin Thurlow also provided recommendations for synergy accents in the restricted electives part of the curriculum (for example, by recommending that a course devoted to the issues of postcolonial literature be included in the programme). The recommendations and their implementation were discussed and considered.

Given that at the stage of the programme development, faculty cooperation was successful as it resulted in the licensing of the study programme, the established cooperation continued during the implementation of the licensed study programme. This included examining issues related to the implementation of the study programme at regular meetings of the Department of English Studies, and involving guest faculty members in co-operation and implementation of the study programme, for example, Dr Philol Adele Tiengo from the University of Milan- and Dr des Roman Bischof from Bern University. (see Analysis and evaluation of changes in the faculty composition during the reporting period). The cooperation also included meetings dedicated to quality assurance issues of the study programme, such as the organisation of individual student work in the study programme, exchange of experience on the ways of implementing study courses, methods, diversity of solutions for the use of the e-environment, innovations and approaches to their use, review, and discussion of results of analysis of student opinions and feedback information.

The proportion between the students and the faculty in the programme is 1 faculty member per 3.4 students.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	MSP_enl_studies+diploma.7z	MSP_anglistika_diplomi.7z
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	MSP_engl_studies_statistics.docx	MSP_anglistika_statistika_latv.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	MSP_english_studies_standard.docx	MSP_anglistika_standarts.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	mapping.7z	kartejums.7z
The curriculum of the study programme (for each type and form of the implementation of the study programme)	MSP_engl_studies_plan.docx	MSP_Anglistika_plāns.docx
Descriptions of the study courses/ modules	MSPenglish_studies_courses.docx	MSP_anglistika_kursi.docx
Description of the organisation of the internship of the students (if applicable)	MSP_English_stud_internship.docx	MSP_anglistika_prakses_nolikums.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	HEAD OF STUDY FIELD DECLARATION ON COMPLIANCE WITH SECTION 55 1-3.docx	Virziena_vaditajas_apliecinajums_par_Augstskolu_likuma_55_panta_1_3.edoc

East-West Intercultural Studies (43227)

Study field	<i>Language and Culture Studies, Mother Tongue Studies, and Language Programmes</i>
ProcedureStudyProgram.Name	<i>East-West Intercultural Studies</i>
Education classification code	<i>43227</i>
Type of the study programme	<i>Academic bachelor study programme</i>
Name of the study programme director	<i>Kaspars</i>
Surname of the study programme director	<i>Kļaviņš</i>
E-mail of the study programme director	<i>kaspars.klavins@lu.lv</i>
Title of the study programme director	<i>Dr. hist., prof.</i>
Phone of the study programme director	<i>25641150</i>
Goal of the study programme	<i>To deliver a body of knowledge, skills and competence in line with the knowledge, skills and competence established for the 6th level of the Latvian Qualifications Framework, by preparing locally and internationally competitive specialists with an academically oriented and empirically consolidated understanding of the processes of global civilization and their interactions.</i>
Tasks of the study programme	<ol style="list-style-type: none"> <i>1. To promote in-depth interdisciplinary knowledge of the cultural-historical, socio-economic, political-legal, and spiritual-philosophical basic principles of Western and Eastern civilizations.</i> <i>2. Promote the learning of the regional language in the context of culture of each region included in the program.</i> <i>3. To stimulate students' critical and analytical thinking by acquiring knowledge that would contribute to dispelling politically, religiously, or nationally motivated stereotypes, as well as increasing security and peace in the world.</i> <i>4. To promote the involvement of students and the practical application of acquired knowledge, competences and skills in scientific research work, as well as to help organize practice in Latvian and foreign state and local government institutions, companies and non-governmental organizations, thus preparing specialists who meet modern requirements for productive work and enhancement of cross-cultural understanding in the fields of diplomacy, international business, culture and tourism.</i>

Results of the study programme	<p><i>Knowledge:</i></p> <ol style="list-style-type: none"> <i>1. Critically understands and explains the directions of intercultural and civilization research in the world as well as problems and needs of the multilingual and cross-cultural communication.</i> <i>2. Critically understands and explains the mutual cultural and historic influences of Europe and Asia, stereotypes and factors of their genesis.</i> <i>3. Knows the language of the selected region at least at the elementary level as well as the corresponding daily life, business and diplomatic etiquette and standards of professional ethics in the cultural environment of diverse civilizations.</i> <p><i>Skills:</i></p> <ol style="list-style-type: none"> <i>4. Applies appropriate methods and technologies in assembling, processing, analysing, interpretation and presentation of data by independently searching and selecting the necessary sources and scientific literature and uses the acquired knowledge in decision- making and solving the problems of East-West cross-cultural communication, can engage in a substantiated discussion both with specialists and non-specialists.</i> <i>5. Can independently organize personal learning and professional development by applying a scientific approach in problem solution; can take responsibility and initiative when working individually and in a team or managing others, can adopt decisions and find creative solutions in changing or unclear circumstances.</i> <i>6. When analysing a material, identifies and substantiates the influence of propaganda and ideology, approaches by different authors, sources used, character of information and reliability of conclusions, debates it based on the materials specific to the region under exploration at least at the foundation level.</i> <p><i>Competence:</i></p> <ol style="list-style-type: none"> <i>7. Communicates in a language of the region at the elementary level and by taking into account the standards of polite communication characteristic to the culture of the region and multicultural discourse in a cross-cultural or professional communication context, at this following the communicative requirements imposed by the regional culture and professional field.</i> <i>8. Offers substantiated professional solutions in cases of interstate collaboration agreements or international conflict, by taking into account the specific problems of the regional cultures and eliminating politically, religiously or ethnically motivated stereotypes.</i> <i>9. Conducts and presents scientific research in East-West intercultural studies by critically analysing culture and history concepts, theories and problems.</i>
Final examination upon the completion of the study programme	Bachelor's thesis

Study programme forms

Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Secondary education; English language proficiency at least B2.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	<i>-</i>

Places of implementation

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

Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>120</i>
Admission requirements (in English)	<i>Secondary education; English language proficiency at least B2.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	<i>-</i>

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

Since the issuance of the license on 01.06.2021, several changes have been made in the academic bachelor's study programme "East-West Intercultural Studies" in connection with its preparation for accreditation in the study field "Language and Cultural Studies, Mother Tongue Studies, and Language Programs" of the UL FH in accordance with the guidance of experts, recommendations of potential and existing students, teaching staff and employers. The need for changes was also determined by the fact that during the process of re-accreditation of the field, other field programmes were changed, which affected the courses that were taught in joint groups with other programmes. For most courses, the title has been clarified, the course description and the reading list have been updated, the learning outcomes have been aligned with the study course content, etc.

Descriptions of language courses are supplemented with information on the gradation and specific manifestations of various forms of politeness, on the connection of language with the social structure of society, the mental heritage of history, etiquette, the influence of literary tradition, etc.

For twelve courses, the title, description, and learning outcomes have been updated to match the study courses content.

The aim, objectives and outcomes of the programme have been made explicit and focused, as well as the choice of courses has been expanded.

Compared to 2020, in 2022 the mandatory (A) part of the programme has been increased by 2 CP (from 62 to 64 CP) and thus, the restricted electives (B) part has been reduced (from 54 to 52 CP).

Changes in the BSP mandatory (A) part

The study plan was complemented by the study course from another study programme – "Basics of the Latvian Scientific Language and Terminology", which is intended for students who have acquired secondary education in Latvia, and is delivered in parallel with the course "Latvian Language for Beginners I", which is intended for international students.

In accordance with the new requirements and students' motivation to strengthen the link between the programme and career skills, part A of the BSP "East-West Intercultural Studies" includes an academic internship course in the amount of 2 CP: "Internship in the East-West Intercultural Studies"

In order to consolidate contemporary European themes within the framework of the programme, the courses "European Union I: Integration and institutions" (4 CP) and "European Union II: Politics and Decision-Making" (4 CP) combined into one course: European Union: Institutions, Integration, and Politics (4CP)

In accordance with the recommendations of experts, symmetry in the mandatory (A) part was created, balancing courses on European and Asian topics to approximately similar levels. To strike a

balance with the courses on European topics: "Introduction to Cultural History of Europe" (4 CP) and "European Union: Institutions, Integration and Politics" (4 CP), the programme includes courses providing a basic knowledge of all major regions in Asia, amounting to 8 CP: "Middle East: Global Perspectives" (2 CP), "Chinese Cultural Heritage: Global Context and Perspectives" (2 CP), "Japanese Cultural Heritage: Global Context and Perspectives" (2 CP) and "Korean Heritage: Global Context and Perspectives" (2 CP).

In order to be meet the requirements set for the CP volume of the programme, when adding the courses necessary to reflect the current events of the modern globalized world, the course "Introduction to Applied Linguistics and Digital Humanities" (4 CP) was removed.

Due to the international situation and political developments, the courses "The Connections and Relations Between Europe and the Middle East in Science and Law" (2 CP) and "Human Security and Religious Conflict in Asia and Europe" (2 CP) have been transferred from part B cross-regional study courses to part A, as they include vital knowledge for students of all modules.

The title of the course "Global and Comparative Ethnography" (2 CP) has been changed to more accurately reflect the content of the course and correspond to modern practice and current terminology, avoiding outdated or controversial concepts. New title: "Asian and Middle Eastern Societies: Research, Problems, Explanations".

In order to more effectively synchronise the work in the combined groups, the course "Introduction to Linguistics in a Multilingual Context" (4 CP), which was jointly taught with the BSP "Philology", has been replaced by an equivalent linguistics course "Introduction to Asian Linguistics and Translation Theory" (4 CP), which also examines linguistics in a multilingual context, giving an insight into different nuances of Asian and European languages.

Restricted Elective Part B specifies the title of the following courses:

- Traditional Worldviews in East Asia (2 CP)
- Traditional Worldviews in the Middle East and North Africa (2 CP)
- Religious Worldviews in Western Europe (2 CP).

Study course descriptions and their compliance with the aims of the study programme and the outcomes to be achieved are discussed with the programme director and teaching staff who teach similar courses, as well as evaluated by the Study Field Council.

Taking into account the restrictions imposed by the Covid-19 pandemic, remote studies were implemented, which successfully proved themselves in practice. The first year of study of the new programme has come to a successful end, and both students and teaching staff have successfully fulfilled their responsibilities. At the same time, preparations are being made for the development of distance learning.

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

The title of the programme, the awarded degree, the compliance of the parameters of the study programme with the achievement of the specified outcomes of the study programme are regulated by external regulations, i.e., Cabinet of Ministers (CM) Regulation No.240 on the State Academic Education Standard as of 13.05.2014, CM Regulation No.322 "Regulations on the Education Classification in Latvia" as of 13.06.2017.

The code of the academic bachelor's study programme "East-West Intercultural Studies" (43227) is consistent with the Cabinet of Ministers Regulation No. 322 "Regulations on the Education Classification in Latvia" which corresponds to the sixth qualification level of the Latvian Qualifications Framework for the group of academic education programmes. The scope and duration of studies, mandatory content, programme parts and their scope, basic principles and procedures for assessment, the implementation principles, etc. are regulated by the Cabinet of Ministers Regulation No. 240 "Regulations on the State Academic Education Standard" and they comply with the requirements specified in the Regulations.

The study content of the academic bachelor's study programme "East-West Intercultural Studies" nurtures a set of knowledge, skills and competences consistent with the knowledge, skills and competence of the 6th level of the European Qualifications Framework referenced in the Latvian Education Classification. The content of the study programme is represented by study courses in the amount of 120 CP (Cabinet Regulation No. 240): mandatory (compulsory) part courses (64 CP), restricted electives (52 CP), free electives (4 CP). Restricted electives form a modular (language and communication culture/ regional and cross-regional studies) structure. The BSP "East-West Intercultural Studies" is represented by Western Europe, Baltic, East Asia, Middle East and North Africa region and language modules (see annexed study programme plan), which integrate 4 Asian languages (Japanese, Korean, Chinese, Arabic) and 3 European languages (German, French, Latvian). The mandatory part of the study programme "East-West Intercultural Studies" is implemented in Latvian or English (see below for information on admission requirements to the study programme).

Part of the study courses are offered in cooperation with other programmes of the University of Latvia (BSP "Asian Studies", BSP "Philology"), moreover, cooperation is formed internally between modules both in the mandatory, cross-regional or focused regional studies and special courses, where students freely choose both the second Asian or Western European language to be studied, as well as other courses. The multicultural content of the programme is oriented towards attracting international students and expanding student mobility.

The BSP "East-West Intercultural Studies" in its title and content is consistent with **the thematic profile of the Study Field**; it includes not only broad-profile mandatory study courses in Eastern and Western studies, but also studies of the most common languages and communication cultures in Asia and Europe, contrastive language studies, regional courses pertaining to the module, as well as regional and cross-regional studies, internship courses and work experience.

Since the programme is designed with a pronounced **focus on the efficiency of the study process** (including financial) as one of the strategic landmarks of the University of Latvia, it provides for common courses for 4 modules in the mandatory part and for the active engagement of the young academic staff in the study process.

The quality is ensured by a well-planned, coherent mandatory and restricted parts of the study courses, which are in line with academic standards and global trends in the field and with the specifics of the respective modules (see the study plan). The BSP "East-West Intercultural Studies" operates in compliance with the quality assurance system implemented at the University of Latvia.

The title of the programme "**East-West Intercultural Studies**" clearly indicates not only the

European-Asian intercultural relations and the comparative East-West aspect with the examination of European culture in the context of Asian comparative material and intercultural studies, but also includes the Western European and Asian languages and communication culture integrated in the programme modules, as well as the complex of regional and cross-regional Asian studies freely elected by the students.

The objectives of the study programme, as well as the outcomes related to the aim and objectives, are derived from the study programme aim. The aims, objectives, and learning outcomes defined by the study programme are mapped against the learning outcomes of the study courses, as evidenced by the respective document on outcomes mapping (see Annex).

The admission process is governed by the UL Admission Requirements and subordinate regulations that determine the procedures for the given academic year: Requirements for prior education: acquired secondary education. All modules require English language proficiency in accordance with applicable laws and regulations (for international students – English language proficiency of at least B2 level is required). The admission criteria, the formula for calculating the admission score and the admission procedure are laid down in the admission requirements for the current academic year and published on the UL portal www.lu.lv/gribustudet.

The BSP "East-West Intercultural Studies" is implemented in 3 years (6 semesters of studies), providing for the acquisition of 40 CP per year.

On the completion of the academic bachelor's study programme "East-West Intercultural Studies", a **bachelor's degree of humanities in language studies and programmes** is awarded. Bachelor's degree holders have the opportunity to pursue their studies in the MSP "Asian Studies" (UL FH), as well as in other master's programmes in the humanities or social sciences in Latvian or foreign higher education institutions in conformity with the admission requirements.

The relevance and efficiency of the programme is reflected in the growing practice, in Europe and worldwide, of integrating the social sciences and humanities into an interdisciplinary wider scientific context. This is demonstrated by new, unconventional projects combining knowledge in the humanities and exact sciences, created in cooperation among European, US and Asian universities, research institutes and cultural institutions. Such is, for example, the project "ZerOrigIndia" related to the study of mathematics, quantum physics and Asian and European scientific concepts, where the University of Latvia is represented by the Head of the Department of Experimental Physics of the Faculty of Physics, Mathematics and Optometry and the Head of the Laser Centre Prof. Mārcis Auziņš and the Director of the FH BSP "East-West Intercultural Studies" Prof. Kaspars Kļaviņš.

In today's Europe, the awareness of the current impasse in Western science, rooted in the isolation of different disciplines and cultures, and ignorance of intricate connection of ethical, religious and philosophical issues, as shapers of the worldview with socio-economic, political and technological developments becomes more pronounced. This is particularly evident in the discussion of the issues of intercultural interaction envisaged by the BSP "East-West Intercultural Studies". Therefore, in preparation for the accreditation of the programme, steps have been taken to increase the interdisciplinary orientation of the programme. The students from the Middle East, Central and East Asia, can hardly acquire European languages the same as Europeans cannot acquire Asian languages without a deeper understanding of the relevant cultural context. Likewise, studies of foreign cultures are also not complete without elementary immersion in the language(s) of the region being studied. At the same time, it requires cooperation between different study programmes, departments, faculties and universities.

The undergraduate study programme "East-West Intercultural Studies" of the UL study field

"Language and Culture Studies, Mother Tongue Studies and Language Programmes" is fully integrated into these global and European developments while providing students with relevant knowledge of the guidelines, principles, structure and methodology of the relevant field and sub-field of science, as well as an understanding of regional cultures, language skills and interdisciplinary oriented study courses.

At the same time, the new BSP "East-West Intercultural Studies", which is delivered in English, is unique within humanities study programmes, offering students of Western and Eastern descent a mutually transparent interpretation of the European and Asian worldviews, preparing them for broad and flexible range of job prospects in the diplomatic service, business, etc.

The acquisition of Middle Eastern and East Asian languages in conjunction with the research into the culture of Asian countries, which has been implemented at the University of Latvia for 25 years, is an excellent basis for further East-West intercultural research as well as for studies at bachelor's, master's and doctoral levels. In turn, the long-term experience of the UL FH in teaching Western languages, literature and culture and scientific research provides for the Western component of intercultural studies. The acquisition of Eastern and Western languages provides the first direct contact with the mentality of another culture. Different languages have different internal logics, word-building, sentence construction, different writing traditions, etc., which create a different paradigm of thinking that is not fully comprehensible to someone who does not know the language. For this reason, as well as for practical reasons (the requirements of the labour market), intensive language training during the first 3 semesters of studies form the basis of the restricted electives (part B). In addition, when learning languages, students focus on the linguistic as well as social and cultural aspects, which are often understood only by knowing the cultural history of the respective region, especially with regard to official communication etiquette. Thus, language and culture courses complement each other in each respective region offered by the study programme.

The efficiency of the programme is also confirmed by the organic integration of "BSP East-West Intercultural Studies" into the UL Study Field "Language and Culture Studies, Mother Tongue Studies and Language Programmes", providing students with the necessary background knowledge to continue their studies in the academic MSP "Asian Studies" at the UL FH (ex. "Orientalism") and MSP "Philology" or other master's level study programmes in Latvia and abroad, while at the same time preparing professionally oriented students for broad and flexible job prospects in the diplomatic service, business and other fields related to intercultural knowledge.

In contrast to the BSP "East-West Intercultural Studies", which consists of Western European, Baltic, East Asian, Middle Eastern and North African regional and language modules and is dominated by Europe-Asia intercultural relations and a comparative East-West perspective, along with an examination of European culture in the context of Asian comparative material, the BSP "Asian Studies", consisting of a module on China, Japan, Korea and the Middle East with sub-modules on Arabic Studies and Turkish Studies, focuses on the study of specific Asian languages and cultures from a regional and a pan-Asian perspective. The BSP "East-West Intercultural Studies" provides an excellent foundation for further research into the languages and cultures of the Asian regions, as well as for studies at master's and doctoral level. Different languages have different internal logics, word-building, sentence construction, different writing traditions, etc., which create a different paradigm of thinking that is not fully comprehensible to someone who does not know the language. For this reason, as well as for practical reasons (labour market requirements), elective (Group B) studies are based on intensive language acquisition through the duration of studies, complemented by a social and cultural dimension that can often only be understood through knowledge of the cultural history of the region, especially with regard to formal communication etiquette. Thus, language and culture courses complement each other in each respective region offered by the study programme. Middle Eastern and East Asian language acquisition in the context of research on

Asian cultures has been successfully implemented at the Department of Asian Studies of the University of Latvia for 25 years.

The necessary information about the study programme and the diploma to be obtained is given in the Annex hereto: Templates of the diploma and its supplements to be issued for the completion of the study programme in compliance with the Cabinet of Ministers Regulations of 16.04.2013 No 202 "Procedure by which state recognised education documents certifying higher education are issued". A sample study agreement may be consulted in the Annex to study field documents: Sample study agreement in compliance with the Cabinet of Ministers Regulations of 23.01.2007 No 70 "Compulsory provisions of the study agreement".

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

The creation of BSP "Eastern-Western intercultural studies" was initiated by the demand of potential employers and employees for interconnected competences of Eastern and Western cultural studies (including learning Asian languages and culture of communication), as well as students, who in surveys expressed the desire for a wider knowledge of the specificities and laws of intercultural communication and interaction. In the conditions of globalization, as Latvia is involved in trans-regional trade, diplomacy and political processes, it is necessary to know the linguistic, ethnic, social, political and cultural environment of the specific regions, as well as to understand inter-regional relations and connections. Both in international relations and in interregional business, there is an outwardly subtle tension caused by the contradictions between the laws, beliefs and traditional values of Euro-Atlantic and Asian countries (such as the PRC, Japan, many Arab countries, etc.). These values are not declarative principles, but derive from deep cultural structures, the understanding and study of which require special qualifications and must be taken into account when making any contacts with Asian countries. Therefore, the involvement of graduates of this program in various fields related to international business, politics, migration and integration of immigrants, recognition and prevention of terrorist threats, etc., would make a valuable contribution to the Latvian economy.

Regardless of the comprehensive information seemingly available today, true knowledge of European culture in Asia or Asian culture in Europe has not become significantly deeper, sometimes even vice versa – old stereotypes continue to exist as part of pseudo-information adapted to the short-term goals of modern society and the needs of momentary political-economic conjuncture. This creates additional tensions in the humanities, since, in the context of a globalised market ideology, leaders of national communities (including minorities) often use language and identity only as a mechanism for raising funds or fighting for political power, rather than essentially taking care of the needs of the population. At the same time, even in interstate relations, religious and spiritual teachings are often used to justify the political-economic struggle. The traditionally practiced talk of "great cultural differences" or "promoting mutual understanding" does not address these problems – mainly because comparing cultures without relying on serious studies goes wrong, using "your" culture as a measure of judging "other" culture, or comparing irrelevant phenomena, and this leads to erroneous conclusions not only in diplomacy but also in business. Mechanically comparing the external facades of cultures, an unprepared observer is struck by the "big differences" and does not even notice the true, specific practices of management and organization of society until the moment when the successfully launched cooperation breaks. The use of the latest technologies and other similarities brought about by modern globalisation can be

misleading, as people's mentalities change much more slowly and there are also differences in post-modernisation. At the same time, it should be remembered that a universal, universally human message is inherent in all spiritual teachings, whether we turn to interpretations of various schools of Buddhism or representatives of European religious mysticism in the late Middle Ages and the beginning of New Times. In the context of societal modernization, an understanding of national identity taken from Europe was once adapted by patriots from East and Southeast Asia, revitalisers of cultural heritage, politicians and publicists, uncritically adopting the notion of a "nation" as a unique, closed carrier of the national language (linguistic community) and extending it to all layers, but without paying attention to any broader intercultural influence. Not only the traditional, repeatedly criticized, "Orientalism" born under Western colonialism, but also the later created in opposition, popular in Asia, no less stereotypical "Westernism", is flawed and cannot form the basis of current Europe-Asia relations if we want to restart them honestly and effectively. In order to understand, for example, why, in independence-winning Indonesia, the Latin alphabet was chosen as the basis for the standardized spelling of the national language, why representatives of modern Islamic banks learned from the experience of German money-boxes, and the reception of European literature became an integral source of the genesis of modern Japanese, Korean and Chinese literature, it is necessary to study in depth European culture, philosophy, understanding of law and socio-economic reasoning. Moreover, from an intercultural point of view, this should be done with all the social and intellectual processes in Asia in mind.

That is why a new evaluation of European culture in the context of Asian comparative material is offered by the BSP "East-West Intercultural Studies". This is also the main difference of this BSP from BSP "Asian Studies", which focuses exclusively on the Asian region, enabling students to gain the first necessary basic professional knowledge of Eastern Research and Asian languages. As a primarily interdisciplinary study programme, the BSP "East-West Intercultural Studies" develops a methodology of cultural understanding that is relevant to the dynamics of contemporary international relations, which can only be learned through a detailed explanation of spiritual, social, economic, etc. phenomena, provided in lectures by a dialogue between faculty and students, constantly testing the correctness or erroneousness of an assumption. Student presentations and subsequent discussions act as the catalyst for the validation and testing of existing assumptions.

Another difference from the BSP "Asian Studies" is that studies in BSP "East-West Intercultural Studies" are organized in English to attract international students from all over the world. The strategy in question has proven to be successful, taking into account, for example, the positive experience of Japanese students this academic year and the interest of foreign applicants (from Japan, China, Great Britain, etc.) by applying for the BSP "East-West Intercultural Studies" for 2022/2023. Despite the recent licensing and the fact that only the first year of study (2021/2022) has just passed, this BSP has not formed a deficit and has already proved profitable in the first year of study. As the stability of professions and the social guarantees of work disappear, people practise several activities at the same time. The individual is increasingly becoming a scientist, a businessman and a politician at the same time. In addition, using knowledge, skills and global communication opportunities in business areas related to intercultural dialogue, people are increasingly creating their own workplace rather than receiving the support of some institution. An appropriate work and thinking methodology makes it possible to successfully work in a number of different areas, but the absence of such will not allow for success, even if there are guarantees from all possible institutions and diplomas of graduation from educational institutions.

The BSP "East-West Intercultural Studies" uses all the possibilities of attracting employers, receiving support from potential employers both in Latvia and abroad. The potential lecturers of the new BSP are related to various Latvian and foreign organizations that solve East-West intercultural issues at the level of diplomatic, economic and educational cooperation. Examples include activities at the

State Employment Agency of Latvia (I. Kleinhofa), dialogue with the Ministry of Foreign Affairs of the Republic of Latvia (I. Kleinhofa, J. Priede, L. Taivāns, K. Kļaviņš) and several universities in Japan (A. Haijima, K. Kļaviņš), China (A. Baltgalve, K. Kļaviņš), India (K. Kļaviņš), Korea (K. Kļaviņš, I. Šķestere), Azerbaijan (K. Kļaviņš) and Georgia (L. Taivāns). A noteworthy strategic cooperation with Korea has been established in the context of relations between Busan and Riga – in the summer of 2021, at the invitation of the Government of the Republic of Korea, the Director of BSP "East-West Intercultural Studies" participated in the exclusive K2H (*Korea Heart to Heart*) three-month programme aimed at strengthening cooperation between the city councils, organisations and businesses of Riga and Busan. In Busan, K. Kļaviņš met the heads of key scientific, cultural and economic institutions and enterprises, as well as leading specialists in the fields of music, cinema and literature, and, as encouraged by the UL FH leadership, initiated discussions on the promotion of student and faculty mobility with Korean universities, cultural and scientific research institutes and organisations.

Attracting foreign students (Middle East, Central and East Asia) is essential for the study programme to be profitable and in demand. This can be ensured by timely and appropriate advertising of the study programme (adapted to the real situation), which, in the BSP "East-West Intercultural Studies", is supported by already attracted foreign experts and public administration institutions and diplomatic missions. With the help of foreign experts, it is possible to ensure BSP advertising in the internal networks of universities. On the other hand, the Ministry of Foreign Affairs of the Republic of Latvia, which expressed its support for the BSP "East-West Intercultural Studies" already in the phase of developing its concept, has recently confirmed its readiness to help by attracting South and Southeast Asian students: the Ministry appraises the programme as potentially attractive for students of these regions. At the same time, the services of student recruitment companies are used, for example, the internationally operating company "Global Education Counselling" attracts young people with secondary education in the UK to study at the BSP. The successful attraction of foreign students is also evidenced by the involvement of the representative of the most influential education consultants in the context of continental Europe "EuroEducation" *Miwa Kitamura*, in informing students about the BSP "East-West Intercultural Studies".

The program was licensed in 2021, and the first graduates will complete their studies in 2024; due to their feedback, an increase in the number of students is expected in 2024/25 and 2024/26, which would increase the economic contribution of the program both at the level of the LU (the program is already economically self-sufficient without the need to attract budget funding) and (due to the attraction of foreign students) in Latvia's education export sector.

The further development of the study programme is facilitated by the involvement of employers and students in the Study Field Council of "Language and Culture Studies, Mother Tongue Studies and Language Programmes", which examines essential changes in study programmes, reviews and approves reports and new study courses. In the run-up to the accreditation, a student survey on the study programme and its prospects has been conducted.

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

The Bachelor's study programme "East-West Intercultural Studies" is implemented in full-time intramural (FTS) mode in English and Latvian.

In 2021/2022 (the first year of operation of the new BSP), 9 students were registered, none of whom was an international student (foreign citizens studying in the programme are permanent residents of Latvia and have acquired basic education in Latvia before entering the University). This is fully understandable given the sudden lockdowns in the context of the COVID-19 pandemic. The 15 international students who wanted to study in person were unable to attend due to these restrictions. Many of them, as well as other international students, have recently adapted their educational strategy and tactics according to the new conditions and are ready for the hybrid form of study starting from the next year of study.

In the first year of study, there has been a slight drop-out of students. On 15.09.2021, one student stopped studying of his own volition, justifying this decision with health and family issues. Another student, on 06.10.2021, stopped studying because he had initially applied for two programmes and decided to study in another field, which primarily corresponded more to his profile.

The breakdown of students in 2021/2022 at the BSP "East-West Intercultural Studies" (by module) indicates that 1 student chose Arabic, 2 – Japanese, 3 – Chinese, 2 – Korean and 1 – German specialization. The distribution of students in the BSP "East-West Intercultural Studies" is provided in the Annex "Statistical data on students": Distribution of students in the BSP "East-West Intercultural Studies" (by modules and groups) Year 1, 2021/2022.

The BSP "East-West Intercultural Studies" is associated with the BSP "Asian Studies", and provides an opportunity to add students to larger groups and provide a wider choice of study courses. If only one student has applied for a language training module, he is assigned to a joint group that is taught together with the BSP "Asian Studies", hence, there is never a situation of giving lectures to one student. If there is no opportunity for a joint group, the language training module is not opened at all. Module-specific courses can be taught in joint groups over a period of 2-3 years. Thus, costs vary over a small range depending on which grouping mechanism is used in each case. A language training module is opened with, a minimum, five or four students. Even if three students have applied, the module can be opened if there is a teaching staff with additional funding, which is possible through EU project funds for visiting lecturers.

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

3.2. The Content of Studies and Implementation Thereof

3.2.1. Analysis of the content of the study programme. Assessment of the interrelation between the information included in the study courses/ modules, the intended learning outcomes, the set aims and other indicators with the aims of the study course/ module and the aims and intended outcomes of the study programme. Assessment of the relevance of the content of the study courses/ modules and compliance with the needs of

the relevant industry, labour market and with the trends in science on how and whether the content of the study courses/ modules is updated in line with the development trends of the relevant industry, labour market, and science.

The humanities are no less important to society than the exact sciences, as demonstrated by the example of developed Asian countries, where economic growth is largely based on the identification of their cultural and philosophical roots and the creation of relevant pedagogical-psychological mechanisms for mobilising society. In a global reassessment of cultural, social and ethical values such as the one we are seeing in the world, students from Asian countries are increasingly interested in the methodology of Western studies and the cultural and historical phenomenon of European civilization, while westerners want to explore the unique features of Asian languages and cultures. In line with these trends, the BSP "East-West Intercultural Studies" offers both Latvian and foreign students the opportunity to take Asian and European-themed courses in an intercultural and interdisciplinary context, illuminating not only cultural and literary values in a comparative perspective, but also contemporary ties between Europe and Asia, European Union integration policy, the causes of human security and religious conflicts, the links between modern East Asia (China, Korea, Japan) and Europe in the past and present, etc. The Annex provides descriptions of study courses (modules) of the study programme, study plan, and course mapping.

It should be noted that potential employers, like students who associate their future with diplomacy or entrepreneurship, are primarily interested in knowledge that theoretically prepares for intercultural dialogue in both favourable and unfavourable political conditions. Mistakes by ignorant politicians in international dialogue can lead to huge losses for entrepreneurs, which European countries have not once experienced in their relations with China, for example. Exactly the same applies to representatives of Asian countries if they want to become participants in European scientific projects or European science and technology intermediaries in their own countries. This inevitably requires knowledge of the foundations of a European understanding of culture and law. Cultural issues, especially in cooperation with East Asian countries, are an integral part of diplomatic protocol etiquette, defining successful contacts at an early stage. Conversely, a deeper knowledge of traditions, mentalities and world views is needed when making investments or entering into cooperation agreements with legal and financial implications – both at individual and national level. In a society that has long defined quick profits as a value, people today often fail to realise that huge losses for the unprepared investor are also a consequence of not knowing how to live and think differently. Literature, art, and other culture domains are manifestations of the world vision of different societies, whose understanding requires specific knowledge (including basic language skills). The BSP "East-West Intercultural Studies" offers this knowledge already from the mandatory theoretical courses of Part A. A table on the compliance of the study programme with the state standard for education is provided in the Annex.

Students of the academic Bachelor's study programme "East-West Intercultural Studies" acquire knowledge, skills and competences corresponding to the European Qualifications Framework (EQF) level 6 and LQF level 6.

According to the "Regulations on the State Standard for Academic Education", the BSP "East-West Intercultural Studies" volume is 120 CP, the study duration is three years (six semesters, each semester amounting to 20 CP).

Students choose one of the modules included in the blocks – **the Eastern Culture or Western Culture** Block. In line with international practice, regional studies provide for the acquisition of one language, while other regional specialisation courses (cultural history, literature, art, religion,

society, etc.) also cover other countries in the region.

The mandatory part (Part A, 64 CP) is common for all modules. The restricted elective part (Part B, 52 CP) contains language courses, as well as courses which provide knowledge of the region's society, its cultural history, literature, art, and religion (it is also available to all students who study cultures of other regions, but want to expand their knowledge). Depending on the interests, students shall choose pertinent courses in the optional part of Cross-Regional or Focused Regional Studies.

Free elective courses (Part C) of the BSP "East-West Intercultural Studies" are freely chosen by the students (4 CP). At the end of the program, students develop a bachelor's thesis in the amount of 10 CP (see Figure "The Structure of the BSP *East-West Intercultural Studies*").

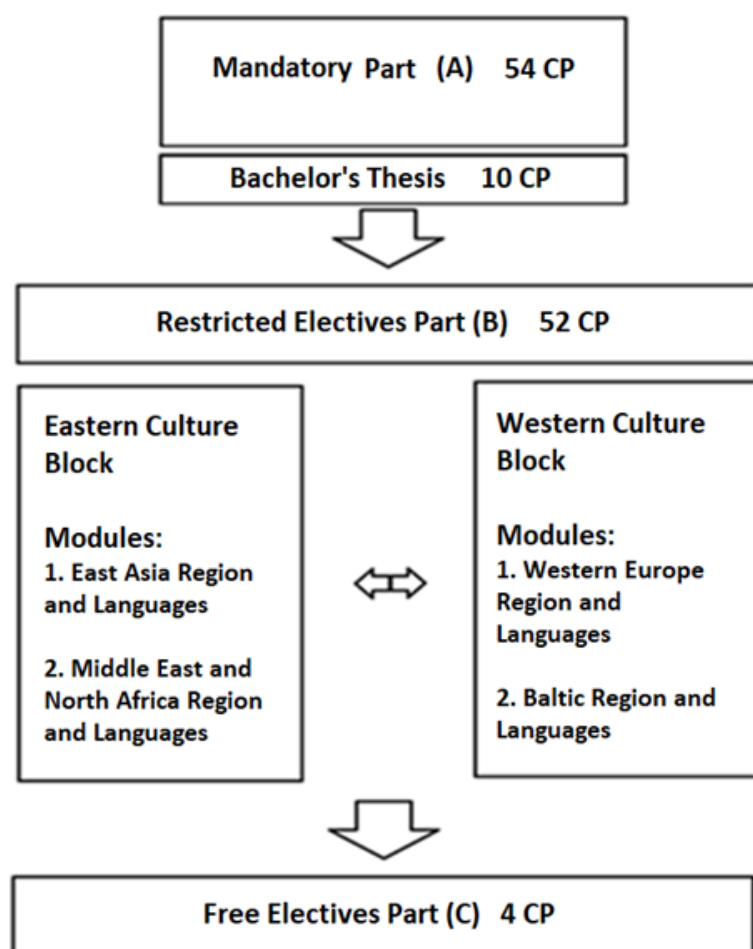


Figure 3.2.1.1. The structure of the BSP "East-West Intercultural Studies"

The following study courses form the mandatory (A) part of the study programme:

- Middle East: Global Perspectives 4 CP
- Chinese Cultural Heritage: Global Context and Perspectives 2 CP
- Introduction to Asian Linguistics and Translation Theory
- Basics of the Latvian Scientific Language and Terminology (for international students: Latvian language for beginners I) 2 CP
- Japanese Cultural Heritage: Global Context and Perspectives 2CP
- Korean Heritage: Global Context and Perspectives 2CP
- Introduction to Academic Studies and Research 2CP
- Introduction to Cultural History of Europe 4 CP

- The Connections and Relations Between Europe and the Middle East in Science and Law 2CP
- Intercultural Communication 4CP
- European Union: Institutions, Integration, and Politics 4CP
- Values and Ideas of Asian and European Culture and Literature in the Comparative Perspective 2CP
- Asian and Middle Eastern Societies: Research, Problems, Explanations 4CP
- Multilingualism and Multiculturalism 4CP
- Internship in the East-West Intercultural Studies 2CP
- Intercultural Studies in Literature 4CP
- Human Security and Religious Conflict in Asia and Europe 2CP
- Civil Protection 1 CP
- Environment Protection 1 CP
- Religious Paradigm of Regional Cultures: Sacred Texts and Hermeneutics 4CP
- Bachelor Thesis in the East-West Intercultural Studies

In the restricted elective (B) part of the study programme, students choose one of the study modules:

1. East Asia region and languages (it is possible to choose Chinese, Japanese or Korean language)
2. Middle East and North Africa region and languages (studies of Arabic language)
3. Western Europe region and languages (it is possible to choose French or German language)
4. Baltic region and languages (studies of Latvian language)

The specialisation courses for each module include regional language courses of 18 CP in the Eastern Culture Block and 12 CP in the Western Culture Block, as well as regional specialisation courses (students choose the option appropriate to their specialisation). Effective learning about the society and culture of the region is impossible without learning the language of the region. Differences in the amount of credit points result from the complexity of languages, because acquisition of the Asian languages involves learning of the hieroglyphic, syllabic or consonantal writing, as well as the wide differences between written and spoken language. Learning languages from the first semester is necessary in order to be able to use regional languages as soon as possible.

The courses "Religious Worldviews in Western Europe" and "Contemporary European Lifestyle" are shared by Western European and Baltic modules, as they essentially relate to the thematic coverage of both modules. The EU and the Baltic State (Latvia), where the acquisition of the relevant BSP is offered, are part of European civilization, a kind of bridge between East and West, representing both culturally and historically the socio-political tradition of North-Eastern and Western Europe and cultural phenomena shared by Europeans. From this point of view, Riga is an excellent location for students who are focused on developing East-West intercultural dialogue in the future.

Study modules are a way to achieve greater freedom of choice for students. For example, if a student chooses to study a foreign language without prior knowledge in one module, they can study a higher level foreign language in another module if they have the relevant prior knowledge. At the same time, of course, the specialisation of students within a given region is encouraged.

Within the modules, the following courses of regional specialisation are offered:

1. Cultural History of the Region
 - Cultural History of East Asia 4CP
 - Cultural history of the Middle East and North Africa 4 CP

- Cultural History of Western Europe 4CP
- Cultural history of Baltic States 4 CP

2. Culture, Literature and Art of the Region

- Culture, Literature and Art of East Asia 4 CP
- Culture, Literature, and Art of the Middle East and North Africa 4 CP
- Culture, Literature and Art of Western Europe 4 CP
- Literature, Music and Audiovisual Media of the Baltics 4 CP

3. Worldviews in the Region

- Traditional Worldviews in East Asia 2 CP
- Traditional Worldviews in the Middle East and North Africa 2 CP
- Religious Worldviews in Western Europe (share with Western European and Baltic module) 2 CP

4. Contemporary Society in the Region

- Contemporary East Asian Society 2CP
- Traditions and Lifestyle of the Contemporary Middle East and North Africa 2 CP
- Contemporary European Lifestyle (shared with Western European and Baltic module) 2 CP

Students of all modules (with relevant prior knowledge) have access to the following special, focused regional and cross-regional study courses, from which students of the Eastern Block (East Asia and Middle East modules) choose courses in the volume of 22 CP, while students of the Western Block (Western Europe and Baltic modules) choose courses in the volume of 28 CP:

- Democracy and Arab Political Culture 2 CP
- Contemporary South Korean Society 2 CP
- Problems of Justice in Globalized World 2 CP
- Outside Mainland China: Hong Kong, Macau, Taiwan and Singapore 2 CP
- Transnational Islam 2 CP
- The Emergence of Modern Asia 2 CP
- Introduction to Management 4 CP
- Traditional Music of East and Central Asia 2 CP
- Traditional Music of the Middle East and North Africa 2 CP
- Music of European Peoples 2 CP
- Asian Literature and Culture I 4 CP
- Popular Culture in Japan 2 CP
- Japanese Language and Communication Culture III* 8 CP
- Chinese Language and Communication Culture II* 8 CP
- Korean Language and Communication Culture III* 8 CP
- Arabic Language and Communication Culture III* 8 CP
- Contrastive Studies IV: German (2nd foreign language from the beginners' level)* 4CP
- Contrastive Studies V: German (2nd foreign language from the beginners' level)* 4CP
- Contrastive Studies IV: French (2nd foreign language from the beginner's level)* 4 CP
- Contrastive Studies V: French (2nd foreign language from the beginners' level)* 4CP
- Latvian Language for Foreigners IV* 4 CP
- Latvian Language for Foreigners V* 4 CP
- Second Asian Language I 2 CP
- Second Asian Language II 2 CP

Second- and third-year students in all modules select courses from this list according to the number

of credits required. The course is delivered every two years, if there are enough applicants.

Courses marked with an asterisk (*) are taught if there are a sufficient number of interested persons with appropriate prior knowledge. Joint groups of 2nd and 3rd year students are formed.

The study courses in the BSP "East-West Intercultural Studies" study plan are arranged in such a way as to initially give students basic knowledge of linguistics, theoretical aspects of intercultural and regional studies, as well as languages of the region. In the further study process, students acquire in-depth theoretical knowledge of the literary, linguistic, ethnographic, etc. aspects of intercultural studies, largely from an interdisciplinary perspective. In the restricted elective part, students gain in-depth knowledge of the region's languages, cultural history, literature, society and religions. In the restricted electives part of the regional studies, students are given the opportunity to acquire additional knowledge of the region or of various areas related to international cooperation and intercultural communication, including politics, diplomacy, as well as international business, law and security.

The learning outcomes of the study courses are defined to ensure the achievement of the overall learning outcomes of the study programme as expressed through the acquired knowledge, skills and competences, which can be seen in the mapping of the study courses (Annex).

All or almost all of the outcomes to be achieved in the study programme can be achieved in theoretical courses, especially in courses analysing intercultural issues. Many of the learning outcomes can be achieved through courses where language and communication culture are taught at the same time. On the other hand, the learning outcomes, which are mainly limited to foreign language acquisition, can be obtained through contrastive studies of European languages and the second selected Asian language.

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

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

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

Various methods for the acquisition and consolidation of knowledge are used in the study process,

for example, introductory lectures, interactive lectures, summative consolidation lectures, and problem-oriented lectures. Practitioners, professionals from different institutions, are invited to lecture on specific subjects in the study courses in order to promote the coherence of theory and practice. Practical assignments, seminars, individual, pair and group work, discussions and project development, study tours to industry organizations are widely used. Employers are involved in the implementation and development of study courses (invited to facilitate individual seminar sessions, often organised as exchange visits to workplaces, etc.).

In order to promote the development of students' research competence, students in successive courses have an opportunity to analyse and deepen their research on the issues of interest in the given field. Senior year students are involved in *peer teaching-learning*.

Study courses seminars promote students' presentation and discussion skills.

To aid students in achieving learning outcomes – in acquiring and consolidating knowledge, skills and competence – the study process is dominated by the methods focusing on student activity. The study process is supported by methods that facilitate students' communication in the implementation of study tasks, solving real issues pertaining to the field, modelling situations.

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

Given that today's education system has unfortunately increasingly focused on form rather than content, the new BSP emphasises the acquisition of serious knowledge through individual reading and thinking, which is no substitute for technology. Rather than various "facilitated forms of learning" that tend to turn classes into entertainment, serious study and the qualifications of the teaching staff and their ability to explain complex content in a way that students can understand ensure the transfer of knowledge. Besides, the teaching staff send materials to students in the e-learning environment for individual reading and analysis, giving them the opportunity to selectively familiarize themselves with lesser-known but relevant information, without knowledge of which serious discussions are impossible. A superficial "opinion", not based on serious individual study, does not qualify as a manifestation of knowledge. Likewise, a superficial reflection of political-economic conjuncture or media propaganda in assessing a culture or society is not considered an acceptable attitude for a young scientist and thinker towards his or her chosen field of research. From a technology point of view, perfectly presented presentations alone are not considered to be a serious reflection of individual work. First of all, the content of presentations and essays is evaluated. Likewise, students' undergraduate theses are assessed on their content, critical judgement, ability to compare and see analogies in the analysis of different cultures. Bachelor's thesis is an extremely important part of student work, in which students prove in practice the application of their theoretical knowledge in independent scientific research. Bachelor's theses in the BSP "East-West Intercultural Studies" are developed in conformity with the conventions for the development of research papers at the Department of Asian Studies of the UL FH:

https://www.hzf.lu.lv/fileadmin/user_upload/lu_portal/projekti/hzf/studijas/azijas_BSP_un_MSP_darb_u_noteikumi_.pdf (available only in Latvian)

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

Following the principles of student-centred studies, student mobility (recognition of learning outcomes) is promoted, students engage in academic research and social activities initiated by the academic staff, thereby gaining significant experience through testing gained knowledge and skills in practice. The BSP "East-West Intercultural Studies" is a new programme that has only been running this year, hence it is not possible to cite several examples of mobility before the nomination. However, student mobility has begun and Anete Dace Svārūpa has already been nominated to study at *Kangwon National University* (Korea). By implementing internal quality assurance policies, study programmes are implemented to encourage students to actively participate in the improvement of the study process. By implementing internal quality assurance policies, study programmes are implemented to encourage students to actively participate in the improvement of the study process. Policies and procedures are in place for the submission of student suggestions and complaints and for the handling of student appeals. The results of student surveys are evaluated and taken into account for the improvement of the study process. Students willingly express their suggestions for the improvement of study programmes and the study process in discussions with their teaching staff and programme directors. The student survey organised for the academic year 2021/2022 shows positive results. When asked 43 questions about the quality of the BSP "East-West Intercultural Studies", including the theoretical knowledge gained, the competence of the teaching staff and professional development/career planning, the average response was clearly on the positive side ("rather agree" or "mostly agree").

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

No internship was foreseen in the academic study programme during the reporting period, but taking into account student surveys and programme assessments as well as discussions with employers, the internship has been included in the study plan during the new accreditation period. ("Internship in East-West Intercultural Studies", 2 CP, Bachelor's study programme "East-West Intercultural Studies" Placement Regulations, see Annex). The **aim** of the internship is to enhance theoretical and practical knowledge in the context of Asian languages, communication culture and cultural interactions, to provide students with the opportunity to apply the acquired theoretical knowledge of different regions of Asia, their languages and cultures by performing work duties in a real workplace under the supervision of a specialist and summarising the acquired information in a

scientific study, as well as to get acquainted with projects, offers and foreign partnerships of a given non-governmental organisation, state, municipality or enterprise in the given field. After successfully completing an internship, students acquire skills and knowledge that are relevant to real-life situations and can be applied in the workplace, and build their work experience, which is a standard employer requirement for young graduates. Internships help students to link the knowledge gained in lectures and seminars to their practical application in the everyday life of an organisation, gaining a deeper understanding of the material covered in the course. The outcomes of the internship are in line with the planned outcomes of the study programme.

Objectives of the internship placement are:

1. to identify career opportunities, fields of work and workplaces in Latvia and abroad for graduates of the BSP "East-West Intercultural Studies";
2. to perform work duties in a real workplace under the supervision of a supervisor, applying theoretical knowledge of world regions and their inhabitants and of communication in a multicultural, multilingual environment;
3. to prepare for a future career, build a CV and professional network;
4. to conduct and present a scientific study in compliance with the defined conventions.

In conformity with the order of the UL Rector on the organisation of internships, and by the instruction of the Dean, a teaching staff member - UL Placement Supervisor - is approved to supervise the internship in accordance with the study programme aims and achievable learning outcomes. At the placement site, the trainee is assigned a Site Placement Supervisor from the organisation, institution or company, who ensures that the placement is run properly.

The programme administration provides support in finding a placement site, but the student is also free to choose the placement. To this end, several **cooperation agreements** have been concluded with public institutions and private organisations to support the provision of internships. A tripartite contract is concluded with the company providing placement, setting out the rights and obligations of all parties in relation to the internship programme. Students of the BSP "East-West Intercultural Studies" have the opportunity to do internships in foreign companies and institutions within the framework of Erasmus+.

The internship conditions are the same for studies with Latvian and English language of instruction.

Overall, it can be concluded that the organisation of internships in the study programme introduced in the new accreditation phase is a necessary step in the development of the quality of intercultural studies, which, in the interest of students' education and future job prospects, provides internship placement sites, clearly defined internship tasks, and internship outcomes that are in line with the expected outcomes set out in the study programme.

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

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

The BSP "East-West Intercultural Studies" was licensed only on 01.06.2021. The programme is currently in its first and second year, so there are no final theses to present yet.

3.3. Resources and Provision of the Study Programme

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

For the implementation of the BSP "East-West Intercultural Studies" all resources and facilities available at the FH and the UL as a whole may be used. A detailed outline is presented in Part II, Chapter 3, paragraph 3.1-3 of the Self-Assessment Report of the Humanities Study Field. The assessment of the range of resources available to students, as well as the information and material-technical base, leads to the conclusion that they fully meet the requirements for the implementation of the study programme and ensure the achievement of the study programme outcomes.

Material and technical base

The BSP "East-West Intercultural Studies" is implemented within the study field "Language and Culture Studies, Mother Tongue Studies and Language Programmes" at the UL FH premises. The material and technical base of the faculty is described in the general section of the study field accreditation report: 2.3.2. Infrastructure and facilities.

The *Moodle* e-environment is available for teaching staff to use for dissemination of study materials and submission, reviewing and analysis of study tasks. *Moodle* is an e-learning tool complementary to the LUIS environment that allows to enter assessments.

Students in the LUIS environment electronically register for courses. Students have access to the support of 5 programme assistants if they have any questions and need help with the study process in LUIS. Programme assistants support students in organisational issues related to the study process.

For the convenience of students and teaching staff, an extensive library with a database and literature in the given branch of science is available. Sources can be ordered from other branches and repositories. The library has computers for students' independent work.

A general description, as well as a detailed description of services and resources of the UL Library is available in section 2.3.3. The library subscribes to more than 30 e-resource platforms, which contain both e-books, e.g. ProQuest Ebook Central, and e-journals - Cambridge Journals Online, Em, Oxford Journals Online, SpringerLink Contemporary Journals, Taylor & Francis Social Science & Humanities Library; reference resources, multimedia, and mixed-format databases - EBSCOhost, JSTOR, ProQuest Dissertations & Theses, Scopus, etc. 17,592 full-text e-journals, 2.5 million full-text global theses and master's theses, as well as 122 open access databases with multi-format

materials are available at the UL Library. About 180,000 e-books are available in the subscription ProQuest Ebook Academic Complete collection. The mentioned platforms include all the necessary bibliographic materials related to the areas of BSP "East-West Intercultural Studies". The academic staff of BSP "East-West Intercultural Studies" regularly make proposals for stock replenishment and place orders in the LUIS system. In order to ensure the necessary skills for learning the mentioned materials and to promote the use of subscribed databases and other e-resources in the study process, the library has prepared and regularly conducts presentations in English "Step by step, the library of UL - for you!", while in the classes in the computer classes e- resource use skills. The presentation "Step by step: Library for you", "Electronic joint catalog and Primo for your successful studies" "Get to know e-resources", "E-resources in the industry" is addressed to students in bachelor study programs. On the other hand, the classes "Bibliography and citation management tools", "Using databases Web of Science and Scopus in study and research work", "Entering publications and editing the list of publications in LUIS", "Depositing research results in the LU e-resources repository" are intended for academic and scientific staff. The advantage of the students and lecturers of the Department of Asian Studies (and therefore the BSP "East-West Intercultural Studies" implemented in the Department of Asian Studies) is the possibility to use the database of the Korean Parliamentary Assembly Library (the Department of Asian Studies in the Korean Center), which collects specialized materials for research and study purposes not only in the field of Korean studies, but also in the field of East-West intercultural studies, as well as in the field of Chinese and Japanese studies.

The University offers students and staff the opportunity to get *Microsoft Office 365 ProPlus* and *SPSS* software for a personal computer free of charge for the duration of their studies (or employment contract).

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

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

Programme revenue

To provide the necessary funds for the implementation of the BSP "East-West Intercultural Studies", the UL uses tuition fees, taking into account all the factors listed under the heading "Financial support". The BSP "East-West Intercultural Studies" does not currently receive a state subsidy (state budget grant). The programme is implemented in full-time intramural mode only. The tuition fee for the academic year 2021/2022 is set:

- for citizens of EEA and EU Member States in full-time studies – EUR 2200 per year;
- for international students in full-time studies – 2880 EUR per year.

Annual revenue forecast of the programme, EUR

Study type	Number of students	Tuition fee	Total revenue
FTS (tuition fee)	27	2 200	59 400

Although the programme is new and enrolls students only as of 2021/2022, the popularity of the programme has been sufficient, as it currently has 13 first-year students and 8 second-year students. To project the minimum income of the programme, it was assumed that only 9 students from EEA and EU Member States enrol each year. In that case, the number of students of all three years in the programme would reach 27, with a tuition fee of EUR 2 200 per year, bringing the programme's revenue to EUR 59 400 per year.

Programme costs

In order to estimate the amount of funds required for financial support, the UL calculates the costs of study programmes according to a self-developed methodology, which takes into account the costs of providing the study process as described in the section "Study Field Funding" and information on the study programme plan, the teaching staff involved, the planned number of students, etc., thus ensuring the reliability of the forecasts.

Programme costs for full-time studies

For calculating the costs, the implementers of the BSP "East-West Intercultural Studies" used the data of students of 2020/2021, tentatively attributed to 3 years of study (27 students study in the FTS programme), the proposed study programme plan after accreditation and the planned composition of the academic staff involved. The cost for domestic and international students is no different. In view of the above, the estimated full-time study cost of the programme per student is EUR 2,040 per year and the programme total costs is EUR 56,659 per year. A more detailed percentage breakdown of the costs is shown in Table 3.3.3.1.

Table 3.3.3.1.

Percentage breakdown of costs in the study programme

Expenditure item	% of the total
Teaching staff costs	44,3
General staff costs	19 %
Other costs	0 %
Infrastructure expenditure	9,6%
Property and services	1,1%
Indirect costs	26%
TOTAL COSTS	100 %

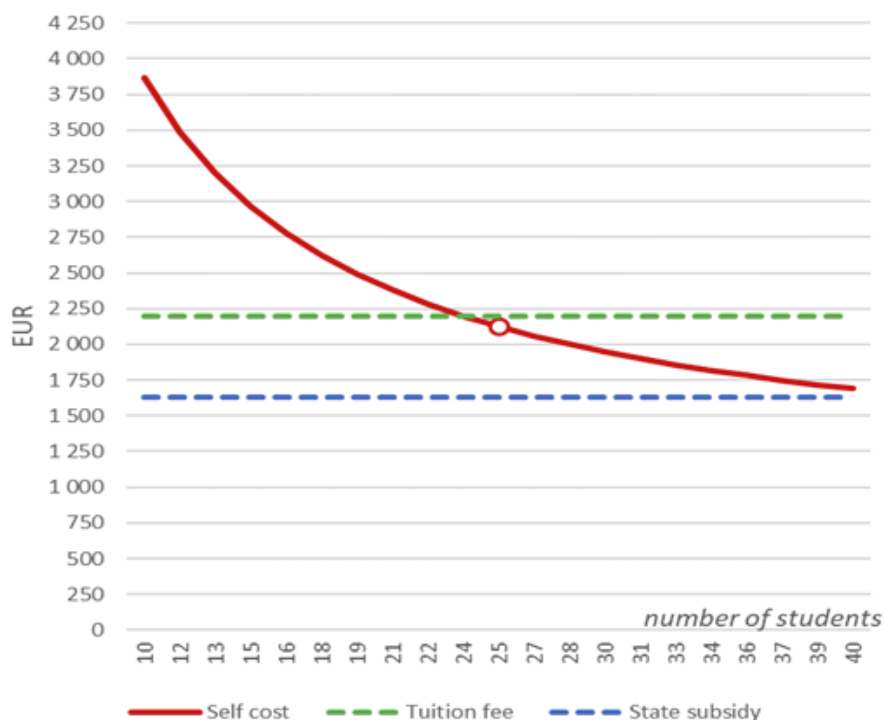


Figure 3.3.3.1. The BSP "East-West Intercultural Studies" cost depending on the number of students

Figure 3.3.3.1 shows the cost of the study programme depending on the number of students. The calculation shows that for the programme to be cost-effective and to ensure high-quality studies for students, the number of fee-paying students in the programme (in all years of study combined) should be at least 25 (intersection of the red (own costs) and green (tuition fee) lines projected on the x-axis). There are no state-funded study places in the programme.

Table 3.3.3.2.

Summary of the programme's revenue and costs

Study type	Number of students	Tuition fees / state subsidy	Total revenue	Total costs
FTS (tuition fee)	27	2 200	59 400	56 659
Total			59 400	56 659

Table 3.3.3.2 shows the revenue of the programme according to the estimated minimum number of students (27), minimum tuition fees (2200 EUR per year) and programme expenditure with the given number of students. The Table demonstrates that the UL has sufficient resources to implement the study programme and ensure its further development. Attracting as many international students as possible into the programme allows for further balanced development of the programme and attraction of higher-qualified teaching staff, ensuring a student-centred education process.

3.4. Teaching Staff

3.4.1. Assessment of the compliance of the qualification of the teaching staff members (academic staff members, visiting professors, visiting associate professors, visiting

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

The academic staff of the BSP "East-West Intercultural Studies" complies with the requirements laid down in Section 55, Paragraph one, Clause three of the Law on Higher Education Institutions: <https://likumi.lv/ta/en/en/id/37967-law-on-higher-education-institutions>

Not less than 5 professors and associate professors who have been elected to academic positions at the University of Latvia participate in the implementation of the mandatory part and the restricted elective part of academic study programme.

Qualifications of teaching staff in the BSP "East-West Intercultural Studies":

- professor – $52/306 = 17\%$
- asoc. prof. – $45/306 = 15\%$
- assistant professor – $19/306 = 6\%$
- lecturer – $166/306 = 54\%$
- instructor/ contract faculty – $24 / 306 = 8\%$

The selection of faculty members for the BSP "East-West Intercultural Studies" is based on a number of criteria to ensure that courses are taught by qualified lecturers who are experts in their field and active in research.

The following are set as mandatory criteria for the selection of teaching staff:

1. the conformity of the qualification of teaching staff with the requirements of regulatory enactments;
2. the relevance of the scientific research activity to the content of the study programme and/or study course.

The application of selection criteria ensures that the study programme is implemented by teaching staff who not only have teaching experience in student training, but who are also active in research, in order to achieve the aim of the study programme – to prepare young specialists for the research labour market.

One of the additional requirements of the project "Design of Internationally Competitive Study Programmes Promoting the Development of the National Economy of Latvia at the University of Latvia" is that the teaching staff must have at least C1 level of English, which is necessary for teaching in an international environment.

To ensure high qualifications of BSP students, faculty members from other faculties and universities are also invited to teach courses of the study programme. Information about the faculty members - scientific degree, position, length of service - is available in the Information System of the University of Latvia (LUIS).

The composition of the teaching staff involved in the implementation of the programme provides for the full achievement of the study programme aim and planned outcomes, ensuring high-quality acquisition of theoretical knowledge and research skills in the BSP "East-West Intercultural Studies".

The teaching staff of the BSP "East-West Intercultural Studies" are not only educators, but also

scholars integrated into the local and international academic environment, which entails serious research and scholarly publications, presentations at conferences and congresses, organisation of conferences and involvement in international research projects. All teaching staff of the programme meet the set criteria, which may be verified by the programme evaluation experts on the basis of the teaching staff CVs. The teaching staff are involved in projects funded by the University of Latvia, for example, "Humanitarian Thought - Language, Text, Culture", where the academic staff of the Department of Asian Studies research the topic "Discourse of Asian Cultures in the Contact of Civilisations" (J.Priede, A.Haijima, L.Taivāns, I.Kleinhofa, A.Baltgalve, K.Kļaviņš). The academic staff of the Department of Asian Studies regularly participate in international scientific congresses with presentations on topical issues of Asian culture and civilizations. For example, prof. L. Taivāns presented the paper on "State Responses to Security Threats and the Threats of the Current Islamic Revolution" at the conference "State Responses to Security Threats and Religious Diversity" (Prague, Czech Republic, 2018), and the paper "The Islamisation of the Muslim State: the Case of Indonesia" at the 17 EASR conference (Tartu, Estonia, 2019), as well as with a paper "Interfaith Dialogue and Islamic Reformation" at the Cyril and Methodius International Readings (Minsk, Belarus, 2019); prof. J. Priede presented the paper "Modalities of Non-territorial Autonomy: Issues of Muslim Youth" at the I ENTAN CONFERENCE (Belgrade, Serbia, 2019); and the paper "The Need for a Parallel Translation of the Hebrew and Greek Psalms" at the International Scientific Conference "Current Issues in Literary and Cultural Studies" of the Yerevan Bryusov State University of Languages and Social Sciences (Yerevan, Armenia, 2019); assoc.prof. A. Baltgalve presented the paper "The Current Situation of Tibetan Monasteries in China" at the International Scientific Conference of the European Academy of Religion (Bologna, Italy, 2019), and the paper "The Concept of Xiaoshi 消息 in Classical Chinese Philosophy and Literature" at the 26th International Scientific Conference "The Word: Aspects of Research" (Liepāja University, Latvia, 2021);); assoc. prof. A. Haijima presented the paper "Cultural Links between Japan and Latvia: Art Collections" at the international conference "Collections. Encounters. Inspirations" (University of Cracow, Poland, 2019), and with the paper "Humour in Japanese Art: Kyōsai Pandemonium" at the International Conference of Japanologists (N. Kopernik University, Toruń, Poland, 2018); prof. K. K. Kļaviņš presented the paper "East Asian Spiritual Teachings" at the 31st International Network for Korean Language and Culture Conference "Korean Language & Culture Education and Korean Studies in Eastern Europe" (online conference, 2021), and "East Asian Spiritual Teachings" at the 2nd Conference of the Baltic Association of Korean Studies (BAKS) (University of Latvia, Riga, Latvia, 2020), as well as "Comparison of Christianity in Korea and the Baltics" at the International Scientific Conference "Personality at the Crossroads of Cultures and Languages. Pēteris Šmits 150" (University of Latvia, Riga, Latvia, 2019), the paper "The Pēteris Šmits Method of Analogy in Cultural Interpretation and Its Relevance in Contemporary Intercultural Relations" at the 1st Conference of the Baltic Association of Korean Studies (BAKS) at Mykolas Romeris University, Vilnius, Lithuania, 2019, and the paper "Comparison of Korean Religions" at the 2nd Conference of the Baltic Association of Korean Studies (BAKS) at the University of Latvia, Riga, Latvia, 2021. Recently, the teaching staff of the UL FH organised an international conference: 3rd Conference of the Baltic Association of Korean Studies (BAKS) at the University of Latvia, Riga, Latvia, 2021, for which I. Šķestere and K. Kļaviņš were responsible. The paper on the link between Islamic civilization and East Asia was delivered by BSP lecturer I. Kleinhofa.

A teaching tool has been developed and published in cooperation with the UL FH Centre for Korean Studies: *Introduction to Korean Spirituality* (Seo Jinseok and Kaspars Kļaviņš (eds.). Riga: University of Latvia Press, 2019). Likewise, several textbooks have also been compiled in cooperation with the UL FH Centre for Korean Studies: "Korean for Latvians I", "Korean for Latvians II", "Korean for Latvians III" (University of Latvia Press, 2017, 2019, 2020), as well as "Korean Grammar I", "Korean Grammar II" (University of Latvia Press, 2020, 2021) and "Korean-Latvian Learner's Dictionary"

(University of Latvia Press, 2021). The lecturer I. Šķestere has made a great contribution to the development of these textbooks.

Under the supervision of the UL FH Centre for Korean Studies, the following journals have been created and published in the SCOPUS database: the journal "Religious-Philosophical Writings" XXX (Sc. Eds. K. Kļaviņš & J. Priede. Head ed. S. Krūmiņa-Koņkova. Riga: UL Academic Publishing House, 2021) and the journal "Religious-Philosophical Writings" XXVI ((Sc. Eds. K. Kļaviņš & J. Priede Head ed. S. Krūmiņa-Koņkova. Riga: University of Latvia Press, 2019). On December 15, 2021, the 3rd Conference of the Baltic Association of Korean Studies (BAKS) "Remembering the Past and the Future – Korean Culture in a Changing World" brought together prominent Koreanists from Europe and around the world and resulted in a new special issue of the journal "Religious-Philosophical Writings" (ed. K. Kļaviņš and I. Šķestere. Riga: University of Latvia Press, 2022). Assoc. prof. A. Baltgalve, in cooperation with Tibet University (Xizang Daxue), studies the specifics of the Tibetan language and, as a result of these studies, develops educational literature (2020-2022), she has participated in the development of the "Sanskrit-English-Latvian (electronic) database explaining the basic terms of Indian sciences (Ayurveda, yoga, Indian classical music)" under the UL project of effective cooperation (2018-2020), she is involved in Taipei Academia Sinica and Chiang Ching-kuo Foundation projects. As a result of the cooperation, Chinese texts, which are also useful in the study process, have been translated into Latvian. For example, in cooperation with the Beijing Foreign Studies University, the articles on Chinese culture have been written in Latvian (2021), while in cooperation with the Taipei Mission the students of the Department of Asian Studies have been involved in the translation of the collection "Contemporary Chinese Essays and Stories" from Chinese.

J. Priede and K. Kļaviņš are members of the Scientific Council of the International Institute of Indian Studies at the University of Latvia. In cooperation with the International Institute of Indian Studies of the University of Latvia and the research centre "ZerOrigIndia" in The Hague (The Netherlands), an Expertise Centre on Zero (XCZ) has been established within the International Institute of Indian Studies of the University of Latvia, which is coordinated by K. Kļaviņš. At the same time, K. Kļaviņš has written a chapter in the collective monograph of the research centre "ZerOrigIndia", the publication of which is organised by the most prominent representative of Chinese publicity in the USA - R. L. Kuhn, who is also involved in the evaluation of the scientific heritage of ancient India in the West.

Associate prof. A. Haijima has participated in research projects related to Japanese studies, such as the research project "Landscape Architecture for Environmental Protection" (Kyoto University, 2019).

Exchanges of teaching staff or invitations to teach and work in foreign universities and organisations have also played an important role in the involvement of academic staff in scientific research. For example, from May to September 2021, K. Kļaviņš was a civil servant advisor to the Busan City Council in South Korea under the K2H (*Korea Heart to Heart*) programme, which enabled him to conduct research in Korean libraries and archives. In the academic year 2019-2020 K. Kļaviņš was a visiting professor at Pusan National University in South Korea within the framework of the Inter-University Cooperation Agreement and at Middle East University in Jordan within the Erasmus+ Teaching Mobility in 18.07.2022.– 23.07.2022. Prof. J. Priede has given guest lectures abroad, for example, at the Central and Eastern European Research Centre of Beijing Foreign Studies University School of European Languages and Cultures within the framework of Erasmus+ teaching mobility in 18.06.2018– 01.07.2018. Likewise, assoc. prof. A. Haijima has given guest lectures abroad, for example, at the Università Ca' Foscari Venezia within the Erasmus+ lecturing mobility in 11.05.2017-16.05.2017 and 20.02.2019-25.02.2019. Lecturer I. Kleinhofa has given guest lectures at Tallinna Ülikool from 24.09.2018 to 28.09.2018.

Overall, the academic staff's research and qualification development activities ensure the sustainable development of the programme in the difficult conditions of today's Western education crisis.

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

The BSP "East-West Intercultural Studies" is implemented at the UL FH, attracting faculty members of the UL FH and of other faculties or institutes of the University of Latvia, for example, assist. prof. Elizabete Taivāne (Faculty of Theology, University of Latvia), lead researcher Māris Kūlis (Institute of Philosophy and Sociology of the University of Latvia), prof. Juris Rozenvalds (Faculty of Social Sciences of the University of Latvia).

At the same time, outstanding Latvian and foreign lecturers and scholars working abroad are attracted to teach specific courses, for example, Juris Rudevskis, a lawyer of the European Court of Human Rights, prof. Sanggum Lee (Pusan National University, South Korea), etc. The teaching of BSP courses is also entrusted to foreign teaching staff who live and work in Latvia, for example, Japanese language and culture courses are taught by Chika Tamura.

Lect. Ingrīda Kleinhofa has taken over the responsibilities of one associate professor. Given that the BSP "East-West Intercultural Studies" is a new programme, the change in the composition of the lecturers is minimal. Since assist.prof.. Aija Priedīte-Kleinhofa (Faculty of History and Philosophy, University of Latvia) could not teach the course "Introduction to Cultural History of Europe" (4 CP) in the spring semester, the lead researcher Velga Vevere (Institute of Philosophy and Sociology, University of Latvia) was approved to teach this course. Two faculty members of the BSP "East-West Intercultural Studies" have been elected as lecturers – Ildze Šķestere and Karīna Jermaka. This is particularly important from the point of view of the provision of language and communication culture courses, respectively I. Šķestere works with Korean language groups and K. Jermaka with Chinese language groups.

Overall, the changes in the teaching staff involved in the programme are positive, thus ensuring a high quality of education and are appropriate for the achievement of the planned learning outcomes at course and programme levels. The qualifications of the teaching staff fully meet the requirements of the study programme and ensure the necessary quality of the programme.

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

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

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

For the implementation of the BSP "East-West Intercultural Studies" teaching staff is recruited from the FH and other faculties of the University of Latvia, depending on the specifics of the topic to be taught. The University of Latvia teaching staff respect professional specialisation between different faculties, which means that the teaching staff of one faculty does not take over the topics taught at another faculty. Cooperation is successfully implemented through an ongoing dialogue between faculties and teaching staff, coordinated by the programme director. While respecting the institutionally defined distribution of themes, the recruitment of teaching staff shall also take into account professional capacity and experience in the research of the culture concerned (both Western and Eastern), including language skills related to the culture under study. Undeniably, specialisation in teaching is objective, it is just that the BSP "East-West intercultural studies" have maximised their efforts to organise it justifiably not to undermine student knowledge. Asian cultures (Korea, Japan) have been successful in attracting foreign guest lecturers. Teaching on Western themes involves professional scholars in the field, who also have intercultural and interdisciplinary work and research experience. For example, Daunis Auers, who teaches a course on European Union institutions, integration and politics at the BSP "East-West Intercultural Studies", has also worked in the field of comparative politics, while Juris Rudevskis, who teaches a course on the connections and relations between Europe and the Middle East in science and law, has also studied Middle East law and advised EU institutions on these issues. Velga Vēvere, who teaches the course "The Connections and Relations Between Europe and the Middle East in Science and Law", also has academic qualifications and work experience in philosophy, which facilitates the analysis of ideas and issues of intellectual history.

The faculty members of the UL FH Department of Asian Studies, who teach theoretical courses in European and Asian intercultural studies, have extensive experience in various fields of research. For instance, Jānis Priede, who provides students with in-depth knowledge of the religious paradigm of regional cultures has a PhD in theology, Leons Taivāns, who specialises in Southeast Asian studies and Kaspars Kļaviņš in Korean studies, have PhDs in history, Ingrīda Kleinhofa is an Arabic language and culture specialist and holds a Master's degree in English language and literature, etc.

The attraction of teaching staff and the coordination of their activities takes place by coordinating opinions with the head of the Department of Asian Studies and all teaching staff at the meetings of the UL FH Department of Asian Studies, addressing the dean of the FH on crucial issues and

coordinating the opinion with the UL strategy. The structure, content and perspectives of the study programme are continuously coordinated with the Head of the Study Field Council, regarding the Study Field Council as a platform for discussions on the content and development of the study programme.

In the BSP "East-West Intercultural Studies", each lecturer teaches several courses on different topics. This is understandable given the deeper interconnection of seemingly different cultural aspects as perceived in the Western tradition in Asia and the long-standing professional work experience of teaching staff involved in the BSP “East-West Intercultural Studies”, including living in Asian countries. This is not a problem, as thematic courses can easily be divided among the teaching staff if necessary, given the multidisciplinary qualifications of the teaching staff. The Asian studies specialists teaching in the programme are linguists, historians, theologians, etc., who have acquired the necessary qualifications in Asian languages through their extensive experience in different fields and can easily replace each other when needed. In parallel, visiting professors are recruited from abroad as needed.

During the approval period, the cooperation of the teaching staff is coordinated by the study programme director, who also ensures the revision of the course content in close cooperation with the teaching staff.

After accreditation, this process is to be continued in collaboration with the teaching staff and also taking into account student feedback on the courses as reflected in the student surveys conducted on 06.02.2022 (see Annex "Student Survey").

It is planned that in the context of the relocation of the FH to the House of Letters in the Academic Centre of the University of Latvia in Tornakalns in the academic year 2023/2024, the cooperation with the teaching staff and institutes of other faculties will develop, a modern and comfortable study environment will be provided, including more convenient access to the wide range of scientific literature stored in the National Library of Latvia.

The BSP "East-West Intercultural Studies" is a new study programme, only in its second year, and the relatively small number of students so far has also provided a positive opportunity to delve into the interests and concerns of each student, providing optimal guidance.

The interconnection of study courses and modules is ensured starting with the development of the concept and the first version of the programme and its further development for licensing, as well as during the approbation period. The expert group works closely with the teaching staff to develop and refine the programme as a whole, taking into account feedback from students, students' proposals on the content of their studies and their relevance to their future career paths.

Table 3.4.5.1.

The student-teaching staff ratio within the study programme

Programme	Sub-programme	Number of students in programme	Number of lecturers: elected	Students/Elected teaching staff ratio
BSP East-West Intercultural Studies		19	8	2,4

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	Diploma_and_supplement_English_E-W-BSP.docx	Diploms_un_pielikums_latv_val_A-R-BSP.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Statistics on students enrolled in the BSP programme East-West Intercultural Studies.docx	Statistikas dati par studējošajiem_A-R_BSP.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	Compliance of the Study Programme East-West Intercultural Studies with the State Education Standard.docx	AR BSP atbilst_stand.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Study_course_mapping_East-West.xlsx	Kursu_kartejums_A-R starpkultūru studijas.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	East-West Intercultural BSP study plan.docx	A-R starpkultūru BSP studiju plāns.docx
Descriptions of the study courses/ modules	BSP East-West Intercultural Studies course and module descriptions.zip	AR BSP moduļu un kursu apraksti.zip
Description of the organisation of the internship of the students (if applicable)	East-West PLACEMENT REGULATIONS.docx	BSP_Austrumu_Rietumu_studijas_PRAKSES_NOLIKUMS LV.docx
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	HEAD OF STUDY FIELD DECLARATION ON COMPLIANCE WITH SECTION 55 1-3.docx	Virziena_vaditajas_apliecinajums_par_Augstskolu_likum_55_panta_1_3.edoc

Philology (43227)

Study field	Language and Culture Studies, Mother Tongue Studies, and Language Programmes
ProcedureStudyProgram.Name	Philology
Education classification code	43227
Type of the study programme	Academic bachelor study programme
Name of the study programme director	Igors
Surname of the study programme director	Koškins
E-mail of the study programme director	igors.koskins@lu.lv
Title of the study programme director	dr. philol., prof.
Phone of the study programme director	29758814
Goal of the study programme	<p>To provide academic, up-to-date basic general knowledge in the field of linguistics and literary studies, philology, and to offer specialisation in a specific language and culture environment, as well as in their relation to other languages and cultural phenomena, in line with the long-term goals of the Latvian economy, socio-political strategy, etc.</p> <p>The aim of the Classical Philology Sub-programme is to provide, in addition to basic knowledge of philology, linguistics and literary studies, a specialisation in classical philology - Ancient Greek and Latin, and Antique cultural background, especially literature.</p> <p>The aim of the German Philology Sub-programme is to provide, in addition to basic knowledge in philology, linguistics and literary studies, specialisation in German philology - linguistics, literary studies and background/cultural studies, with additional focus on the development of linguistic competence in an interlingual context and in a desired direction for the Latvian economy.</p> <p>The aim of the French Philology Sub-programme is to provide, in addition to basic knowledge in philology, linguistics and literary studies, a specialisation in French philology - the French language and the Francophone cultural environment, with particular emphasis on the interaction of French with other Romance languages (Italian and Spanish).</p> <p>The aim of the Russian Philology Sub-programme is to provide, in addition to basic knowledge in philology, linguistics and literary studies, academic, up-to-date general basic knowledge in Russian philology and linguistics and literary studies, and to offer specialisation in Russian and Slavic linguistic and cultural environment; to train highly qualified, competitive specialists in the field of Russian philology.</p> <p>The aim of the Finno-Ugric Studies Sub-programme is to offer, in addition to basic knowledge in philology, linguistics and literary studies, a specialisation in Finno-Ugric studies - in the Estonian and/or Finnish language and cultural environment, as well as in their relation to other languages and cultural phenomena.</p>
Tasks of the study programme	<p>1. to develop the critical thinking, understanding of key concepts and patterns necessary for a professional activity to which humanities education and knowledge of foreign languages make a fundamental contribution;</p> <p>2. to foster students' independence and creativity in the study process, to encourage their interest in cognition and professional development;</p> <p>3. to motivate and prepare BSP graduates for Master's studies;</p> <p>4. to involve students in international study mobility programmes, facilitating the implementation of European experience, as well as Latvia's closer integration into a single European education area.</p> <p>Classical Philology:</p> <p>1) to acquire basic knowledge of classical languages/antique cultural environment;</p> <p>2) to develop knowledge of classical languages and an analytical understanding of texts by ancient authors and the relevant cultural heritage, developing critical thinking in the field;</p> <p>3) to introduce and promote research in the field of ancient languages and literature, to develop analytical thinking in this field and the foundations of professional debating in the context/framework of contemporary European humanistic thought;</p> <p>4) to provide students with more opportunities to enter the labour market by giving them the opportunity to study Modern Greek alongside the classical languages.</p> <p>German Philology:</p> <p>1) within the framework of an interdisciplinary and interlingual study programme, to provide knowledge that enables the development of critical thinking, conceptual understanding of philological aspects from a Germanic perspective;</p> <p>2) to facilitate the connection of the acquired knowledge with the graduates' professional activities, e.g. translation and German language teaching;</p> <p>3) to provide guidance and to foster independent inquiry and research skills, thus developing the ability to read and process scientific research literature in German.</p> <p>French Philology:</p> <p>1) to develop knowledge of the French language and culture and an understanding of the Francophone cultural heritage;</p> <p>2) to introduce and promote research activities in the field of French linguistics and literary studies, to develop critical and analytical thinking in these fields and professional competences in the context/framework of modern Romance languages;</p> <p>3) to provide students with more opportunities to enter the labour market by giving them the opportunity to learn another Romance language alongside French.</p> <p>Russian Philology:</p> <p>1) to provide students with the opportunity to study the Russian language, literature and culture both diachronically and synchronically, with reference to interlingual and intercultural relations and developing critical thinking within the field;</p> <p>2) to provide students with more opportunities to enter the labour market by providing the opportunity to learn another Slavic language alongside Russian; by complementing the basic disciplines of Russian philology - literary studies and linguistics - with career-oriented courses;</p> <p>3) to establish and promote research activities in the field of Russian philology.</p> <p>Finno-Ugric Studies:</p> <p>1) to develop critical thinking, understanding of key concepts and patterns necessary for professional activity, applying knowledge of Finno-Ugric languages and culture;</p> <p>2) to provide students with the opportunity to study the Estonian and/or Finnish language, literature and culture in diachronic and synchronic perspectives, with reference to inter-linguistic and intercultural relations;</p> <p>3) to encourage and promote research in the field of Finno-Ugric studies.</p>

Results of the study programme	<p>Knowledge 1) Acquire the basic knowledge of the discipline of Linguistics and Literary Studies, and philology, specialised knowledge in a specific language/culture field, and a critical understanding of its key concepts and patterns.</p> <p>Skills 2) Can carry out professional or research activities using the theoretical foundations and skills acquired in the field of philology; 3) Can independently plan and structure the acquisition of knowledge to progress towards further study and professional development.</p> <p>Competence: 4) Can independently acquire and select information in the field of philology, make decisions and solve problems in the discipline of Linguistics and Literary Studies, and in their professional activity.</p> <p>Classical Philology: Knowledge 1) Acquisition of knowledge of Latin and Ancient Greek and the Antique culture, especially of the earliest European literature, with a critical understanding of their key concepts and patterns; enhanced knowledge of modern languages, providing a broad general linguistic horizon.</p> <p>Skills 2) Apply the acquired theoretical aspects of the field in professional, creative, research activities related to the basic aspects of classical philology; 3) Can discuss issues in a reasoned manner with specialists in classical philology and to present them to non-specialists; 4) Can consider and analyse information, problems and solutions in linguistics and/or literary and cultural studies related to classical philology; 5) Take responsibility and initiative to seek creative solutions in work/tasks within the field, its related disciplines, in particular classical philology.</p> <p>Competence 6) Independently acquire, processes and use information relevant to the field and to classical philology in particular, in solving problems and making decisions, understand the nature of professional activity in the field, its prospects for development and impact on society, understand and observe professional ethics.</p> <p>German Philology: Knowledge 1) Acquires knowledge in German philology, covering linguistic competence (with interlingual reference), German literary and linguistic fundamentals, which also contribute to a true understanding of the common European cultural space within the overall programme; acquires individually specialised knowledge that also broadens general horizons and increases competitiveness in the labour market.</p> <p>Skills 2) Apply the acquired theoretical aspects of the field in professional, creative, research activities related to the basic aspects of German philology; 3) Can discuss issues in a reasoned manner with specialists in German philology and to present such issues to non-specialists; 4) Can analyse and consider information, problems and their solutions in linguistics and/or literary and cultural studies related to German philology; 5) Take responsibility and initiative to seek creative solutions in work/tasks within the field, its related disciplines, in particular German philology.</p> <p>Competence 6) Independently acquire, process and use information relevant to the field and to German philology in particular, solving problems and making decisions, understand the nature of professional activity in the field, its development prospects and impact on society, understand and observe professional ethics.</p> <p>French Philology: Knowledge 1) Acquire knowledge of French and at least one other Romance language, as well as of French and Francophone world culture; orientate knowledge of Romance languages in a contrastive perspective.</p> <p>Skills 2) Apply the theoretical aspects of the field learned in professional, creative, research activities related to the basic aspects of French philology; 3) Can discuss issues in a reasoned manner with specialists in French philology and to present such issues to non-specialists; 4) Can analytically consider information, problems and solutions in linguistics and/or literary and cultural studies related to French philology; 5) Take responsibility and initiative to find creative solutions in work/tasks within the field, its related disciplines, in particular French philology.</p> <p>Competence 6) Independently acquire, process and use information relevant to the field and to French philology in particular, solving problems and making decisions, understand the nature of professional activity in the field, its development prospects and impact on society, understand and observe professional ethics.</p> <p>Russian Philology: Knowledge 1) Acquire knowledge in the field of Russian and Slavic languages/culture, including recent findings in Russian and Slavic studies.</p> <p>Skills 2) Apply the theoretical aspects of the field in professional, creative, research activities related to the basic aspects of Russian philology; 3) Can discuss issues in a reasoned manner with specialists in Russian philology and to present such issues to non-specialists; 4) Can analytically consider information, problems and their solutions in linguistics and/or literary and cultural studies related to Russian philology; 5) Take responsibility and initiative to find creative solutions in work/tasks within the field, its related disciplines, in particular Russian philology.</p> <p>Competence 6) Independently acquire, process and use information relevant to the field and to Russian philology in particular, solving problems and making decisions, understand the nature of professional activity in the field, development prospects and impact on society, understand and observe professional ethics.</p> <p>Finno-Ugric Studies: Knowledge 1) Acquire knowledge of Finno-Ugric linguistics, Estonian and Finnish culture and both languages.</p> <p>Skills 2) Apply the theoretical aspects of the field in professional, creative, research activities related to the basic aspects of Finno-Ugric studies; 3) Can discuss issues in a reasoned manner with specialists in Finno-Ugric languages and culture, and are able to present such issues to non-specialists; 4) Can analytically consider information, problems and their solutions in linguistics and/or literary and cultural studies related to Finno-Ugric studies; 5) Take responsibility and initiative to find creative solutions in work/tasks within the field, its related disciplines, in particular to Finno-Ugric studies.</p> <p>Competence 6) Independently acquire, process and use information relevant to the field and to Finno-Ugric studies in particular, solving problems and making decisions, understand the nature of professional activity in the field, development prospects and impact on society, understand and observe professional ethics.</p>
Final examination upon the completion of the study programme	Bachelor's thesis

Study programme forms

Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education; B2-level English language skills required for studies in English.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	-

Places of implementation

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

Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>english</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education; B2-level English language skills required for studies in English.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	-

Places of implementation

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

Full time studies - 3 years - german

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>german</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education; Sub-programme "German Philology": German language proficiency: at least level B2; B2-level English language skills required for studies in English.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's Degree of Humanities in Language Studies and Programmes</i>

Qualification to be obtained (in english)	-
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Places of implementation

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

Full time studies - 3 years - russian

Study type and form	<i>Full time studies</i>
Duration in full years	3
Duration in month	0
Language	<i>russian</i>
Amount (CP)	120
Admission requirements (in English)	<i>Secondary education; Sub-programme "Russian philology": Russian language proficiency: at least level B2; B2-level English language skills required for studies in English.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Bachelor's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	-

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

No changes have been made in the parameters of the study programme "Philology" since the programme was licensed (09.06.2021, licence No. 04047-124).

The sub-programmes that are part of the study programme correspond to the requirements set in Section 55 of the Law on Institutions of Higher Education: five sub-programmes are the parts of the study programme "Philology" and correspond to the subject field of linguistics and literary studies, to the field of philology. The study programme and its sub-programmes are regulated by the description of the study content and implementation.

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

Compliance with the study field

The study programme title, the degree to be awarded, as well as the compliance of the study programme parameters with the specified learning outcomes are governed by the external regulations, i.e., Cabinet of Ministers (CM) Regulation No.240 of 13.05.2014 Regulations on the State Standard for Academic Education, and CM Regulation No.322 of 13 June 2017 Regulations on the Classification of Latvian Education.

According to CM Regulation No.322 Regulations on the Classification of Latvian Education, the code of the academic Bachelor's study programme "Philology" (43227) corresponds to Latvian Qualifications Framework (LQF) level 6 as defined in the Classification of Latvian Education for academic education programmes. The scope of the study programme, the duration of implementation, the parts of the study programme and their scope, the mandatory content, the basic principles and procedures of evaluation, the principles of implementation, etc. are regulated by CM Regulation No. 240 Regulations on the State Standard of Academic Education and comply with the requirements set out in the Regulations.

The study content of the academic Bachelor's study programme "Philology" includes a set of knowledge, skills and competence in accordance with the knowledge, skills and competence of the European Qualifications Framework level 6 as defined in the Classification of Latvian Education. The

study programme content consists of study courses (CM Regulation No. 240) in the amount of 120 credits (CP): mandatory courses (50 CP), restricted or specific sub-programme courses (58 CP), free elective courses (12 CP). The restricted and free elective courses (70 CP in total) form the structure of the sub-programme (linguistic/cultural specialisation). The consolidated BSP Philology has 5 sub-programmes: Classical Philology, German Philology, French Philology, Russian Philology and Finno-Ugric Studies (see Annex of the study programme plan). The 5 sub-programmes of the BSP Philology integrate 13 languages and relevant literature/culture courses. The mandatory part of the BSP Philology is taught in either Latvian or English (see below for information on admission requirements for the programme), with individual sub-programme courses taught in one of the sub-programme languages - Latvian, French, Russian, German, Finnish or Estonian.

The defined general objectives, goal and study results of the study programme "Philology" are connected to the goals, objectives and results of the sub-programmes, as it can be seen in the attached mapping (see the attachment). The goal of the study programme "Philology" is to offer general knowledge corresponding to the contemporary requirements in the subject fields of linguistics and literary studies, whereas the goal of the sub-programmes is to offer the specialisation in the corresponding language and cultural environment. Students are able to get the theoretical knowledge characteristic of the field of philology, as well as specific knowledge in the field of the corresponding language/cultural environment.

The five sub-programmes of the study programme are interconnected by a common part (implied by common objectives and intended learning outcomes), while each sub-programme has its own set of learning outcomes, which require the acquisition of knowledge, skills and competence both in line with the requirements of the philological field and taking into account the specific features of each sub-programme.)

It is the humanities with language and cultural studies as its central axis (the basic description of the Philology programme) that comprehensively complies with the parameters of the UL mission and values (keywords: human, excellence, development, creativity, responsibility, openness, cooperation). The Philology programme aims to mainstream the link between study and research as well as innovation, both in individual courses of study and in the student's potential choice of specialised courses.

The Programme offers study courses in cooperation with other UL programmes, but also in cooperation internally between Sub-programmes as a result of free elective course options provided to students. The internationalisation and openness aspect is underpinned by the multicultural content of the Programme itself, as well as by the intended attraction of foreign students and prospective development of international student mobility.

The Programme, both in its title and in content, fully **complies with the subject area of the Study Direction**; it includes the study of many languages and cultures most widespread in Europe and the world, always including contact with the Latvian language - not only as a language of the study process, but also in the study of its functioning and application. Following the current trends in academic programmes, the Philology programme includes internship courses and work experience acquisition.

The quality aspect is ensured by a thoughtfully planned compulsory part of the study courses, with the professors developing completely new theoretical and methodological courses, and by purposefully assembled sets of language and culture courses, each sub-programme preserving as far as possible the specificity of its tradition within the unified framework of the Philology programme (see Annex for the study plan). The BSP Philology operates in accordance with the quality assurance system maintained by the UL.

The programme **title "Philology"** emphasises the value of the link between language and literature in all sub-programmes, indicates the complex study of "Linguistics and Literary Studies", as opposed to the content of programmes which only focus on the study of language(s) (such programmes currently prevail in the majority of universities).

The programme objectives are derived from **the study programme aim**, while the potential learning outcomes are objectively related to the aims and objectives. The Programme provides for their content, but their achievability also depends on external elements (e.g. the student's willingness and readiness to study). The aims, objectives and learning outcomes defined by the Study Programme are interlinked with the course learning outcomes, as demonstrated by the performed mapping (see Annex).

The admission process at the University of Latvia and, consequently, for the study programme "Philology" is regulated by the Admission Rules and the relevant orders, which define the procedures for a given academic year. Having regard to the specificities of the structure and implementation of the consolidated study programme, each sub-programme has its own admission conditions.

Admission to the sub-programme "Classical Philology" (language of study - Latvian, English), **"German Philology"** (language of study - Latvian, English; German), **"French Philology"** (language of study - Latvian, English; French; Spanish; Italian), **"Finno-Ugric Studies"** (language of study - Latvian, English; Finnish/Estonian) and **"Russian Philology"** (language of study - Latvian, English, Russian) -

Previous educational qualifications: completed secondary education.

Language requirements:

1. English language proficiency is required for all sub-programmes in accordance with applicable laws and regulations (for foreigners - English language proficiency at B2 level or higher)
2. In the sub-programme "German Philology", in addition, proficiency in German is required in accordance with the applicable laws and regulations (for foreigners - German proficiency at B2 level or higher)
3. In the sub-programme "Russian Philology", in addition, proficiency in Russian is required in accordance with the applicable laws and regulations (for foreigners - Russian proficiency at B2 level or higher)

The admission criteria, the formulae for calculating the admission scores and the admission procedure are laid down in the UL admission rules for the current academic year and published on the UL portal: www.lu.lv/gribustudet

Conditions for foreigners who have completed their secondary education abroad:

- upon presentation of the Latvian language proficiency certificate in accordance with Section 1.13 of the General Admission Conditions, may apply for state-funded and fee-paying study places. Without providing the Latvian language proficiency certificate, a person may apply for a fee-paying study place (the competition score is not to be calculated);
- proficiency in English, German and Russian is required in accordance with Section 1.15 of the General Admission Conditions.
- Depending on the enrollment, studies for foreigners are organised. A separate group of foreign students is scheduled provided a minimum number of students enrolled (15 students for Bachelor's studies). In a separate group, lectures are delivered in English, while sub-programme courses are implemented in a language of specialisation (German, French,

Russian). If the number of foreign students is insufficient to form a separate group, they are offered an individual study plan for the Mandatory Part courses.

On completion of the academic Bachelor's study programme "Philology", **Bachelor of Humanities in Language Studies and Programmes** is awarded. Bachelor degree holders have the possibility to continue their studies in the Master's study programme "Linguistics, Literary Studies and Regional Cultural Studies" (UL Faculty of Humanities), and in any Master's degree programme in humanities or social sciences in Latvian or international higher education institutions.

Justification for the licensed programme

The study programme "Philology" is developed within European Social Fund project No.8.2.1 "Establishment of internationally competitive study programmes at the University of Latvia promoting the development of the Latvian economy", consolidating 5 bachelor study programmes (Classical Philology, German Philology, French Philology, Russian Philology and Finno-Ugric Studies) and fulfilling the project objective: *"To reduce fragmentation of the University of Latvia study programmes and to strengthen sharing of resources"*. The initial implementation of the licensed consolidated study programme "Philology" is in the academic year 2021/2022.

The fact of consolidation and the reduction of programme fragmentation, and formation of resource sharing in the design and content of the Philology programme is evidenced by:

- 5 different language/cultural sub-programmes share 40% common courses (50 out of 120 CP); up to date, the compulsory part for each programme is separate,
- for the sub-programmes, the remaining 70 CP is less than for the consolidated programmes individually (100 CP or more),
- 2 of the 5 language programmes switch from the current 4-year cycle to a 3-year cycle (see Transition Plans in Annex),
- 12 credits of the free elective part are the student's choice of courses in other sub-programmes or programmes; possibility for students of other programmes to choose language and cultural studies courses in the free part (potential sharing of resources).

The programme is unique in Latvia, as no other higher education institution in the country offers such a wide range of languages/cultures (13 languages at different levels - as a main language or as an additional language) and the set and content orientation of study courses. In a national state, the sustainability of literacy and multilingual communicative competences requires at least one academic study programme that provides a broad spectrum of language/literature/cultural learning, and orientates toward research and professional activity.

At the European level, the uniqueness of the Philology programme to be consolidated lies in the possibility to study (also) in the Latvian language, as well as in the set of specific sub-programmes (in addition to the "major" European languages, also Classical languages and Finno-Ugric languages); also in the programme title, which emphasises the value of the link between language and literature in all sub-programmes (in contrast to the content of programmes only focused on the study of language(s)).

The establishment of the multilingual/cultural Philology programme is associated with the concept of "global competence", which is a topical global issue of education - the ability to understand local, global and intercultural issues, to understand and appreciate the world views and perspectives of others, to engage in a free and effective dialogue between people and cultures, for sustainable human development. Language and literature are a well-established basis for learning about society and culture. This is the package that the BSP Philology aims to provide at academic level.

In the process of developing the study programme, the FH **performance indicators** have been

analysed and taken into account, such as:

- Qualifications: academic staff with PhD; foreign language skills.
- Experience: academic staff with more than 10 years of academic experience.
- Demand: relative stability of student numbers in the current study programmes and in the sub-programmes of the consolidated study programme, respectively (see also details in part 3.1.4).
- The dynamics of student numbers in the Philology programmes at the UL have been stable over the last five years:

BS programme	January 2017	January 2018	January 2019	January 2020	January 2021
Classical Philology	20	22	12	21	27
Russian Philology	99	99	92	84	82
German Philology	36	36	25	33	35
French Philology	63	60	48	55	56
Finno-Ugric Studies	34	28	25	34	36

- Infrastructure: current situation and near-term development prospects (University of Latvia plans to offer modern study and research infrastructure for the Humanities in the House of Letters on the academic campus).
- External aspects: the number of applications to other Latvian higher education institutions offering language/cultural programmes in this field has been decreasing in recent years (statistics on applications to undergraduate programmes available at: latvija.lv).

The strengths of the BSP Philology are:

- 4 thematic clusters in which both the mandatory part and the elective part of the sub-programmes form purposeful groups, – Languages and Linguistics (VV), Literature and Culture (LK), Research Competence (*Pētn. K*), Professional competence (K), which involves combining knowledge of philology with an introduction to research and prospective professional activity.
- 10% of free elective courses, which is sufficient to support and cater for a student's individual research or profession-oriented special interests within and at the level of a 3-year Bachelor's programme.
- An internship course (2 CP), which is a novation in the academic programme, but included with the aim of bringing the student closer to work environments and giving the possibility to take it as a planned part of the study programme, and again providing a choice to the student (as potential internship sites are several and of different profiles).
- The theoretical and methodological framework in the field of Philology is the subject of a common mandatory part of the programme for all 5 sub-programmes (almost 42% of the total number of credits); this amount at the first – Bachelor's level of higher education allows for a full theoretical foundation of the field, which provides students with a solid orientation in the field and also allows for successful progression to a higher level - Master's studies.
- The sub-programme plans (restricted elective part) provide for 2-3 courses in different languages and cultural studies, one of which is the "first", i.e. the main language of the chosen sub-programme (as reflected in the sub-programme titles; the exception is Finno-

Ugric Studies, where either Estonian or Finnish will be the dominant language in every second year).

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

The humanities (and its central axis, philology) has been losing public recognition and support (compared to STEM) for the last decade, a fact recognised and a concern for the future of public education in this field expressed by professionals across Europe. The intense promotion and support of the STEM block in various large-scale projects is objectively redirecting the interest of potential students towards it; meanwhile, the number of students in the humanities and language/cultural programmes is decreasing. However, they are still in relatively high (and permanent) demand throughout Europe; it is also evident that they are valuable in career development and in labour market conditions, since the long-term intellectual health and capacity of society in a broad sense depend above all on the existence of the humanities, especially a nurtured linguistic/cultural sphere.

National education, based on the humanities and linguistic/cultural knowledge, is an important part of the economy. This fact ensures that the multilingual Philology programme is well suited to the needs of the economy; on the labour market, Philology graduates (of different languages) invariably find jobs and develop a good reputation as employees (due to both philological and cultural studies skills and, more broadly, communicative and analytical skills grounded on basic ethical/logical parameters).

The study programme "Philology" 5 sub-programmes, until academic year 2021/2022, had been separate Bachelor's degree programmes, and the post-study employment has been stable and broad, most often in such structures as:

- state and local government institutions,
- foreign ministries,
- national embassies (cultural and/or public relations specialist),
- media companies and publishing houses (editor, proofreader, advertising specialist),
- translation agencies (language specialist, consultant),
- libraries, museums (expert in languages/literature, organiser of cultural/educational events),
- schools, language courses (teacher).

Bachelor's degree holders also choose to continue their studies at Master's level, obtaining a full cycle of higher academic education and progressing to doctoral studies.

As the Programme is designed focusing on the efficiency of the study process (also financial) as one of the UL strategic orientations, it foresees both in the content and in the academic staff composition 40% common courses for all 5 Sub-programmes and a thoughtful active involvement of junior academic staff in the study process. The described structure of the study programme "Philology" makes it possible to efficiently use the human resources, materials and technical resources.

3.1.4. Statistical data on the students of the respective study programme, the dynamics of the number of the students, and the factors affecting the changes to the number of the

students. The analysis shall be broken down into different study forms, types, and languages.

State-funded places have been allocated in each sub-programme of the BSP Philology for full-time admission in the autumn semester 2021: Classical Philology - 12, German Philology - 15, French Philology - 12, Russian Philology - 39, Finno-Ugric Studies - 12; self-funded places have also been allocated (25 in Russian Philology and French Philology, 15 in the other sub-programmes). State-funded places have been allocated for admission in the autumn semester 2022: French Philology - 15; Classical Philology - 15; Russian Philology - 30; Finno-Ugric Studies - 15; German Philology - 15. The number of state-funded places has been increased in several sub-programmes due to the minimum number of students for admission to Bachelor's studies being at least 15; while the number of state-funded places has been reduced in the Russian Philology sub-programme.

In the first year of the Study Programme implementation, the expected number of students has been reached: in academic year 2021/2022, there were 123 students in the 1st year (data as of 01.10.2021) - Classical Philology - 10, German Philology - 12, French Philology - 41, Russian Philology - 32, Finno-Ugric Studies - 28. Comparing with the minimum expected number of study places for admission (see table in Annex *Statistical Data*), it can be seen that the planned study places were filled in each subprogramme at the beginning of the academic year. Two sub-programmes (French Philology, Finno-Ugric Studies) had also filled all state-funded places.

Students of the two previous (consolidated) study programmes - French Philology and Finno-Ugric Studies - were included in the new study programme "Philology". These programmes are transitioning from the current 4-year cycle to a 3-year cycle (see transition plans in the Annex).

In academic year 2022/2023, 70 students started their studies in the 1st year: Classical Philology - 14, German Philology - 12, French Philology - 22, Russian Philology - 15, Finno-Ugric Studies - 7. Compared to the number of planned places for admission (see table in Annex), it can be seen that the state-funded places were filled in the sub-programmes of French Philology and Russian Philology in the current year. This indicates that the applicants have shown great interest in the new study programme and that the programme has its target audience in Latvia.

At the end of the academic year (information as of 01.07.2022) there were 103 students at the BSP "Philology", of which 9 - students of Classical Philology, 9 - students of German Philology, 40 - students of French Philology, 26 - students of Russian Philology, 19 - students of Finno-Ugric Studies.

An analysis of the dynamics of the number of students in the year of programme approval (see the table in Annex) demonstrates that the number of students has decreased. The drop-out can be explained by the epidemiological impact of Covid-19: the distance learning format, the difficulties to participate in the study process due to epidemiological constraints (slow rate of vaccination or unwillingness to vaccinate in the autumn semester 2021), reduced income. One of the reasons is the difficulty of reconciling employment and full-time classes. The drop-out of students could also be explained by the fact that the Philology programme is a newly consolidated programme with a specific structure (lectures in the common mandatory courses are in Latvian, while seminars are in the specialisation language).

Three foreign students are currently enrolled in the Bachelor's programme "Philology". Two students (1st and 2nd year) are in the Russian Philology sub-programme (languages of instruction - English, Russian); their home country is the Russian Federation. A foreign student, a Cameroonian national, is in the French Philology sub-programme (languages of instruction - English, French,

Latvian). The foreign students finance their studies in the programme on their own.

The number of students in academic year 2021/2022, academic year 2022/2023, and the breakdown of the number of students by language of instruction of the sub-programmes are shown in the tables below: see Annex *BA Philology Languages of instruction*.

Information on the breakdown of student numbers by funding source (state-funded places/self-funded places) can be found in the table in Annex (data for the year of programme approval).

The BSP Philology is a licensed study programme (since 2021), there are no graduates.

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

3.2. The Content of Studies and Implementation Thereof

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

Study programme content

The content of the BSP Philology is oriented towards a balance between theoretical and practical knowledge, as well as general and specific information; the former (theoretical, general) is concentrated in the mandatory courses, the latter (practical, specific) in the courses of each sub-programme, respectively. The consolidated BSP Philology has 5 sub-programmes: **Classical Philology, German Philology, French Philology, Russian Philology** and **Finno-Ugric Studies** (see Annex for the programme plan).

The balance is also reflected in the amount of credits allocated: the mandatory part is 50 credits (CP), the sub-programme structural framework (linguistic/cultural specialisation) is 58 CP (the restricted or elective part), the free elective part is 12 CP. For foreign students, the mandatory part of the study plan shall include the course "Latvian for Beginners I" (2 CP), with the amount of free elective credits set at 10 CP.

The orientation towards a specific language/cultural specialisation is also ensured in the mandatory courses, as it is foreseen that in the mandatory courses of 4 CP, 2 CP earned for common lectures, 2 CP – for seminars relevant to the sub-programme specifics (see *course descriptions in Annex*).

(Exception: Latin, World Literature, Philosophy, Environmental Protection, Civil Protection). Lectures are delivered by professors, associate professors, assistant professors, seminars are delivered by assistant professors, lecturers.

The programme is organised into 4 thematic course clusters in both the common mandatory part and the specific sub-programme part, they are:

- Languages and Linguistics (VV),
- Literature and Culture (LK),
- Research Competence (*Pētn. K*),
- Professional competence (*Prof. K*).

This grouping is intended to combine philological knowledge with an introduction to research and professional activity, and, thus, is in line with recent trends in academic curriculum design. It is also in line with the offer of free elective courses (12/10 CP), which allows the student to choose either courses from their sub-programme, from other Philology sub-programmes, or from the range of courses offered by the UL, also independently creating a block of specialised or additional knowledge necessary for their Bachelor's studies, useful for specific research, interests, chosen internship, etc.

The theoretical and methodological framework of philology is the subject of a common mandatory part of the programme for all 5 sub-programmes (almost 42% of the total amount of credits); this amount at the first – Bachelor's – level of higher education allows for a full theoretical grounding in the field, which provides a solid orientation in the understanding of the field and also allows for successful progression to higher – Master's – level studies.

The programme study courses are interconnected maintaining continuity of content in both mandatory and specialised sub-programme parts. Information on the history and recent developments of the field and its various sub-programmes is included more extensively or more sporadically in practically every study course (with respect to the specific course content and objectives). The sub-programme plans (restricted elective part) provide for 2-3 courses in different languages and cultural studies, one of which is the "first", i.e. the main language of the chosen sub-programme (as reflected in the sub-programme titles; the exception is Finno-Ugric Studies, where either Estonian or Finnish will be the dominant language in every second year). To foster the development of students' research competence, the programme includes a set of courses "Research Competence" in both the mandatory part and the elective part of the sub-programme (*see Annex for the programme plan*).

Most of the restricted elective courses in the Philology programme are newly developed (compared to the language/cultural programmes previously offered at the UL), and all of the mandatory courses are developed from scratch.

The link between the learning outcomes of the courses and those of the programme is self-evident, as they are designed in accordance with the programme learning outcomes; this link can be assessed using the mapping tables (*see Annex mapping of study courses*).

During their studies (4th semester) the student develops and defends a course paper; see the course description of the course "ValoK001 Course Paper" (in the Annex). The programme is considered completed if the student has successfully completed all the courses required in the programme and has produced and presented to the Final Examination Board a Bachelor's thesis of 10 credits. The Bachelor's thesis is an independent research work created by the student, the aim of which is to promote the acquisition of philological thought, to develop research skills and to prepare for independent scientific research work in linguistics or literary studies (history of foreign literature, Germanic linguistics, Romance linguistics, Slavic linguistics, Finno-Ugric linguistics or

Classical philology). The stages of the Bachelor's thesis development, the corresponding tasks and results to be achieved are described in the course description of "ValoN006 Bachelor's Thesis" (see *course description in Annex*).

Two sub-programmes of the BSP "Philology", "French Philology" and "Finno-Ugric Studies", have been operating as separate 4-year Bachelor's programmes until academic year 2021/2022. Due to the transition from the current 4-year to a 3-year cycle in the licensed programme development process, **transition plans** have been developed for both sub-programmes (see *study transition plans in Annex*).

The BSP "Philology" sub-programme "Finno-Ugric Studies", since the issue of the study programme licence (09.06.2021), has introduced changes to the restricted elective part of the programme, sub-part VV - Languages and Linguistics:

Table 3.2.1.1.

Changes in BSP "Philology"

Changes in the Finno-Ugric Studies sub-programme	Rationale
<p>In the restricted elective sub-part VV - <i>Languages and Linguistics</i> the following courses have been added: <i>Valo3536 Estonian Practical Grammar III</i>, <i>Valo3537 Estonian Theoretical Grammar</i>. In the restricted elective sub-part PK - <i>Professional Competence</i>: <i>Valo3538 Business Estonian</i>, <i>Valo3517 Specialisation Course of Estonian</i>. Two courses have been moved - <i>Valo1B09 Conversational Estonian</i> (closed in the free elective part, included in the restricted elective part VV - <i>Languages and Linguistics</i>), <i>Valo2826 Finnish Text Comprehension</i> (closed in the restricted elective sub-part VV - <i>Languages and Linguistics</i>, included in the restricted elective sub-part PK - <i>Professional Competence</i>)</p>	<p>The BSP Philology Finno-Ugric Studies sub-programme enrolls students on a language switching basis: one year the Estonian language group and the other year the Finnish language group enrolled. In order to ensure symmetry between the two offers of the Finno-Ugric Studies sub-programme, the Estonian course offer has been extended and relevant changes have been made.</p>

The changes are to take effect in the autumn semester of 2022 and do not apply to the transition plan.

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

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

process.

Mechanism for the implementation of the study programme

The implementation mechanism of the study programme "Philology" is regulated by the UL internal regulations "Procedure for the Development and Actualisation of Study Courses at the University of Latvia" in accordance with the Law on Higher Education Institutions in the Republic of Latvia; information is provided in the section on the study field "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" - "Evaluation of Methods and Procedures Used in the Assessment of Student Achievement".

For each study course, learning outcomes are formulated as a set of knowledge, skills and competence. The courses of the study programme "Philology" are developed in accordance with the principles of progression and succession. To ensure this, a mapping of the intended learning outcomes at the study programme level and at the course level has been carried out (see Annex).

The five sub-programmes of the study programme are interconnected by a common part (implied by common objectives and intended learning outcomes), while each sub-programme has its own set of learning outcomes, which require the acquisition of knowledge, skills and competence both in line with the requirements of the philological field and taking into account the specific features of each sub-programme.

The organisation of examinations and assessment of students' achievement is described in the section on the field of study "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" (see 3.1.5.): information is provided on the types, forms and methods of examinations in the study courses (intermediate examinations and their types, final examinations and their types), on the system and criteria for assessing the learning outcomes.

The final examination at the end of the study programme "Philology" is a Bachelor's thesis. The basic criteria for the evaluation of final theses are defined in "Requirements for elaboration and defending of the graduation papers (bachelor's, master's, diploma and qualification papers) at the University of Latvia" (UL Order No. 1/38 of 03.02.2012). Additional criteria for the evaluation of final theses may be established and approved by the Faculty Council upon the proposal of the relevant Study Field Council.

The Philology programme has only completed its first academic year (academic year 2021/2022). Currently, lecturers are analysing their experience during the approval year, students' achievement, and the relevance of assessment methods and procedures to the programme goals and students' needs, based also on the results of student surveys.

The mechanism for the implementation of the study programme ensures the achievement of learning outcomes, incorporating **the principles of student-centred education**. The student-centred approach is followed in updating study programmes and their courses, with particular attention being paid to the meaningful formulation of learning outcomes to promote dialogue between lecturers and students on study content, organisation forms and methods. Correctly formulated learning outcomes, in turn, promote students' understanding and co-responsibility for their own learning, self-assessment and understanding of the assessment received. In the study process, lecturers use methods, forms of examination and assessment criteria that are relevant to the study aim and expected learning outcomes.

Students receive support and feedback from lecturers during the study process. The assessment criteria for awarding grades are made public in advance. Assessment provides students with the

opportunity to demonstrate to which extent they have achieved the expected learning outcomes.

Oral, written and combined study and assessment methods are used during the study courses and examinations. A variety of methods are used to acquire and consolidate knowledge, such as introductory lectures, interactive lectures, summary lectures, problem-oriented lectures. Practitioners, professionals from different institutions are invited to lecture on individual courses to maintain the unity of theory and practice. Practical exercises, seminars, individual, pair and team work, discussions and project development, study tours to industry organisations are widely used. Employers are involved in the implementation and development of study courses (invited to lead individual seminar sessions, often organised as exchange visits to workplaces, etc.).

The physical environment of the study is also gradually changing: classrooms can be easily converted for group work and individual work, and students can use digital technologies. Lecturers mostly apply methods that encourage students' active participation, critical thinking and reflection. The e-learning environment will be used to support the learning process and independent study. An e-learning environment (Moodle) has been created for each study course, where students have access to learning materials, assignment descriptions in addition to study materials related to the course topics, as well as study tasks to be performed (tests, forums, seminars, conferences, etc.). All intermediary and final examination evaluations, explaining the reasons for awarding the grade, are recorded and made available to students in the e-learning environment.

To foster students' research competencies, students have the opportunity to analyse and study in depth particular problems of interest in the field in a succession of courses. To this end, the programme provides for a set of courses "Research Competence" in both the mandatory part and the sub-programme elective part, in addition students will be able to acquire in-depth specific knowledge and orientation in a narrower research segment in free elective courses (12 CP). Senior students are involved in peer teaching-learning.

In the seminars, students' speaking, presentation and discussion skills are promoted.

The learning process takes into account students' prior knowledge, previous experience and different learning styles, so that the implementation of the programme will be flexible. Student mobility (recognition of learning outcomes) is encouraged, students are (will be) involved in research and social activities in the community initiated by academic staff, thus gaining significant experience in applying what they have learned in their studies in practice.

In line with the principles of student-centred learning, student mobility (recognition of learning outcomes) is promoted, students are involved in research and social activities in the community initiated by academic staff, thus gaining meaningful experience through the practical application of what they have learnt in their studies. Through the internal quality assurance policy, study programmes are implemented in such a way that students are encouraged to actively contribute to the study process. Policies and procedures are in place for submitting student suggestions and complaints and for handling student appeals. The results of student surveys are evaluated and considered in the development of the study process. In discussions with lecturers and programme directors, students willingly express their suggestions for the improvement of study programmes and process. The fact that the principles of evaluation are clear and understandable for students is proved by the students' answers and evaluations given in the course questionnaires (academic year 2021/2022).

Students are involved in the development of the study programme (in the Study Field Council, Faculty of Humanities Council, Student Self-Government Council). Cooperation with students is regulated by the Instruction of the FH Dean "On the Agreement with the UL Study Council on Tuition Fees and Modernisation of Studies at the FH" (Riga, 06.12.2019, No. 26-321 I 5 4).

In the implementation of the study programme, individual approach to each student is of fundamental importance, which is manifested in several aspects, for example, students can have individual tutorials with any teaching staff member during the specified tutorial hours; cooperation with students and lecturers is also ensured by electronic communication (e-study), which allows to forward necessary study materials, assessments and recommendations to students; students are provided with free access to the FH general staff, study methodologists and the management. Students' evaluations of study plans, process, quality issues are regularly heard by the supervisor or teaching staff in their courses or tutorials; controversial or problematic issues are addressed in cooperation with the respective heads of departments and the FH Dean.

Employers may be involved in the implementation and development of study courses when required for the presentation of a specific course topic (conduct individual seminar sessions, provide information visits to workplaces, etc.). Special collaboration with employers is prescribed in the internship course (compulsory part, 2 CP).

The opinions and attitudes of employers in the sector towards studies, relevant for developing the programme, can be explored through various cooperation projects and events. For example, Tilde, a language technology, localisation and translation company, is interested in language specialists and seeks them out among students; the National Library of Latvia organises educational events based on the language and text specialists' knowledge and research of cultures and their history; the UL Academic Library is interested in ancient and rare language specialists in its research and promotion of the Collection of Rarities, also the Museum "Jews in Latvia" appreciates textual and cultural-historical research work done by researchers of rare materials of Latvian Russian-speaking culture. In their turn, the Latvian Language Agency produces materials on the study of other European languages and their interaction with the Latvian language, Riga schools often have difficulties finding foreign language teachers, the knowledge and skills of philologists are often more highly valued compared to those who have studied pedagogy (as evidenced by school feedback). The participation of students and lecturers in joint events with institutions in the field (and often their organisation) highlights the feedback - the institutions' attitudes and assessment of the knowledge of academics, thus indirectly providing insight into which areas of knowledge and skills are more in demand, which are less important, as well as recommendations for the inclusion of knowledge-related courses in the study programme.

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

The Philology programme **includes and provides an internship.**

The aim of the academic internship is to develop the professional skills of philology students (according to an individually coordinated plan), based on the knowledge and research skills acquired during their studies. The internship course ("SDSKR020 Academic Internship for Philologists", 5th semester) provides for the implementation of academic knowledge in various

professional fields according to the specific sub-programme and students' interests (translation, foreign language teaching, international correspondence, museology and tourism, work in research and information institutions, etc.). Academic internship is carried out in accordance with the procedure for organising internships for UL students. In order to acquire professionally oriented competence, students deal with issues specific to their chosen professional environment, as well as gain work experience and motivation for developing research works, further education or choosing a specific profession. The aim and objectives of academic internship, as well as the organisation of internship are described in the internship regulations of the Bachelor's study programme "Philology" (see Annex).

The thematic structure of the Philology programme includes 4 units, one of which is "Practical Competence", thus the internship course and related works and tasks play an important role in achieving the overall goals of the study programme, providing students with the opportunity to test the acquired knowledge and skills in a specific work environment. Some of the courses in the competence block (6th semester) provide for acquiring knowledge and skills by summarising internship experience.

The provision of internships is confirmed in agreements of intent (cooperation agreements) with institutions offering internships (see Annex in the Study Programme Annexes for information on internship agreements). Support for students is provided through the permanent cooperation of the responsible UL teaching staff with the responsible on-site colleagues. The principles for choosing particular cooperation partners are based on the specific communication and cooperation traditions and experiences of the Philology sub-programmes, without prejudice to the possibility of new partnerships (including student-initiated ones). Internships in translation and language technology companies are common to all sub-programmes; the involvement of other institutions stems from the linguistic/cultural specificities of the sub-programmes and their representation in Latvia. Several potential employers have positively evaluated the concept of the Philology programme and are accordingly willing to offer internships.

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

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

The academic year 2021/2022 is the first academic year (1st, 2nd semesters) of the licensed study programme "Philology". The study course "ValoN006 Bachelor's Thesis" is scheduled for the 6th semester.

3.3. Resources and Provision of the Study Programme

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

The study base, information base, material and technical base and financial base correspond to the specifics of the study programme "Philology", conditions for its implementation, and indicate the possibility of ensuring a quality study process in the future.

Study base

The study programme "Philology" is implemented at the Faculty of Humanities, University of Latvia, Visvalža iela 4a, Riga within the framework of the study field "Language and Culture Studies, Mother Tongue Studies, and Language Programmes".

The study programme is implemented by 7 professors, 5 associate professors, 12 assistant professors and 10 lecturers, all of whom are elected staff of the University of Latvia. Individual courses of study (according to specialised knowledge of a particular language) will be provided by instructors or by acting lecturers/assistant lecturers:

- new lecturers, who should be included in the UL core faculty,
- foreign visiting lecturers (delegated for one or more academic years by educational and cultural institutions in Estonia, Finland or other countries).

The compulsory courses are taught by professors, associate professors and assistant professors, and seminars are assisted by junior academic staff. Sub-programmes involve faculty members according to their competence and specialisation in the development and teaching of specific courses.

Table 3.3.1.1.

List of departments/staff involved in the implementation of FH study programmes and their official duties

FH units/staff	Official duties
Faculty of Humanities departments involved in the implementation of the Philology programme	
Department of Germanic Studies	Provides study courses in the subfield of Germanic Linguistics and of Foreign Literature, as well as study courses in the mandatory part of the BSP "Philology" (linguistics/literary studies/cultural studies) according to their academic/professional competence. The departmental registrar ensures the formal organisation of the work and study process of the teaching staff and the circulation of information.
Department of Classical Philology	Provides study courses in the subfields of Classical Philology, History of Foreign Literature (Antique Literature), and the mandatory part of the BSP Philology (Linguistics/Literary Studies/Cultural Studies) in accordance with their academic/professional competence.
	The departmental registrar ensures the formal organisation of the work and study process of the teaching staff and the circulation of information.

Department of Romance	Provides study courses in the subfields of Romance Linguistics and of Foreign Literature, as well as study courses in the mandatory part of the BSP "Philology" (linguistics/literary studies/cultural studies) according to their academic/professional competence. The departmental registrar ensures the formal organisation of the work and study process of the teaching staff and the circulation of information.
Department of Russian and Slavonic Studies	Provides study courses in the subfields of Slavic Linguistics, of Foreign Literature and of Folklore Studies, study courses of the mandatory part (linguistics/literary studies/cultural studies) of the BSP "Philology" according to their academic/professional competence. The departmental registrar ensures the formal organisation of the work and study process of the teaching staff and the circulation of information.
Department of Latvian and Baltic Studies	Provides individual courses of the mandatory part of the BSP Philology (in linguistics) according to their academic/professional competence. The departmental registrar ensures the formal organisation of the work and study process of the teaching staff and the circulation of information.
Department of Contrastive Linguistics, Translation and Interpreting	Provides study courses in the subfields of Finno-Ugric Studies and of Foreign Literature, study courses of the mandatory part of the BSP "Philology" (linguistics, literary studies) according to their academic/professional competence. The departmental registrar ensures the formal organisation of the work and study process of the teaching staff and the circulation of information.

Information and methodological support

The UL has a well-developed information system environment, which is actively used in the study process.

The UL has its own e-learning environment - a website (<https://estudijas.lu.lv/>), where part of the UL study process is implemented. The UL provides e-courses - study courses implemented in the e-learning environment and containing study materials necessary for the achievement of the course goals, communication with students, assessment of learning outcomes, registration and record-keeping of grades. Several hundred e-courses are currently in use at the UL. On average, around 4000 users visit the UL e-learning environment per day. An e-course combines all the necessary study materials and activities to successfully master the course material and achieve the course goals. In addition, students can communicate online with their lecturers.

Information publishing and protection of intellectual property in e-courses

All UL staff members and students have the right to consult the e-course materials without making any changes. All information, educational literature and materials (methodological materials, lecture outlines, assignments, tests, etc.) protected by copyright and related rights, are placed and used in the e-course in accordance with the legal provisions regulating copyright in the Republic of Latvia, as well as the legal provisions on intellectual property regulated by international agreements binding on the Republic of Latvia.

The e-learning environment of the Philology programme complies with the UL regulatory provisions, and the teaching staff involved in the programme follow them, organising and using the e-learning environment creatively and in line with the aim and content of a particular course, placing and updating materials and information based on a student-centred approach.

UL Library

Information about the UL Library (general description, procedure of replenishment of the collection, literature available for the study direction implementation, electronic resources) is provided in the section on information support for the study field "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" (see 2.3.3 Methodological and Information Support).

The library information resources provide the basic requirements for the study programme as well as for scientific research. The range of information resources in the languages of the individual

study programmes - Czech, Polish, Spanish, etc. - is growing. The e-book platforms available in the FH Library include information resources for the Philology programme (see 2.3.3 Methodological and Information Support).

Sources available in the library for the study programme implementation

The UL Library collection offers **26 782** titles of information resources in **67 736** copies for the needs of the **bachelor's study programme "Philology" in its sub-programmes of Classical Philology, German Philology, French Philology, Russian Philology and Finno-Ugric studies** (see Table 1 in the Annex with data as of 01.03.2023).

Of these, the Faculty of Humanities Library, which holds the most recent and sought-after titles, has **3 959** titles in **8 569** copies (see Annex Table 2 with data as of 01.03.2023). The replenishment of up-to-date information resources for the period 01.01.2021-01.03.2023 consists of **237** publications in **487** copies (see Annex, Table 3).

The individual tables provide detailed information on the provision for the studies in the languages (see Annex Table 4 for **3 985** titles in **6 926** copies) and literature (see Annex Table 5 for **19 658** titles in **26 305** copies) of the individual sub-programmes. Alongside the sections on the main languages of these sub-programmes, a section on the share of English is also included, as it represents a significant part of the literature on the subject.

The information resources of the UL Library meet the needs of the bachelor's study programme "Philology", as well as the basic requirements of higher-level studies and scientific research. Compared to the previous decade, the provision of information resources for classical philology and Finno-Ugric studies has grown more rapidly; Russian philology materials are increasingly dominated by local publications. The trend towards more bilingual and multilingual publications continues. Electronic publications are replacing printed periodicals.

The **electronic resources** subscribed to by the UL Library include materials for the **bachelor's study programme "Philology"** (see 2.3.3. Methodological and information support).

The e-book platforms are available in the UL Library and include information resources for the bachelor's study programme "Philology":

VLeBOOKS - e-book platform, where a total of **149** e-books purchased by the UL Library from the world's leading publishing houses, which include materials for the information support of this study programme (e.g. *University Press, Wiley-Blackwell, ECPR Press, Emerald, Rowman & Littlefield Publishers, Routledge*, etc.), are available.

ProQuest Ebook Central Academic Complete Collection - a collection subscribed to the *ProQuest eBook Central* e-book platform, with a total of **30 035** subscribed titles available for the information support of this study programme.

Open access information resources for the bachelor's study programme "**Philology**" include: *Bookyards, Cambridge Dictionaries Online, Cogent OA, Directory of Open Access Books (DOAB), Directory of Open Access Journals (DOAJ), Google Scholar, Harvard Digital Collections, Language Science Press, Central Statistical Office Database, OAPEN, Open Humanities Press, Periodika.lv, Project Gutenberg, Zenodo, Лань*.

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

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

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

Programme revenue

For the implementation of the Bachelor's study programme "Philology", the University of Latvia uses:

1. a state budget grant from the Ministry of Education and Science, set at EUR 1,630 for full-time studies for academic year 2021/2022;
2. the tuition fee, referring to the factors listed under the heading 'Financial support', fixed for academic year 2021/2022:
 - EUR 2,200 per year for full-time studies;
 - for full-time foreign students, the tuition fee shall be EUR 2,880;

Taking into account the above, the total study programme budget is estimated at EUR 422.67 thousand per year, as summarised in Table 3.3.3.1.

Table 3.3.3.1.

Annual revenue forecast of the programme, EUR

Form of Study	Number of students	Tuition fees / state grant	Total revenue
Full-time (state-funded)	213	1630	347 190
Full-time (self-funded)	33	2 200	72 600
Foreign students	1	2 880	2 880
Total			422 670

Programme costs

In order to estimate the amount of funds required for financial support, the UL calculates the costs of study programmes according to a self-developed methodology, which takes into account the costs of providing the study process as described in the section "Study Field Funding " and information on the study programme plan, the teaching staff involved, the planned number of students, etc., thus ensuring the reliability of the forecasts.

Programme costs for **full-time studies**

For calculating the costs, the implementers of the Philology study programme use the student data for academic year 2021/2022 - 247 students studying in the full-time programme, the proposed study programme plan after accreditation and the planned composition of the academic staff involved. Taking into account the above, the estimated full-time study cost of the programme per student is EUR 1,815 per year and the programme total costs is EUR 438,700 per year. A more detailed percentage breakdown of the costs is shown in Table 3.3.3.2

Table 3.3.3.2.

Percentage breakdown of costs in the study programme

Expenditure item	% of the total
Teaching staff costs	44.3 %
General staff costs	19 %
Other costs	0 %
Infrastructure expenses	9.6 %
Property and services	1.1%
Indirect costs	26%
TOTAL COSTS	100 %

Figure 3.3.3.1 shows the cost of the study programme depending on the number of students and compares it with the proposed tuition fees and the state budget subsidy.

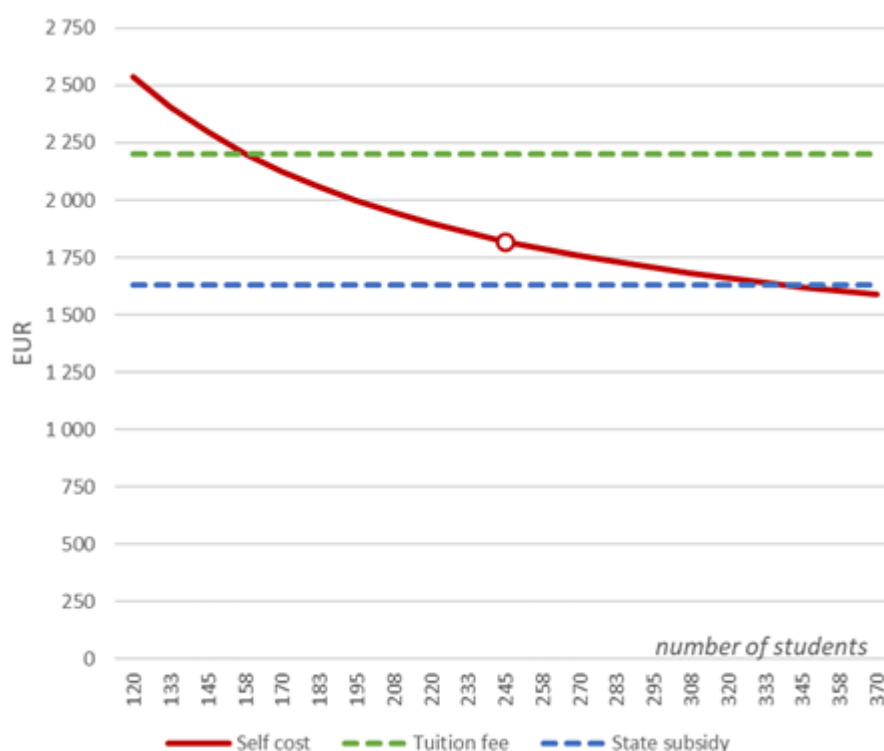


Figure 3.3.3.1. **Cost of the study programme "Philology" depending on the number of students**

The calculation shows that for the programme to be cost-effective and to ensure high-quality studies for students, the number of fee-paying students in the programme (in all courses combined)

should be at least 170 (intersection of the red (own costs) and green (tuition fee) lines projected on the x-axis). On the other hand, if the programme had only state-funded students, the number of students should reach 346.

Table 3.3.3.3.

Programme outcome

Study mode	Number of students	Tuition fees / state subsidy	Total revenue	Total costs
Full-time (state-funded)	213	1630	347 190	378 312
Full-time (self-funded)	33	2 200	72 600	58 612
Foreign students	1	2 880	2 880	1 776
Total	247		422 670	438 700

In order to implement the programme and ensure its further development, the number of fee-paying students needs to increase by 17. Until the next intake, costs in excess of income will be covered by base and performance funding to pay for the research work of staff, which is included in the programme costing. In addition, the programme development may be funded from income received from lifelong learning and other services, as well as from the financial resources accumulated by the unit. The faculties also receive financial support for programme development from the UL Study Quality Improvement Fund.

The costs in the sub-programmes implemented within the programme are calculated correspondingly.

3.4. Teaching Staff

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

Selection criteria for teaching staff

There are three groups of teaching staff at the UL: teaching staff in elected academic positions, teaching staff at acting elected academic positions (acting and visiting lecturers), and instructors.

Selection and recruitment of elected academic positions as well as acting academic positions shall be in accordance with *the Regulations on Academic and Administrative Positions at the University of Latvia (the UL Senate Decision No. 11 of 31.01.2022)*. According to the Statute, the following academic positions exist at the University of Latvia: professor, associate professor, assistant

professor, senior researcher, lecturer, researcher, assistant, research assistant.

Decisions on the need to create certain positions are taken by the faculties. Competitions for elected academic posts shall be open. Information on the competition, including the job description, is published on the UL website, as well as in the official publication *Latvijas Vēstnesis*. Any person who fulfils the requirements laid down in the Law on Higher Education Institutions may apply for the competition.

Applicants for academic posts are required to give a public lecture, which is assessed by two referees who give their opinion. The election procedure is carried out either by the decision-making body of the relevant department (in the case of assistant professors, researchers, lecturers and assistant professors, the Faculty Council) or, in the case of associate professors and professors, by the Board of Professors of the relevant field. The election must take place no later than two months from the date of the call for applications. The election of the candidates shall be by secret ballot. The candidate who has received more than half of the votes of the members entitled to vote present shall be declared elected. In accordance with the Law on Higher Education Institutions, lecturers are elected for a term of 6 years. At the end of the term of election, the faculty decides whether a new call for applications is necessary. There are no term limits. Employment relations with elected professors or associate professors are regulated by the "Regulations on the Establishment, Continuation and Termination of Employment Relationships of Professors and Associate Professors at the University of Latvia" (in force until January 2022).

According to the UL Regulations, the minimum requirements for all applicants for academic positions are set, i.e. knowledge of the official language in accordance with the requirements of the regulatory enactments, knowledge of foreign languages at the level necessary for the performance of the academic position duties and continuous upgrading of one's academic and scientific qualifications. Other requirements vary according to the academic position, e.g. for the post of assistant professor, a doctoral degree is a requirement, while for associate professors these requirements are even higher, i.e. significant academic and teaching experience, a wide range of publications and experience of participation in scientific projects.

If the Senate decides not to advertise for a post on the proposal of a department, a visiting lecturer may be recruited, or if an hourly lecturer is more appropriate to the Faculty's development plans and needs, then a fixed term contract is signed with such lecturer (usually for the duration of the course). In these cases, the selection, addressing and recruitment decisions are taken by the units, i.e. the faculties. In these cases, only centralised control is to ensure that the remuneration set by the department complies with internal and external regulations.

The UL Rector shall conclude an employment contract with the person elected to the academic post. The teaching staff involved in the BSP Philology are qualified in accordance with the UL regulatory documents to work in the study programmes consolidated as sub-programmes of this programme.

Correspondence of the teaching staff's qualification to the requirements of the laws and regulations

The BSP Philology is implemented by:

- 7 professors and 5 associate professors, represented in the plans of all sub-programmes, mainly deliver the theoretical part of the mandatory courses; UL professors and associate professors are also elected researchers or senior researchers (thus involved in both international and national research projects and clearly qualified to teach theoretical courses);
- 12 assistant professors mostly deliver sub-programme (restricted elective) courses and

seminars for the mandatory part theoretical courses;

- 10 lecturers mainly provide courses on the acquisition and consolidation of knowledge in various languages.

In the context of the gradual change of academic staff generations and accumulation of teaching experience, professors also involve doctoral students in certain stages of the study process (reviewing written works, tutorials on information revision and consolidation, etc.).

The programme as a whole involves lecturers with doctoral or master's degrees, a qualification which meets the quality requirements for teaching staff at undergraduate level. The teaching staff involved in the study programme implementation are highly qualified specialists in the relevant fields and sub-fields.

The qualifications of the teaching staff are relevant to the achievement of the study programme outcomes, which have been collectively discussed and formulated by the teaching staff themselves in the BSP Philology study plan and in the relevant study courses.

Upgrading the qualifications of teaching staff

Human resource development implies the reinforcement of the professional development system for the UL academic staff. The UL is aware of the changing role of the lecturer, which is important in quality assurance of studies to promote the acquisition of knowledge, skills and competence of students, therefore, in line with the UL strategy, a unified system of professional development of lecturers is being introduced throughout the University, making changes in internal regulatory documents and offering professional development opportunities to academic staff. The professional development of the UL academic staff is organised in accordance with the Cabinet Regulations No 569 of 11.09.2018 *the Regulations on the Necessary Academic and Professional Qualifications of Pedagogues and Professional Competence Development Procedures*, where Paragraph 16 states: "Educators of higher education and colleges shall, by the end of the term of their election, undertake a vocational development programme on innovation in the higher education system, or the higher education didactics, or the management of educational work at 160 academic hours. (including at least 60 contact hours). Professional development may include international mobility and participation in conferences and seminars relevant to the purpose of the professional development, as evidenced by submitted documents", as well as the Cabinet Regulation No 129 of 25.02.2021 *the Procedures for Evaluating the Scientific and Teaching Qualifications or Results of Artistic Creation Work of an Applicant for the Position of Professor or Associate Professor and of a Professor or Associate Professor Holding the Position*.

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

The lecturers of the BSP "Philology" have increased their qualification: in the programme "Professional Development of Student Curator's Competence" (Asst.Prof.. I. Gorņeva, Asst. Prof. I. Narodovska, Assoc. Prof. I. Orehovs, Lect. O. Billere). Other professional development programmes and courses: visiting lecturer J. Erns. EDUFI seminars in teaching methodology of the Finnish language and culture for teachers of foreign universities; Asst. Prof.I. Gorņeva, Digital Skills Development of Academic Staff (36 hrs., 2020); UL Certificate (72 hrs.) in Pedagogy (No. 032718, 04.11.2017, University of Latvia); Asst.Prof. N.Kopoloveca. Programme "Virtual School of Teaching

Russian as a Foreign Language" (90 hrs). Sub-programmes - Conceptual Sphere of Russian Mentality (36 hrs.), Teaching Business Russian as a Foreign Language (36 hrs.), New Directions in Theory and Methodology of Teaching Russian as a Foreign Language (18 hrs.). Certificate "Improvement of qualification of Russian as a foreign language teacher at the New Russian University" (2018); Asst. Prof. I. Narodovska. European Social Fund Project "Ensuring Better Governance at the University of Latvia" (No. 8.2.3.0/18/A/019), specific support objective 8.2.3 "Ensuring Better Governance at Higher Education Institutions" "Development of Online Learning and Digitisation of Learning Content" (2020); Assoc. Prof. I. Orehovs. European Social Fund project "Ensuring Better Governance at the University of Latvia" (No. 8.2.3.0/18/A/019), specific support objective 8.2.3 "Ensuring Better Governance at Higher Education Institutions" "Development of Online Learning and Digitisation of Learning Content", seminars on Swedish language and culture teaching methodology for Baltic universities' teaching staff organised by the Swedish Institute. (2014-2019); Asst. Prof. S. Pogodina. "Training directions for At the Source" training course (working with library materials) (project of the National Library of Israel, Vilnius (Lithuania), 2019, 2020); Assoc. Prof. N. Šroma. Academic staff training within the Erasmus+ mobility programme at the Peoples' Friendship University of Russia (2019); Prof. I. Rūmniece in the further education course "Innovations in Ensuring the Learning Process" (2020). After the completion of the further education programme "Methodology of Formulation and Evaluation of Learning Outcomes", programme directors and academic staff purposefully carry out the updating of their study courses and the mapping of study programme and study course learning outcomes. This programme has been mastered, e.g., by Assoc. Prof. I. Orehovs, who shares his experience with colleagues.

UL academic staff have the opportunity to improve their English skills in the further education programme of the Centre for Applied Linguistics of the UL Faculty of Humanities "Capacity Building for Academic Staff in English". It has also been used by the BSP "Philology" lecturers. For example, in project No. 8.2.2.0/18/A/010 "Renewal of Academic Staff and Competence Development at the University of Latvia" activity "Improvement of Professional English Skills of Academic Staff for Work in the Study Environment" (216 hrs.) the English language skills were improved by Prof. I. Balode (2019-2020), Prof. I. Koškins (2019-2020), Asst. Prof. I. Narodovska (2019-2020), Asst. Prof. S. Pogodina (2020), Assoc. Prof. N. Šroma (2019-2020).

The "Philology" programme teaching staff regularly carry out **scientific research work**, their results can be assessed referring to the list of publications over the last 6 years (see Annexes SV). The majority of the faculty members regularly present their research results at the annual academic conferences of the UL, participate in the UL priority research "Letonics, Diaspora and Intercultural Communication" according to the field/sub-field (linguistic/cultural specialization), are regularly involved in international research projects. In accordance with the content and formal parameters of the projects, the teaching staff also engage students in conference activities and projects.

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

During the reporting period (academic year 2021/2022), there have been minor changes in the composition of the teaching staff involved in the programme: 1 lecturer has left the programme (due to termination of employment), 1 lecturer will continue to work in the programme as an elected academic staff lecturer (due to election to the position).

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

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

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

Regular face-to-face or online consultative meetings and discussions of the teaching staff involved in the programme, have taken place at all stages of the Philology programme development and during the preparation of the licensing and accreditation materials. Lecturers systematically analyse their experience, collaborate with colleagues, analyse students' achievements and improve course descriptions. Teaching staff collectively discuss and formulate objectives to achieve the programme learning outcomes. The teaching staff shall endeavour to develop an optimal cooperation mechanism between the sub-programmes and the departments involved in the implementation of the consolidated programme. In view of broadening the opportunities for students in an interdisciplinary context, mutual consultation and discussion in working groups are carried out to ensure that the mandatory and sub-programme courses include current topics, use the latest academic literature, freely available Internet resources and collections of scientific articles.

The student-teaching staff ratio within the study programme is presented in Table 3.4.5.1.

Table 3.4.5.1.

The student-teaching staff ratio within the study programme

Sub-programme	Number of students in programme	Number of lecturers: elected	Student- elected teaching staff ratio
Classical Philology	24	5	4.8
Russian Philology	80	8	10
German Philology	36	8	4.5
French Philology	68	8	8.5
Finno-Ugric Studies	39	4	9,75

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	Philology_Diploma_Appendix.zip	BSP Filoloģija Diploms un pielikumi.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	BA_Philology_Statistical_data.docx	BSP_Filologija_Statistikas_dati.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	BA_Philology_Compliance_with_the_state_education_standard.docx	BSP_Filologija_Atbalstiba_valsts_izglitiba_standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	BSP Philology course mapping.zip	BSP_Filologija_Kartejums_apaksprogrammas.zip
The curriculum of the study programme (for each type and form of the implementation of the study programme)	BSP Philology curriculum.docx	Studiju plāns_BSP Filoloģija.docx
Descriptions of the study courses/ modules	BSP Philology course descriptions.zip	BSP Filoloģija kursu apraksti.zip
Description of the organisation of the internship of the students (if applicable)	BA_Philology_Acad_Internship_regulations.doc	BSP_Filologija_Akad_Prakse.doc
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	HEAD OF STUDY FIELD DECLARATION ON COMPLIANCE WITH SECTION 55 1-3.docx	Virziena_vaditajas_apliecinajums_par_Augstskolu_likuma_55. panta_1_3.edoc

Linguistics, Literature and Regional Culture Studies (45227)

Study field	Language and Culture Studies, Mother Tongue Studies, and Language Programmes
ProcedureStudyProgram.Name	Linguistics, Literature and Regional Culture Studies
Education classification code	45227
Type of the study programme	Academic master study programme
Name of the study programme director	Gita
Surname of the study programme director	Bērziņa
E-mail of the study programme director	gita.berzina.hzf@lu.lv
Title of the study programme director	Dr. philol., asoc. prof.
Phone of the study programme director	26777185
Goal of the study programme	<p>The aim of the master's study programme "Linguistics, Literature and Regional Culture Studies" is to provide a high-level academic education in the dominant languages and culture environments of the European geographic area both from a historic and modern perspective.</p> <p>The aim of the subprogramme "Classical Studies" is to provide a high-level academic education in the field of European ancient cultural environment from the historical perspective and in terms of modern reception.</p> <p>The aim of the subprogramme "Germanic Studies" is to provide a high-level academic education in the field of Germanic studies in the context of modern philological disciplines (contact linguistics, comparative literature etc.</p> <p>The aim of the subprogramme "Romance studies" is to provide a high-level academic education in the field of Romance languages (French, Italian, Spanish) and cultures.</p> <p>The aim of the subprogramme "Russian and Slavic Studies" is to provide a high-level academic education in the field of Russian and Slavic studies both in the historical and modern perspective.</p> <p>The aim of the subprogramme "Baltic Sea Region Studies" is to provide a high-level academic interdisciplinary education in the field of culture and social processes of the Baltic Sea region countries in the historic, comparative, and digital society terms based on the principles of sustainability, such as inclusion of diversity, civic responsibility and involvement, social and environmental justice.</p>
Tasks of the study programme	<p>1) to provide in-depth theoretical knowledge in linguistics, literary and cultural studies, 2) to create a comprehensive understanding of the language, literature and culture processes and their mutual interaction, 3) to offer in-depth studies of various languages and cultures in the sub-programmes, 4) to provide for the acquisition of modern research methods and their application as well as the key principles of developing and implementing projects in humanities, 5) to motivate and prepare the graduates of the master's study programme for doctoral studies in the field of literary studies or linguistics.</p> <p>The objectives of the subprogramme "Classical Studies": 1) to provide in-depth theoretical knowledge in linguistics, literary and cultural studies, by emphasizing the resources of classical languages and ancient culture, 2) to provide knowledge on the most important cultural phenomena of the European classical past by offering their evaluation from the perspective of later periods and modern humanistic values, 3) to develop a comprehensive understanding of the classical language, ancient literature and culture processes and their mutual diachronic dynamics, 4) to acquire the classic research methods of antiquity that are relevant today and their application as well as the key principles of developing and implementing projects in humanities, 5) to motivate and prepare the graduates of the master's degree programme for doctoral studies in the field of literary studies or linguistics.</p> <p>The objectives of the subprogramme "Germanic Studies": 1) to provide in-depth theoretical knowledge in Germanic linguistics, literary studies and culture studies based on the most significant and relevant research findings for the subfield, 2) to provide knowledge on the cultural and historic regularities of the Baltic Sea region by addressing the contact phenomenon between the Germanic Languages and Latvian language, as well as the literary ties from the historic and modern perspective, 3) to deepen the understanding of the Germanic languages, literature and culture processes, their mutual interaction and influence, 4) to facilitate acquisition and application of the modern research methods as well as the key principles of developing and implementing projects in humanities; as far as it is possible, to involve students in conducting research projects in Germanic studies, 5) to motivate and prepare the graduates of the master's study programme for doctoral studies in the field of literary studies or linguistics.</p> <p>The objectives of the subprogramme "Romance studies": 1) to provide in-depth theoretical knowledge in linguistics, literary and cultural studies with the focus on the interaction among Romance languages and cultures, 2) to provide knowledge on the cultural phenomena in the regions of Romance languages by offering their assessment from the perspective of modern humanitarian values, 3) form a comprehensive understanding of the French, Italian and Spanish language, respective literature and culture processes and their mutual interaction, 4) to provide for the acquisition of modern research methods and their application as well as the key principles of developing and implementing projects in humanities, 5) to motivate and prepare the graduates of the master's study programme for doctoral studies in the field of literary studies or linguistics.</p> <p>The objectives of the subprogramme "Russian and Slavic Studies": 1) to provide in-depth theoretical knowledge in Russian and Slavic linguistics, literary and cultural studies of the Russian Metropolis, diaspora, and emigration, 2) to offer in-depth studies of the Russian and Slavic languages, literature, and culture, 3) to provide knowledge on the cultural and historical regularities of the Baltic Sea Region by addressing the contact phenomena of the Slavic languages and Latvian language as well as literary ties from the historic and modern perspective, 4) to provide for the acquisition of modern research methods and their application as well as the key principles of developing and implementing projects in humanities, 5) to motivate and prepare the graduates of the master's study programme for doctoral studies in the field of literary studies or linguistics.</p> <p>The objectives of the subprogramme "Baltic Sea Region Studies": 1) with the focus on interdisciplinarity and integrity, to provide in-depth theoretical knowledge in culture studies, linguistics, and literature, 2) to provide knowledge on the most significant cultural and social phenomena of the Baltic Sea Region and its digital resources, 3) to provide comprehensive understanding about the cultural, environmental, and social processes of the Baltic Sea Region, their universal and local manifestations by examining their development in the context of sustainability, 4) to provide for the acquisition of modern methods of research in humanities and social sciences and their application; to ensure the acquisition of the principles for planning and implementation of sustainable initiatives related to humanities and social sciences, 5) to motivate and prepare the graduates of the master's study programme for doctoral studies in the field of literary studies, linguistics or another field of humanities.</p>

Results of the study programme	<p>Knowledge</p> <ol style="list-style-type: none"> 1) demonstrate in-depth theoretical knowledge in linguistics, literary and cultural studies, incl. pertaining to recent findings in the field; 2) demonstrate in-depth expertise in a respective language / cultural environment; 3) understand the essence of scientific enquiry, assess, and engage in research activities; <p>Skills</p> <ol style="list-style-type: none"> 4) have considerable expertise to work with texts in the languages represented in the programme, as well as with various materials on the relevant cultural environment; 5) independently use theory, and methods and apply problem-solving skills to conduct research or highly qualified professional activities in linguistics / literary/cultural studies; 6) assess and discuss complex or systemic field-specific aspects; hold a reasoned discussion on academic and professional issues in the academic environment and beyond; 7) are motivated to further the development and specialisation of their competencies and to prepare for the commencement of studies in the doctoral study programme. <p>Competence:</p> <ol style="list-style-type: none"> 8) independently, critically and argumentatively identify and analyse complex scientific and professional problems; independently assess various methods of analysis, make and substantiate decisions based on knowledge of their academic discipline; 9) integrate knowledge of various fields, contribute to the creation of new knowledge and development of research methods, acting in the development of the humanities; demonstrate understanding and ethical responsibility for the potential impact of scientific outputs on the environment and society. <p>Learning outcomes of the subprogramme "Classical Studies":</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1) demonstrate in-depth theoretical knowledge in linguistics, literary and cultural studies, pertaining to the relevant developments and trends of the given branch, i.e. Classical studies; 2) demonstrate in-depth specialist knowledge in the field of European classical heritage; 3) understand the essence of scientific research work, appreciate it, and engage in research activities that include aspects of antiquity and its modern reception; <p>Skills:</p> <ol style="list-style-type: none"> 4) have considerable expertise to work with texts in Latin and Classical Greek, as well as with various materials on ancient culture and its role in the spectrum of modern humanities; 5) independently use theory, and methods and apply problem-solving skills to conduct research or highly qualified professional activities in linguistics / literary/cultural studies (Classical studies); 6) assess and discuss complex or systemic aspects of classical cultural heritage; hold a reasoned discussion on field-related academic and professional issues in the academic environment and beyond; 7) are motivated to further the development and specialisation of their competencies, including preparing for the commencement of studies in the doctoral study programme. <p>Competence:</p> <ol style="list-style-type: none"> 8) based on a thorough and versatile knowledge of the classical cultural heritage, independently, critically and argumentatively define and analyse complex scientific and professional problems, independently assess various methods of analysis, make and substantiate decisions; 9) integrate and interpret knowledge in the field of Classical studies in a broader context of humanities, integrate it into the prevalent discourses in the humanities in Latvia, thus contributing to the creation of new knowledge, development of research methods and the development of the humanities and the subfield of Classical studies; demonstrate understanding and ethical responsibility for the potential impact of scientific outputs on the environment and society. <p>Learning outcomes of the subprogramme "Germanic Studies":</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1) demonstrate in-depth theoretical knowledge in linguistics, literary and cultural studies, incl. those pertaining to the current developments and trends in Germanic studies ; 2) demonstrate in-depth specialised knowledge of the Germanic cultural environment and its reality autonomously and in relation to the Baltic Sea region; 3) understand the essence of scientific enquiry, assess, and engage in research activities related to the reception and transfer of research findings in Germanic studies. <p>Skills:</p> <ol style="list-style-type: none"> 4) have considerable expertise to work with scientific texts, primarily in German, as well as with a wide range of research materials (literary texts, texts from various media, etc.); 5) independently, using theoretical knowledge and philological research methods, identify, analyse and address research problem/ topical issues, i.e. perform research or highly qualified professional activity in linguistics, literary and cultural studies in German, interlingual or comparative literary studies; 6) assess and discuss complex or systemic aspects of German cultural heritage and contemporary issues; hold a reasoned discussion on field-related academic and professional issues in the academic environment and beyond; 7) are motivated to further the development and specialisation of their competencies, including preparing for the commencement of studies in the doctoral study programme. <p>Competence:</p> <ol style="list-style-type: none"> 8) independently, critically and argumentatively define and analyse complex scientific and professional problems in the field of Germanic studies, and issues initiated by public discourse, independently assess various methods of analysis, make and substantiate decisions; 9) integrate and interpret knowledge in the field of Germanic studies in a broader context of humanities, integrate it into the prevalent discourses in the humanities in Latvia, thus contributing to the creation of new knowledge, development of research methods and the development of the humanities and the subfield of Germanic studies; demonstrate understanding and ethical responsibility for the potential impact of scientific outputs on the environment and society. <p>Learning outcomes of the subprogramme "Romance studies":</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1) demonstrate in-depth theoretical knowledge in linguistics, literary and cultural studies, incl. pertaining to the current developments and trends in Romance studies; 2) demonstrate specialised knowledge in the field of Romance studies; 3) understand the essence of scientific enquiry, assess, and engage in research activities, by stressing the interaction of Romance languages; <p>Skills:</p> <ol style="list-style-type: none"> 4) have considerable expertise to work with texts in French, Italian, Spanish, as well as with various materials on the cultural environment of Romance languages; 5) independently use theory, methods and apply problem-solving skills to conduct research or highly qualified professional activities in linguistics / literary/cultural studies (Romance studies); 6) assess and discuss complex or systemic aspects of Romance studies; hold a reasoned discussion on academic and professional issues in the academic environment and beyond; 7) are motivated to further the development and specialisation of their competencies, including preparing for the commencement of studies in the doctoral study programme. <p>Competence:</p> <ol style="list-style-type: none"> 8) based on in-depth and versatile knowledge of Romance cultural heritage, independently, critically and argumentatively define and analyse complex scientific and professional problems, independently assess various methods of analysis, make, and substantiate decisions; 9) integrate and interpret knowledge in the field of Romance studies in a broader context of humanities, contribute to the creation of new knowledge, development of research methods and the development of the humanities and the subfield of Romance studies; demonstrate understanding and ethical responsibility for the potential impact of scientific outputs on the environment and society. <p>Learning outcomes of the subprogramme "Russian and Slavic Studies":</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1) demonstrate in-depth theoretical knowledge in Russian and Slavic linguistics, literary and cultural studies, incl. pertaining to the relevant developments and trends in the given branch; 2) demonstrate in-depth specialised knowledge of Russian and Slavic languages/culture; 3) understand the essence of scientific enquiry, assess, and engage in research activities; <p>Skills:</p> <ol style="list-style-type: none"> 4) have considerable expertise to work with texts in Russian and Slavic languages, as well as with various materials on the cultural environment of the Russian metropolis, diaspora and emigration; 5) independently use theory, methods and apply problem-solving skills to conduct research or highly qualified professional activities in Russian and Slavic linguistics / literary/cultural studies; 6) assess and discuss complex or systemic aspects of Russian and Slavic studies; hold a reasoned discussion on academic and professional issues in the academic environment and beyond; 7) are motivated to further the development and specialisation of their competencies, including preparing for the commencement of studies in the doctoral study programme. <p>Competence:</p> <ol style="list-style-type: none"> 8) independently, critically and argumentatively define and analyse complex scientific and professional problems, independently assess various methods of analysis, make and substantiate decisions; 9) integrate and interpret knowledge in the field of Russian and Slavic studies in a broader context of humanities, integrate it into the prevalent discourses in the humanities in Latvia, thus contributing to the creation of new knowledge, development of research methods and the development of the humanities and the subfield of Russian and Slavic studies; demonstrate understanding and ethical responsibility for the potential impact of scientific outputs on the environment and society. <p>Learning outcomes of the subprogramme "Baltic Sea Region Studies":</p> <p>Knowledge:</p> <ol style="list-style-type: none"> 1) demonstrate in-depth theoretical knowledge in linguistics, literary studies and studies in various fields of culture, pertaining to the current developments and trends in Baltic Sea Region studies; 2) demonstrate in-depth specialised knowledge in the fields of humanities and social studies as related to the Baltic Sea Region, and in particular to its eastern part (from Poland to Finland); 3) understand the nature and specificity of scientific research, demonstrate in-depth knowledge of certain aspects of scientific inquiry and research implementation for the purposes of actualisation of the cultural, social and environmental heritage of the Baltic Sea region and research of related contemporary processes. <p>Skills:</p> <ol style="list-style-type: none"> 4) independently use theory, methods and apply problem-solving skills, identify and use digital resources to conduct research or highly qualified professional activities in the field of linguistics, literary studies, social and cultural activities related to the Baltic Sea region; 5) critically reflect on and discuss complex cultural and social processes in the Baltic Sea region; hold a reasoned discussion on academic and professional issues in the academic environment and beyond; 6) are motivated to further the development and specialization of their competencies, including preparing for the commencement of studies in the doctoral study programme. <p>Competence:</p> <ol style="list-style-type: none"> 7) intercultural competence – use the acquired knowledge, abilities and skills, to function successfully in different cultural environments; effectively acquire new cultural knowledge and skills, thereby extending or transferring knowledge and skills acquired in one's own cultural environment to other cultural environments; 8) scientific competence – based on in-depth and multifaceted understanding of local and regional cultural heritage and social environment, independently, critically and argumentatively define and analyse interdisciplinary scientific and professional problems, independently assess various methods of analysis, make and substantiate decisions; 9) intellectual competence – integrate and interpret the problems of the Baltic Sea Region in a broader context of humanities and social sciences, contribute to the creation of new knowledge and the development of research methods, building their actions on the awareness and understanding of the role of their specialisation in ensuring the sustainable development of the Baltic Sea Region.
Final examination upon the completion of the study programme	Master's Thesis

Study programme forms

Full time studies - 2 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>latvian</i>
Amount (CP)	80
Admission requirements (in English)	1) Bachelor's degree or second-level professional higher education qualification diploma or equivalent in the humanities; 2) Second-level professional higher education qualification diploma in arts or teacher education (language, literature and/or culture teacher education); entrance examination; 3) Bachelor's degree or second-level professional higher education qualification diploma or equivalent higher education in another discipline; entrance examination, professional/creative experience in the field of humanities. B2-level English language skills required for studies in English. Subprogramme "Classical Studies" - at least one classical language (Latin/Greek) of 4 CP.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	-

Places of implementation

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

Full time studies - 2 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>english</i>
Amount (CP)	80
Admission requirements (in English)	1) Bachelor's degree or second-level professional higher education qualification diploma or equivalent in the humanities; 2) Second-level professional higher education qualification diploma in arts or teacher education (language, literature and/or culture teacher education); entrance examination; 3) Bachelor's degree or second-level professional higher education qualification diploma or equivalent higher education in another discipline; entrance examination, professional/creative experience in the field of humanities. B2-level English language skills required for studies in English. Subprogramme "Classical Studies" - at least one classical language (Latin/Greek) of 4 CP.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	-

Places of implementation

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

Full time studies - 2 years - german

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>german</i>
Amount (CP)	80
Admission requirements (in English)	1) Bachelor's degree or second-level professional higher education qualification diploma or equivalent in the humanities; 2) Second-level professional higher education qualification diploma in arts or teacher education (language, literature and/or culture teacher education); entrance examination; 3) Bachelor's degree or second-level professional higher education qualification diploma or equivalent higher education in another discipline; entrance examination, professional/creative experience in the field of humanities. Subprogramme "German Studies" - B2-level German language skills. B2-level English language skills required for studies in English.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	-

Places of implementation

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

Full time studies - 2 years - french

Study type and form	<i>Full time studies</i>
Duration in full years	2
Duration in month	0
Language	<i>french</i>
Amount (CP)	80
Admission requirements (in English)	1) Bachelor's degree or second-level professional higher education qualification diploma or equivalent in the humanities; 2) Second-level professional higher education qualification diploma in arts or teacher education (language, literature and/or culture teacher education); entrance examination; 3) Bachelor's degree or second-level professional higher education qualification diploma or equivalent higher education in another discipline; entrance examination, professional/creative experience in the field of humanities. Subprogramme "Romance Studies" - B2-level French, Spanish or Italian language skills. B2-level English language skills required for studies in English.

Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	-

Places of implementation

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

Full time studies - 2 years - spanish

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>spanish</i>
Amount (CP)	<i>80</i>
Admission requirements (in English)	<i>1) Bachelor's degree or second-level professional higher education qualification diploma or equivalent in the humanities; 2) Second-level professional higher education qualification diploma in arts or teacher education (language, literature and/or culture teacher education); entrance examination; 3) Bachelor's degree or second-level professional higher education qualification diploma or equivalent higher education in another discipline; entrance examination, professional/creative experience in the field of humanities. Subprogramme "Romance Studies" - B2-level French, Spanish or Italian language skills. B2-level English language skills required for studies in English.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Master's Degree of Humanities in Language Studies and Programmes</i>
Qualification to be obtained (in english)	-

Places of implementation

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

Full time studies - 2 years - italian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>2</i>
Duration in month	<i>0</i>
Language	<i>italian</i>
Amount (CP)	<i>80</i>

Admission requirements (in English)	1) Bachelor's degree or second-level professional higher education qualification diploma or equivalent in the humanities; 2) Second-level professional higher education qualification diploma in arts or teacher education (language, literature and/or culture teacher education); entrance examination; 3) Bachelor's degree or second-level professional higher education qualification diploma or equivalent higher education in another discipline; entrance examination, professional/creative experience in the field of humanities. Subprogramme "Romance Studies" - B2-level French, Spanish or Italian language skills. B2-level English language skills required for studies in English.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Master's Degree of Humanities in Language Studies and Programmes
Qualification to be obtained (in english)	-

Places of implementation

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

Full time studies - 2 years - russian

Study type and form	Full time studies
Duration in full years	2
Duration in month	0
Language	russian
Amount (CP)	80
Admission requirements (in English)	1) Bachelor's degree or second-level professional higher education qualification diploma or equivalent in the humanities; 2) Second-level professional higher education qualification diploma in arts or teacher education (language, literature and/or culture teacher education); entrance examination; 3) Bachelor's degree or second-level professional higher education qualification diploma or equivalent higher education in another discipline; entrance examination, professional/creative experience in the field of humanities. Subprogramme "Russian and Slavic Studies" - B2-level Russian language skills. B2-level English language skills required for studies in English.
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	Master's Degree of Humanities in Language Studies and Programmes
Qualification to be obtained (in english)	-

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

On 2 July 2021, the University of Latvia received licence No. 04047-127 on the right to implement the academic master's study programme "**Linguistics, Literature and Regional Culture Studies**" (LLRCS) in the study field "Language and Culture Studies, Mother Tongue Studies, and Language Programmes" for the acquisition of the Master's degree of Humanities in Language Studies (justification: Study Quality Committee Decision No 2021/20-L of 16 June 2021).

The MSP has been created by consolidating 5 MSPs previously implemented under the Faculty of Humanities (FH) study field ("Classical Philology", "Russian Philology", "Romance Language and Culture Studies", "Germanic Philology" and "Baltic Sea Region Studies") with the aim to offer a single academic master's level programme of linguistics, literary studies, and culture studies at the UL. The MSP LLRCS has been designed with 5 subprogrammes ("Classical Studies", "Germanic Studies", "Romance Studies", "Russian and Slavic Studies" and "Baltic Sea Region Studies") which meet the requirements of the Law on Higher Education Institutions (Article 55).

No changes have been made in the parameters of the MSP since receiving the licence. However, upon promoting the MSP for accreditation it is planned to **specify the enrolment criteria in the MSP** to pursue the UL strategic direction to academic and research excellence and enable the MSP enrol motivated applicants with the knowledge and skills compliant with the studies in the MSP:

1. Bachelor's degree or second-level professional higher education qualification diploma or equivalent in the humanities.
2. Second-level professional higher education qualification diploma in arts or teacher education (language, literature and/or culture teacher education); entrance examination.
3. Bachelor's degree or second-level professional higher education qualification diploma or equivalent higher education in another discipline; entrance examination, professional/creative experience in the field of humanities.

Besides, specifications have also been introduced in the additional criteria for enrolment in the subprogramme *Classical Studies* of the MSP LLRCS. Not to exceed the volume of credit points to be acquired in the MSP, the requirement for the applicants not having an evaluation in the Latin/Ancient Greek language in their document of education to acquire compensating study courses in the 1st year of study has been replaced with the requirement of necessary preliminary knowledge, i.e., at least one classical (Latin/Ancient Greek) language to the extent of 4 CP.

There have been no changes in other subprogrammes and the rights to the enrolment without competition have not been altered. More specifically, it can be seen in the Table of the Characteristics of the MSP LLRCS and in the Chapter 3.1.2.

3.1.2. Analysis and assessment of the study programme compliance with the study field. Analysis of the interrelation between the code of the study programme, the degree,

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

Within the study field, the MSP LLRCS has been created considering the demand for the study programmes and labour market needs in Latvia (also wider in Europe/globally) and based on the European trends in education and experience and offer of foreign institutions of higher education. It aims to

1. implement/offer a single, internationally competitive academic higher (master's) level programme of linguistics, literary studies and culture studies at the UL,
2. prevent the lack of uniformity and reduce fragmentation of the previous master's degree programmes in language and culture studies,
3. make purposeful use of the academic and financial resources of the UL,
4. broaden the community of students interested in linguistics, literary studies and culture studies and the persons who have been awarded the respective qualifications/degree,
5. offer an extension of the knowledge spectrum and the specialized knowledge, skills, and competences necessary for the development of Latvian economy and intellectual growth of the society by comprising them in a wider/necessary context.

The MSP LLRCS has been designed in compliance with the UL Strategy, UL Study and Research Quality Policy aimed at excellence, and the aim of the study field "Language and Culture Studies, Mother Tongue Studies and Language Programmes" – "to maintain, develop and offer the persons willing to study in Latvia qualitative and diverse research-based studies of humanities for the acquisition of various languages and cultures that are competitive in the global context of education thus providing for the stability of the intellectual level in humanities and Latvian language and culture environment in the present and future; and to provide for highly qualified academic and research specialists in compliance with the long-term aims of the economy of Latvia, its socio-political strategy etc." – and its main objectives:

1. to provide for a high-quality - in national and international terms - specialization in the acquisition of the languages/cultures represented in the study field;
2. to direct the programmes of the study field towards the labour market by raising the graduates' competitiveness in the Latvian and European labour market;
3. to develop, in a balanced way, the studies of the Latvian and other people's / region's language/ culture value studies within the study field;
4. to develop the collaboration among the programmes by providing the students with a choice regarding the acquisition of languages and culture issues;
5. to raise the interest among and to attract foreign students;
6. to promote the involvement of students in research to enable them to test the acquired knowledge, skills and competence in practice.

To implement the above-mentioned, the aim, objectives and learning outcomes of the MSP LLRCS have been formulated according to the aim, objectives and learning outcomes of the study field.

The **aim of the MSP LLRCS** is to provide high-level academic education in the dominant languages and culture environments of the European geographic area both from a historic and modern perspective. To achieve the aim, **objectives of the MSP** include:

1. to provide in-depth theoretical knowledge in linguistics, literary and cultural studies,
2. to create a comprehensive understanding of the language, literature and culture processes and their mutual interaction,
3. to offer in-depth studies of various languages and cultures in the subprogrammes,
4. to provide for the acquisition of modern research methods and their application as well as the key principles of developing and implementing projects in humanities,
5. to motivate and prepare the graduates of the master's study programme for doctoral studies in the field of literary studies or linguistics.

Completion of these objectives ensures relevant **learning outcomes** for graduates of the MSP LLRCS:

Knowledge

- 1) demonstrate in-depth theoretical knowledge in linguistics, literary and cultural studies, incl. pertaining to recent findings in the field;
- 2) demonstrate in-depth expertise in a respective language / cultural environment;
- 3) understand the essence of scientific enquiry, assess, and engage in research activities;

Skills

- 4) have considerable expertise to work with texts in the languages represented in the programme, as well as with various materials on the relevant cultural environment;
- 5) independently use theory, and methods and apply problem-solving skills to conduct research or highly qualified professional activities in linguistics / literary/cultural studies;
- 6) assess and discuss complex or systemic field-specific aspects; hold a reasoned discussion on academic and professional issues in the academic environment and beyond;
- 7) are motivated to further the development and specialisation of their competencies and to prepare for the commencement of studies in the doctoral study programme.

Competence:

- 8) independently, critically and argumentatively identify and analyse complex scientific and professional problems; independently assess various methods of analysis, make and substantiate decisions based on knowledge of their academic discipline;
- 9) integrate knowledge of various fields, contribute to the creation of new knowledge and development of research methods, acting in the development of the humanities; demonstrate understanding and ethical responsibility for the potential impact of scientific outputs on the environment and society.

Thus, acquisition of the MSP ensures, in accordance with the guidelines of the study field, knowledge, skills and competence both in the comprehension and professional use of various languages and values of cultural environment, and in the relevant high-level scientific research work.

To fully implement the above-mentioned and to provide the students with a deeper specialization along with in-depth theoretical knowledge in linguistics, literary studies and culture studies, the programme is offered with **5 subprogrammes**:

- Classical Studies
- Germanic Studies
- Romance Studies

- Russian and Slavic Studies
- Baltic Sea Region Studies

The **Classical Studies** subprogramme provides in-depth philology and cultural history knowledge on the most important cultural phenomena of the European classical past by offering to study the issues in ancient languages (Latin and Ancient Greek), ancient literature and culture, mythology, rhetoric and text formation and by learning/examining their influence on the creation of the value system in the cultural scene of later periods in Europe and, especially, in the Baltic Region.

The **Germanic Studies** subprogramme prepares academically qualified specialists in Germanic Studies and provides the education that qualifies the person to conduct research on the cultural and historic heritage of the Baltic region and topical issues in Germanic Studies today. The study courses of linguistics, literary studies as well as media and culture studies that are based on the German cultural environment provide an insight into various aspects of Germanic studies in the overall context of humanities. From the intercultural perspective of Baltics-Germany-Scandinavia, particular attention is devoted to exploring the important historic links for the Baltic region and the topical current connections. The subprogramme studies take place in the German language. (Division of languages in the implementation of the MSP see in the Annex *MSP LLRCS Languages of Tuition*.)

The **Romance Studies** subprogramme – along with the BSP *French Philology* as the only programme in the Baltics forms a unified study cycle (bachelor's, master's and doctoral) for preparing highly qualified Romance language specialists. According to the interdisciplinary and multilingual focus of the programme, it provides academic education in Romance studies, including the professional specialization in culturology, language teaching and translation. Academic education in Romance studies is combined with an interdisciplinary link to the studies of history, geography, economics, diplomacy, politics etc., thus providing graduates with high competence for working in the field of international relations of the Romance area and the ability to analyse the dynamic processes of the countries speaking Romance languages. The subprogramme studies take place in the French, Spanish or Italian language (of students' choice).

The **Russian and Slavic Studies** subprogramme prepares highly qualified specialists in Russian and Slavic linguistics and literary studies. The subprogramme focuses on the regional, ethnocultural, postcolonial, gender sociality and intercultural studies. Particular attention is paid to the functioning of the Russian language and literature in a wider socio-cultural context, contacts of Slavic languages and literature with the Latvian language, literature, and culture. The subprogramme studies take place in the Russian language.

The **Baltic Sea Region Studies** subprogramme provides in-depth knowledge about culture and society in the countries of the Baltic Region from the historic, comparative, and modern digital society viewpoint. By addressing literary studies, music, audio-visual arts, Finno-Ugric studies, history of culture and tourism, the programme provides a perspective that is based on the research from various fields of Regional Studies, digital humanities etc.

The above-mentioned combination of the subprogrammes in the MSP LLRCS in accordance with the principles of the study field enables the FH to offer a unique master's study programme with simultaneous philological and intercultural focus which simultaneously reveals the key elements of the European historic as well as modern humanistic thought and topical language/culture arsenal. The MSP comprises ancient languages and ancient heritage as well as Germanic (German), Romance (French, Spanish, Italian), Slavic (Russian) as well as the NE area of the Baltic Sea languages and cultural environments.

The aims, objectives and learning outcomes of the subprogrammes are both quantitatively and

qualitatively in line with the aim, objectives and learning outcomes of the MSP, by precisely implementing the guidelines/principles of the MSP in the field of particular language, literature and cultural environment.

Thus, e.g., the objectives and learning outcomes of all subprogrammes envisage in-depth theoretical knowledge in linguistics, literary and cultural studies, in accordance with the current development trends of the subbranch, the acquisition of relevant scientific research knowledge and skills. Each subprogramme provides in-depth specialized knowledge in a specific language(s) and cultural environment, for example, “Classical Studies” – in the field of classical languages and European classical heritage, “Germanic Studies” – in the German language and Germanic cultural environment, “Romance Studies” – in French, Spanish, Italian and in the field of Romance studies, etc. All subprogrammes ensure the competence of graduates, based on the knowledge and skills of their subbranch, to integrate and interpret them in the broader context of humanities (for details, see MSP LLRCS mapping).

The objectives of the MSP LLRCS evolve from its aim, the learning outcomes to be achieved are objectively derived from the aim and objectives, thus proving the achievement of objectives and movement towards the established aim. The same principle has been integrated in the mutual connection among the aims, objectives and learning outcomes of the subprogrammes, which are logically subjected/connected with the general aim, objectives and learning outcomes of the MSP.

The title of MSP clearly reflects the content and essence of MSP in compliance with the aims, objectives and expected learning outcomes. The **code** of MSP in the education classification of Latvia is “**45227**”, i.e., it is duly classified in the group of educational programmes “Language Studies and programmes”, which, as indicated in the decision of the Study Quality Commission of 16 June, 2021 (No. 2021/20-L) on licensing MSP LLRCS, comprises the acquisition of languages taught as foreign languages, and also of the culture, literature, linguistics studies and other information related to the language acquisition. Following the provisions of Regulations No. 240 of the Cabinet of Ministers on the naming of degrees as well as the detailed level of classifications stipulated in Regulation No.322, **the degree** to be awarded for the acquisition of the programme shall be “**Master’s Degree of Humanities in Language Studies and Programmes**”.

To provide for a complete and corresponding attainment of the set aim, objectives and learning outcomes of the study field and MSP and in compliance with the UL regulatory enactments governing enrolment and Regulations No.240 of the Cabinet of Ministers (13.06.2014), **enrolment criteria** in MSP have been established, including the additional criteria in the subprogrammes. To gain the information about the knowledge, skills, and competence of the potential students for the acquisition of the study programme and to enrol motivated students able to acquire the high-level academic education in linguistics, literary studies and culture studies provided by MSP LLRCS, the enrolment criteria have been differentiated in accordance with the potential students’ previous education and acquired degree. This means that the applicants with a bachelor’s degree in humanities or a higher education equal to it, who in their previous stage of education have acquired the necessary knowledge about humanities, including about the area of languages / literature / culture, shall be enrolled without an additional entrance examination. In related fields, such as art, education science (education of a teacher of languages / literature and / or culture) – the applicants with a higher education, who have the fundamental knowledge of languages/culture studies, however, must prove deeper / broader preliminary knowledge necessary for the acquisition of the study programme and understanding about humanities, must take the entrance examination. The applicants willing to study in the MSP LLRCS who have acquired their previous education (a bachelor’s degree or 2nd level professional higher education or equivalent education) in a different field, to prove the preliminary knowledge and motivation necessary for the acquisition of the study programme must take the entrance examination as well as prove their professional or creative

experience in a field connected with humanities. Moreover, since MSP LLRCS offers in-depth studies of various languages, literatures, and cultures and in the subprogrammes the studies take place in different languages, depending on the specific character of the subprogramme and language of tuition, there are certain additional enrolment criteria in the subprogrammes, namely, the knowledge of a specific language.

Evaluating the experience of the applicants and their achievements in the previous stage of education in accordance with the aim and learning outcomes of the MSP LLRCS, **the right to apply for enrolment without competition** is provided:

Subprogramme “Classical Studies”

Graduates of the previous academic year from the UL bachelor's degree programme “Classic Philology” or the subprogramme “Classic Philology” of the bachelor's study programme “Philology”, whose bachelor's thesis was assessed not lower than 8 (very good).

Subprogramme “Germanic Studies”

Graduates of the previous academic year from the UL bachelor's study programme “Germanic Philology” or the subprogramme “Germanic Philology” of the bachelor's study programme “Philology”, whose bachelor's thesis was assessed not lower than 8 (very good).

Subprogramme “Romance Studies”

Graduates of the previous academic year from the UL bachelor's study programme “French Philology” or the subprogramme “French Philology” of the bachelor's study programme “Philology”, whose bachelor's thesis was assessed not lower than 8 (very good).

Subprogramme “Russian and Slavic Studies”

Graduates of the previous academic year from the UL bachelor's study programme “Russian Philology” or the subprogramme “Russian Philology” of the bachelor's study programme “Philology”, whose bachelor's thesis was assessed not lower than 8 (very good).

Thus, during **2 years** in the amount of **80 credit points** the MSP provides for the acquisition of various philologies in the master's level of studies and, following the openness trend in studies and research, provides students with both a certain area of specialization as well as broader knowledge in the context of humanities. The above-mentioned opportunities widen the students' intellectual, research and professional competences and raise their competitiveness in the labour market.

The guidelines of the MSP are its academic character, interdisciplinarity, multilingualism that determine its versatility and competitiveness in the education area of Latvia and Europe.

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

The humanities have always been important for the sustainable development of society and the formation, identifying and highlighting of its values, and, correspondingly, study programmes in humanities have had a stable place at the University of Latvia since its very beginnings and have, along with the programmes of nature sciences, social and medical sciences, provided valuable contribution, first, to the intellectual environment of Latvia, but, more broadly, to Europe / the world.

The implementation of the MSP started in the academic year 2021/2022, and this means that the programme has not seen its graduates yet. However, the MSP prepares highly qualified specialists in classical studies / Germanic /Romance /Russian and Slavic studies as well as Baltic Sea Region Studies, who, thanks to their general in-depth knowledge in philology and their specialized knowledge of the sub-branch regarding the respective culture environment and due to their advanced intellectual and professional competence and skills will be competitive and will be able to fit successfully into Latvia's, and, more broadly, in the Baltic and European labour market, greatly contributing to the development of the Latvian economy and the intellectual growth of society.

Based on the needs of the labour market, the interdisciplinary MSP provides the knowledge and skills, which ensure that its graduates are highly competitive:

1. knowledge of several languages geographically dominant in Europe,
2. knowledge and understanding of different cultures,
3. communication skills in different languages with regard to the respective cultural norms,
4. versatile text formation skills (business correspondence, preparation of reports, competence regarding the stylistics of any text etc.),
5. diverse skills for using theories and methods, critical thinking and problem-solving skills.

The analysis of both the employment of the graduates of 5 MSP implemented by the FH ("Classical Philology", "Russian Philology", "Romance Language and Culture Studies", "German Philology" and "Baltic Sea Region Studies") and the research of the potential labour market in various sites publishing job vacancies (for example, <https://cvvp.nva.gov.lv/#/pub/> (only in Latvian), <https://www.cv.lv/darba-sludinajumi>, www.cvmarket.lv, <https://www.ss.lv/lv/work/are-required/>, https://www.glassdoor.com/job/riga-jobs-SRCH_IL.0,4_IC2904022_IP2.htm, <https://www.visidarbi.lv/>), suggests that:

1. the labour market demonstrates a stable demand for education in humanities
2. the knowledge and skills offered by the new MSP are required in the labour market.

Graduates of the MSP with acquired academic knowledge, analytical skills and theoretical thinking skills, as well as communication skills, can work successfully in different institutions where well-educated specialists in humanities (in particular, with the knowledge of linguistics, literature and culture) are required and able to function:

1. in higher education and schools, research institutions,
2. in libraries,
3. in editorials and publishing houses,
4. in media institutions and advertising agencies,
5. the EU and other international institutions,
6. in diplomatic missions of Latvia and other countries,
7. in Latvian and European translation institutions,
8. in language training centres,
9. in tourism agencies,
10. in different profile companies in Latvia and abroad etc.

The knowledge and skills provided by the programme will enable its graduates to work in the areas, which are essentially not humanities – for example, management, IT, services and organizing etc.

This is the spectrum of the labour market outlined by the research of the employment choices of the graduates from the 5 previously implemented study programmes. Consequently, it is forecast that the labour market of the graduates of the MSP LLRCS will not shrink, but rather, considering

the knowledge, skills and competence provided by the programme, will expand.

Thus, the wide knowledge, skills and competence in humanities and simultaneously the specialized knowledge, skills and competence the MSP provides, including the knowledge of various European Languages and the understanding of the diversity of the European culture space and the diachronic and synchronic development, and the graduates' general competence to participate in its transformation will promote the stability and advancement of the public intellectual capacity in humanities and well facilitate the economic development of Latvia.

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

In summer 2021, after receiving the licence on 2 July 2021 the first admission to the MSP LLRCS was announced (in 4 subprogrammes) and the implementation of the MSP started in the autumn semester of academic year 2021/2022.

Table 3.1.4.1.

The number of students in MSP LLRCS

<i>MSP subprogramme</i>	<i>2021/2022</i>		<i>2022/2023</i>	
	<i>Year 1</i>	<i>Year 2</i>	<i>Year 1</i>	<i>Year 2</i>
<i>Classical Studies</i>	<i>5</i>	<i>-</i>	<i>8</i>	<i>4</i>
<i>Germanic Studies</i>	<i>3</i>	<i>-</i>	<i>4</i>	<i>1</i>
<i>Romance Studies</i>	<i>6</i>	<i>-</i>	<i>7</i>	<i>4</i>
<i>Russian and Slavic Studies</i>	<i>11</i>	<i>-</i>	<i>11</i>	<i>6</i>
<i>Baltic Sea Region Studies</i>	<i>-</i>	<i>-</i>	<i>3</i>	<i>-</i>
<i>MSP total</i>	<i>25</i>	<i>-</i>	<i>33</i>	<i>15</i>

In the first year of the MSP implementation, 25 students were admitted to the study programme. The students of the previously implemented (consolidated) MSPs were not included in the new study programme.

The receiving of the licence in July 2021 simultaneously with the admission to the highest-level studies at the University of Latvia prevented the MSP from carrying out the promotional activities in due time and quality. As a result, one of the subprogrammes, The Baltic Sea Region Studies – was not launched in academic year 2021/2022. The number of students, especially the virtually absent foreign students in academic year 2021/2022, was to a large extent determined by the absence of the due advertising campaign of the MSP, as well as by the Covid-19 pandemic.

At the end of 2021 and spring of 2022, the new MSP was more widely promoted for the first time. As a result, the enrolment numbers increased. Unfortunately, the unstable geopolitical situation and the confusion and risks related to the Covid-19 pandemic deterred the rise in the number of foreign students.

Changes in the number of students within one year of the implementation of the study programme also show that a small percentage of students cannot or do not want to continue their studies. The grounds for leaving or, in some cases, not commencing studies are, firstly, health problems, inability to connect studies with work (for financial reasons it is not possible to waive work duties), and, in some cases, the discrepancy between the content of studies and the students' wishes.

For more detailed statistical data on the students in the MSP LLRCS, including the breakdown of the number of students by funding sources and the languages for the implementation of the study programme, see Annex "Statistics on students in the study programme "Linguistics, Literature and Regional Culture Studies".

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

3.2. The Content of Studies and Implementation Thereof

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

The total **volume** of the MSP LLRCS is **80** credit points. **24** credit points are allocated for the acquisition of the study courses of the **mandatory part**, **36** credit points are dedicated to the acquisition of the courses in the **restricted elective part** (30CP) and **elective part** (6CP), and **20** credit points – for the writing the **master's thesis**.

The **mandatory part** of the MSP has been built to provide in-depth theoretical knowledge in linguistics, literature and culture studies and simultaneously to provide for a synergy among the five broad-profile subprogrammes of the MSP. It is based on the contemporary global development trends in science and strives to combine the rapprochement trends seen in humanities with the cultural specificity of the subprogrammes represented hereby in the history of Europe and Latvia and their role in modern Latvia.

This is why the mandatory part of the MSP consists of the courses that comprise the studying the theoretical knowledge of the selected branches of science (i.e., linguistics, literary studies and culture studies) and their approbation with regard to topical problems and latest findings in the above- mentioned branches and subbranches of science (*Germanic Studies, Romance Studies, Russian and Slavic Studies, Classical Studies and Baltic Sea Region Studies*).

The theoretical fundamentals accounting for 16 CP consist of the analysis of topical linguistic theories common for all subprogrammes and achievements of national philologies, raising the awareness of the role of European languages and linguistics, literature and culture heritage and contacts and studying their synergy (*Language Theories and Diversity of Languages, Regional Language and Culture Contacts, Comparative Literature, Cultural Heritage and New Identities*).

8 CP are dedicated to the advancement of academic communication skills, providing for the acquisition of:

1) the style of communication characteristic to the international communication in science and the historical traditions of the intellectual styles (*Research and Communication* 4 CP).

2) the stages of project development and implementation (*Project Development in the Field of Humanities* 4 CP).

In line with the openness trends of the branch, the courses of the mandatory part of MSP LLRCS have been designed to integrate the individual philologies and culture studies in a broader context enlarging knowledge and horizons. For this reason, the structure of the courses in the mandatory part envisages both joint lectures (2 CP) and seminars with the examination of the issues topical for the subbranch (2 CP).

Considering the specificity of the course and the range of students, the lectures in the mandatory part are delivered in the official (Latvian) or English language. The seminars, however, take place in Latvian, English or in the language of the respective subprogramme (German, French, Spanish, Russian etc.).

The **restricted elective part** of the MSP has been built to provide in-depth knowledge in a specific area of languages/ literature/ cultural environment and thus enables the students of the programme to specialize in one of the five subprogrammes:

1. Classical Studies
2. Germanic Studies
3. Romance Studies
4. Russian and Slavic Studies
5. Baltic Sea Region Studies

For a full-fledged attainment of the aim and objectives of the study programme and balanced acquisition of the respective branch/area, and for a unified structuring of the MSP within the restricted elective part, each subprogramme offers study courses in 3 commensurate clusters:

1. literature and culture
2. linguistics
3. interdisciplinary studies.

Each cluster in each of the subprogrammes provides for 2 specialization courses, each accounting for 4 CP aimed at providing significant theoretical concepts and viewpoints as well as the respective methodological principles for a specialization in a specific area, and to introduce to the current developments in the field. Further, each of the clusters provides for several elective courses (mostly 2 CP), which offer an in-depth study of individual aspects relevant for the specialization.

In line with the specialization offered by the subprogramme, the students are also offered practice-oriented courses that deliver the professional knowledge and makes them competitive in the labour market.

The student must acquire at least **10** credit points of courses from the restricted elective part from each of the three clusters selected for the specialization (2 specialization courses of the subprogramme, 4 CP each and one elective course of 2 CP; In total from all three clusters, it means 30 CP = 10+10+10).

Foreign students must acquire the course *Latvian for beginners I* (2 CP) in the restricted elective part (in compliance with the requirements of the Law on Higher Education Institutions).

For the individualization of their studies, the students may choose the courses of the elective part (**6** CP) (foreign students 4 CP) from other subprogrammes of the MSP, or, by coordinating with the director of the programme/director of the subprogramme in the order prescribed by the UL, from related or connected study programmes.

See the model study curriculum of the MSP LLRCS in Annex.

The **Classical Studies** subprogramme in all 3 study course clusters, offers in-depth philology and cultural history knowledge about the most important cultural phenomena of the European classical past along with their evaluation from the perspective of later periods and contemporary value framework. Particular attention is paid to the genesis of the various genres of European literature in the ancient world and further aspects of their transformation, both for the identification and highlighting of essential phenomena of ancient literature and mythology in the cultural context of Europe, as well as to the issues of classical languages (Latin and Greek), rhetoric and text formation, and, in a wider interdisciplinary perspective, to exploring the cultural heritage phenomena, aspects of the ancient world and their receptions, by learning the influence of the antiquity ideas, categories of the ethics and aesthetics, motifs, forms, etc. on the development of value systems at a later time in the cultural scene of Europe and in particular in the Baltic region. The courses of the subprogramme are designed to develop, in addition to topical intellectual competencies (thinking that evaluates language and cultural processes), the practical competencies of students, in line with the realities of the modern world (for example, rhetoric and public speech, Greek/Latin translation skills, skills for working in digital environment).

The **Germanic Studies** subprogramme offers the scientific enquiry into the contemporary topical issues of Germanic Studies and the cultural and historical heritage of the Baltic region. In this context, the subprogramme offers linguistics, literature and media and cultural knowledge courses, which, based on the German cultural environment, provide for a closer examination of the various aspects of Germanic Studies in the common context of humanities. In intercultural terms of Baltics-Germany-Scandinavia, particular attention is paid to the learning of historical and modern links that are important for the Baltic countries.

The profiling "German", both from the linguistic and literature perspective, in media and communication studies perspective as well as from the culture and history viewpoint, is incorporated into broader relations relevant for the modern globalised world, in which German language, literature and culture make a significant contribution (particularly in relation to the Baltic Sea region).

At the same time, by promoting the development, dynamics and implementation capabilities of the academic knowledge, the focus of the sub-programme on the topics of the modern society (development of transnational communications, globalisation versus identity search and awareness of cultural heritage) also implies a deeper integration of German cultural awareness and scientific discourse into rather specific aspects of the subbranch, accompanied by specific project-type

assignments. and varying enquiry-promoting or business-oriented specialisation courses, such as German didactics and translation aspects.

The acquired knowledge and skills qualify the MSP graduates to operate in areas related to the use of translation science skills (German-Latvian/Latvian-German), in teaching German, e.g., in lifelong learning courses, in public relations not only in German-Latvian cooperation, but also in a wider intercultural context, etc.

The **Romance Studies** subprogramme offers the courses, which in line with the interdisciplinary and multilingual focus of the modern educational space and the labour market cover a variety of aspects of French, Spanish or Italian literature, linguistics and culture, as well as the contemporary geopolitical context of Romance-speaking countries. The courses are delivered in French, Spanish or Italian languages (based on the students' choice).

In the above mentioned study course clusters, the subprogramme provides academic education in the area of Romance Studies by including the professional advancement in culturology, teaching of languages and translating. Skills are provided for conducting research in applied and theoretical Romance Studies, in general and applied linguistics (e.g., *Theoretical Aspects of Spanish Grammar and Linguistic Practice*, *Linguistic Diversity and Variations in a Francophone Environment* etc.), literature (*National Specifics and Current Trends in the Literature of the Romance Language Space*, *Analysis of Contemporary French Literary Texts* etc.), culturology (e.g., *Intercultural Communication*, *Society and Diversity of Discourse in the Modern Francophone Space*, *National Cultures and Globalization in Latin America*, *Language Contacts and Language Policy in Spain* etc.) and translatology (e.g., *Consecutive and Simultaneous Translation*, *Translation Science in the Context of Romance Languages* etc.).

The combination of the academic education in the area of Romance Studies with an interdisciplinary attachment to the studies of history, geography, economics, diplomacy etc. provide for a wider specialization of students and high competence for working in the field of international relations in the area of Romance countries, ability to analyze the dynamic processes of the countries speaking Romance languages and, consequently, for the students' competitiveness in the local and foreign labour market.

The students may choose to have all courses in one language or to combine languages, if they have the necessary skills in two or more Romance languages.

The **Russian and Slavic Studies** subprogramme provides the opportunities to prepare for professional activity that is related to the Russian and Slavic languages, literature and culture. The subprogramme consists of the study courses in the field of Russian and Slavic philology, which provide specialised knowledge of modern Russian in various aspects, Russian literature from the theoretical and cultural perspective, as well as topical problems of Slavic Studies. When acquiring the courses, students develop the skills to analyse, comment, translate, and promote language and literature texts of different genres. In the course of training, students get acquainted with the current theoretical concepts of linguistics, literature science and folklore studies and the research methodology. The aims of the sub-programme are focused on the modern trends in the scientific development of the sector. The study courses have been included that provide acquire knowledge in the fields of cognitive linguistics, pragmatics, ethnopsycholinguistics, political linguistics, literature textology and sociology. Individual study courses provide knowledge of literature studies in the context of gender, postcolonial and ethnocultural studies. Special emphasis is placed on the exploration of the Russian and Slavic languages, literature and culture in the synchronic and diachronic aspect of the Baltic region.

The **Baltic Sea Region** subprogramme offers in-depth knowledge of the major cultural and societal

phenomena of the Baltic Sea region and their digital resources, forms a comprehensive understanding of cultural, environmental and societal processes, their universal and local manifestations, reflecting their development in the context of sustainability. Students acquire contemporary research methods for humanities and social sciences (literature, cultural history, cultural theory, sociolinguistics, demography, etc.), as well as basic principles for the planning and implementation of sustainable humanitarian and social initiatives (e.g., the course “Sustainable Cultural Environment of Education”), which are important for the development of the field and in today's labour market.

Most of the courses are focused on multi-faceted learning and research of the Baltic Sea region, and concentrate more on the eastern Baltic region and Finland, and not avoiding from examining the localities less mentioned in public discourse (e.g., the split East Prussia). Thematically, the subprogramme focuses on literature, music, audiovisual arts, cultural history, the language situation, including aspects related to citizens, environment and tourism. The interdisciplinarity of the subprogramme is ensured not only by the inclusion of different branches of science, but also by transversal topics (e.g. “the consequences of totalitarianism and overcoming them”, “insular world”, etc.), both within a single thematic cluster and between different clusters.

The academic education offered by the subprogramme enables to focus professionally on the cultural and social fields of the Baltic Sea Region countries, based on such sustainability principles relevant in contemporary world as the inclusion of diversity, civic responsibility and participation, social and environmental justice.

The curriculum of the programme and subprogrammes and the provided scope of the content foresee the movement from the general and wider to the specific.

As it can be seen from the mapping of MSP LLRCS (see *Annex*), the learning outcomes of both the mandatory part and the restricted elective courses offered by the sub-programmes have been appropriately matched, first, in the mandatory part of the study courses, then sequentially in the 3 study course clusters mentioned above in each subprogramme, with a targeted building of the learning outcomes to be achieved by the MSP: both the in-depth theoretical knowledge in linguistics, literature and cultural studies and the specialized expertise in the fields of the sub-sector concerned (language, literature, cultural environment). The programme provides for both the understanding of the nature of research work and relevant specific skills to work with diverse texts of the respective subfield, as well as provides skills, based on the knowledge of the field, to address complex scientific and professional challenges independently, critically and justifiably, and, through the use of the knowledge, skills and competences acquired in the study courses, engage in the development of the humanities.

The knowledge, skills, and competence to be acquired in all study courses of the MSP mandatory part and the restricted elective part of the subprogrammes have been mutually integrated. The content of the study courses of the mandatory part of MSP and the restricted elective part of the subprogrammes is mutually compatible and provides for joint, mutually relevant attainment of the learning outcomes of the study courses and the study programmes.

All study courses motivate the students to continue to improve their competences and foster their specialization as well as gradually prepares them for potential commencement of studies in a doctoral study programme.

The content of all study courses of the MSP mandatory part and the restricted elective part is regularly reviewed and updated according to the latest development trends of the branches and subbranches of science and the labour market.

Master's thesis (20 CP) is a research work conducted by the student under a researcher's

supervision in linguistics, literary studies, or cultural studies in the selected subfield (Germanic linguistics, Romance linguistics, Slavic linguistics, Finno-Ugric linguistics, the history of foreign literature, classical philology, or Baltic Sea region studies) where the student has independently conducted a study and drawn research-based conclusions or developed research-based creative work. The aim of the master's thesis is to improve and specify the learning of the humanities, develop profound research skills, and prepare the student for the highest-level research work in linguistics, literary studies, or other humanities. It provides an understanding of the nature of research work, the capacity to evaluate and participate in research.

The master's thesis shall be written in the Latvian, English or in the language of the profiling subprogramme according to the requirements of each subbranch.

If a student has not acquired a course of civil protection and environmental protection studies in a total of not less than 2 credits at the previous stage, he or she shall acquire it in addition to the mandatory part of the academic master's study programme. (*Civil/environmental protection 2 CP*).

The programme, including all the subprogrammes in their area of specialization, prepares the students for further studies in the doctoral study programme or for a qualified professional performance.

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

The Master's Study Programme "Linguistics, Literature and Regional Culture Studies" has been designed following the development trends of linguistics, literary and culture studies in Europe and globally (see chapter 3.1.2), based on exploring the study programmes of various universities and opinions of scholars (e.g., University of Tartu, University of Gothenburg, University of Marburg etc.), through world-scale conferences and studying the latest developments in research publications as well as contribution to various topical fields of science that lie in the foundation of the content of the study programme.

The main object of the study programme is the synergy between language, literature, and cultural studies. It foresees the use of different approaches to research and learning the language phenomenon in a broad social and cultural context, including both historical theories and their relationships, and the impact of various linguistic, interlingual and non-linguistic factors on language formation, development, and diverse uses, both synchronically and diachronically. The study programme incorporates current approaches to research that can be used in studying into the different/diverse regularities of language/language/s lines, their rendition and learning. They show that changes in language and its use (e.g., in such branches of linguistics as semantics, pragmatics, discourse analysis, intercultural communication, etc.), as well as the use of technology in language, literature and cultural studies are topical for deep and versatile understanding and learning of a language, its appropriate (high-level/professional) use in different contexts and situations, including particularly in the modern environment.

The primary aim of the study programme is the in-depth enquiry into the language as a whole, which at the same time is the source of the content of the communication and the main means of

expressing information, and all courses of study programme are based on the latest approaches and insights of the field and the subfields concerned.

For example, linguistics and literary studies are characterised by the importance of the social context, the creation and research of new, hybrid genres, and the functional and practical aspects of the intercultural language. This is reflected in studies published in various linguistics, literary studies and interdisciplinary journals (e.g., *Humanities and Social Sciences*, *Linguistica Lettica*, *Letonica*, *Baltic Journal of English Language, Literature and Culture* etc.) and collections (e.g., *Valoda: nozīme un forma (Language: Meaning and Form)*, *Language for International Communication: Linking Interdisciplinary Perspectives*, *Memory. Identity. Culture: Collection of essays* etc.), and presentations in international conferences (e.g., *International Scientific Conference on Arts and Humanities*, *Valoda un kultūra digitālajā laikmetā (Language and Culture in the Digital Age)*, *Greco-Latin References in Baltic and Slavic Literatures and Cultures: Reception and Intertextuality*, *Colloquium Balticum*, *Antiquitas Viva* etc.), where the academic staff of the programme have actively participated by delivering reports and presenting research. These trends are reflected, for example, in study courses “Comparative Literature”, “Regional Language and Culture Contacts”, “Humanist Texts in the Baltics”, “Intercultural Communication”, “Regional and Transnational Aspects in German Cultural Area”, “Linguistic Pragmatics”, “Functional Stylistics”, “Intercultural Communication in Economics and Translational Aspects of Applied Texts”, “Society and Diversity of Discourse in the Modern Francophone Space”, “French Integrated Pragmatics”, “Language and Diplomacy”, “Language of Modern Slavic Mass Media” etc.

In the literature and culture studies, the perspectives of particular relevance are the enquiry into diverse/different cross-sectoral aspects, interdisciplinarity, as well as such topical trends as globalism, genders, memory, postcolonial studies, intertextuality, transmedia interpretations, etc. These trends are reflected in such study courses as, for example, “Ancient Cultural Heritage Studies: Interdisciplinary Aspect”, “Reception of Ancient Cultural Heritage in the Baltics”, “Cultural Paradigms in German Studies”, “Literature and Film”, “Modernism in Spanish and Latin American Art and Literature”, “National Cultures and Globalization in Latin America”, “Semiotics of French Culture: Cinema and Theatre”, “Music and Audiovisual Media in the Baltic Sea Region”, “The Aspects of Baltic Sea Region Cultural History”, “Sociology of Russian Literature”, “Literature of Slavic Countries in Postcolonial Research” etc.

The use of digital solutions and technologies is particularly relevant for both language and literary texts and various cultural aspects. This is confirmed by the tools and platforms developed in recent two decades for studying languages and texts (e.g., *Common Language Resources and Technology Infrastructure*), as well as various conferences devoted to various aspects of digital humanities (e.g., *6th Biennial Conference on Electronic Lexicography in the 21st Century: Smart Lexicography*, *Valoda un kultūra digitālajā laikmetā (Language and Culture in the Digital Age)*, *A corpus and usage-based approach to Ancient Greek* etc.), summer schools (e.g., *Baltic Digital Humanities Summer School*) and seminars (e.g., *Public spaces: new forms digital discourse*). In the study programme, it is included, for example, in the study courses “Research and communication”, “Digital Resources of Language and Culture”, “Digital Environment for Classical Studies” etc.

For detailed information on the topical knowledge and achievements of the field and subfields reflected in the study courses, see the course descriptions.

Extensive and regular involvement of the academic staff of the MSP in international research projects, participation in international scientific conferences both in Latvia and abroad, and publications in international scientific journals (see the CVs of the academic staff for detailed information) ensure the academic and professional development of the academic staff and provide for learning of the latest trends and approaches of the field and further integration of these trends

and approaches into MSP mandatory, as well as restricted elective and elective parts of the study course content.

Moreover, the master's degree of humanities in language studies and programmes shall be awarded to students of the MSP for the acquisition of the mandatory part, restricted elective part and elective part of the MSP to the extent determined and the successful development and defending of Master's thesis in linguistics, literary studies or culture studies in the selected subfield (Germanic linguistics, Romance linguistics, Slavic linguistics, Finno-Ugric linguistics, History of foreign literature, Classical philology or Baltic Sea region studies).

The study courses of the mandatory part of the MSP comprise the enquiry into the theoretical knowledge of the respective branches of science, i.e., linguistics, literary studies and culture studies and the approbation of these studies regarding the topical problems and latest discoveries/achievements in Germanic Studies, Romance Studies, Russian and Slavic Studies, Classical Studies and Baltic Sea Region Studies (for more, see 3.2.1). However, the study courses of the restricted elective part, by providing for the selected specialization, deliver in-depth knowledge, skills, and competence in a specific area of languages/literature/cultural environment based on exploring and acquisition of the most significant theoretical concepts and viewpoints, methodological principles as well as the latest achievements of the specific field (*for more, see 3.2.1.*).

The knowledge, skills and competences acquired in the study programme (including the knowledge of the achievements of the field/subfield concerned and knowledge of the latest achievements and skills to apply them) are demonstrated in their complexity by the study (Master's Thesis) independently conducted by the student in the selected subfield, according to the requirements of the subfield, written in the Latvian, English or the language of the profiling sub-programme, and its successful defence is a necessary condition for awarding the Master's Degree of Humanities.

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

The implementation of the MSP in the study process, when selecting pedagogical methods, considers both the aim of the MSP, its objectives and learning outcomes and the specific nature of both the study courses and the diversity of learning needs of students, thus promoting the motivation, self-reflection and participation of students in the study process.

For the assessment of student achievements, the forms of testing and the methods are selected, which correspond to the teaching methods used in the study process in contact classes and for the organisation of the students' independent work (both oral and written and combined study and evaluation methods).

Studies use diverse, traditional and innovative (interactive, research) techniques and forms for acquiring and strengthening knowledge, such as introductory lectures, interactive lectures,

summary lectures, problem-oriented lectures. Practitioners and professionals from different institutions are invited to teach individual lectures in study courses to promote the unity of theory and practice. There is ample use of seminars and practical tasks (reports, summaries, reviews, text analysis, case-studies, essays, presentations, quizzes, tests), individual, pair and group work, debates and project development.

Employers are involved in the implementation and development of study courses. For example, the specialists from the National Library of Latvia and UL Academic Library participate in the implementation of the study courses “Reception of Ancient Cultural Heritage in the Baltics” and “Humanist Texts in the Baltics” of the Classical Studies subprogramme.

In the subprogramme of Romance Studies, the representatives from the French Lyceum, French Institute, Jules Verne Riga French School participate in the implementation and improvement of the study course “Romance Language Learning: Approaches and Innovations”; in the study course “Language and Diplomacy”, there is a significant contribution from the representative of the Embassies of France, Spain and Italy; in the study courses “Translation Science in the Context of Romance Languages” and “French/ Spanish/ Italian Lexicology and Modern Terminology” – the representatives from the Official Language Centre and Company SIA “Tilde”.

In the implementation of different study courses in the Russian and Slavic Studies subprogramme, among the involved stakeholders there are representatives from Embassies of Slavic countries (e.g., Poland, Czech Republic), Latvian Association of Teachers of the Russian Language and Literature, Latvian National Committee of Slavists as well as relevant private enterprises.

For the students to attain the learning outcomes, it is important that the faculty mainly use the methods that promote students' active participation, critical thinking, and reflection, as well as the methods that facilitate communication among students in completing their course assignments by solving actual problems from the industry and modelling situations.

In order to promote the development of students' research competencies, students in sequential courses have the opportunity to analyse and study in depth the problems of their interest in the field.

All seminars of the courses of the mandatory and restricted elective (subprogramme specialization) part of the MSP promote the development of students' public speech, presentation and discussion skills.

Within many study courses of the MSP, a research project and its presentation are offered either as an interim form of testing or as a final examination. Thus, in the conclusion of the course “Culture Heritage and New Identities”, in academic year 2021/2022, students conducted research projects on the topics of cultural heritage relevant for the subprogramme, thus demonstrating the knowledge and concepts acquired and their presentation with regard to the specific cultural heritage.

Within the course “Comparative Literature”, students developed their research skills by designing an offer for a concept of comparison and a justification for it, by assessing the representation of ancient literature and its specific categories in world literature and drama.

In the study course “Humanist Texts in Baltics”, the students conducted and defended their research on diverse manifestations of occasional texts in various areas of the Baltic region.

However, in the course “Modern Russian Literature and Culture”, the students defended such research projects as “Contemporary modifications of the Anti-utopian genre”, “Testing the book: the status of reading in the modern culture”, “Mass culture and its place in modern culture”, “Seriality phenomenon” etc.

Gradual changes are also taking place in the material environment of studies: the auditoria can be easily transformed for group work and individual work, students have access to digital technologies.

In different courses of the study programme, various software products are used, such as TRADOS, WORDFAST, sound and multimedia file software *Speech Analyzer SIL Language Technology*, ELAN), databases, language and text corpora, electronic dictionaries and lexicons, e.g. audio-visual database YOUGLISH, terminology database <https://eur-lex.europa.eu>, bilingual text corpus <https://www.linguee.com>, Language corpora of Royal Academy CREA - *Real Academia Española* <https://corpus.rae.es/creanet.html> and CORPES XXI, IATE (*Interactive Terminology for Europe*, <https://iate.europa.eu/>), *EU Vocabularies* <https://op.europa.eu/en/web/eu-vocabularies>, *Trésor de la Langue Française informatisé* <http://atilf.atilf.fr/>, multilingual corpora of the Russian and Czech languages *kwords.korpus.cz*, free Greek and Latin digital text corpora, databases and information selection systems *Perseus Digital Library*, *LSJ*, *Middle Liddell*, *Slater*, *Autenrieth*, *MUSISQUE DEOQUE*, archives of Greek texts *FF1KG* etc.).

The student-centred approach is followed in the implementation and updating of study programmes, subprogrammes and study courses. Particular attention is devoted to meaningful formulation of learning outcomes, in order to facilitate the dialogue between the faculty and students on the content, forms and methods of study. In turn, properly formulated learning outcomes contribute to students' understanding and co-responsibility for their learning, self-evaluation and understanding of the assessment they have received.

Students in the study process receive support and feedback from the faculty. The evaluation criteria for grading have been published in advance. The evaluation gives students an opportunity to demonstrate to what extent they have achieved the expected learning outcomes.

The relevance of assessment methods to the attainment of the aims of the study programme/subprogramme and the needs of students shall be analysed and developed taking into account the experience of the faculty in analysing the learning outcomes of studies achieved by students and the results of the surveys.

In keeping with the study principles of student-centred education, the study process takes into account students' preliminary knowledge, past experience and different learning styles, thus flexibly implementing the developed study programme and subprogrammes, as well as offering and implementing diverse opportunities for the academic and professional development of students, in line with their chosen specialisation and interests. Student mobility (recognition of learning outcomes) is promoted. The cooperation within Erasmus+, VAAD and other programmes provides students with the opportunities to broaden their study experience in various European universities. This is achieved through agreements and contacts with more than 30 higher education institutions/universities in Germany, France, Italy, Spain, Greece, Czech Republic, Austria, Poland, Lithuania and Estonia, significant support is provided by the Embassies of France, Belgium, Canada, Switzerland, Spain, Italy, Czech Republic, Poland, and Greece.

Students are involved in research and social activities initiated by academic staff in public, thereby gaining significant experience through the practice acquired in studies. For example:

The students of the Classical Studies subprogramme have been involved in various activities of the international cooperation project of the Baltic Sea region universities "Colloquium Balticum" represented in Latvia by the academic staff of the FH Department of Classical Philology. The activities comprise participation in annual international scientific conferences in one of the universities represented in the project (main cooperation partners – University of Tartu (Estonia), University of Vilnius (Lithuania), Lund University (Sweden), Philipps-University Marburg (Germany)).

The students of the Romance subprogramme have been involved, for example, in the following:

1. Linda Bēvalde. Research activities on the topic “Language and Affectivity” (joint topic of research of the UL FH Centre of Centre for French Language and Francophone Studies and the University of Bourgogne (France).
2. Kristīne Šāvēja. Intercultural awareness and language biography: a case study in Jules Verne Riga French School (2021).
3. Zenta Liepa has participated in the National research project “The Latvian Language” (2019–2021). Within the project, a joint publication has been written: Placinska, A., Liepa, Z. La presencia del E/LE en el sector de la enseñanza pública y reglada de Letonia. (Spanish as a foreign language in the national system of education) *Huarte de San Juan. Filología y Didáctica de la Lengua* (Nr.21), 2021, pp.221-242, Universidad de Navarra, ISSN: 2341-0809; DOI 10.15581/HSJF.21.9 .

Students of the Russian and Slavic subprogramme are involved in conferences organised by the Department of Russian and Slavic Studies, such as “Global and local processes in Slavic languages, literature and culture”, etc. Students’ research articles are published in the student serial publication collection of student research “Littera scripta”.

The students of the study programme participate in annual UL conferences (e.g., in the Classic Philology, French-Italian, Iberian, Germanic sections etc.; in the local and international student conferences actively participate in the organization of Science Night, Day of Languages etc. events and research and social activities of their field.

When implementing the internal quality assurance policy, the study programme is organized in the way that provides for active participation of students in the improvement of the study process. There is an established order and procedures how students can submit their suggestions and complaints and how their appeals are examined.

The results of student surveys are examined and considered in the study improvement process.

The analysis of student surveys of academic year 2021/2022 shows that the students have chosen their studies in the MSP LLRCS intentionally and purposefully – they have been motivated to acquire high-quality education (75%), the study programme offered by the UL (80%) and to acquire new knowledge or enhance the existing knowledge (88%), moreover, the choice of the MSP LLRCS has been motivated by the interest to acquire knowledge mainly about the area offered by the programme (92%). It also determines the interested and responsible attitude among students to studies and their active involvement in the evaluation and improvement of the study process.

The assessment of courses provided in the MSP LLRCS by students is positive. On the score scale from 0 to 7, both the content of the courses and the delivery of the courses have been evaluated. The study courses in the mandatory part implemented in 2021/2022 have been evaluated in the range of 4.61 to 7 (average score 6.2), for example, the average evaluation of the course *Culture heritage and New Identities* is 6.52, the average evaluation of the course *Comparative Literature* is 6.72, the average evaluation of the course *Language Theories and Diversity of Languages* is 5.8, the average evaluation of the course *Regional Language and Culture Contacts* is 5.8.

The restricted elective study courses of the subprogrammes have been appreciated. Thus, in the Classical Studies subprogramme, all study courses of the subprogramme, both in terms of their content and delivery, have been evaluated in the range between 6.1 and 7.0 (average 6.62); in the Romance Studies subprogramme, the study courses have been assessed between 6.0 and 7.0 (average 6.81), however, in the Russian and Slavic Studies subprogramme, the study courses have been evaluated in the range between 5.7 and 7.0 (average 6.54).

Students are also happy to make their own recommendations for the development of the study programme and subprogrammes, and the process of studies in negotiations with the faculty, programme director and directors of subprogrammes. Their views are considered when assessing and improving both the mandatory parts of the programme and the implementation of the study courses of the restricted elective part in the subprogrammes.

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

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

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

Since the MSP was launched in the autumn semester of academic year 2021/2022, students have not yet written their final theses in the programme. The first topics selected by students will be approved in February 2023.

3.3. Resources and Provision of the Study Programme

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

Fundamentally, the Master's Study Programme "Linguistics, Literature and Regional Culture Studies" is implemented by the academic and research staff of the UL FH Department of Germanic Studies, Classic Philology, Latvian and Baltic Studies, Romance Studies and Russian and Slavic Studies. The faculty of the Department of Contrastive Linguistics, Translation and Interpreting also participate in delivering some study courses of the programme.

The Classical Studies subprogramme is mainly implemented by the faculty of the Department of Classical Philology (1 professor, 1 assoc. professors, 2 assistant professors).

The Germanic Studies subprogramme is mainly implemented by the faculty of the Department of Germanic Studies (1 professor, 1 assoc. professors, 1 researcher, 3 lecturers).

Romance Studies subprogramme is mainly implemented by the faculty of the Department of Romance Studies (1 professor, 1 assoc. professor, 3 assistant professors, 7 lecturers).

Russian and Slavic Studies subprogramme is mainly implemented by the faculty of the Department of Russian and Slavic Studies (2 professors, 2 assoc. professors, 6 assistant professors).

Baltic Sea Region Studies subprogramme is mainly implemented by the academic staff of the Department of Latvian and Baltic Studies (3 professors) in cooperation with the specialists of the relevant fields from other UL faculties/institutes.

The MSP LLRCS also involves the academic staff from the Faculty of History and Philosophy, Faculty of Business, Management and Economics, Faculty of Pedagogy, Psychology and Arts, Innovation Centre "UL Livonian Institute", Institute of Philosophy and Sociology as well as guest lecturers.

All the lecturers have scientific or academic degrees that are relevant for the attainment of the aim and learning outcomes of the study programme.

The implementation of the programme also involves FH study methodologists, who provide the necessary services for students (student registration for studies and study courses, assistance for students in the handling of topical study issues with other departments).

Informative and methodological provision

Extensive and adequate information provision is also available for the needs and qualitative implementation of the MSP LLRCS.

The information system environment developed by UL, including the e-study environment, is actively used in the study process. For more detailed information, see Chapter 2.3.3.

For the qualitative implementation of MSP LLRCS, UL Library offers information resources and services available for broad and versatile use.

For general description of UL Library and its services and resources that can be used for the study programmes of the study field, including MSP LLRCS, and access to the information resources and services of the UL Library, see Chapter 2.3.3.

The library's stock generally meets the needs for the implementation of studies and the development of scientific research, as it is complemented each year with the most up-to-date information resources in line with the informational needs of academic staff and students.

Moreover, the students of the MSP find useful and have access to the information resources of the FH Departments of Germanic Studies, Classical Philology, Latvian and Baltic Studies, Romance Studies and Russian and Slavic Studies, as well as the Centre for Hellenic Studies, Centre for French Language and Francophone Studies, Centre for Iberian and Latin American Studies, Centre for Italian language and culture and the Centre of Bohemistics and Polonistics.

In the long-term implementation of the UL FH Master's Study programmes "Classical Philology", "Russian Philology", "Romance Language and Culture Studies", "German Philology" and "Baltic Sea Region Studies", the library resources needed for studies and conducting research in the relevant areas have been regularly collected and renewed in collaboration with UL Libraries, both in terms of books and e-resources, including the necessary databases in linguistics, literature and culture science (e.g., *Cambridge Journals Online*, *EBSCO*, *JSTOR*, *Oxford Journals*, *SAGE Journals Online*, *Taylor & Francis Social Science & Humanities Library* etc.).

Computer labs and individual computers provide access to the translation program TRADOS, SPSS for statistics, etc. There is a wide use of variety of free-access digital solutions, language, and text corpora, etc. *For more detailed information, see Chapter 2.3.4.*

All the above-mentioned resources are relevant for a successful attainment of the aims, objectives and learning outcomes of the study programme "Linguistics, Literature and Regional Culture Studies".

Methodological provision

For the implementation of the MSP, a broad and valuable range of methodological tools and materials are used that have been previously developed and used to support studies in individual MSPs. As for now, new or consolidated study courses have been developed, taking into account the latest theoretical knowledge and modern forms of teaching. The quality of teaching is guaranteed by the professional development of the academic staff of the FH and further education activities (including, for example, the regular participation of the MSP faculty in international and local research projects, conferences, seminars, training courses for the professional development of academic staff under the SAM project, etc.), which are an essential prerequisite for meeting current methodological requirements.

Also, the **material provision** provided by UL FH complies with the needs and conditions for a successful implementation of the MSP "Linguistics, Literature and Regional Culture Studies" and for successful attainment of the aims, objectives and learning outcomes of the programme.

For more information on the material provision of the MSP see Chapter 2.3.2 about the provision of infrastructure and material supplies for the study field.

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

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

Revenue of the Programme

For ensuring funding for the study programme “Linguistics, Literature and Regional Culture Studies”, UL uses:

- the allocation from the national budget from the Ministry of Education and Science that in academic year 2021/2022 was set as 2,445 EUR for full-time studies,
- study fee, which, based on all factors mentioned in Chapter “Provision of Funding”, was set for academic year 2021/2022 as follows:
 - For full-time studies in presence as 2,200 EUR per year
 - For foreign students for full-time studies in presence as 3,150 EUR.

In the light of the above, the total budget for the study programme is expected to be EUR 145,2 thousand per year, the break-down of the amount is shown in Table 3.3.3.1.

Table 3.3.3.1.

Expected income of the programme per year, EUR

Form of studies	Number of students	Study fee/ budget allocation	Total Income
Full-time (budget)	50	2,445	122,250
Full-time (fee)	9	2,200	19,800
Foreign students	1	3,150	3,150
Total			145,200

Costs of the Programme

In order to assess the amount of funds needed for the financial provision, UL study programmes calculate costs based on a methodology developed by UL that takes into account the costs of ensuring the study process described in the chapter “Provision of funding for a study field” and the information on the study programme curriculum, the academic staff involved, the number of students planned, etc., thereby ensuring the reliability of the estimates.

Costs of the programme in full-time studies

- For the purposes of calculating the implementers of the study programme “Linguistics, Literature and Regional Culture Studies” use the student data of academic year 2021/2022, when there were 60 students in the programme, the curriculum of the study programme for the period after the planned accreditation and the planned involvement of academic staff. In the light of the above, the full-time cost of the programme per student is estimated to be EUR 2,964 per year and the total cost of the programme is EUR 193,225 per year. The costs in the subprogrammes implemented within the programme are calculated correspondingly. A more detailed percentage distribution of costs is shown in Table 3.3.3.2.

Table 3.3.3.2.

Percentage distribution of costs in the study programme

Expense item	% of the total
Academic staff	44.3 %

General staff	19 %
Other costs	0 %
Infrastructure expenses	9.6 %
Movable property un services	1.1%
Indirect costs	26%
TOTAL COSTS	100 %

Figure 3.3.3.1. shows the cost of the study programme depending on the number of students and its comparison with offered study fee and allocation from the national budget.

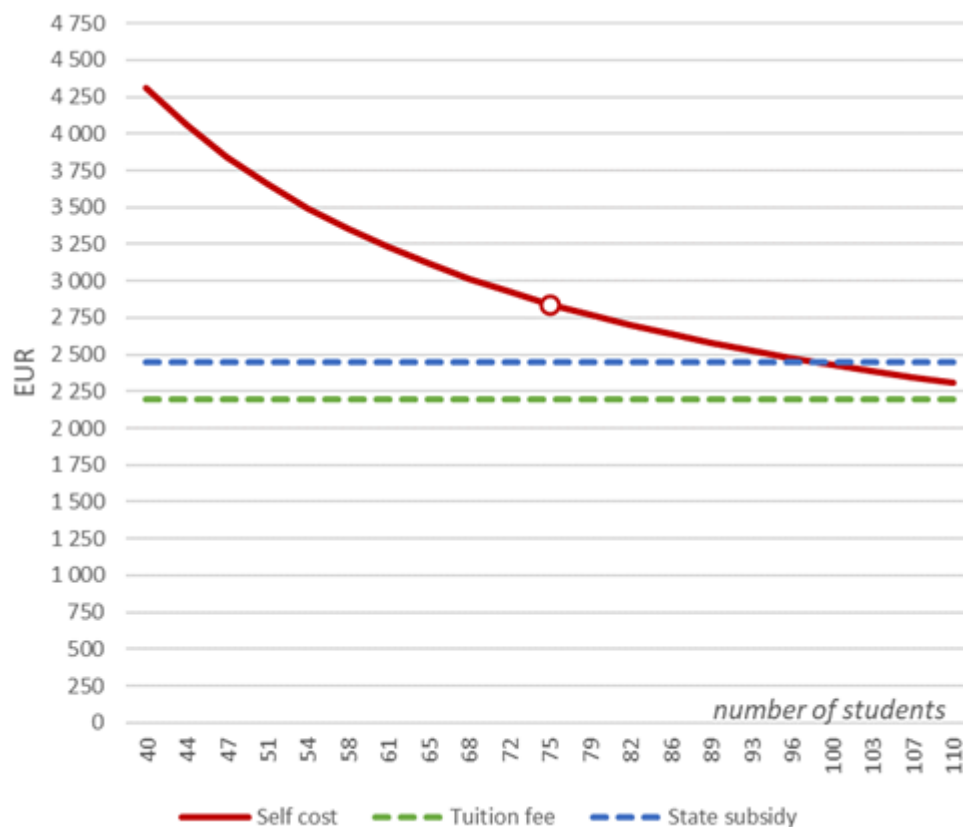


Figure 3.3.3.1. Cost of the study programme “Linguistics, Literature and Regional Culture Studies” depending on the number of students

The calculation shows that in order for the programme to be profitable and for students to have a high-quality study process, the number of students who pay study fee in the programme (all courses together) should be at least 115 students. On the other hand, if the programme was limited to the budget-funded students, the number should reach 100 students (the study programme has been allocated 66 budget places according to the Agreement Document between the UL and Ministry of Education and Science).

Summary of the programme revenues and costs

Table 3.3.3.3. summarizes the revenue of the programme depending on the number of students, government allocation and the study fee, and the costs of the programme with the given number of students.

Table 3.3.3.3.

Programme result

Form of studies	Number of students	Allocation/Study fee	Total income	Total costs
Full-time (budget funded)	50	2,445	122,250	161,021
Full-time (study fee)	9	2,200	19,800	28,984
Foreign students	1	3,150	3,150	3,220
TOTAL:	60		145,200	193,225

The data presented in Table 3.3.3.3. show that for the cost-effectiveness of the study programme it is necessary to increase the number of students. There is a hope to admit a higher number of students in the following academic year, including students with higher tuition fees. The remuneration of academic staff for scientific research is funded from the scientific base and performance funding for the relevant priority themes. The Faculty of Humanities receives financial support for the development of the programme from the Embassy of Italy and the Government of Spain.

3.4. Teaching Staff

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

A number of criteria for the selection of the academic staff involved in the implementation of the Master's Study Programme "Linguistics, Literature and Regional Culture Studies" are set out to ensure that the programme and its subprogrammes are implemented and study courses are delivered by qualified academic staff who are specialists in their field with active involvement in research.

1. conformity of qualifications of the academic staff with the requirements specified by regulatory enactments, including in conformity with such regulatory enactments and project regulations

- Law on Higher Education Institutions
- Regulations on Science Groups, Branches of Science and its Sub-branches of Latvia (Cabinet of Ministers Regulations No. 595 of 27.09.2022)
- Regulation on Academic and administrative positions at the University of Latvia (UL Senate Resolution No. 2-3/11 of 31.01.2022)
- Regulation of the University of Latvia on the study programmes and further education programmes (Senate Resolution No.102 of 24.04.2017)

- Operational Programme “Growth and employment” specific objective 8.2.1. support project “Creation of internationally competitive study programmes at the University of Latvia promoting economic development of Latvia”.

2. The scientific research activity of the academic staff is relevant for the specific study programme, subprogramme and/or the study course.

The application of such selection criteria shall ensure that the academic staff involved in the implementation of the programme not only have adequate education (scientific/academic degree) and academic teaching experience but also are actively involved in research activities in order to achieve the aim of the study programme to provide high-level academic education in the dominant languages and cultural environment of Europe from both historical and modern perspective and to prepare appropriately educated and competitive young professionals.

The implementation of the Master’s study programme “Linguistics, Literature and Regional Culture Studies” involves highly qualified academic staff from Latvia, Spain, France, Italy, Sweden and Finland. All together 48 academic staff, incl. 10 UL professors, 6 UL associated professors, 12 UL assistant professors, 11 UL lecturers (incl. 4 doctoral students), 3 senior researchers, 1 researcher, 1 instructor (with a doctorate degree), 1 scientific assistant (with a doctorate degree), 3 guest lecturers.

All teaching staff have scientific or academic degrees corresponding to the aims and objectives of the programme and its subprogrammes. 35 teaching staff have a PhD (25 in Philology (one of them holds the *habilitated* doctorate), 2 in History, 1 in Philosophy, 2 in Arts, 2 in Pedagogy, 2 (one of them holds the *habilitated* doctorate) in economics, 1 in geography) and 13 Master’s degree in Humanities. 6 members of the academic staff study in a doctoral study programme. Guest lecturers are involved in teaching subprogrammes, including elected lecturers, for whom the profiling language in the particular course is their mother tongue. Accordingly, the academic staff with the relevant qualifications have been selected according to the specific nature of the course to be delivered.

The knowledge of the English and the other profiling languages of the academic staff involved in the implementation of the study programme must be at least at level B2 or above in accordance with the Common European Framework of Reference for Languages.

The number of teaching staff and the qualification thereof certifies that meets the requirements of regulatory enactments for the implementation of the programme.

The academic staff of the MSP LLRCS are constantly improving and increasing their qualifications.

For example, the faculty have participated in the programme “Professional Development of Student Curators” (Assistant Prof. I. Gorņeva, Assistant Prof. I. Narodovska, Assoc. Prof. I. Orehovs), as well as in other professional development programmes and courses:

- Prof. G.Bērziņa, Prof. I.Rūmniece “Moodle e-environment for studies” (2021).
- Assistant Prof. I. Gorņeva. “Digital skills development of academic staff”. (36 hours, 2020).
- Assistant Prof. I. Gorņeva. “Digital media literacy”. (24 hours, 2021).
- Assistant Prof. I. Gorņeva. UL certificate (72 hours) on the rights to perform pedagogical work (No. 032718, 04.11.2017, LU).
- Assistant Prof. N. Kopoloveca. Programme “Online school of Russian as a foreign language” (90 lessons). Subprogrammes – Concept sphere of Russian mentality (36 hours), Teaching business Russian as a foreign language (36 hours), Theories of teaching Russian as a foreign language and latest trends in methodology (18 hours). Certificate “Raising qualifications of the teacher of Russian as a foreign language at the New University of Russia” (2018).

- Assistant Prof. I. Narodovska. European Social Fund Project “Ensuring Better Governance at the University of Latvia” (No. 2.3.0/18/A/019) specific support objective 8.2.3. “To Ensure Better Governance in Higher Education Institutions” activity “Design of online studies and digitalization of study content” (2020).
- Prof. I. Orehovs. European Social Fund Project “Ensuring Better Governance at the University of Latvia” (No. 8.2.3.0/18/A/019) specific support objective 8.2.3. “To Ensure Better Governance in Higher Education Institutions” activity “Design of online studies and digitalization of study content” (2020).
- Prof. I. Orehovs. Workshops organised by the Swedish Institute in the methodology for teaching Swedish languages and cultural teaching to the academic staff of the universities of the Baltic States (2014– 2019).
- Assistant Prof. S. Pogodina. “Training directions for At the Source” training course (work with library materials) (Project of the National Library of Israel, Vilnius (Lithuania), 2019, 2020) etc.

After the acquisition of the further education course “Methods of phrasing and assessing learning outcomes”, the directors and academic staff implement targeted updating of their courses as well as mapping of the learning outcomes of study programmes and study courses. This programme has been acquired e.g., by Assoc. Prof. I. Orehovs.

UL academic staff can enhance their language skills at the further education programme of the Centre of Applied Linguistics “Development of the scientific and academic capacity of English for the academic staff”. It has been used by several faculty members of the MSP LLRCS.

For example, in project No. 8.2.2.0/18/A/010 “Renewal of academic staff and development of competences at the University of Latvia” activity “Development of professional English of academic staff for working in study environment” (216 hours) several members of the academic staff have improved their knowledge of English, e.g., Prof. I. Balode (2019–2020), Prof. I. Koškins (2019–2020), Assistant Prof. I. Narodovska (2019–2020), Assistant Prof. S. Pogodina (2020), Assoc.Prof. N. Šroma (2019–2020) etc. Assoc.Prof. G.Bērziņa and Prof. I.Rūmniece (2020–2021) enhanced their knowledge in activity “Professional English for Executives”.

All the involved members of the academic staff of MSP conduct wide-ranging research relevant for the branch/sub-branch they represent and their professional interests, acting both in wider groups of the programme/subprogramme specialists (e.g., the faculty members of a department) or individually in different, often interdisciplinary projects of international and local scale. (For more, please see the biographies (CV) of the academic staff in the Annex).

All academic staff members of the Faculty of Humanities are involved in the FH subproject “Humanitarian Thought: Language, Text, Culture”.

The results of scientific research are approbated in international scientific conferences and publications in international peer-reviewed journals and are further integrated in the study process in the relevant study courses.

Over recent 6 years, the academic staff of the programme have participated in several tens of various scientific research projects.

The academic staff involved in the implementation of the programme in the period between 2015 and 2021 have developed more than 420 scientific publications.

3.4.2. Analysis and assessment of the changes to the composition of the teaching staff

over the reporting period and their impact on the study quality.

Since licencing, there have been no changes in the academic staff of the MSP.

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

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

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

The structure of the MSP has been purposefully built to interlink all parts of the programme structure and study courses and, consequently, to provide for cooperation among the academic staff of the programme. *For more information on the structure and content of the MSP, including the interconnection of the study courses, see Chapter 3.2.1.*

The academic staff of the relevant departments of the Faculty of Humanities (see Chapter 3.3.1) were involved in all stages of the development of the MSP and its subprogrammes and keep collaborating in the implementation of the MSP and its subprogrammes.

Firstly, active cooperation among the MSP staff is necessary and is being pursued in the implementation of the study courses of the **mandatory part**, which aims to provide in-depth theoretical knowledge in linguistics, literature, and culture studies and at the same time to ensure

synergy among the five subprogrammes of the MSP. To this end, all courses of the mandatory part cover both the enquiry into a selected area of the theoretical knowledge of the specific branch and their approbation in the context of the current challenges and issues of the subprogrammes/subbranches. It is implemented by the academic staff of the course concerned, in close cooperation with each other – between the lecture part and the seminar part of the relevant sub-programmes, and by ensuring the integration of individual philologies and cultural studies in the wider context of the field of the humanities in question.

In the restricted elective part – based on the theoretical knowledge, skills and competence, acquired in the mandatory part and approbated in the context of subbranches, the knowledge and skills in a specific language/literature/culture environment are deepened, meanwhile close cooperation among the academic staff members of the sub-programme is pursued for full and balanced acquisition of the above-mentioned. This is primarily ensured by the fact that the implementation of the sub-programme is based on the competence of one specific FH department. *For more information on the responsible FH departments, see Chapter 3.3.1.*

The cooperation is updated and implemented both through regular individual communication among the academic staff of the relevant study courses (on-site and remotely (MS Teams, Zoom, etc.) and in meetings, consultations and in e-mail correspondence, WhatsApp) and through regular collegial reviews of topical issues relating to the implementation of the subprogrammes and by evaluating the learning outcomes of study courses in the FH departments responsible for their implementation; Joint MSP management meetings take place at least twice in the semester (inviting, where appropriate, the relevant academic staff).

The ratio of the number of students and faculty within the framework of the study programme at the time of submission of the self-assessment report is 2.75.

It should be noted that a wide range of specialists are involved in the implementation of the programme, who also provide for the study process in other programmes. The load of personnel involved in the programme is below the full-time standard.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	MSP_LLRCs_Diploma_and_Supplements.zip	MSP_VLRK_Diploms_un_pielikumi.zip
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	MSP_LLRCs_Student_statistics.docx	MSP_VLRK_Statistikas_dati_par_studējošajiem.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard	MSP_LLRCs_Compliance_with_National_Education_Standard.docx	MSP_VLRK_Studiju_programmas_atbilstiba_izglītības_standartam.docx
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)		
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	MSP_LLRCs_Mapping.xlsx	MSP_VLRK_Kartejums.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	MSP_LLRCs_curriculum.docx	MSP_VLRK_Studiju_programmas_plāns.docx
Descriptions of the study courses/ modules	MSP_LLRCs_course_descriptions.zip	MSP_VLRK_kursu_apraksti.zip
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)		
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	HEAD OF STUDY FIELD DECLARATION ON COMPLIANCE WITH SECTION 55 1-3.docx	Virziena_vaditajas_apliecinajums_par_Augstskolu_likuma_55. panta_1_3.edoc

Language and Culture Studies (51227)

Study field	<i>Language and Culture Studies, Mother Tongue Studies, and Language Programmes</i>
ProcedureStudyProgram.Name	<i>Language and Culture Studies</i>
Education classification code	<i>51227</i>
Type of the study programme	<i>Doctoral study programme</i>
Name of the study programme director	<i>Janīna</i>
Surname of the study programme director	<i>Kursīte-Pakule</i>
E-mail of the study programme director	<i>janina.kursite-pakule@lu.lv</i>
Title of the study programme director	<i>Prof., Dr. habil. philol.</i>
Phone of the study programme director	<i>29147931</i>
Goal of the study programme	<i>To improve the research and academic competence of doctoral students for independent and innovative research activities, to prepare highly qualified specialists capable of independently developing and publicly defending a doctoral thesis containing the results of original scientific research and providing new knowledge in the linguistics and literary studies branch or in the branches of music, visual arts and architecture (in line with the current classifier of science fields).</i>

Tasks of the study programme	<ol style="list-style-type: none"> 1. To implement research-based studies by promoting the learning and use of interdisciplinary and, at the same time, branch, subbranch methodology in research, involving doctoral students in academic staff and other national and international scientific research projects and programmes. 2. To develop current research fields of linguistics, literary science, folklore science, theatre history and theory, mythology, as far as possible, in the context of Latvian, European and global research, promoting the creation of new knowledge, approbation of research knowledge and transfer of knowledge. 3. To promote the development of Latvian scientific language, including scientific terminology, in the branches and sub-sectors represented in the study programme. 4. To organise and promote targeted cooperation between doctoral students and scientific advisors, more widely — students and academic staff in conducting scientific research. 5. To promote cooperation in the doctoral environment by offering lecture courses common to the sub-programmes covered by the programme, including elective choice courses, research and methodology seminars and other forms of scientific work. 6. To promote the development of creative and critical thinking, analysis, synthesis, and reasoning abilities and skills, understanding of scientific ethics and academic honesty during the study process. 7. To facilitate scientific communication, the presentation and publication of results of doctoral research in internationally peer-reviewed scientific publications abroad and in Latvia, as well as in Latvian scientific publications (especially in the field of Letonics), so that the results of the developed doctoral thesis are available to both Latvian and foreign academic society. 8. To develop doctoral student understanding of scientific and academic career, to improve the pedagogical competence of doctoral students necessary for academic work, and at the same time to contribute to the development of individual professional skills of doctoral students. 9. To promote the development, preparation and pre-defence of the doctoral thesis in the Doctoral Study Council according to the time frame provided for this process. 10. To promote international mobility of doctoral students and academic staff, as well as cooperation with foreign and Latvian universities and research institutions in the implementation of joint research projects and attraction of visiting professors (within the framework of the doctoral school).
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Results of the study programme	<p><i>Knowledge</i></p> <ol style="list-style-type: none"> 1. Understand classical and contemporary theoretical frameworks, methods, and developments in the field and sub-field of science. 2. Know scientific theories and findings, scientific paradigms, terminology, and methodology in the specific field of research in relation to other fields of science. 3. Acknowledge the researcher's responsibility when addressing the development of Latvian society, language policy, cultural identity, and other societal challenges. <p><i>Skills</i></p> <ol style="list-style-type: none"> 4. Know theoretical literature, critically analyse, evaluate and apply modern research methods, including the practical use of a range of digital resources and digital tools relevant to the research field. 5. Conduct original research, develop a doctoral thesis, solve problems of relevance in the professional field, use new techniques of critical and creative thinking, communicate research findings orally and in writing in the national and international scientific and academic environment and in the public space. 6. Constantly build on scientific qualifications and advance teaching skills by implementing scientific projects and achieving results evolving towards international performance benchmarks. <p><i>Competence</i></p> <ol style="list-style-type: none"> 7. Know the modern spectrum of research methodology in humanities, integrate the acquired theoretical and practical knowledge and skills in scientific activity, respecting the principles of academic ethics. 8. Contribute to the creation and transfer of new knowledge for practical professional tasks in literary studies, linguistics, folklore studies, or theatre and drama research, bearing in mind the broader cultural context. 9. Engage in international research, contributing to the development of the respective science field/sub-field at the Latvian, Baltic and/or European level.
Final examination upon the completion of the study programme	<i>Doctoral examinations, doctoral thesis</i>

Study programme forms

Full time studies - 3 years - latvian

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>latvian</i>
Amount (CP)	<i>144</i>
Admission requirements (in English)	<i>Master's degree in the humanities, social, education sciences or comparable higher education; an entrance examination. B2-level English language skills required for studies in English.</i>

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

Places of implementation

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

Full time studies - 3 years - english

Study type and form	<i>Full time studies</i>
Duration in full years	<i>3</i>
Duration in month	<i>0</i>
Language	<i>english</i>
Amount (CP)	<i>144</i>
Admission requirements (in English)	<i>Master's degree in the humanities, social, education sciences or comparable higher education; an entrance examination. B2-level English language skills required for studies in English.</i>
Degree to be acquired or professional qualification, or degree to be acquired and professional qualification (in english)	<i>Doctoral Degree of Science Doctor of Science (Ph.D.) in Humanities and the Arts</i>
Qualification to be obtained (in english)	-

Places of implementation

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

3.1. Indicators Describing the Study Programme

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

On July 2, 2021, the University of Latvia received license No. 04047-126 on the right to implement the academic doctoral study programme “Language and Culture Studies” in the study field “Language and Culture Studies, Mother Tongue Studies and Language Programmes” for the degree of Doctor of Science (Ph.D.) in linguistics and literary studies or doctoral degree – Doctor of Science (Ph.D.) in music, visual arts and architecture (justification: Decision of the Study Quality Committee meeting of 16 June 2021, No.2021/19-L).

In accordance with the amendments to the Law on Scientific Activity which entered into force on 29.07.2022, a Doctor of Science degree is conferred: “(2¹) The title of Doctor of Science in Latvia is a *Doctor of Science (philosophiae doctor)* and its official abbreviation — Doctor of Science (*Ph. D.*). The doctoral diploma shall indicate the official abbreviation of the Doctor of Science degree, the relevant scientific group and the title of the doctoral thesis.” (See: <https://likumi.lv/ta/id/334347-grozijumi-zinatniskas-darbibas-likuma>) (available only in Latvian)

According to Cabinet of Ministers Regulation No. 595 “Regulations on Clusters, Fields and Sub-fields of Science in Latvia” as of 27.09.2022, Doctor of Science (Ph.D.) is awarded to a cluster of humanities and arts (see <https://likumi.lv/ta/id/335928-noteikumi-par-latvijas-zinatnes-nozaru-grupam-zinatnes-nozarem-un-a-paksnozarem#&pd=1>, available only in Latvian) fields: linguistics and literary studies and music, visual arts and architecture.

Since obtaining the license, there have been no other significant changes in the parameters of the doctoral study programme (no specific expert recommendations were received), but after commencing the field accreditation and after the first semester implementation of the licensed programme, surveying doctoral students, faculty and discussing possible changes in the programme at the meeting of the Council of the doctoral study programme “Linguistics and Literary Studies and Music, Visual Arts and Architecture” on 08.02.2022, (minutes No 26/58-1) the following clarifying changes to the programme were made:

- Close the programme course SDSK7074 “Research and Innovation: Development and Management of Language and Culture Projects” (4CP) in the Mandatory Part A and add it to the section “Elective courses” of the Restricted Electives Part B, which can be selected by doctoral students of all subprogrammes. This course is an opportunity for those PhD students who have not studied it at the previous level of studies. Such changes were necessary to prevent duplication of courses with the new Master's level programmes of the Faculty of Humanities, which have introduced similar courses of languages and culture projects.
- Change the CP volume of the Mandatory Part (A) course SDSK7086 “Doctoral Thesis III” from 30 to 34 CP and create its sub-courses: “Doctoral Thesis III, Part I” 17 CP (code SDSK7119) and “Doctoral Thesis III, Part II” 17 CP (code SDSK7135), as well as include them in the Mandatory Part A as parts of the main course SDSK7086. The changes were made following

the suggestion of doctoral students to reduce the number of courses and to allocate more CP to the development of the doctoral thesis, as the research is a priority for doctoral students. In turn, the distribution of the course into two sub-courses will allow to follow more smoothly the progress of the development of the doctoral thesis.

Changes in the study plan were approved by the Council of the Study Field “Language and Cultural Studies, Mother Tongue Studies, and Language Programmes” and the Council of the Faculty of Humanities (Decision of the Council of the Faculty of Humanities No. 26-3/34, 07.03.2022) and shall enter into force with the fall semester of academic year 2022/2023.

- In response to the recommendation of the expert in the accreditation report — if the programme specifies modules, the study results should be formulated not only for the programme together and for each sub-programme separately, but also for each module — it was decided to close the modules, as in the case of a doctoral programme such a detailed breakdown would not be necessary. The difference between subprogrammes lies in the doctoral exam in a relevant branch of science and in the restrictive electives that are set for each section of the subprogramme.

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

Doctoral study programme “Language and Culture Studies” is implemented in the study field “Language and Culture Studies, Mother Tongue Studies, and Language Programmes” implemented by the Faculty of Humanities of the University of Latvia.

“Salzburg (II) Recommendations” developed by the European Association of Universities in Bologna Process, the recommendations of World Bank experts, examples of European countries in the implementation of similar doctoral study programmes and the new conceptual report “On the Introduction of a New Model of Doctoral Studies in Latvia” were taken into account in the development of the DSP.

The programme has been established in accordance with the Strategy of the University of Latvia, the Quality Policy of Studies and Research of Latvia, which is directed towards excellence, the aim, objectives and guidelines of the study field “Language and Cultural Studies, Mother Tongue Studies, and Language Programmes”, as well as in accordance with the provisions of the laws and regulations of the Republic of Latvia (Law on Higher Education Institutions and the education standard determined by the Cabinet of Ministers), Latvian National Development Plan 2021-2027 and standards and guidelines for European Higher Education Area.

The title of the programme, the awarded degree, the compliance of the parameters of the study programme with the achievement of the specified outcomes of the study programme are regulated by external regulations contained in Section 55.1 of the Law on Higher Education Institutions of the Republic of Latvia, as well as Cabinet of Ministers Regulation No 49 (23.01.2018) on Fields and Subfields of Science of Latvia. The study programme code is consistent with the Cabinet of

Ministers Regulation No 322 as of 13 June 2017 “Regulations on the Classification of the Latvian Education”, which corresponds to the eighth qualification level of the Latvian Qualifications Framework and the third cycle qualification level in the Qualifications Framework for the European Higher Education Area (QF-EHEA). The scope and duration of studies, compulsory content, programme parts and their scope, degree to be obtained, basic principles and procedures of assessment are regulated in accordance with the Regulations on University of Latvia Study and Continuing Education Programmes and Cabinet of Ministers Order No 345 of 25 June 2020 on the Conceptual Design Report “On the Introduction of a New Doctoral Studies Model in Latvia”. The content of the programme has been developed on the basis of Section 55 “Study Programmes” of the Law on Higher Education Institutions of the Republic of Latvia and the “Regulations of University of Latvia Study Programmes and Continuing Education Programmes” issues by the University of Latvia, approved by the Senate Decision No 102 of 24 April 2017.

On the title of the Doctoral Study Programme “Language and Culture Studies”

Although there is no single and unified definition of culture in the world, in most cases, both in UNESCO documents and in scientific encyclopaedic editions, this concept (term) 'culture' contains the life modus necessary for the full existence of a man in society, including language, religion (mythology), folk traditions (folklore), literature, art (including theatre). The values, norms, artefacts and other elements embodied in culture are passed from generation to generation through teaching and research.

The term 'studies' in the title of the programme, on the other hand, includes both teaching and research. Namely, doctoral students acquire the necessary knowledge for doctoral level in lectures, seminars, doctoral school, while working in scientific research, preparing reports, publications and doctoral thesis.

An important factor in choosing the name of the programme is its conceptual capacity, covering all branches of science and sub-branches of the programme.

The term 'languages' in the title of the programme covers the studies of the Baltic, Classical, Germanic, Romance, Slavic, Finno-Ugric, Eastern languages and cultures, allowing in some cases to expand the spectrum of languages and cultures. These are languages in which it is possible to obtain bachelor's and master's degrees from the Faculty of Humanities.

Programme structure

During the establishment of the programme structure, the Regulations of the Cabinet of Ministers as of 27.09.2022 “Regulations on Science Groups, Branches of Science and its Sub-branches of Latvia” were taken into account. According to the classification of the branches of science and its sub-branches, as well as to use their related methodologies and theoretical insights, the doctoral study programme “Language and Culture Studies” consists of two sub-programmes, while each of the sub-programmes includes two sections. Section — a set of lectures and seminar classes intended separately for: a) literary scholars; b) linguists; c) folklorists; d) theatre scholars.

Subprogramme **Linguistics and Literary Studies**

Sections:

- 1) Linguistics (*the section can be implemented in English on demand*);
- 2) Literary Studies.

One obtains the Doctor of Science degree, Doctor of Science (Ph.D.) in Humanities and Arts for the defence of doctoral thesis in the field of linguistics and literary studies in the following sub-branches: History of Latvian Literature, Literary Theory, Comparative Literary Studies, History of

Foreign Literature, General Linguistics, Comparative and Contrastive Linguistics, Applied Linguistics, Latvian Synchronic Linguistics, Latvian Diachronic Linguistics, Baltic Linguistics, Germanic Linguistics, Romance Linguistics, Slavic Linguistics, Finno-Ugric Linguistics, Oriental Studies, Classical Philology, Mythology, other subbranches of linguistics and literary studies.

Subprogramme **Folklore Studies and Theatre History and Theory**

Sections:

- 1) Folklore Studies;
- 2) Theatre History and Theory.

One obtains the Doctor of Science degree, Doctor of Science (Ph.D.) in Humanities and Arts for the defence of thesis in the fields of music, visual arts and architecture in the Folklore studies and theatre history and theory-branches: Latvian Folklore Studies, Comparative Folklore Studies, Foreign Folklore Studies, History and Theory of Theatre and Cinema.

In the creation of specific sections, the division into the research fields traditionally existing in the Latvian and, more broadly, Baltic science space is preserved.

Thus, the doctoral study programme “Language and Culture Studies” is unique in that it is the only programme in Latvia where it is possible to provide training of Doctors of Science in linguistics and literature studies, folklore studies, theatre history and theory in one place. The programme is distinguished by its interdisciplinary nature, openness to new scientific ideas and research methods. The programme harmoniously combines the principles of monocentrism (Latvian) and polycentrism (openness to the EU and other languages and studies), thus accenting both the central axis of the field and openness and the breadth of scientific scope.

The subprogramme of Linguistics and Literary Studies (according to the doctoral thesis to be developed in a particular sub-branch) provides an in-depth knowledge of: a) Latvian and other languages in their diachronic, synchronic and comparative aspects; b) theory of literature; c) comparative literary studies; d) history of Latvian and foreign literature; e) Latvian and foreign mythology.

Study in the Linguistics section of this sub-programme can also be implemented in English on demand.

In the subprogramme of Folklore Studies and Theatre History and Theory (according to the doctoral thesis to be developed in the specific sub-branch of music, visual arts and architecture), students acquire the knowledge necessary for the doctoral level about: a) Latvian and foreign folklore studies; b) knowledge of theatre history and theory both in relation to the processes taking place in Latvia and elsewhere.

Although the two areas of study of these sub-programmes are extensive, the uniqueness of the programme lies in its centre axis — areas of science that relate directly to the Latvian language, folklore, culture and literature. As highlighted in the research programme for the fields of humanities — although Letonics is also studied by scientists from other countries, Latvia is the only country where research on the Latvian language, culture, art, literature, folklore can develop widely in the aspect of preserving national identity and full development. Therefore, it is also primary for doctoral students to study and analyse developments and processes in the humanitarian field, which are specific to Latvia, while at the same time the programme is open to research in other languages and cultures.

The interdisciplinarity of the programme is evidenced by courses covering both Letonics and the wider Baltic and European context, such as: “Topical Issues of Baltic Linguistics”; “Linguistic and

Cultural Contacts”; “Translation Theory and Topical Terminology Issues” (in linguistics); “Imagology and Intercultural Literature”, “Literature and Culture in Contexts of Modernity” (in literary studies); “Latvian Non-verbal Language in an Intercultural Context”; “Topical Issues of Research in Folklore and mythology” (in folklore studies); “Contemporary Theatre: Practice and Theory in Europe”; “Baltic Drama in Theatre: Interpretation and Evolution”. The interdisciplinary nature of the programme derives logically from the undergraduate and master's programmes to be implemented by the Faculty of Humanities, which cover all of the above sub-branches.

Thus, the programme's top task is the preservation and further provision of national culture and science. The programme also provides training of specialists for the study of foreign languages, literature, folklore, theatre and drama and scientifically centred academic activities in universities and elsewhere.

The aim of the programme is to improve the research and academic competence of doctoral students for independent and innovative research activities, to prepare highly qualified specialists capable of independently developing and publicly defending a doctoral thesis containing the results of original scientific research and providing new knowledge in the linguistic and literary studies branch or in the music, visual arts and architecture branch (according to the current scientific classification of branches of science).

Accordingly, the main target audience of the study programme is masters of humanities (or those who have obtained an education equivalent to a master's degree), as well as masters of social sciences and other sciences who wish to study in depth language, Latvian or foreign literature, mythology, Latvian and foreign folklore, theatre history and theory.

The doctoral programme has been developed in accordance with the objective of the study field “Language and Cultural Studies, Mother Tongue Studies, and Language Programmes” — “to maintain, develop and offer to the people who want to study in Latvia high-quality and versatile, competitive and research-based humanities studies in the context of global education in language and culture education, thus ensuring the intellectual level of Latvian society in relation to humanities and the stability of the Latvian language and cultural environment in the present and in the future, to prepare specialists of high academic and scientific qualifications in accordance with the long-term objectives of the Latvian economy, socio-political strategy, etc.”

At the doctoral level (as opposed to bachelor's and master's level), the main element is the creation of an original scientific study, to which the other sections of study are subordinated, while covering a number of basic requirements for study:

1. to ensure quality specialisation at the national level in the acquisition of the languages/cultures represented in the field of study;
2. to interest and attract both Latvian and foreign students;
3. to develop the study of languages and cultural values of Latvian and other nations/regions in a balanced way;
4. to develop internal cooperation between sub-programmes, providing students with choice and knowledge enhancement opportunities.

In the doctoral study programme “Language and Culture Studies”, the interdisciplinary aspect and the process of interaction between sub-branches in the study courses to be studied are quite pronounced (see *section 3.2.1.*). The difference between subprogrammes is limited to the choice of study courses, since the main depth of a particular field of research is obtained in the doctoral thesis, which is developed in the specific branch and sub-branch of science. Thus, opportunities for in-depth study in Latvian and other languages and culture are realized, which are part of the master's level programmes of the Faculty of Humanities and other humanities and social fields,

ensuring succession.

Objectives of the study programme

1. To implement research-based studies by promoting the learning and use of interdisciplinary and, at the same time, branch, sub-branch methodology in research, involving doctoral students in the research of academic staff and other national and international scientific research projects and programmes.
2. To develop current research directions of linguistics, literary studies, folklore studies, theatre history and theory, mythology, as far as possible, in the context of Latvian, European and global research, promoting the creation of new knowledge, approbation of research knowledge and transfer of knowledge.
3. To promote the development of Latvian scientific language, including scientific terminology, in the branches and sub-branches represented in the study programme.
4. To organise and promote targeted cooperation between doctoral students and scientific advisors, more widely — students and academic staff in conducting scientific research.
5. To promote cooperation in the doctoral environment by offering lecture courses common to the sub-programmes covered by the programme, including elective courses, research and methodology seminars and other forms of scientific work.
6. To facilitate the development of creative and critical thinking, analysis, synthesizing and argumentation abilities and skills, understanding of scientific ethics and academic integrity during the study process.
7. To further the presentation and publication of results of scientific communications and doctoral research in internationally peer-reviewed scientific publications abroad and here in Latvia, as well as in Latvian scientific publications (especially in the field of Letonics) so that the results of the developed doctoral thesis are available to both Latvian and foreign academic society.
8. To develop doctoral student understanding of scientific and academic career, to improve the pedagogical competence of doctoral students necessary for academic work, and at the same time to contribute to the development of individual professional skills of doctoral students.
9. To facilitate the development, preparation and pre-defence of the doctoral thesis in the Doctoral Study Council according to the time frame provided for this process.
10. To promote international mobility of doctoral students and academic staff, as well as cooperation with foreign and Latvian universities and research institutions in implementing joint research projects and attracting visiting professors (within the framework of the doctoral school).

Intended learning outcomes

The results of the study programme are formulated according to Level 8 of the European Qualifications Framework (EQF) and the Latvian Qualification Framework (LQF) and third cycle qualification level of the qualifications framework of the European Higher Education Area.

The intended learning outcomes (knowledge and skills, as well as competence) constitute and in this case conclude the gradual process of doctoral studies, which begins with the set goal, continues in the formulated tasks and concludes with the acquired knowledge, skills and competence.

Knowledge

1. Understands classical and contemporary theoretical frameworks, methods, and developments in a branch and a sub-branch of science.
2. Knows scientific theories and findings, scientific paradigms, terminology, and methodology in

the specific field of research in relation to other branches of science.

3. Acknowledges the researcher's responsibility when addressing the development of Latvian society, language policy, cultural identity, and other societal challenges.

Skills

4. Knows theoretical literature, critically analyses, evaluates, and applies modern research methods, including the practical use of a range of digital resources and digital tools relevant to the research field.
5. Conducts original research, develops a doctoral thesis, solves problems of relevance in the professional field, uses new techniques of critical and creative thinking, communicates research findings orally and in writing in the national and international scientific and academic environment and in the public space.
6. Constantly builds on scientific qualifications and advances teaching skills by implementing scientific projects and achieving results evolving towards international performance benchmarks.

Competence

7. Knows the modern spectrum of research methodology in humanities, integrates the acquired theoretical and practical knowledge and skills in scientific activity, respecting the principles of academic ethics.
8. Contributes to the creation and transfer of new knowledge for practical professional tasks in literary studies, linguistics, folklore studies, or theatre and drama research, bearing in mind the broader cultural context.
9. Engages in international research, contributing to the development of the respective branch of science /sub-branch at the Latvian, Baltic and/or European level.

The aims, objectives and results of the doctoral programme “Language and Culture Studies” are the aims, objectives and intended learning outcomes of the two sub-programmes to be achieved.

The main objective of the Linguistics and Literature studies subprogramme is to develop research and academic competences of doctoral students for independent and innovative research activities, to train highly qualified specialists capable of independently developing and publicly defending original scientific research in the scientific branch of linguistics and literary studies and its subfields.

Tasks of the Linguistics and Literary Studies Subprogramme:

- 1) To provide in-depth knowledge of current trends in linguistics and literary studies, the latest research methods;
- 2) To promote the understanding of doctoral students about the state of terminology, problems, the term creation process in linguistics and literary studies;
- 3) To promote the development of original and innovative research in linguistics and literary studies.

Learning outcomes to be achieved by the Linguistics and Literary Studies Subprogramme

Knowledge

1. Describes the current trends, theories and methods of the development of linguistics or literary studies, as well as terminology.
2. Understands the importance of creativity and innovation in linking theory and practice in linguistics and literary studies, as well as in an interdisciplinary context.

3. Acknowledges the role of a linguist or literary historian in the formation of national identity and the development of society.

Skills

4. Rationally chooses research methods, uses branch and sub-branch terms accurately, analyses and synthesizes scientific facts, evaluates, compares, concludes, puts forward new hypotheses, solves problems related to linguistic, literary studies or cross-disciplinary research and practice, expands or provides new understanding of existing knowledge, and offers research-based solutions in practice.
5. Knows specifics of genres, types of literature and artistic systems, characterizes the work of the era and/or writer in a comparative aspect, sees, analyzes and reveals the artistic value of a literary text, interprets a literary text (in literary studies).
6. Uses various methods of extraction and processing of language research data, methodologically correctly records and interprets the phenomena of language history, analyses and evaluates processes occurring in modern language (linguistic studies).

Competence

7. Independently plans, responsibly and critically carries out research and offers innovative solutions and a perspective view on the solution of problems in linguistics or literary studies in a particular field of research.
8. Knows the possibilities of creating various types of corpora, methodology and theories in the implementation of qualitative and quantitative linguistic research objectives (linguistic studies).
9. Justifies the role of fiction in the cultural process of the nation, the state (in literary studies).

The tasks of the subprogramme of Folklore studies and theatre history and theory:

- 1) To provide in-depth knowledge of the current trends of folklore studies, theatre history and theory and the latest research methods;
- 2) To promote understanding of doctoral students about the state of terminology, problems, terminology of folklore studies and theatre studies;
- 3) To promote the creation of original and innovative research in the sub-branches of music, visual arts and architecture (Latvian Folklore Studies, Comparative Folklore Studies, Foreign Folklore Studies, Theatre and Cinema History and Theory).

Learning outcomes to be achieved by the Folklore studies and theatre history and theory Subprogramme

Knowledge

1. Characterizes trends in the development of folklore studies or theatre studies, research directions, forms of interaction between performing art and modern society, is familiar with theories and methods that are relevant in the subbranches.
2. Understands the importance of creativity and innovation in linking theory and practice in music, visual arts and architecture, as well as in an interdisciplinary context.
3. Acknowledges the role of a folklore researcher or a theatre critic in the formation of national identity and the development of society.

Skills

4. Chooses reasoned study methods appropriate to research, uses branch and sub-branch terms

accurately, successfully analyses and synthesizes scientific facts, evaluates, compares, concludes, puts forward new hypotheses, solves issues related to folklore or theatre research and practice, or cross-sectoral issues, expands or provides new understanding of existing knowledge, and offers research-based solutions in practice.

5. Distinguishes the elements of folklore, traditional culture and intangible cultural heritage from their modern interpretations, oriented in ways of collecting and systematizing folklore, including digital resources, is able to extract, systematize, analyse and integrate them into one's field research material (folklore studies).

6. Knows certain features of contemporary theatre, is able to generalize and contextualize them, is able to summarize various aspects of theatrical directing and acting, is able to perform qualitatively and productively in current theatrical criticism (theatre history and theory studies).

Competence

7. Independently plans, responsibly and critically conducts research and offers innovative solutions and perspectives on the problem of music, visual arts and architecture in the particular field of research.

8. Understands and analytically characterizes the interrelation and importance of cultural heritage and identities in modern society, analyses and critically evaluates complex texts of folklore studies and culture theory, integrates the latest theoretical opinions into one's research (folklore studies).

9. With understanding perceives, analyses and evaluates samples of contemporary theatre, actively participates in Latvian cultural life and theoretical thought improvement, eventually is prepared for work in theatre sector, able to defend and use theoretical knowledge in practice (theatre history and theory studies).

Interrelation and achievability of the aim, objectives, and the intended learning outcomes:

The achievability and interconnection of the intended learning outcomes have been assessed by means of mapping of study results, which confirms that the programme "Language and Culture Studies" provides a balanced range of knowledge, skills and competences necessary for the doctoral student's level in theory and practice (see Section 3.2).

DSP "Language and Culture Studies" is considered to be successfully completed if:

1. the doctoral student has completed all the intended study courses in the programme;
2. has passed two doctoral examinations (in a foreign language and in the relevant branch and sub-branch of science);
3. has developed and presented to the Council of Doctoral Studies the manuscript of his/her doctoral research, obtaining the necessary 144 CP in total.

According to the Cabinet of Ministers Regulation No. 1001 "Procedure and Criteria for Granting a Doctoral Degree (Doctoral)", the doctoral thesis can be:

1. a dissertation;
2. a thematically unified set of scientific publications. Publications must be published or accepted for publication in scientific periodicals that are anonymously peer-reviewed, have international access to scientific information repositories and are quoted in internationally accessible databases;
3. a monograph — a peer-reviewed scientific book devoted to one topic, is available internationally in scientific information repositories, contains a bibliography and a summary in a foreign language.

Admission requirements

Admission to doctoral study programmes is carried out in accordance with the rules of admission of the University of Latvia.

Admission takes place in the doctoral study programme: when applying for studies, the applicant indicates the branch of science and the sub-branch in which the thesis will be developed.

Admission to the study programme requires a master's degree in humanities, social, educational sciences or a comparable higher education and an entrance examination.

Documents to be submitted:

1. a copy of the previous education document and its annex, while presenting the original;
2. a Curriculum Vitae, including a description of published works and other scientific activities.
[Sample](#) of a Curriculum Vitae
3. recommendation for doctoral studies (if any);
4. doctoral thesis application — [form](#);
5. Justification and incorporation of the chosen work prepared together with a potential scientific advisor and signed by both persons; volume — 2-3 pages. [Justification and incorporation of the thesis theme and preparations for the programme of Language and Culture Studies](#);
6. copy of the Academic Information Centre's statement on academic recognition of educational document in Latvia, while presenting the original, if the previous education was obtained abroad;
7. payment receipt about the registration fee (30 EUR) (received at 19 Raina bulv., Information Center).

Applicants' documents and presentation are evaluated according to the admission criteria approved by the UL in doctoral study programmes <https://www.lu.lv/en/admission/study-programmes/doctoral-study-programmes/>

According to the information submitted by the applicant, the Council of Doctoral Studies evaluates the applicant's previous publications, participation in conferences, preliminary research, as well as the written application of the doctoral thesis topic and results of the interview. The applicant prepares a report up to ten minutes long on the expected topic of the study, which shall be presented to the Council of Doctoral Studies in Linguistics and Literary Studies and Music, Visual Arts and Architecture at the entrance examination.

In the entrance examination, the performance of the applicants is ranked (sorted) by the total number of points obtained. After the results are announced, registration for studies takes place. When registering for studies, it is necessary to sign a study agreement. After registration, an individual work plan for the first study year must be submitted. [Individual work plan](#).

Within two weeks from the moment of signing the study agreement, it is necessary to conclude a written agreement with the UL on the organization of the development and scientific guidance of the thesis. Studies begin in October.

Opportunities for Continuing Studies

As one of the priorities set by the EC is lifelong learning, and the specific doctoral programme aims to provide sustainable education, graduates are competent to continue their studies (1) in EU programmes for mobility and cooperation in higher education; (2) in EU programmes for professional development, which offer to acquire global topicalities of education, such as Erasmus+.

Likewise, graduates of the programme after obtaining a doctor of science degree are entitled to participate in postgraduate (postdoctoral) research projects, which, in addition to research, may include further study opportunities.

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

The preparation of the study programme for accreditation began in the circumstances of economic, social and humanitarian stability in the European area (including Latvia). After Russia's launched aggression against Ukraine, the system of values established in Europe must be reviewed. Perhaps not only the economic, but also the humanitarian and social aspects require revision from a new point of view. In Latvia, thanks to collective efforts, there was social stability, despite the tendencies of recent years for part of society to submit to "the creation of myths" and conspiracy theories related to the spread of the *Covid-19* pandemic. The knowledge gained during the studies allowed PhD students to work in stabilizing social moods in media, web pages and personal contact with "mythholders" regarding vaccination, etc., on sensitive issues. Russia's aggression in Ukraine, given the heterogeneous ethnic composition of Latvia (a large number of Russians entering the post-war years), can destabilise the social situation, leading to social tension and resistance. Therefore, the amount of knowledge acquired in the course of the programme is all the more significant about the ethnic, cultural differences, as well as confessional differences of Latvian regions. This is one of the important prerequisites for seeking and finding stabilizing levels and a language of stabilization during the sudden onset of social, humanitarian and economic changes. An in-depth picture of ongoing processes and transformations is not yet possible, because changes are only emerging or have just begun. The active practical activity of students, engaging as mediators, in times of growing political and social tensions in social networks is positive and increasingly observed.

Given the trend towards the ageing of academic staff in European higher education, the broadest possible representation of doctoral students is essential in ensuring the renewal of scientific and academic staff. In the world, academic and scientific career, as well as obtaining the status of an expert, requires high scientific qualifications, which is most often evidenced by obtaining a doctoral degree in order to qualify for an academic position, as well as — a doctoral degree in most European countries plays an important role in academic and other career development.

Study programme acquisition brings some indirect but added value in the field of tourism and traditional skills (crafts), because a number of students successfully work in creating cultural tourism routes across Latvia and the Baltic States. The Latvian National Development Plan 2021-2027 states that "the core values of the country are its national culture and the Latvian language. All ethnic groups living in Latvia actively participate in the creation and maintenance of culture, thereby contributing to the cohesion of society. Over the centuries, both hereditary and newly created culture has been formed — a unique and sustainable resource that, when used skilfully, creates Latvia's worldwide recognition." It is the young researchers of language, literature, folklore and theatre processes and young scholars who have the potential to interest not only Latvia but also the international community with their research, thus making the national culture understandable and attractive both to all people living in Latvia and others outside Latvia.

Therefore, although the graduates of the programme do not make an immediate and tangible contribution to the economy, their contribution to the formulation of statehood, civic position, the

preservation of the Latvian language and national cultural values is very important.

Graduate employment and the labour market

In recent years, in Latvia, as in other parts of Europe, much attention has been paid to future employment prospects for researchers with a PhD and postdoctoral career development support. European trends show that only a fraction of young doctoral students are scientists in universities and scientific institutions, a large number of them is successful in various public and private institutions, where critically minded, creative and responsible professionals are needed, capable of both making scientific contribution and facilitating the transfer of new knowledge into national economy and national education practice.

This is also highlighted in the conceptual report of the Ministry of Education and Science in 2020 “On the Introduction of a New Doctoral Model in Latvia”: “The ability of PhD students to build their own careers and provide employment is becoming increasingly important. (...) Different sectors of the economy require a workforce that is outstanding in a given scientific sector and has transferable skills. (...)”.

The results published by the Central Statistical Bureau in 2020 on economic activity and employment of graduates of universities at the end of 2018 show that 77.6% of graduates of higher education institutions were employed in three main groups of higher-level professions — managers, senior specialists and specialists, and almost all graduates of doctoral studies (97%) work in one of these main groups of professions.

The DSP “Language and Culture Studies” has been created in accordance with the needs of the labour market, where “it is essential to provide highly qualified researchers who manage modern research methodology and characterize extensive academic and interdisciplinary knowledge in the history of national culture, competence of national culture and the performance of its personalities to study and communicate in the context of world cultural history” (indicated by the employer — Memorial Museum Associations — in the testimonial).

Doctoral studies include both regularly planned and spontaneous involvement of students in the activities of professional linguistic, theatre, literature, folklore organisations and institutions (e.g. Latvian Writers' Union, Union of Latvian Theatre Employees, Latvian Language and Literature Teachers Association, Latvian Folklore Society, etc.), helping them to implement projects, create various cultural events and participate in them.

Employers' representatives (from the Artificial Intelligence Laboratory of the Institute of Mathematics and Computer Science, UL Institute of Literature, Folklore and Art, the Latvian National Theatre) are also involved in the work of the programme.

Doctorate graduates successfully work in both Latvian and EU scientific and other types of institutions, universities as teaching staff, for museums of Latvia, the National Library of Latvia as researchers, ministries of various industries, publishing houses, also in the field of investigative journalism and other places.

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

The licensed doctoral study programme “Language and Culture Studies” began its work in the autumn semester of academic year 2021/2022. In the first year of implementation of the DSP, 9 doctoral students were enrolled in the 1st year of studies, while 14 doctoral students were transferred from the consolidated doctoral programmes “Literature Science, Folkloristics and Art” and “Linguistics”, who, after the alignment of study courses, continued their studies in the 2nd year of the new programme. Accordingly, on 1st October 2021 there were 23 doctoral students in the programme “Language and Culture Studies”.

Up to the accreditation of the new programme, the old programmes also worked — on 01.10.2021 DSP “Linguistics” had 5 doctoral students (3rd year) who had to finish their studies in September 2022, while in the DSP “Literary Science, Folklore Studies and Art” — 9 doctoral students (five 3rd year students who had to finish their studies in September 2022, and four 2nd year doctoral students who were on an academic leave). In total, in the Faculty of Humanities doctoral programmes, **there were 37 doctoral students** (36 state-funded students and 1 fee-paying doctoral student) in the academic year **2021/2022**.

In the summer of 2022, two students of the DSP “Literary Science, Folklore Studies and Art”, who were on an academic leave, were exmatriculated at their own will. The reason - reassessment of one's scientific potential and capacity.

In September 2022, 16 applicants applied to the 9 announced state-funded places for studies in the licensed doctoral programme “Language and Culture Studies”, which is almost twice as many as in the enrolment in 2021. Since almost all applicants had started work on their thesis, 10 of them obtained a master's diploma with excellence, and almost all of them showed good quality of doctoral application development and a high degree of motivation in the enrolment interview, the Branch Doctoral Council agreed at the meeting of the Council on 09.09.2022 to give six more doctoral students the opportunity to study in the state-funded places for one year — instead of the students currently on their academic leave. In total, there are 15 1st year doctoral students in the academic year 2022/2023.

After the meeting of the Branch Doctoral Council on 30.09.2022., when the annual reports of doctoral students were reviewed (doctoral study year runs from 1st October to 30th September, in the last days of September, annual reports of doctoral students for the previous study year are reviewed), 2 more doctoral students who successfully completed their 2nd study year in the old programme — DSP “Literary Science, Folklore Studies and Art”, who were on an academic leave, were transferred to the licensed doctoral study programme “Language and Culture Studies”.

Consequently, the doctoral study programme “Language and Culture Studies” licensed on **10.10.2022** has a total of **41 doctoral** students, of which 6 students are on an academic leave — **35 doctoral students are actually studying** (34 state-funded, 1 fee-paying) — see. Annex *Statistical data on students in the doctoral study programme “Language and Culture Studies”*.

The breakdown by study subprogrammes and years can be seen in Table 3.1.4.1.

Table 3.1.4.1: **Number of students by study subprogrammes. 10.10.2021**

Subprogramme of the DSP “Language and Culture Studies”	Number of students First year	Number of students Second year	Number of students Third year	Academic leave
Linguistics and Literary Studies	11	3 3	7	5
Folklore studies and theatre history and theory	4	5	5	1

Student dynamics is characterized as positively growing. There are no dropouts in the licensed

programme “Language and Culture Studies”. There are doctoral students who decided to take an academic leave. The reasons were various: going on parental leave and the inability to connect the upbringing of the child with studies; health problems, basically related to the consequences caused by *Covid-19*; workload in the main job, which does not allow the development of the necessary part of the doctoral thesis at a level appropriate to the requirements for attestation.

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

3.2. The Content of Studies and Implementation Thereof

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

The content of the DSP “Language and Culture Studies” is developed in accordance with the objectives defined by the specific support goal project of the action programme “Growth and Employment” 8.2.1 “Establishment of internationally competitive study programmes at the University of Latvia promoting the development of the Latvian economy”.

The content of the programme has been developed on the basis of the following documents:

- Section¹ of the Law on Higher Education Institutions.
- Law on Scientific Activity.
- Procedures and Criteria for Granting a Doctoral Degree (doctoral) (Cabinet of Ministers Regulation No. 1001, 27.12.2005).
- Regulations on Science Groups, Branches of Science and its Sub-branches of Latvia (Cabinet of Ministers Regulations No. 595, 27.09.2022.)
- Procedures for Granting the Rights of an Expert from the Latvian Science Council. Issued in accordance with Section 3 of the Cabinet of Ministers Regulation No. 320 “Order for Granting the Rights of an Expert of the Latvian Council of Science and Forming of a Council of Experts”.
- Regulations on University of Latvia Study and Continuing Education Programmes (Senate Decision No. 102 of 24.04.2017).
- Doctoral studies at the University of Latvia ([Doctoral Studies Regulations of the University of Latvia](#), Decision of the Senate of 26.05.2003 No. 169 (available only in Latvian)).

- Regulations of the University of Latvia's Branch Doctoral Council (Senate Decision No. 166 of 30.03.2015).
- UL Regulations on Promotion Councils and Promotion (Order No 1/95 of 12.04.2006)

The plan of the DSP "Language and Culture Studies", in accordance with Paragraph 44 of the Regulations on University of Latvia study and continuing education programmes, includes 144 CP.

The allocation of credits in the programme is established in accordance with Paragraph 46 of the Regulations on University of Latvia Study and Continuing Education Programmes, which provides:

- at least 80 CP for study and thesis development;
- a general skills module of at least 12 CP;
- doctoral examinations, courses of study in the branch of science or sub-branch in the amount of at least 14 CP;
- participation in doctoral schools or equivalent experience in foreign universities or research institutions in the amount of at least 6 CP.

The 144 credit points consist of a Mandatory part A courses in the amount of 114 CP, Restricted Electives part B courses in the amount of 26 CP and a Free Electives part C courses in the amount of 4 CP.

Doctoral studies are based on individual work according to an approved individual work plan, and individual deviations from the plan are allowed if approved by the Doctoral Council. The Ministry of Education and Science Conceptual Report for 2020 also emphasizes "The main element of the doctoral studies is original scientific research or doctoral theoretical research and artistic creativity work (in professional DSP in arts), which must be carried out by each doctoral student; therefore, the DSP cannot be equated to bachelor's and master's degree programmes and evaluates similarly".

For the recommended breakdown of the CP to be acquired in one year of studies, see the study plan in the Annex.

MANDATORY PART (A) — Total 114 CP

Development of doctoral thesis and individual studies — 92 CP in total

- drafting of Doctoral thesis — 74 CP (Doctoral Thesis I — 20 CP, II — 20 CP, III — 34 CP)

The development of the doctoral thesis is divided into three stages, according to the years of study. After each year of study (September), the doctoral student shall report to the Branch Doctoral Council on progress and at least 2 weeks before the end of the reference period shall submit: after the 1st year — an expanded thesis study plan with work hypothesis/research questions, aim, objectives, as well as a list of literature and sources on the subject of the doctoral thesis; after the 2nd year — at least 50 pp. of text with an updated list of the literature. The work is read by 1 reviewer, which is determined at the meeting of the Branch Doctoral Council; after the 3rd year — the 1st draft of the thesis in the amount of 70% of the work (at least 120 pages of the text): the work has a clear plan, introduction, chapters in varying degrees of readiness, conclusion, list of literature. The work is read by 1 reviewer, which is determined at the meeting of the Branch Doctoral Council.

2) scientific publications in the amount of 12 CP (6 CP in the 2nd year of studies and 6 CP in the 3rd year of studies)

3) participation in scientific conferences in the amount of 6 CP (3 CP 2nd study year and 3 CP in the 3rd year of studies)

In the 2nd and 3rd year, the doctoral student participates in international scientific conferences and develops scientific communication skills by developing a scientific paper on the results of the doctoral research for an internationally cited or a comparable scientific publication in Latvia or abroad.

Doctoral examinations in the amount of 10 CP

- doctoral examination in the branch of linguistics and literary studies and a sub-branch or a doctoral examination in the branch of music, visual arts and architecture and a sub-branch 8CP
- doctoral examination in a foreign language 2 CP

In order for a doctoral student to complete a study programme and to be able to defend his/her doctoral thesis, he/she must pass a doctoral examination in linguistics and literary studies and a sub-branch (subprogramme “Linguistics and Literary Studies”) or a doctoral examination in music, visual arts and architecture and a sub-branch (subprogramme “Folklore studies and theatre history and theory”) and a doctoral examination in a foreign language. The validity period of the doctoral examinations is 10 years.

Theoretical courses 12 CP

- Language of Science and Language Policy 4 CP
- Seminar on Research Methodology 8 CP

Restricted Electives Part B theoretical courses are aimed at improving the understanding of doctoral students about the importance of science as an important area of language use in the development and competitiveness of any language, and to help the doctoral student, after studying theoretical lectures, choose the appropriate scientific research method and research tools for individual research and the development of the doctoral thesis, as well as to facilitate scientific communication and discussion among doctoral students.

RESTRICTED ELECTIVES PART B 26 CP

Pedagogical work at university — in the amount of 4 CP: it includes assisting in study courses, semester, bachelor's thesis review (supervision). It is planned that doctoral students perform pedagogical work in the 1st year of studies (2 CP) and 2nd year of studies (2 CP).

Participation in UL Doctoral Schools — in the amount of 6 CP: Doctoral students of the two previous doctoral programmes of the Faculty of Humanities of the University of Latvia are most involved and successfully participate in the University of Latvia's doctoral school “Letonics and Intercultural Research” (the school was established at the Faculty of Humanities, head prof. J.Kursīte-Pakule). In the 3rd year of studies, the doctoral student presents his/her research at the interdisciplinary seminar of the doctoral school (but also attends the school as a participant in the 1st and 2nd year of studies). Participation in the doctoral school can be replaced by doctoral traineeships in foreign universities or research institutes.

For foreign students — Practical Latvian for International Students I in the amount of 4CP. According to Section 56, Paragraph three, Clause 1 of the Law on Higher Education Institutions, foreign students shall include the acquisition of the state language in the mandatory amount of study courses if studies in Latvia are expected for more than six months or exceeds 20 credit points.

From the specific section of the relevant subbranch, 2 courses of study in the amount of 8 CP: according to the subsector in which the doctoral student is developing his doctoral thesis, courses are obligatory (each 4 CP). The doctoral student acquires these courses in the 1st and 2nd year of studies.

Sub-programme “Linguistics and Literary Studies”

Linguistics

Corpus Linguistics in the Context of Digital Humanities 4 CP

Language, Cognition and Language Acquisition 4CP

Literary Studies

Contemporary Approaches to the Interpretation of Traditional Literary Works 4 CP

Literary Text Structure: Methodology and Practice 4 CP

Subprogramme: “Folklore Studies and Theatre History and Theory”

Folklore Studies

Traditional Culture and Modern Society 4 CP

Field Research in Traditional Culture Studies: Theory and Practice 4 CP

Theatre History and Theory

Contemporary Theatre Practice and Theory in Europe 4 CP

Practice of Theatre Criticism 4 CP

The PhD student has an additional opportunity to choose from the Restricted Electives part B courses according to his research interests 2 courses of his choice, which make up a total of 8 CP.

The possibility of free choice of Restricted Electives part B courses (rather than sub-programmes) was assessed by the then doctoral students in the survey conducted prior to the consolidation of the programmes. Quotation from a survey of doctoral students conducted in 2020: *“At times, as a linguist, these boundaries between what is exactly a subject for linguists or literary science researchers/folklorists seem very fluid. I would be happy to learn a course related to not only language but also culture (e.g. “Language and Cultural Contacts”). I believe that this free choice is very important for the student and the teaching staff would also benefit, because indeed it would allow a much more efficient use of resources.”*

It is gratifying that this possibility of choosing courses in the restricted electives part (B) is also assessed by the doctoral students of the new programme in the survey conducted in July 2022: *“The greatest pleasure was given by the possibility of combining the study courses of interest from different directions”*. However, these elective courses are also directed towards a closer link with the topic of doctoral research, which is also highlighted by doctoral students in the survey: *“It was a pleasure that the teachers were interested in us obtaining real benefits from the subjects for our scientific work and therefore the assignments to be submitted were directly related to our own thesis rather than some abstract matter”*; *“I appreciated the opportunity to engage in discussions with teachers and groupmates about important topics for us in connection with doctoral thesis.”*

The doctoral student chooses 2 study courses from the offered (each course 4CP):

English for Documenting and Presenting Research

Research and Innovation: Development and Management of Language and Culture Projects

Classical Rhetoric and Modern Communication

Language and Culture Contacts

Theories and Methods in Historical Linguistics

Current Issues in Baltic Linguistics

Theory of Grammaticalization

Contemporary Syntactic Theories

Discourse Pragmatics

Theories of Translation and Topical Issues in Terminology

Imagology and Intercultural Literature

Literature and Culture in the Contexts of Modernity

Mass Culture and Popular Literature in Latvia

Latvian Non-verbal Language in an Intercultural Context

Topical Issues in Folklore and Mythology Research

Latvian Traditional Culture in Tourism Discourse

Baltic Drama in Theatre: Interpretation and Evolution

Latvian Soviet dramaturgy. From the Avant-garde to Conventionalism

For foreign students, for elective choice offers, see the study plan in the annex. They choose one course of study in the amount of 4 CP.

FREE ELECTIVES PART C 4 CP

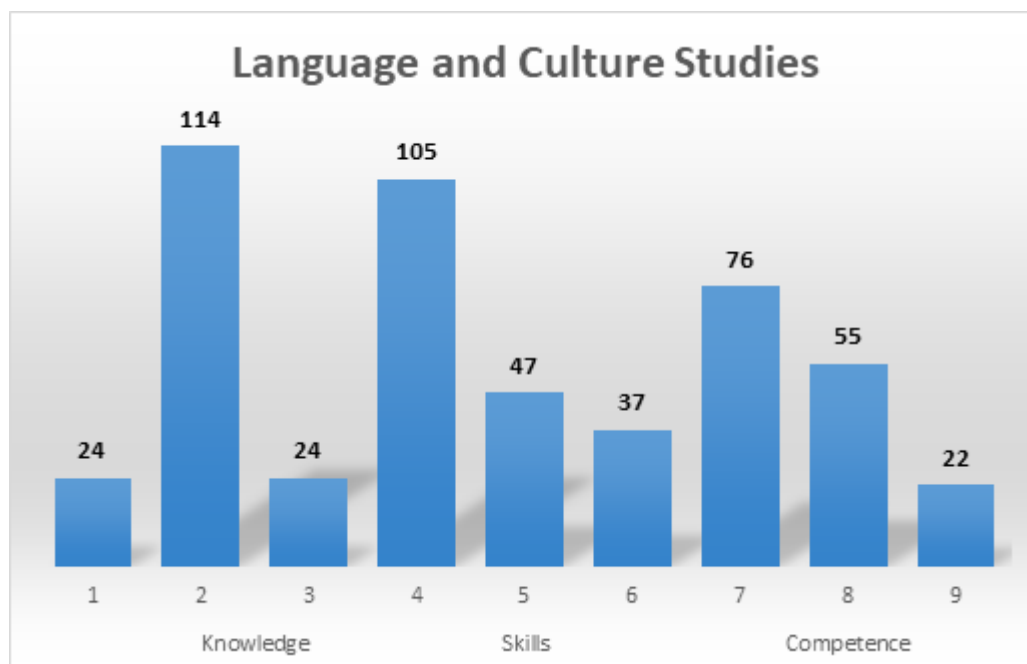
The PhD student also has the opportunity to choose a course in free choice throughout the university, including also attending a lower level course if this is necessary for the development of his/her thesis and has not been studied earlier.

About the study courses included in the programme as a whole

The programme includes both in-depth theoretical and practical oriented study courses in each sub-programme, as well as courses common to all PhD students of the programme, including courses promoting the development of social (general) skills, as envisaged by the new conceptual report "On the Introduction of a New Doctoral Model in Latvia" by the Ministry of Education and Science.

In order to assess how the proposed courses achieve the intended learning outcomes of the programme, a mapping was carried out.

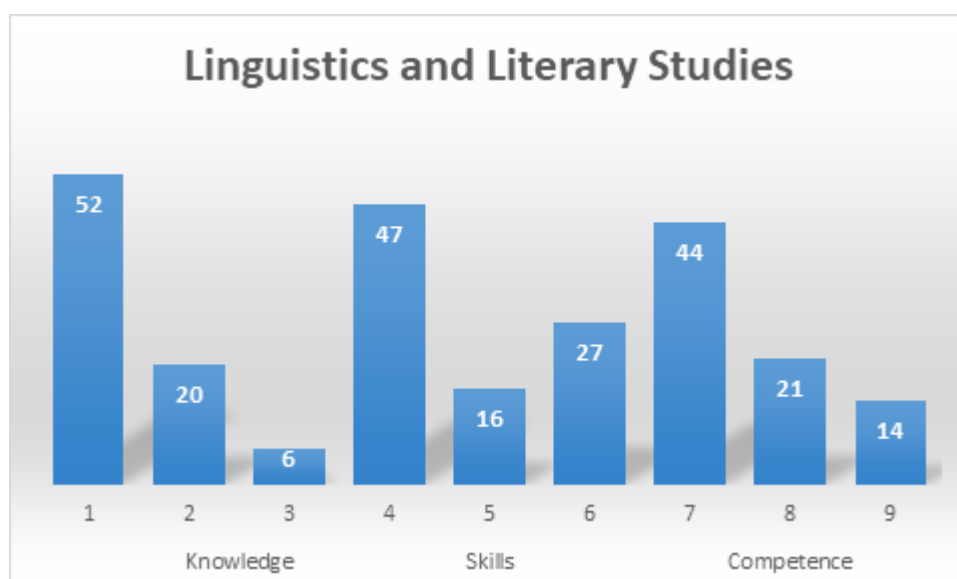
By means of the mapping, it was tested and demonstrably shown what learning outcomes are achieved in the study courses. The map of the programme and course results confirm that when implementing the study courses, students are provided with opportunities to achieve all intended learning outcomes.



3.2.1.1. Figure. Mapping of learning outcomes of DSP “Language and Culture Studies”

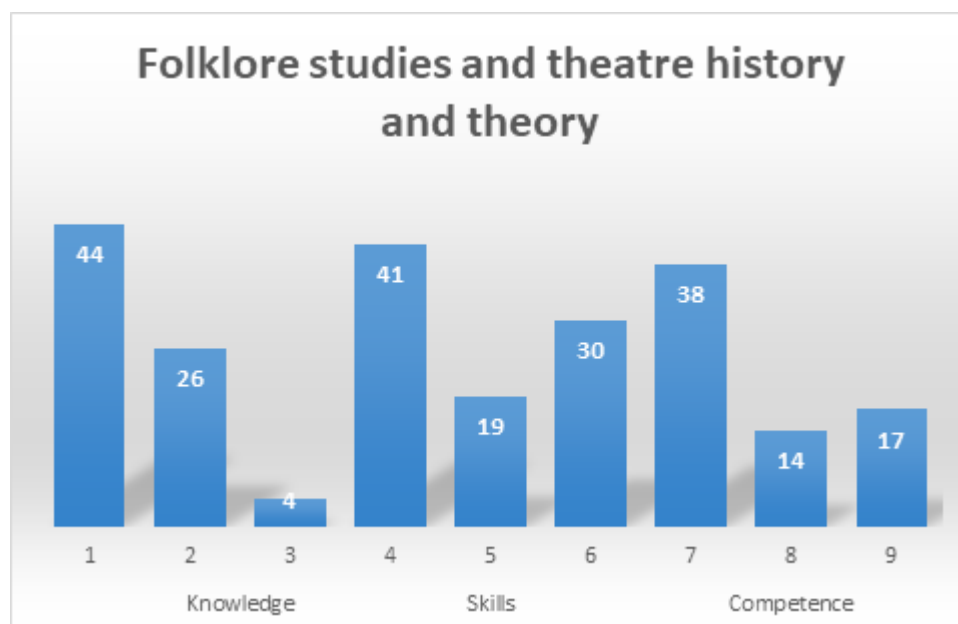
The map of study results shows that all results are achieved in the study courses of the programme. Knowledge (1-3), Skills (4-6), Competence (7-9). The most often achieved learning outcomes concerning **knowledge** are as follows. Knowledge of scientific theories and insights, scientific paradigms, terminology, methodology in the field of research in contact with other scientific fields (2); - **skills**: applies knowledge of theoretical literature, critically analyses, evaluates, is able to use modern methods in research, including the ability to work in practice with various digital resources and digital tools relevant to the research sector (4); - **competences**: manages the modern spectrum of humanities research methodology, is able to integrate acquired theoretical and practical knowledge and skills into one’s scientific activity, respecting the principles of academic ethics (7).

Separately, the mapping of study courses by sub-programmes was carried out, including the mapping of the doctoral examination in the branch of science and a sub-branch, which is different in each subprogramme, the mandatory courses of the Restricted Electives Part B of the subprogrammes and also the free choice courses of the Restricted Electives Part B, which can be acquired by the doctoral students of both subprogrammes according to their own interests.



3.2.1.2.Figure. Learning outcomes of the subprogramme “Linguistics and Literary Studies”

In the **subprogramme “Linguistics and Literary Studies”** most often the following learning outcomes are achieved: **knowledge** — describes current trends, theories and methods of development of linguistics or literary studies, as well as terminology (1.); **skills** — has a reasoned choice of methods appropriate to research, accurately uses branch and sub-branch terms, analyzes and synthesizes scientific facts, evaluates, compares, concludes, introduces new hypotheses, addresses linguistic or literary research and practice, or cross-disciplinary challenges, broadens or provides new understanding of existing knowledge and offers research-based solutions in practice (4); **competences**: independently plans, responsibly and critically carries out research and offers innovative solutions and perspective problems in the linguistic or literary studies in a given field of research (7).



3.2.1.3.Figure. Learning outcomes of the subprogramme “Folklore studies and theatre history and theory”

The following learning outcomes are most often achieved in the **subprogramme of folklore studies, history and theory of theatre: knowledge** — Characterizes trends in the development of folklore studies or theatre studies, research directions, forms of interaction between performing art and contemporary society, knowledge of theories and methods relevant in sub-branches (1); **skills** — a reasoned choice of methods appropriate for research, precise application of branch terminology, successfully analyses and synthesizes scientific facts, evaluates, compares, concludes, puts forward new hypotheses, addresses topical issues in folklore studies or theatre research and practice, or cross-disciplinary issues, broadens or gives new insight into existing knowledge and proposes research-based solutions in practice (4); **competences** — independently plans, responsibly and critically carries out research and offers innovative solutions and perspective problems of view of the music, visual arts and architecture branches in a specific field of research (7).

The mapping also showed that the common Restricted Electives Part B courses provide the learning objectives in both sub-programmes and provide today's doctoral student with the necessary cross-disciplinary knowledge.

Conclusion on the programme total: The mapping results (annex *Course mapping of the DSP Language and Culture Studies*) show that the intended learning outcomes of the courses included in the study programme correspond to the intended learning outcomes of the study programme.

Consequently, it can be concluded that by graduating from the study programme, the doctoral student will have achieved all the intended learning outcomes of the programme.

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

The doctoral programme "Language and Culture Studies" continues the good practice of two doctoral programmes ("Linguistics" and "Literary Studies, Folklore Studies and Arts") based on the research directions implemented by the Faculty of Humanities of the UL, which are united by the main theme of the research programme "Letonics, Diaspora and Intercultural Communication" and the sub-theme "Humanitarian Thought — Language, Text, Culture" with the following research sections: (a) Language and literature in an intercultural context; b) Discourse of Asian cultures in the context of the interaction of civilizations; c) German language, literature and culture in the Baltic States; d) Antique cultural heritage and Modern Europe: The context of the Baltic Sea region; e) Latvia in the global cultural space; f) Romance Studies in Latvia, Europe and the world; g) Across borders: local and global processes in Slavic languages and culture; h) Translation and terminology.

The opportunities provided by the programme (diversity in the offered lecture courses) allow students to successfully participate in Latvian and international scientific conferences (Lithuania, Estonia, Germany, USA and elsewhere). Some doctoral students are invited to participate in scientific projects and national research programmes. Doctoral students are lively engaged in pedagogical work, assisting professors in separate lectures or leading a lecture course at bachelor's or master's level. Doctoral students gain pedagogical scientific experience by reviewing study, bachelor's and/or master's papers each in their subfield. The experience gained in the programme allows a number of doctoral students or graduate students to successfully participate in the advertising field, as well as practical projects related to tourism development. Several doctoral students implement their knowledge in terminology and translation, doing freelance translation, translating both technical and literary texts.

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

Oral, written and combined methods of study and evaluation are used during study courses and tests. In order to promote the development of research and pedagogical competence, doctoral students are involved in conducting the study process of undergraduate or master level courses

(peer teaching-learning). Students' speaking, presentation and discussion skills are promoted during the seminars. In general, all that applies to the methods of implementing studies in lower level studies is also applicable to methods in the implementation of doctoral studies, paying more attention to the direct involvement of doctoral students in the development of research and pedagogical competence. For the improvement of the study process, doctoral surveys are held annually, in which the surveyed analyse and evaluate both individual study courses, seminars, and the pros and cons of the study programme.

The doctoral programme "Language and Culture Studies" takes into account the interests of both the current and former students (i.e. consolidated) of doctoral programmes, who successfully graduated and obtained doctoral degrees, as well as employers in a competitive interdisciplinary doctoral study programme in the field of languages and cultures.

During the development of the study programme, several consultations took place and received support for the need and development of a new study programme from both students and employers.

Regular participation of employers also takes place in the implementation of the study programme. Employers' representatives are involved in the teaching of study courses of "Language and Culture Studies" programme. Ilze Auzina, lead researcher of the Institute of Mathematics and Computer Science, is involved in teaching the course "Corpus Linguistics in the Context of Digital Humanities" (reads a restricted elective course in the subprogramme "Linguistics and Literary Studies", section "Linguistics" together with the Assoc. prof. Z.Vincela). Lead researcher of the Institute of Literature, Folklore and Art of the University of Latvia Benedikts Kalnačs together with the Faculty of Humanities Prof. M. Grudule reads the course "Literary Text Structure: Methodology and Practice" (Restricted Electives Part B course in the section "Literary Studies"). Head of the Literary Department of the Latvian National Theatre Dr.art. Ieva Struka together with Assoc. Prof. Līga Ulberte reads restricted electives — "Contemporary Theatre Practice and Theory in Europe" and "Practice of Theatre Criticism" in the sub-programme "Studies of Theatre History and Theory". Dr.art. I. Struka offers 2 more courses to all PhD students as a free choice course in Part B: "Baltic Drama in Theatre: Interpretation and Evolution" and "Latvian Soviet dramaturgy. From the Avant-garde to Conventionalism". In turn, Sanita Bērziņa-Reinsone, the lead researcher of the Latvian Folklore Repository of the Latvian Folklore Institute of Literature, Folklore and Art Institute, together with researcher Ingus Barovskis, offers folklorists and others the course "Topical Issues in Folklore and Mythology Research".

The physical environment of studies is also gradually changing: auditoriums are conveniently transformed for group work, individual work, students can use digital technologies.

In the context of the pandemic, doctoral courses were transferred online due to security requirements, which, on the one hand, prevented lectures and discussions from being enjoyed in person, but on the other hand, developed students' digital skills and opportunities. Several doctoral students identified remote studies as a positive aspect in the doctoral survey conducted in July 2022: *"The greatest pleasure was remote lectures and seminars, because it provided an opportunity to study. The difficulty was very subjective — combining work with studies, however it also worked well because it was possible to study remotely."*

In order to promote the development of students' research competence, students in succession courses have the opportunity to analyze and study in depth the problems of interest to them in the branch. With such a goal, doctoral students are offered the course "Seminar on Research Methodology ". It provides opportunities to improve the research competence of the doctoral student on research methodology and scientific research methods in such fields of study as linguistics, literary studies, folklore studies, theatre history and theory for independent research

activities. It is the need for a methodology course that was most often expressed in the surveys of students of previous years, which was taken into account as one of the priorities in the creation of the new programme.

The course provided in the spring semester of academic year 2021/2022 obtained a generally good rating in the doctoral survey: *"The course was very useful because it provided a deeper understanding of research methodology and scientific theories"; "The course was very useful both in terms of content and requirements. The lecturer helped to concretize a rather blurry picture of what and how I would study"; "The course helped to recognize the wide range of methods and choose the most suitable ones for myself".*

Students also appreciated the second theoretical course "Language of Science and Language Policy", in which, in addition to the academic guidelines provided by the educators (characterization and analysis of scientific language styles), in lectures and seminars, the participation of doctoral students in the creation of Latvian forms of the latest scientific terminology, which is mostly English, and their definition, was encouraged. A formal examination of the knowledge of doctoral students was replaced by a scientific-creative task, in which each of the doctoral students provided their own contribution to a specific scientific sub-branch, offering their own versions of terms. About this course, doctoral students write in their reviews: *"I appreciate being reminded to evaluate the choice of terminology in the doctoral thesis, as well as found many valuable materials"; "Valuable independent work — both individual task and the fact that I had the opportunity to see the variants of terms provided by other students"; "The course provided insight into current trends. The most valuable lessons were the analysis of specific scientific articles".*

By implementing the internal quality assurance policy, the doctoral programme is implemented in such a way that doctoral students are encouraged to actively participate in the improvement of the study process. There are procedures for submitting student suggestions and resolving complaints, examining student appeals.

The survey of students is conducted at the time of the doctoral academic year, which is held each year in September. Commencing accreditation, a survey of doctoral students for academic year 2021/2022 was carried out earlier — July 2022. The survey was conducted electronically on the portal visidati.lv. In the improvement of the study process, the results of student surveys are evaluated and taken into account.

The programme "Language and Culture Studies" was well appreciated by 80% of the doctoral students of the programme. The students appreciated the organization of the study process, the content of the courses, the contribution of the teaching staff, the work with the scientific advisor, the opportunity to work according to the individual study plan and participate in international conferences, expand knowledge of scientific activities, the fact that *"both the teaching staff and the organizers of the study process are readily available for consultation".* The diversity of the teaching staff was also appreciated *"Within one course there are several teachers, which allow you to look at the subject from different points of view, enrich with different approaches to the particular course of study".* Several doctoral students emphasized the need for scientific discussions and the support of groupmates provided by doctoral studies. *"The greatest pleasure- groupmates with diverse experience and the ability to share it, inspiring further research."*

Criticism mostly refers to low scholarships, the difficulty of combining full-time work with doctoral studies. *"If training is combined with work in a non-academic workplace, it is impossible to find time for individual studies. However, it is also impossible to apply for a large scholarship, because the rules provide for work in the UL or an academic project."* Sometimes doctoral students have difficulty finding work in scientific institutes or in an academic setting. *"There is a lack of opportunity to get a paid scientific position in a structural unit".*

Doctoral students in their recommendations to improve the programme include specific requests “A deeper introduction/insight into the topics of scientific databases and journals is needed to help understand where and how to create scientific publications, taking into account the requirements for Scopus and Web Of Science databases”; “It would be valuable to also provide access to individual databases and text corpora”, etc. These wishes of the doctoral students will be taken into account. In cooperation with University Library, a specialist will be invited to the doctoral school to deliver some classes — as it has already been the case in the old doctoral programmes.

PhD students of the 2nd year were also asked about the transition to the new programme, how simple and clear the process was. Almost all doctoral students rated it as transparent and understandable. “Yes, I can say that everything went understandably and smoothly enough”, “Everything went successfully, in case of questions there was always a positive, welcoming and interested attitude, I am satisfied”.

About other methods of study implementation

Student mobility is promoted (recognition of study results). In the academic year 2021/2022, opportunities of the pandemic time were mainly used, for example, Christine Dolgih, PhD student in the History of Foreign Literature at Tongji University, China, took a course “Chinese Aesthetics of Life in Comparative Perspective” in the amount of 32 h.

At the end of the academic year 2021/2022, despite the pandemic, within the framework of the Erasmus+ programme of the DSP “Language and Culture Studies”, **mobility of teaching staff was possible**: Bulgarian ethnologist *Petya Vasileva-Grueva*, Associate Professor of the Department of Ethnology and Cultural Anthropology at the Faculty of History of Sofia University, with a lecture on “Field Research Methods as Applied to the Pomak Community in Bulgaria — Dynamics of Culture, Current Situation and Identity Policies”. See about the lecture: <https://www.hzf.lu.lv/par-mums/lu-mediji/zinas/zina/t/72400/> (available only in Latvian). The lectures were highly rated by doctoral students. As a result of the visit, further cooperation was also developed — three PhD students in folklore studies are going to Sofia University in September 2022 to participate in the international seminar of doctoral students and young scientists “Academic perspectives”. The seminar papers will be published in an electronic academic journal (online academic journal Tereni - <https://www.ethnologia.bg/spisanie-tereni>, ISSN 2738-7674).

Students are involved in research initiated by academic staff and social activities in society, thus gaining significant experience through the practice acquired in their studies. For example, in the academic year 2021/2022, Anna Freiberga, PhD student of Latvian Literature History of the DSP “Language and Culture Studies”, participated in organizing the conference “Readings of Aspazija and Rainis”, but Ilze Jansone was one of the main organizers of the conference “Latvian Literature and Religion”. In turn, Dace Micāne-Zālīte, PhD student in Latvian folklore studies, in the academic year 2021/2022 continues multimedia exhibition “Tellers of Folk Songs. 1991” demonstration in Latvia (she was also the author of the idea and the curator of the exhibition), thus applying the experience and knowledge gained in her studies. In February 2022, PhD student Elīna Kursīte, in collaboration with Imants Ziedonis Museum, conducted a study in the USA, interviewing and videotaping the daughter of the outstanding Latvian painter Vilhelms Purvītis, who had turned 100 years old.

Doctoral students regularly share their knowledge with the public, speaking in broadcasts dedicated to the culture of the Republic of Latvia, and participating in various cultural or educational projects that promote the connection of science (scientists) with the general public. For example, Kitija Balcare, a doctoral student of theatre studies of the DSP “Language and Culture Studies” in November 2021 created a public discussion about ecotheatre in Latvia together with theatre practitioners, published on the theatre industry portal Kroders.lv. Elīna Kursīte, a PhD student in

folklore studies, regularly gives interviews in the media about the collected food stories, which is the source of her doctoral thesis “Changes in the Gastronomic Code in Latvia 1980-1990s”. In turn, Ieva Zepa, a doctoral student in folklore studies who studies the interaction of folklore and Christianity in Stirniene parish and congregation, has published a collection of psalm singing and audio double disc “Saīmes Stērnine” (2020), created a video recording of chants (2021) and achieved through her work that the traditional psalms of Stirniene in 2021, chants are entered in the Intangible Cultural Heritage List of Latvia.

The past doctoral study experience also shows that doctoral students are actively involved and engage in the implementation of various research projects — this is both the National Research Programme “Latvian Language”, as well as various projects of both Latvian level and international cooperation (most often it is a project implemented by the supervisor of student’s doctoral thesis). For example, Latvian Science Council projects “Documentation of Self: Innovative Models in Interpretation and Understanding of Autobiographical Narrative”, “National Identity: Gastropoetic Aspect”, “Riga Humanist Neo-Latin Heritage of Europe’s “Respublica Literaria”, “Data of Latvian memory institutions in the digital space: uniting cultural heritage”. These are also international cooperation projects, for example, a doctoral student in Latvian folkloristics A.Simanova, whose doctoral theme is related to ethnobotany, participates in the project of the European Regional Development Fund of the Institute of Environmental Solutions “Innovative Solutions in Spring Wild Medicinal and Aromatic Herbs Cultivation Technologies and Use”. In turn, the linguists Yevgenija Selivanova and Olga Pashinska participate in the international FORTHEM project and have developed “Recommendations for the Use of Digital Tools and Learning Materials in Multimodal ESP Classrooms” a section of the manual “Multimodality of academic genres in multilingual education”.

Cooperation within the framework of the Erasmus+ programme offers DSP students the extension of study and research experience in various European universities. Currently, 46 Erasmus+ agreements are concluded by the Faculty of Humanities with foreign universities which apply to the DSP level.

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

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

Having completed a doctoral programme in the amount of 144 CP (which also includes successful doctoral exams and a written draft of the doctoral thesis), the doctoral student completes 6 semesters of studies and is exmatriculated from the programme as having graduated the

programme. After that, the doctoral student — already independently — continues to work on the dissertation until it is ready.

When the doctoral thesis is ready and accepted by the scientific advisor, the applicant for the doctoral degree submits the work to the doctoral council of the field. 2 reviewers are determined (one from the council, one of the department/institute where the advisor of the thesis is employed). In case of a positive assessment, the doctoral council decides on the direction of the thesis to the doctoral council for the defence of the thesis (the council provides an extract of the minutes of the meeting, confirming the discussion of the thesis, its scientific novelty and the personal contribution of the author of the thesis). The main results of the thesis should be published in scientific publications (at least three publications up to defense) or in a monograph. The main results of the thesis should be reported at international conferences in the relevant scientific branch and sub-branch.

Doctoral candidate prepares the necessary documents for initiating the doctoral process — see <https://www.lu.lv/en/admission/study-programmes/doctoral-study-programmes/>

Promotion in Linguistics and Literature Studies and Music, Visual Arts and Architecture at the University of Latvia takes place in accordance with the norms of the Law on Higher Education Institutions, the Law on Scientific Activities, Cabinet of Ministers Regulations No.1000 of 27.12.2005 and Regulations No.1001 of 27.12.2005, in accordance with the provisions of the Constitution of the University of Latvia and the provisions approved by Order No 1/95 of 12 April 2006 “Regulations on the Promotion Councils and Promotion at the University of Latvia”.

04.03.2022. The new Doctoral Council of Linguistics and Literary Studies and Music, Visual Arts and Architecture Branches has been approved (UL Order No 1-4/134), which is affiliated with the doctoral study programme of language and culture studies of the University of Latvia. The Council is entitled to award a doctoral degree, Doctor of Science (Ph.D.) in the humanities and the arts. This degree is awarded for the defense of a doctoral thesis in the branches of science: Linguistics and Literary studies and Music, Visual Arts and Architecture.

The composition of the Council, its chairperson, deputy and regulations on the recommendation of the University of Latvia Scientific Council shall be approved by the order of the UL. The proposal for the composition of the council is prepared by the Council of the Faculty of Humanities of the University of Latvia. The composition of the Council shall include persons whose qualifications correspond to the requirements of expert qualification of the Latvian Council of Science.

On a proposal from the chairperson of the Council, a specialised composition of the Council shall be established for each specific promotion, including at least five scientists, two of whom represent the sub-branch in which the doctoral thesis is defended.

The Linguistics and Literary Studies and Music, Visual Arts and Architecture Promotional Council, taking into account the specifics of the branch, accepts a set of dissertations, monographs or publications for defence.

The doctoral thesis must comply with the criteria set out in the Cabinet of Ministers Regulations No.1001, according to which it is **an original** study and the results of the work are of **fundamental importance** in the relevant sub-branch of linguistics and literature science and music, visual arts and architecture. The work is not a fake or plagiarism or another violation of scientific ethics has not been committed during its development. **The amount of** thesis is 150-200 pages without attachments. The doctoral thesis shall be submitted in Latvian or in any other official language of the European Union, if it arises from the content of the study in the relevant scientific branch and sub-branch. The thesis must comply with the literary norms of the relevant language.

Within one month after the approval of its composition, the Council shall decide on the compliance of the doctoral thesis with the requirements set out in Regulations No. 1001 of the Cabinet of Ministers as of 27.12.2005 and its acceptance for public defence. The applicant has the right to participate in the meeting of the Council.

If the doctoral thesis meets the stated requirements, the council:

1. names three reviewers, one of whom is an expert of this Council in the relevant sub-branch and two - experts from other scientific institutions or organisations (including outside Latvia);
2. determines the approximate date of defence;
3. informs the applicant in writing of the composition of the board, the reviewers and the date of defence;
4. sends the applicant's documents and doctoral thesis to the State Scientific Qualification Commission within a week;
5. two weeks before defence of the thesis, announces it in the official gazette "Latvijas Vēstnesis" and in the newspaper "Zinātnes Vēstnesis";
6. submits the thesis and its summary in Latvian and a foreign language, as well as the electronic version of the thesis to the UL Library.
7. submits to the Academic Department an applicant's application for final imatriculation examinations not later than 2 weeks before the defence of the doctoral thesis. Sends the electronic version of the doctoral thesis for plagiarism control and publication on the website of the UL to the Academic Department, as well as a summary in Latvian and English (not more than 850 characters each, including keywords) for its inclusion in the information system of the UL.
8. if the thesis is written on foreign literature, language or culture, the third language of the summary may be the language of the country concerned (German, Russian, French, etc.).

The meetings of the Council are organised in connection with the submitted doctoral thesis. The meeting of the Council at which the defence of the doctoral thesis is held shall be open, except in cases where the thesis contains classified information within the meaning of the law "On State Secret" or a trade secret. All interested parties may participate in the meeting, ask questions to the applicant, as well as speak about the doctoral thesis.

A meeting of the Council shall be adjudicated if the chairman or his/her deputy participate, and not less than half of the number of experts of the Council with the right to vote and not less than two reviewers participate. Labour reviewers participate with the voting rights. According to the regulations of the Council, a doctoral meeting may take place via online videoconference (real-time image and sound transmission), if the applicant, Council's member or the reviewer of the thesis is in another place and cannot attend the place of the doctoral meeting in person.

The Council shall take a decision to grant a degree — Doctor of Science (Ph.D.) — or refuse to grant a degree by a majority of votes, by an open vote.

All the rules of the Doctoral Council can be consulted at: https://www.hzf.lu.lv/fileadmin/user_upload/LU.LV/Apaksvietnes/Fakultates/www.hzf.lu.lv/zinas/zinas_2022/Promocijas_padomes_nolikums.pdf (available only in Latvian).

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

The first graduates of the DSP “Language and Culture Studies” licensed in 2021 could defend their doctoral thesis possibly in 2025. Currently, the subjects of the doctoral thesis of students cover 14 sub-branches of science: General Linguistics; Comparative and Contrastive Linguistics; Applied Linguistics; Baltic Linguistics; Latvian Diachronic Linguistics; Latvian Synchronic Linguistics; Foreign Linguistics; Mythology; Latvian Folklore Studies; Foreign Folklore Studies; Comparative Literary Science; Latvian or Foreign Literature History; History and Theory of Theatre and Cinema.

In order to have an idea of the trends in dissertations, we provide an insight into the doctoral thesis defended so far in these sub-branches.

Topics of defended theses (2012-2022)

Until 2021 there were two separate doctoral study programmes, one of which covered linguistic research — Doctor of Linguistics programme, the other — Literary Science, Folklore Studies and Art Doctor Study Programme, which included studies in literary theory, literary history, mythology and folklore studies, theatre science. 10 years (2012-2022) have been selected for the reference period, looking at the topics on which the doctoral thesis have been defended in both programmes. In the first of the programmes, there are 25 defended doctoral theses and in the second -28 doctoral theses in the above-mentioned period. The quantitative indicator of the defended doctoral theses (53 theses) fairly objectively depicts the number of young specialists required in Latvia in each of the sub-branches.

In linguistics, the greatest number of doctoral theses have been defended on Latvian or other grammatical, syntactic topics in synchronous or diachronic aspects (12). They are mainly devoted to the problem of the Latvian language, but the themes of several theses include a comparative aspect (Latvian — English, Latvian — Polish, Italian — French). With a tendency to increase numerically in the period under consideration, there are doctoral theses whose topics are focused on applied linguistics: “Multilevel Language Policy in Higher Education in Estonia and Latvia”; “Model of Communicative Competence of Academic Staff in English”; “Change of Speakers in German and Latvian Television Political Debate Broadcasts”; “Model of Creating a Portrait of a Leader in Latvian and Czech Political Discourse”; “Language Register in the Parliament: a Systemically Functional View”; “Socio-linguistic Aspects of Migration Processes”.

At the same time, there is also a tendency to choose interdisciplinary themes, mostly linking a linguistic aspect of research with mythological (e.g. “Mythological Concept in Russian and Latvian Folklore Language”). The same trend is also observed in a number of theses whose main theme is literature or theatre (for example, “Elements of the Holy Grail Myth — a Means of Creating a Metaperspective in Cryptocurrency Novels”; “Myth of Tristan and Isolde in the Context of Russian Literature of the First Half of the 20th Century”; “Diabolic Forces in the Drama of Rainis”).

The theses defended in literary science cover topics related to the history of the Latvian literature in the genre or feminist aspects of the 20th to 21st centuries (e.g. “Picaresque Novel and its Transformations in Latvian novelist”; “Woman in Latvian Prose in Gynocritic Aspect”), as well as in the scientific-practical aspect (e.g. “Literary Critical Narrative in the Day Press”; “Literary Translation in the Formation of Latvian and European Cultural Identity: an Aspect of Creative Industries”).

Several of the doctoral theses of folklorists and mythology researchers (on modern mythology, traditions of folk medicine, Latvian charms, folklore history) have been supplemented and published in the form of monographs within a couple of years after the defense (e.g. I.Barovskis, R.Grīnvalde, A.Lielbārdis, I.Ančevska), which testifies to both successful choice of the theme, and to a recognised

performance.

Analysis of selected topics of the doctoral theses by study years

(The topics of the doctoral theses of students who started the studies on October 1st, 2022, are not yet included in this description)

Year III:

Linguistic topics in the doctoral theses are devoted to the study of the pre-war period: a) Latvian language issues ("Change of Surnames in Latvia in the 20th century, the 20ties-30ties. ; b) Special Features of the Russian Press Language ("Specificity of the Language and Style of the Russian Press in the Interwar Period in Latvia from the Perspective of Contact Linguistics"). Applied linguistics is represented by a topic related to practical learning of the Latvian language in distance learning ("Guidelines for the Development of Online Materials for the Realization of Linguistic Studies in Distance Learning").

In the history of Latvian literature, one of the most visible prose writers of the second half of the 20th century — Regīna Ezera — has been chosen as the subject of research, offering to explore it in the context of totemic concepts ("Animal and Animal World in the Prose of Regina Ezera"). The main field of doctoral themes of second year students is related to foreign literature: a) Roman Literature and its Echoes in the Works of Riga Authors of the 16th-17th century ("Roman Biographical Prose: Genesis of Genre"; "Prose Poetics in Works of Riga Humanists of the 16th Century"; "Riga Academic Gymnasium (1631—1710") dissertations: Latin Text and Paratext"); b) Chinese and Turkish Literature in Verbal and Visual Aspects ("Reception of Tengrism and Shamanism Motifs Included in Turkish 20th-21st Century Prose"; "Interaction of the Poetic and Visual Elements of Chinese Poetry of the 21st Century (c) Pre-war and Post-war Literary Space in Latvia and Estonia ("Russian Children's Literature in Latvia (1918—1945"; "Post-war Stalinist Totalitarianism Ideology Integration into the Literary Space of Latvia and Estonia. 1945-1953").

The themes of the doctoral theses in folklore studies are based on field research, focused on practical use of the results obtained in crafts ("Latvian Patterned Gloves in the Context of National Crafts, Folklore Traditions and Life Story"), national and regional gastronomy ("Changes in the Gastronomic Code in Latvia in Contemporary Folklore. 1980-1990s"), as well as in the example of the so-called popular Christianity ("Folklore and Christianity. Example of Stirniene Congregation/Parish of the 20th to 21st century").

II year:

The second year students show less interest in linguistic topics, but at the same time — which is positive — focus on the applied aspect, exploring changes in the manifestations of identities in contemporary linguistic means ("Manifestations of collective and individual identity and its changes in personal public interviews in magazine "Santa". 1991-2022"). The tendency towards interdisciplinary approach is observed in the choice of themes of literature history. Here the types of expressions of religiosity in Latvian prose of the 21st century ("Dimensions of Latvian Religiosity in Novels from 2000 to 2021") have been selected as the subject of research.

A fairly wide range of thematic coverage includes doctoral theses on mythology and Latvian folklore. In mythology, it is an appeal to magic, as it reveals itself in antique texts ("The forces of magic and signs in the texts of antiquity"). The seemingly neutrally formulated theme of the thesis in Latvian folklore studies ("Artistic means of expression in Latvian anecdotes and joke tales") includes ethnonyms (gypsy, jid, negro, etc.) and other sensitive words and concepts for the study of semantics in anecdotes and fairy tales, linking to the application/user of these concepts nowadays. One of the topics that is written about in the Latvian folkloristic branch is singing at weddings

("Teasing singing at a wedding: the meaning of ritual and thematic artistic aspects of lyrics"), based on published folk song lyrics, as well as texts obtained in field studies. The author of the work, in parallel with her doctoral thesis at the scientific institute where she works, forms a corpus of teasing songs for publication. As usual, in the subsector of Latvian folkloristics, at least one of the topics is devoted to the study of the history of crafts and its modern *status quo* ("The Tradition of Handicrafts in the Vicinity of Viļaka and its Changes in the 20th to 21st Centuries").

After a short period of inactivity, which was associated with the untimely death of a lead theatre researcher in Latvia, the first year witnessed a renewal of interest in the study of theatre processes both in historical section ("Prose Dramatizations in Professional Latvian Theatres") and in contemporary theoretically practical section ("Performing Art in Eco-critic Discourse: Eco-theatre in Latvia" 21st Century"; "Theatrical Representation Outside the Stage: Latvia's Experience Since the Restoration of Independence").

Final conclusions There is a positive tendency to choose topics for doctoral theses that have both theoretical and practical value and a new contribution. Especially it is observed in the subsector of theatre, folklore studies, mythology subbranches, as well as applied linguistics. Successful development of these themes can result in a specific contribution to the economy (crafts), tourism (national, including Latvian regional cuisine), improvement and development of modern theatre forms. At the same time, there is an extension of the thematic scope of doctoral theses, adding to the research of antique literature and mythology traditionally cultivated and maintained by the Faculty of Humanities, previously unexplored or little-studied topics related to the literature or languages of China, Turkey or other Asian peoples. Here it can be seen that after several years of searching at the Faculty of Humanities bachelor's and master's programmes, a qualitative leap to the doctoral programme has taken place. A number of selected topics are related to the theoretical content of the thesis to be developed, providing that the practical part is developed in parallel. This applies to part of the themes of the doctoral thesis offered in the history of Latvian literature and Latvian folklore studies, for which there is also a practical side: a) the creation of exhibitions in the museum dedicated to the work and life of certain writers; b) exhibitions of craft works in local museums. For a number of doctoral students, their doctoral thesis helps to connect the theoretical knowledge to practice, for example, working in the Literature, Folklore and Art Institute and commenting and reflecting the principles of creating current volumes of Latvian folk songs. Part of the researchers work part-time as educators in schools. Doctoral thesis helps them to teach more deeply and more engagingly at school any of the stages of development of literature or works of Latvian/other writers.

In general, it should be concluded that the thematic scope of doctoral theses has expanded in recent years, taking into account both Latvia's increasing involvement in European and global cultural exchange processes, and has deepened without losing valuable links with regional cultural research. In addition to the theoretical approach of the theses (such as the development of scientific terminology), an increasing role is given to linking the theoretical dimension with the practical dimension, thinking about new offers in Latvian tourism and updating traditional craft traditions in modern conditions.

3.3. Resources and Provision of the Study Programme

3.3.1. Assessment of the compliance of the resources and provision (study provision, scientific support (if applicable), informative provision (including libraries), material and

technical provision, and financial provision) with the conditions for the implementation of the study programme and the learning outcomes to be achieved by providing the respective examples.

The study base, information base, material technical base and financial base of the DSP correspond to the specifics of the study programme, implementation conditions, create prerequisites for achievement of the learning outcomes and testify to the possibility of ensuring a quality study process.

The literature available in the library for the implementation of the doctoral programme “Language and Culture Studies” is fully sufficient and appropriate for the purpose and level of studies.

A more detailed description of its parameters can be found in the description of the general part of the study field.

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

Study base

Doctoral study programme “Language and Culture Studies” is being implemented at the Faculty of Humanities of the University of Latvia, Riga, Visvalža iela 4a, but hereinafter (indicative from autumn 2023) — after completion of the new building for the faculties of humanities — in new premises, the House of Letters.

34 lecturers are involved in the implementation of the programme's study courses — basically the teaching staff of the University of Latvia: 19 professors, 4 associate professors, 2 docents and 1 researcher from eight departments of the Faculty of Humanities of the University of Latvia; a professor from the Faculty of Business, Management and Economics of the University of Latvia and an associate professor from the Faculty of Social Sciences of the University of Latvia are also involved in reading the courses; courses are also read by researchers of several Latvian institutes — lead researcher from UL Institute of Mathematics and Computer Science, Artificial Intelligence Laboratory and two lead researchers of the Institute of Literature, Folklore and Art of the University of Latvia. A professor at Daugavpils University and two lecturers (associate professor and professor) from the Latvian Academy of Culture, as well as the Head of the Literary Department of the Latvian National Theatre with good experience in both practical and academic activities are also involved in the programme.

When thinking about the future perspective of development, some prospective associates and researchers are involved in the provision of collaborative courses alongside the professors.

Teaching staff of all departments of the UL Faculty of Humanities are involved in the implementation of the programme as advisors of doctoral theses or scientific consultants, and, if necessary, lead researchers of the UL institutes may be involved.

The Programme's Secretary — Study Advisor, who is responsible for the administration of the programme, provides doctoral students with advice and support in the study process and organises

the daily work of the Doctoral Council.

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

Programme revenue

For the implementation of the Doctoral Study Programme “Language and Culture Studies”, the UL uses:

1. state budget grant from the Ministry of Education and Science in the amount of EUR 4 890 for full-time studies in 2021/2022 academic year;
2. tuition fees, taking into account all the factors mentioned in section 3.3.1., which in academic year 2021/2022 is:
 - State budget funding for studies - 4890 EUR per year
 - For full-time studies - 2 200 EUR per year;
 - Study fee for full-time foreign students - 8 400 EUR;

In view of the above, the total budget of the study programme is expected to be 178.24 thousand EUR per year, the division can be seen in Table 3.3.3.1.

Table 3.3.3.1.

Projected annual income of the programme, EUR (data as of 01.10.2021)

Type of studies	Number of students	Tuition fee/ state budget grant	Total income
Full-time (state funding)	36	4,890	176, 040
Full-time (tuition fee)	1	2, 200	2, 200
Total			178, 240

Programme cost

In order to assess the amount of funds required for financial security, the costs of the study programmes of the University of Latvia are calculated according to the methodology developed by the UL, which takes into account the cost of providing the study process described in the section

“Financial Security SV” and information about the plan of study programme, the participating teaching staff, the planned number of students, etc., thus ensuring the reliability of forecasts.

The cost of the programme for the full-time intramural studies

For calculations, the implementation of the study programme “Language and Culture Studies” uses the data of academic year 2021/2022 (37 students study in full-time studies), study programme plan after accreditation and the planned structure of the involved academic staff. In view of the above, the estimated cost of the full-time programme per student is 4, 816 EUR per year, and the total cost of the programme is EUR 178, 240 per year. A more detailed percentage breakdown of costs is shown in Table 3.3.3.2.

Table 3.3.3.2.

Percentage distribution of costs in the study programme

Expense heading	% of total
Costs of teaching staff	44.3 %
General staff	19 %
Other costs	0 %
Infrastructure expenditure	9.6 %
Assets and services	1.1%
Indirect costs	26%
TOTAL COST	100 %

Figure 3.3.3.1. shows the cost of the study programme depending on the number of students and a comparison with the proposed tuition fee and the government budget grant.

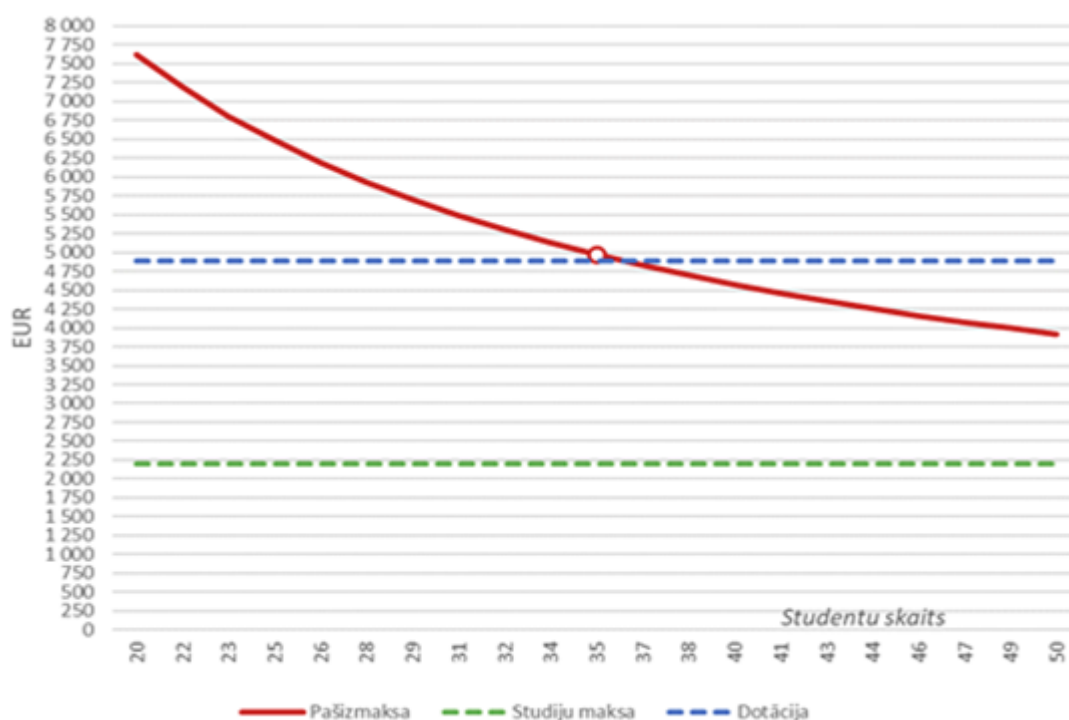


Figure 3.3.3.1. The cost of the study programme “Language and Culture Studies” by the number of students

Table 3.3.3.3. summarises programme revenue, depending on the number of students, government grants and tuition fees, and programme expenditure at such number of students.

Table 3.3.3.3.

Result of the programme				
Type of studies	Number of students	Study fee/ state grant	Total income	Total costs
Full-time (state grant)	36	4,890	176, 040	173, 423
Full-time (tuition fee)	1	2, 200	2, 200	4, 817
Total	37		178, 240	178, 240

Guided by the calculation, it can be seen that its provision is sufficient if the number of budget students is 36. The data presented in the table show that the UL has sufficient resources to implement the study programme and ensure its further development.

3.4. Teaching Staff

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

34 lecturers are involved in the implementation of the doctoral study programme “Language and Culture Studies” — basically the teaching staff of the University of Latvia: 19 professors, 4 associate professors, 2 associate professors and 1 lead researcher from eight departments of the Faculty of Humanities of the University of Latvia; lecturers of other faculties of the University of Latvia will also be involved in reading individual courses — a professor from the Faculty of Business, Management and Economics of the University of Latvia and an associate professor from the Faculty of Social Sciences of the University of Latvia; the courses will be also provided by researchers of the institutes of Latvia — lead researcher from the University of Latvia Artificial Intelligence Laboratory of the Institute of Mathematics and Computer Science and two lead researchers of the Institute of Literature, Folklore and Art of the University of Latvia. A professor at Daugavpils University and two academic staff members (associate professor and professor) from the Latvian Academy of Culture, as well as the Head of the Literary Department of the Latvian National Theatre with good experience in both practical and academic activities are also involved in the programme. When thinking about the future perspective of development, some prospective assistant professors and researchers are involved in the provision of collaborative courses alongside the professors.

The qualifications of all teaching staff fully comply with the requirements of regulatory enactments.

Several criteria are set for the selection of teaching staff involved in the doctoral study programme “Language and Culture Studies” to ensure that the implementation of the programme is ensured by teaching staff who are specialists in their field with active scientific activity.

The following criteria for the selection of teaching staff are mandatory:

1. compliance of the qualifications of teaching staff with the requirements established by regulatory enactments;
2. the direction of scientific research activity corresponds to the content of the study programme and/or the course of study to be studied;
3. the appropriate level of the Latvian scientific language, if the course of lectures is taught in Latvian and the appropriate level of English scientific language, if the study course is provided in English;
4. scientific publications (monographs) or scientific articles in internationally peer-reviewed journals or in comparable (international editorial board, anonymous review of articles prior to publication) Latvian scientific journals over the past six years.

The application of selection criteria ensures that teaching staff is involved in the implementation of the study programme, who not only have experience of pedagogical work in the training of students, but also have active scientific research themselves in order to achieve the goal of the study programme to prepare scientific staff and young teaching staff.

The selection of teaching staff of the DSP “Language and Culture Studies” is based on the following regulatory enactments:

- Section ¹ of the Law on Higher Education Institutions of the Republic of Latvia.
- Law of Scientific Activity.
- Procedures and criteria for granting a doctoral degree (doctoral) (Cabinet of Ministers Regulation No. 1001, 27.12.2005).
- Regulations on Science Groups, Branches of Science and its Sub-branches of Latvia (Cabinet of Ministers Regulations No.595, 27.09.2022).
- Procedures for granting the rights of an expert from the Latvian Science Council. Issued in accordance with Cabinet of Ministers Regulation No. 724 “Order for Granting the Rights of an Expert of the Latvian Council of Science and Forming of a Council of Experts”, Clause 3.
- Doctoral studies at the University of Latvia ([Doctoral Regulations of the University of Latvia](#), Decision of the Senate of 26.05.2003 No. 169 (available only in Latvian)).
- Regulations of the University of Latvia's Branch Doctoral Council (Senate Decision No. 166 of 30.03.2015).
- UL Regulations on Promotion Councils and Promotion (Order No 1/95 of 12.04.2006).
- Requirements of the Operational Programme “Growth and Employment” specific support objective 8.2.1 “Establishment of internationally competitive study programmes and promoting the development of the Latvian economy at the University of Latvia”.

According to the Regulations of the Latvian Branch Doctoral Council, it consists of not less than five representatives of academic staff of the branch of science, not less than three of whom are professors in the relevant field of science, as well as the qualifications of the members of the Council of Latvia must meet the requirements for granting the rights of an expert of the Latvian Council of Science in the branch of science.

In accordance with the Regulations on Doctoral Councils and Doctoral Promotion at the University of Latvia “The supervisors of the doctoral theses may be professors of the relevant field of science, associate professors, lead researchers, who meet the requirements for the qualification of an expert of the Latvian Science Council. By decision of the Branch Doctoral Council, in agreement with the

Vice-Rector of Sciences of the University of Latvia, a scientist who holds an academic post and who meets the qualification requirements of an expert of Latvian Science Council may be approved as the supervisor of a doctoral thesis.”

In the Strategy of the UL 2021-2027, one of the most important aspects in the development field Human Resources Development is the development of the professional development system of the academic staff of the University of Latvia. The UL is aware of how the role of a member of university teaching staff is changing, which is important in ensuring the quality of studies, in order to promote the acquisition of knowledge, skills and competence of students; therefore, in accordance with the strategy of the UL, a unified system of professional development of UL teaching staff throughout the UL is introduced, making changes to internal regulatory documents and offering professional development opportunities to academic staff. The professional development of academic staff of the UL is organized in accordance with the Regulations of the Cabinet of Ministers of the Republic of Latvia No. 662 of 11.09.2018 *Regulations on Education and Professional Qualifications Required for Teachers and Procedure for Improvement of Professional Competence of Teachers*, which in Paragraph 16 states: “Educators of higher education and colleges shall, by the end of the term of their election, undertake a vocational development programme on innovation in the higher education system, or the higher education didactics, or the management of educational work at 160 academic hours. (including at least 60 contact hours). Professional development may include international mobility and participation in conferences and seminars relevant to the purpose of the professional development, as evidenced by submitted documents”.

Teaching staff of the DSP “Language and Culture Studies” are actively involved and use the opportunities of academic staff development offered in the SAM 8.2.2 project “Restoration of Academic Staff and Competencies Development at the University of Latvia”. For example, prof. I. Rumniece and prof. I. Druviete participated in the training “Teaching e-Environment in Moodle Creation” in the amount of 12 academic hours in December 2021, but prof. V. Muktupāvels participated in the course “Specific Interactive Solutions in Lesson Creation in Various Fields” in the amount of 12h in November 2021.

The academic staff of the University of Latvia has the opportunity to supplement English language skills in the further education program “Improvement of Scientific and Academic Capacity of Academic Staff in English” of the Centre of Applied Linguistics of the Faculty of Humanities of the University of Latvia. It was also used by lecturers of the DSP “Studies of Languages and Cultures”. Prof. I. Balode (2019-2020), prof. I. Koskins (2019-2020), prof. I. Kalnina (2019-2020), prof. O. Lams (2019-2020), prof. I. Rumniece (2019-2020), prof. A. Kalnaca (2020-2021), doc. J. Stauga (2019-2020) and others participated in Project No. 8.2.2.0/18/A/010 “Restoration of Academic Staff and Improvement of Competences at the University of Latvia” part “Improvement of professional English Language Skills of Academic Staff for Work in Study Environment” (216 hours) and improved knowledge of English.

In turn, prof. J. Kursīte-Pakule has carried out professional improvement in the development and presentation of tourism routes through cultural and historical sites of Baltic peoples in the Baltics, Poland, Russia and Belarus in the tourism firm “Impro” (2012—2021). The acquired knowledge was used in preparing the lecture course “Traditional Latvian Culture in Tourism Discourse”.

All the teaching staff involved in the DSP carry out extensive scientific research activities in accordance with their represented branch/subbranch and professional interests, acting both in broader programme/sub-programme groups of specialists (e.g. a group of lecturers in the department) and individually in various, including often interdisciplinary, international and Latvian projects (see in detail biographies of teaching staff (CV)).

All the teaching staff of the Faculty of Humanities are involved in the FH sub-project “Humanitarian

Thought — Language, Text, Culture” of the LU project “Letonika, Diaspora and Intercultural Communication”.

The results of scientific research are approbated at international scientific conferences and publications in internationally peer-reviewed editions and further integrated into the study process into relevant study courses.

Over the past 6 years, lecturers have generally participated in several dozens of different scientific research projects.

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

As already mentioned above, 34 representatives of academic staff are involved in the implementation of the DSP “Language and Culture Studies”. All representatives of academic staff involved in the implementation of the DSP have a doctoral degree, as well as experience in pedagogical and scientific work. The knowledge of English and other profiling languages of the teaching staff involved in the implementation of the study programme correspond to at least B2 or a higher level of language proficiency in accordance with the European Language Guidelines.

The qualification of the teaching staff confirms that for the implementation of the programme there is a number of teaching staff with appropriate qualifications specified in regulatory enactments.

Analyzing changes in the composition of the teaching staff, it should be noted that in academic year 2021/2022 a number of young, professionally proven pedagogues (I.Auzina, I.Barovskis, S.Bērziņa-Reinsone, J.Stauga) have started their work in the doctoral programme. The Theatre History and Theory section has unfortunately lost the most prominent scientist and pedagogue and professor in Latvia, who passed away too soon. In her place, two of her former students, Doctor of Arts — Latvian Academy of Culture Assoc.prof. Līga Ulberte and Dr.art Ieva Struka who is the head of the Literary Department of the Latvian National Theatre took responsibility for the full implementation of the section The implementation of the section of linguistics (the section can be implemented in English according to demand), literary science and folklore studies is carried out by the strongest possible composition of high-class educators in Latvia. With the intention of updating the composition and greater linkage of students to the labour market, a series of courses of study are provided by two educators, one with a long-term, the other with less experience, or one representing scientific research and the other professional field (e.g. Assoc.prof. Z.Vincela and a lead researcher of the Laboratory of Artificial Intelligence of the Institute of Mathematics and Computer Science of the University of Latvia I.Auziņa; Assoc.prof. L.Ulberte and Head of the Literary Department of the National Theatre I.Struka; Prof. J.Kursīte-Pakule and Doc. J.Stauga). In some cases, elective choice courses are fully entrusted to representatives of the new generation of researchers and pedagogues (I.Barovskis and S.Bērziņa-Reinsone). The cooperation agreement concluded by the UL with the University of Milan (see the agreement in the annex) will help to strengthen the level of teaching staff with foreign guest lecturers. Foreign guest lecturers in the amount of funds allocated to the doctoral programme are invited to give separate lectures on topical issues within the framework of the doctoral school.

The overall progress of recent years in terms of pedagogical composition should be assessed as positive, since it includes components for the substitution of teaching staff with young members, balancing it with the stability of experienced educators and scientists and high predictability of

achievable results.

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

Teaching staff who were involved in the implementation of the study programme in academic year 2020/2021 had 36 publications — monographs and publications published in journals that are indexed in databases Scopus, WoS CC, ERIH+ and peer-reviewed monographs. Total number of publications: 74.

Between 2015 and 2021, there are 108 publications — monographs and publications published in journals that are indexed to the databases Scopus, WoS CC, ERIH+ and peer-reviewed monographs. Total number of scientific publications: 472.

A detailed list of publications can be found in the annex “List of scientific publications of the teaching staff”.

The list of personnel involved in the implementation of the study programme is attached in the annex, indicating the scientific degree, position, study courses implemented by the teaching staff.

Programme teaching staff — LSC experts

Of the 34 members of the teaching staff of the “Language and Culture Studies” DSP, 15 are experts from the Latvian Science Council: 10 in Linguistics and Literature branch, 4 in Music, Visual Arts and Architecture, 1 in Social Sciences (Economics and Entrepreneurship — Doctoral Course “Research and Innovation: Development and Management of Language and Cultural Projects”).

Latvian Science Council expert in Humanities and Arts — Linguistics and Literature:

- philol. Maija Burima (LSC expert in Humanities and Arts — Linguistics and Literary Science — Literary Science) 05.05.2024
- philol. Ausma Cimdīņa (LSC expert in Humanities and Arts — Linguistics and Literature Sciences, Subbranch — Literary Science); 19.02.2023
- habil.philol. Ina Druviete (LSC expert in Humanities and Arts — Linguistics and Literature Science, Subbranch — Linguistics); 06.04.2025
- philol. Andra Kalnača (LSC expert in Humanities and Arts — Linguistics and Literature — Linguistics) 24.03.2023
- habil.philol. Benedikts Kalnačs (LSC expert in Humanities and Arts — Linguistics and Literature Sciences, Subbranch — Literary Science); 02.02.2025
- philol. Indra Karapetjana (LSC expert in Humanities and Arts — Linguistics and Literature, Subbranch — Linguistics); 01.09.2024
- philol. Igors Koškins (LSC expert in Humanities and Arts — Linguistics and Literature —

Linguistics) 03.02.2024

- philol. Ilze Lokmane (LSC expert in Humanities and Arts — Linguistics and Literature — Linguistics) 25.05.2023
- philol. Ludmila Sproģe (LSC expert in Humanities and Arts — Linguistics and Literature, Subbranch — Literary Science); 25.05.2023
- habil.philol. Andrejs Veisbergs (LSC expert in Humanities and Arts — Linguistics and Literature, Subbranch — Linguistics); 03.03.2024

LSC expert in Humanities and Arts — Music, Visual Arts and Architecture:

1. habil.philol. Benedikts Kalnačs (LSC expert in Humanities and Arts — Music, Visual Arts and Architecture, Subbranch — Theatre and Film History and Theory); 02.02.2025
2. habil.philol. Janīna Kursīte-Pakule (LSC expert in Humanities and Arts — Music, Visual Arts and Architecture, Subbranch — Folklore Studies); 03.03.2024
3. art. Valdis Muktupāvels (LSC expert in Humanities and Arts — Music, Visual Arts and Architecture, Subbranch — Folklore Studies, Ethnomusicology); 03.03.2024
4. art. Rūta Muktupāvela (LSC expert in Humanities and Arts — Music, Visual Arts and Architecture, Subbranch — Folklore Studies, Culture Theory); 21.08.2022

Rights of an LSC expert in other branches

- Dr.admin. Andrejs Cekuls — LSC expert in Social Sciences — Economics and Entrepreneurship 03.11.2024

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

Lecturers participating in the doctoral programme take an active part in various research projects and also lead projects.

For example, the teaching staff of the programme, a lead researcher Ilze Auzina (Institute of Mathematics and Computer Science of Latvia) is the head of the State Research Programme “Letonics for the Development of Latvian and European Society” project “Diversity of Latvian Language in Time and Space” (No. VPP-LETONIKA-2021/4-0003). As main performers in the project are involved prof. A. Kalnača, assoc. prof. I. Lokmane, as a lead researcher — prof. I.Koskins, prof. I. Rumniece, assoc. prof. E. Trumpa.

Prof. I. Druviete led the National Research Programme “Latvian Language” until 2022. The subprogramme of the programme “Grammar and Its Interfaces: Encyclopedic Dictionary” (2018-2021) was led by prof. A.Kalnača (was also is the main performer of the project together with assoc. prof. I.Lokmane). In turn, the sub-programme “Research in Translation Science, Contact Linguistics and Comparable and Contrastive Linguistics” was led by prof. A. Veisbergs. As lead researchers in the project acted prof. G. Ločmele, prof. I. Karapetjana, prof. I. Koskins.

Prof. O. Lāms is the head of the Latvian Council of Sciences Fundamental and Applied Research Programme (LSC FAR) project “RIGA LITERATA: Neo-Latin Heritage of Riga Humanists within the Framework of the European “Respublica Literaria” (2020-2022) Professors Ausma Cimdiņa and

Mara Grudule are also acting as lead researchers in the project.

Prof. I. Kalniņa is the head of the Fundamental and Applied Research Programme of the Latvian Council of Sciences (LSC FAR) project “National Identity: Gastro-poetic Aspect. Historical, Transnational and Interdisciplinary Context” (2020-2022). Professors M.Grudule and O.Lāms are the lead researchers in the project.

Prof. M.Grudule is the head of the project of Latvian Council of Science Fundamental and Applied Research Programme (2021 — 2024) “Representation of Women in Latvian Culture and Society (1870—1940)”.

Member of the programme teaching staff, lead researcher S.Berzina-Reinsone (ILFA) is the head of the State Research Programme “Digital Resources of Humanities: Integration and Development” (No. VPP-IZM-DH-2020/1-0001; 2020-2022).

Lead researcher S. Bērziņa-Reinsone is also the head of the European Regional Development Fund project “Strengthening the Knowledge Society: Interdisciplinary Approaches to Public Engagement in Creating Digital Cultural Heritage” (No. 1.1.1.1/16/A/040; 2020-2022).

Until 2022, the lead researcher S. Bērziņa-Reinsone led the project “Documentation of Self: Innovative Models in Interpretation and Understanding of Autobiographical Narrative” (No Izp-2018/1-0073).

Prof. G.Ločmele is the head of the European Commission's Erasmus+ project “Towards a European Framework of Reference for Translation” EFFORT, 2020-1-ES01-KA203-082579 (2020-2023) at the University of Latvia as an associate partner.

Lead researcher B.Kalnačs (UL ILFA) is the head of the LSC project “A New History of the Latvian Literature: Long 19th Century” (No. Izp-2020/2-0020) (2020-2021).

Member of the programme teaching staff prof. R.Muktupāvela (LCA) is a member of the State Research Programme “Culture Capital as a Resource for Sustainable Development of Latvia” project “Cultural Capital as a Resource for Sustainable Development of Latvia” /CARD (No. Driver of VPP-KM-LKRVA-2020/1-0003; 2020-2022). Assoc.prof. L.Ulberte (LCA) is involved in the project.

Prof. I.Karapetjana and prof. G.Roziņa participate as lead researchers in the Erasmus+ project “Promoting Light Language for Social Inclusion” /“ Promoting Easy-to-Read Language for Social Inclusion”.

Prof. V.Muktupavels is a lead researcher in LSC project No. Izp-2021/1-0243 “Folklore Movement in Latvia: Resources, Ideologies and Practices”.

Assoc. Prof. I.Lokmane is a lead system-analyst in the LSC project “Latvian WordNet and the Distinction of Word Meanings”.

Prof. I. Kalniņa is a lead researcher of the LSC project “Data of Latvian Memory Institutions in Digital Space: Uniting Cultural Heritage” (2020-2022).

Lead researcher S. Bērziņa-Reinsone is a lead executive in the LSC project “City Experience: Narratives, Memories and Places Heritage” (No.: Izp-2020/1-0096; 2021-2023).

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

moment of the submission of the Self-Assessment Report).

In order to deepen the cross-disciplinary scope and broaden students' knowledge and competences, the programme includes a series of study courses taught by representatives of several sub-sectors. So, for example, doctoral students are offered a course "Seminar on Research Methodology ", which is taught by a linguist, literary scientist and folklorist. The study course "Language of Science and Language Policy" is taught by a linguist and folklorist. The purpose of this course is to offer not only an expanded model of scientific thinking and expression, but also to involve students in both subprogrammes in updating and supplementing scientific terminology in Latvian.

Examples of positive cooperation between the teaching staff are courses taught by UL Faculty of Humanities and cooperation partners — research institutes (Institute of Literature, Folklore and Art; IMCS Artificial Intelligence Laboratory), professors or lead researchers of the University of Latvia and other universities (LCA, Daugavpils University). This provides a closer link between students with their possible future jobs, as well as allows them to verify the progress of research in linguistics, literature, theatrical science or folklore studies in practice. In the elective choice part of the programme, students are free to apply for courses outside the framework of their specific module, thus offering an optional opportunity to both expand and deepen their knowledge.

Separately and positively, closer scientific and practical contact between the teaching staff and students is appreciated, giving greater weight to the form of seminar studies, as well as field studies involving both faculty and students, in a joint study of traditional and contemporary culture. The quantitative relations of the teaching staff and students within the framework of the study programme may be assessed as optimal for learning the study material in depth in small, motivated groups.

The programme's teaching staff also cooperate with each other in research, writing and publishing joint scientific papers and teaching aids. Published scientific articles are used in the study process.

Students of the programme are well informed about the publication activity of their scientific advisor and other teaching staff participating in the programme, as all students in the programme carry out scientific cooperation with the teaching staff involved in the programme. The proportion of students and faculty in the study programme is 37 doctoral students/ 34 members of teaching staff.

Annexes

III - Description of the Study Programme - 3.1. Indicators Describing the Study Programme		
Sample of the diploma and its supplement to be issued for completing the study programme	DSP Language and Culture Studies Diploma.docx	Par DSP "Valodu un kultūru studijas" apgūšanu izniedzamā diploma paraugs.docx
For academic study programmes - Opinion of the Council of Higher Education in accordance with Section 55, Paragraph two of the Law on Higher Education Institutions (if applicable)		
Compliance of the joint study programme with the provisions of the Law on Higher Education Institutions (table) (if applicable)		
Statistics on the students in the reporting period	Statistical data on students in the doctoral study programme "Language and Culture Studies".docx	Statistika_DSP Valodu un kulturu studijas.docx
III - Description of the Study Programme - 3.2. The Content of Studies and Implementation Thereof		
Compliance with the study programme with the State Education Standard		
Compliance of the qualification to be acquired upon completion of the study programme with the professional standard or the requirements for professional qualification (if applicable)		
Compliance of the study programme with the specific regulatory framework applicable to the relevant field (if applicable)	Correspondence of the doctoral study programme to the specific normative regulation.docx	Studiju programmas atbilstība normatīvajam regulējumam.docx
Mapping of the study courses/ modules for the achievement of the learning outcomes of the study programme	Course mapping of the DSP Language and Culture Studies.xlsx	DSP Valodu un kultūru studijas kartējums.xlsx
The curriculum of the study programme (for each type and form of the implementation of the study programme)	Doctoral_Study_Programme_Study_Plan.docx	Doktora_studiju_programma_studiju_plans.docx
Descriptions of the study courses/ modules	DSP_Language and Culture Studies course descriptions.docx	DSP Valodu un kulturu studijas kursu apraksti.docx
Description of the organisation of the internship of the students (if applicable)		
III - Description of the Study Programme - 3.4. Teaching Staff		
Confirmation that the academic staff of the doctoral study programme includes not less than five doctors, of which at least three are experts approved by the Latvian Council of Science in the branch or sub-branch of science in which the study programme intends to award a scientific degree (if applicable)	Certification of the field director on DSP.docx	Virziena vadītāja apliecinājums par DSP.edoc
Confirmation that the academic staff of the academic study programme complies with the requirements specified in Section 55, Paragraph one, Clause 3 of the Law on Higher Education Institutions (if applicable)	HEAD OF STUDY FIELD DECLARATION ON COMPLIANCE WITH SECTION 55 1-3.docx	Virziena_vaditajas_apliecinajums_par_Augstskolu_likuma_55. panta_1_3.edoc