

JOINT REPORT BY THE EXPERTS ON THE INCLUSION OF A LICENSED STUDY
PROGRAMME ON THE ACCREDITATION FORM

Higher Education Institution/ College

University of Latvia

FACULTY OF EDUCATION, PSYCHOLOGY AND ART

STUDY FIELD

“EDUCATION, PEDAGOGY AND SPORTS”

PROFESIONAL BACHELOR STUDY PROGRAMME

“Teacher”

Code: 42141

Experts:

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I. Summary of the Assessment

Concise summary of the assessment of the study programme to be included on the accreditation form and its compliance with the requirements set forth, as carried out by the experts. Specify the positive and negative aspects identified.

Offered by the University of Latvia study programme Professional Bachelor's Study Programme "Teacher" addresses the fundamental need to improve teacher education in Latvia by taking into account the necessity to stimulate the attractiveness of the teaching profession due to the shortage of teachers in the country.

The study programme content and structure were created taking into account all binding documents; clearly presented distribution of the credit points in sub-programmes; the objectives of the study programme and the learning outcomes are harmonized with each other, which would ensure the implementation of the competency approach.

The content integrates the latest trends in teacher education and the competency approach and such approach will successfully prepare teachers for implementing the competence approach in schools.

The study courses serve to promote the application of transversal skills in pedagogical activities and the development of independent examples of mastering transversal skills in different subjects.

All resources (library collection; electronic materials in e-platform MOODLE; science centres) for studying are modernized and sufficient.

The teaching staff are professionals in their field and have demonstrated their competence through their participation in international research projects and by their numerous publications.

The group buddies, sub-programme heads and programme director take the steps to monitor the study and group climate and for student support.

Implementation of the recommendations received during the licensing of the study programme is realized.

Risks identified:

Despite the well-developed curriculum, the number of students is small. Currently, 293 students are studying in the PBSP "Teacher".

Information and material structuring in e-platform MOODLE is not understood in some study courses and makes it difficult for students to learn from them.

Analysis of student questionnaires and feedback to it. Students' confidence would increase if they received feedback about the changes made (feedback about feedback).

II. Description of the study programme

1. Indicators describing the Study Programme

1.	Name of the higher education institution/college	University of Latvia Faculty of education, psychology and art
2.	Name of the study field corresponding to the study programme	Education, pedagogy and sports
3.	Name of the study programme	Professional Bachelor's Study Programme "Teacher"
4.	Code of the study programme in accordance with the Latvian Education Classification	Code: 42141
5.	Language of study programme implementation	Latvian (Separate module parts English, Russian, German languages)
6.	Amount, duration, form and type of the study programme (also distance-learning)	160 CP; 240 ECTS Full-time attendance 4 years Part-time regular studies 4 years and 5 months
7.	Admission requirements	1. Secondary education. 2. Minimum admission grade of 7 in the subjects of the selected field of study as indicated in the secondary school leaving diploma. 3. Assessment in centralized exams in the Latvian language, mathematics, and a foreign language. 4. Entrance examination. Detailed admission rules are available on the LU website: Bachelor's study programmes
8.	Address of the study programme implementation, indicating whether the study programme is implemented in the branches of the higher education institution / college	Full-time and part-time studies in UL faculties in Riga, UL legal address: Raina Blvd 19
9.	Degree, professional qualification or degree and professional qualification to be awarded	Professional Bachelor's degree in Teacher Education and Qualification "Teacher"
10.	Date of study programme licensing	19.08.2020.

11.	Date of starting the implementation of the study programme	01.09.2020.
12.	Accreditation term of the study field	31.12.2024.

Analysis

1. Compliance of the study programme with the study field.

Analyzing information from pages 3-12 of the 2022 Self-Assessment Report (Report), we concluded that the study programme was created taking into account all binding documents, for example, Cabinet of Ministers Regulations No. 512 “Regulations on the State Standard of Second Level Professional Higher Education”, No. 322 “Regulations on the Education Classification of Latvia”.

The Report showed that the name of the study programme and the professional qualification correspond to the teaching profession for the standard occupational title and qualification requirements.

The Report clearly presented (see page 12 Figure 3.1 of the 2022 Report) the structure of the study programme and we can see that the content of the study programme consists of study courses in the amount of 160 CP (general education study courses, field theoretical study courses, teaching practice, and state examinations are the common parts of the programme (72 CP); 82 CP are restrictive elective courses, and 6 CP are elective courses).

This approach emphasizes unique study offers and the high competitiveness of graduates.

2. Compliance between the title of the study programme, the degree to be awarded and the qualification (if applicable).

The choice of the study courses of the professional Bachelor’s study programme “Teacher”, the content and amount of the study courses, as well as the content of practice in accordance with the acquired professional qualifications are determined in compliance with the Teacher Professional Standard.

Experts consider it a successful plan because the common part for all students in the study programme is 72 CP, and it includes:

- a) general education study courses (20 CP)
- b) field theoretical study courses (20CP)
- c) teaching practice (20 CP); divided into 5 parts
- d) state examinations: Bachelor's thesis (10 CP) and qualification exam (2 CP).

It is an understandable study programme structure: distribution of credit points in sub-programmes in details are explained in the Report Table 3.1. page 13.

We conclude that the content and integrated teaching methodology courses implemented in the study programme are developed corresponding to the study areas developed in the project “Competence 14 Approach in Curriculum” (School2030), i.e., Languages, Social Science and Civic Engagement, Technology, Natural Sciences and Mathematics, and to the intended results

(Cabinet of Ministers Regulations No. 716) and such an approach will successfully prepare teachers for implementing the competence approach in schools.

3. Compliance of the study programme indicators (study programme code, amount, implementation duration) with the learning outcomes defined for it.

The study programme code (42141) of the professional Bachelor's study programme "Teacher" corresponds to the sixth qualification level of the qualification structure of education in Latvia for teacher education programmes and is appropriate.

Analyzing information about the study programme structure: distribution of credit points in sub-programmes we concluded that the amount of the credit points of the study programme, the duration of its implementation, parts of the study programme, compulsory content, professional qualification, fundamental principles and procedures of assessment and the amount of study practice, its implementation principles, etc. are regulated by Cabinet of Ministers Regulations No. 512 "Regulations on the State Standard of Second Level Professional Higher Education" and the study programme complies with the requirements set out in the Regulations (page 13 and Table 3.1 of the 2022 Report). It provides an opportunity for students to plan the acquisition of sub-programmes in different fields.

Another strong point of the Report is the objectives of that study programme and the learning outcomes are harmonized with each other, which would ensure the implementation of the competency approach.

Experts concluded that in the development of the study programme, the teacher education programmes and experience in teacher education in each subject area were analyzed by experience from European (Austria, the Czech Republic, Denmark, Estonia, Lithuania, the Netherlands, Finland, Germany) and the other (Canada, the USA) countries. This approach gives expert confidence about evaluation of experience in the national and international comparative context.

Conclusions, strengths and weaknesses

The professional Bachelor's study programme "Teacher" complies with the formal requirements set by the Latvian Law and other by-side legislation in order to meet the requirements of the European Higher Education Area (EHEA).

Strengths:

1. The establishment of a study programme is justified and consistent with the university's strategy; the purpose, objectives.
2. The amount of the credit points of the study programme, the duration of its implementation, parts of the study programme, compulsory content, professional qualification, fundamental principles and procedures of assessment and the amount of study practice are appropriate according by Cabinet of Ministers Regulations.
3. The planned results of the study and learning outcomes are achievable and interlinked.
4. The programme is in line with the sector's trends in the countries of the European Union.

5. The study programme development prospects are justified.
6. External experts, teaching staff, students, as well as employers were involved in the development process of the study programme.
7. The study programme has been developed together with partners of other universities in Latvia.
8. Some individual modules are the only place for learning in Latvia (for example, German language).
8. In the development of the study programme the performance indicators of the university were analysed, as well as the dynamics and trends of the number of students. It confirms the study programme's suitability for the study field.

Weaknesses have not been detected.

2. Topicality of the study programme

Analysis

1. The topicality of the study programme and the compliance of the content with the tendencies of the industry (area), the changes made since the licensing of the study programme.

The strongest part of this curriculum is cooperation between universities. The professional Bachelor's study programme "Teacher" differs from the previous programmes due to the process of its development. The experts of the University of Latvia developed a common compulsory part of the programme and sub-programme content in cooperation with leading teacher education institutions in Latvia. UL is a leading research institution in Latvia in the fields of languages, natural sciences, mathematics, social science and civic engagement, and technology.

In 2018/19 five joint seminars were held, and the development of study courses was discussed in 16 working groups. For example: the aim, objectives, learning outcomes, content and requirements for student independent work have been improved 19 times.

The study programme is developed as a unified teacher education programme, with a common content of compulsory part and a fixed distribution of credit points by semesters.

The study programme also differs with purposefully planned selection of students in teacher education study programmes and a unified entrance examination, as well as a unified state examination, that is a qualification exam, in which the teacher confirms their ability to plan topic acquisition together with colleagues, assess student work, provide feedback and reflect. The study programme implements an integrated approach to the development of study content in sub-programmes, eliminating fragmentation and dominance of certain sciences, as in the new standards of basic and secondary education. The learning objectives in the study courses emphasise the ideas of the education standards: the courses have practical orientation, with the focus on learning by doing and analysis of various sources of information.

The flexibility principle enables the study programme to respond to changes with the programme design allowing students to obtain an extended qualification and work full-time after graduation.

Another strong point of the Report is, that during the development of the study programme, the teacher education programmes and experience in teacher education in each subject area were analysed in European and in the world context. The summary of this analysis is informative.

The professional Bachelor's study programme "Teacher" 32 sub-programmes in five fields of study: Natural Sciences, Mathematics, Social Science and Civic Engagement, Technology, Languages. In the sub-programmes, students can acquire the content and methodology of one or more subjects.

The study programme enables students to combine the content and teaching methods of two or more subjects. In the Report, the analysis of different possibilities/combinations is described very well.

General education and education science courses foster both students' understanding of transversal skills and the understanding of the development of their students' transversal skills (critical thinking and problem solving, creativity and entrepreneurship, self-directed learning, cooperation, active citizenship and digital literacy) in the study process. The study courses serve to promote the application of transversal skills in pedagogical activities and development of independent examples of mastering transversal skills in different subjects.

The content of the study programme provides students with an understanding, allows them to develop skills and form an attitude about the following topics: Content and Language Integrated Learning (CLIL); the work in minority schools and multilingual classes; learning outcomes of the fields of study of School 2030; bilingual education; supervision of pupils's scientific research; academic honesty and appropriate state language use; computer skills; E-twinning; webinars and video conferencing skills; and updating the latest educational research in the study process.

The biggest changes in context of the study field are related to the decision not to accredit the implementation of the study programme in regional branches and the development of a new sub-programme "Social Studies Teacher" in the amount of 32 CP, based on the existing licensed 82 CP sub-programme "Social Studies and History Teacher".

There are many changes made in the study programme, described in the table 2.3.1. Experts are impressed by the justifications: the whole process is well calculated, and students' opinions are included too.

2. Dynamics of the student number and prospects of employment for graduates.

Currently, 293 students are studying in the PBSP "Teacher", of whom 64 study part-time and 229 study full-time. The studies are implemented in Riga. One reason for the low number of students has been the drop-out. For example, in Natural Science (Biology/ Chemistry/ Geography/ Physics) Teacher there are 25 full-time (all state funded) students. According to the Report (p. 39), in this field the drop-out rate is the highest, which students explain by their inability to pass science study courses taught together with science specialists.

Experts like that the group buddies, sub-programme heads and programme director take the steps to monitor the study and group climate. But obviously some additional solution should be found for the students of Natural Science.

Another problem is connected with the overload of students in the context of working at schools. According to the Report (p. 41), out of the 293 students currently studying in the PBSP “Teacher”, 139 students already combine their studies with work at school, which is almost half of the students. The problem is the excessive workload at school, because of which at the end of their studies, young specialists are already burned out and they are neither able nor willing to continue working at school.

Conclusions, strengths and weaknesses

Generally, the whole programme is well-developed, and according to school principals excellent. The study programme is up to date and unique in terms of development as the experts of 3 higher education institutions (University of Latvia, Liepāja University, Daugavpils University) have worked as a joint force in order to set up a unified concept for the professional Bachelor’s study programme “Teacher”. Such an approach would ensure a unified approach to teacher training in the country as a whole. The content of the programme complies with the tendencies of the Education field and is relevant.

Strengths:

1. The cooperation with other universities has been intensive and fruitful.
2. The best practices from the world have been adopted.
3. The curriculum/modules fit to the professional standard and to the needs of life.
4. The study programme enables students to combine the content and teaching methods of two or more subjects.
5. The study courses serve to promote the application of transversal skills in pedagogical activities and development of independent examples of mastering transversal skills in different subjects.
6. The HEI decided not to accredit the implementation of the study programme in regional branches.
7. A new sub-programme “Social Studies Teacher” is developed (based on the existing licensed sub-programme “Social Studies and History Teacher”). There are many changes in the study programme - the justifications are clear and deep.
8. The group buddies, sub-programme heads and programme director take the steps to monitor the study and group-climate.
9. The flexibility principle enables the study programme to respond to changes with the programme design allowing students to obtain an extended qualification and work full-time after graduation.

The weaknesses:

- 1) Despite the well-developed curriculum, the number of students is small. Currently, 293 students are studying in the PBSP “Teacher”.
- 2) In appendix 3, there are CV-s of 20 teachers, but not all of them can be found in Appendix 9 (study plans). In Appendix 2, there are the names of 129 teachers, but in the meeting experts were told that altogether 134 teachers are involved in the study programme. This mess about

numbers is significant because of many reasons. One of the complaints of students was the overlap of the study materials, and even the lack of any materials. For example, in the meeting students explained: *'sometimes teachers said that you already know this from the previous course, but, actually, we did not'*.

The director of the study programme said that she has not met all the teachers who are involved in the programme. Experts suggest creating some joint feeling in the context of academic demands. Teachers should know the content of the previous course. And also, the content of credit points should be comparable. Students complained that for some credit points they have to work much more than for others. According to the Appendix 6, for example:

2 credit points sometimes include 22 h lecture hours, or 16, or only 10.

3 credit points means 16-36 lecture hours; and 4 cp even 16-48 h.

Seems like communication between teachers and/or some common rules could help.

The 134 teachers working for the programme raises the question about the optimality - as there are about 2,1 students per one teacher in general. The reason to use so many teachers is unclear, because even students wrote (p. 51):

Combining several lecturers in one study course causes confusion.

Despite of small number of students not all teachers answer students e-mails fast. Additionally, students like to get feedback of the feedback: after every course they evaluate the teaching, but how useful this evaluation was, nobody tells them later.

3) High drop-out rate in the field of Natural Science (Biology/ Chemistry/ Geography/ Physics) Teacher.

4) As 139 students (almost 50%) combine their studies with the work at school, at the end of their studies many young specialists are already burned out and neither able nor willing to continue working at school. The result is that despite several hundred graduates in the field of education every year, some young specialists do not choose an educational institution as their place of work. The choice is due to low prestige and status of the teaching profession, the inadequate remuneration as well as the lack of professional support in educational institutions.

3. Resources and provision

Requirement [R1]: Compliance of the study base, science base (if applicable), information base (including library), material and technical base and financial base with the conditions for the implementation of the study programme and for ensuring the achievement of learning outcomes.

Analysis

According to the information received from the self-evaluation report (Report page 43-46) and from the interviews with the relevant stakeholders, University of Latvia (UL) provides access to a sufficient subscribed e-resources in various fields of science, as well as to an adequate number of printed publications in the library collection.

The availability of resources is also confirmed by the fact that the library of the University of Latvia is the largest multidisciplinary university library in Latvia, and it fully provides students of the study programme “Teacher” with study literature with more than 170,000 subscribed e-resources in various fields of science, and places for independent studies at the faculties.

For students are available the repository of the University of Latvia e-resources (<http://dspace.lu.lv>) and currently it contains more than 47,004 publications, with 5,299 publications specifically in the section of the Faculty of Education, Psychology and Art.

The library's working hours are also adapted to the needs of students, for example, the House of Nature and Library of the House of Science are available 24 hours a day, 7 days a week.

Educational seminars are organized for students on using “Electronic joint catalogue for your successful studies”, “E-resources for mobile studies”, and “E-resources in the field”.

All studies materials (MOODLE and MS Teams methodological materials) for students are regularly updated and modernised. The principles of the University of Latvia Information System (LUIS) stipulate that all 45 study courses of all study programmes are placed in e-studies or MOODLE environment. According to the information obtained in the interviews with students, we concluded that not all study courses have an understandable structure in e-platform MOODLE. We recommend to review and determine improving the most understandable approach for students in all study courses, for example, improvement showing which materials are intended full time and part-time students, and for each student's sub-group.

For knowledge assessment and communication between students and teachers are using the e-learning environment: MOODLE, MS Teams and Zoom. It was especially relevant in remote learning.

Large investments have been made in improving the learning infrastructure, for example, created 10 classrooms with the opportunity to film and stream lectures using wide-angle video cameras with microphones, rooms with video recording with video/ audio tracking and streaming equipment; computer equipment moves to laptops, enabling both face-to-face and remote work as well as hybrid lectures.

Investment in infrastructure proves the implementation of the study programme and for ensuring the achievement of learning outcomes.

Analysing the calculated financial resources (Report page 45) we can see in the implementation of the study programme that the tuition fee calculations are justified and correspond to the economic situation of Latvia (full-time is 1743 EUR per year if there are 150 students per year and 1613 EUR per year for part-time).

Determined also, the minimum number of students for the profitability of the programme (390 with 78 state-funded places per year).

Conclusions, strengths and weaknesses

LU has created a system where all involved departments and all Science Centres provide the necessary support for the implementation process of the study programme. LU supports students' and lecturers' involvement in the research projects.

The teaching-learning areas have a modern environment and equipment for the implementation of the study programmes. Recreational areas are creatively designed and modern. IT technologies are provided at the maximal level.

Strengths:

1. There are well-equipped classes and auditoriums, especially in all Science Centres (House of letters, house of nature, house of science).
2. Library fully provides students of the study programme “Teacher” with study literature.
3. The library's working hours are also adapted to the needs of students.
4. All study materials for students are regularly updated and modernized in e-platform MOODLE.
5. Determined also, the minimum number of students for the profitability of the programme.
6. A reasonable tuition fee will be paid for a certain number of students.

Weaknesses:

Material deficiencies in the e-platform MOODLE of some study courses. Recommend in all studies course’s improvement showing which materials are intended full time and part-time students, and for each student's sub-group.

Evaluation of the requirement [R1]:

Requirement	Compliance			Justification
Compliance of the study provision, science provision (if applicable), information provision (including library), material and technical provision and financial provision with the conditions for the implementation of the study programme and for ensuring the achievement of learning outcomes.	Fully compliant	Partially compliant	Non-compliant	The study base, the information base, including the library, as well as the material and technical base meet the conditions for the implementation of the study programme.
	X			

Requirement [R2]: Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements of the laws and regulations.

Analysis

From the analysis of the self-evaluation report as well as of the list of the teaching/academic staff of the study programme (Appendix 2; 3), the teaching staff are very qualified specialists in different fields of education. There are also clear criteria to select the teaching staff to be involved in the study programme (specified in the self-evaluation report page 46-47 and Appendix 6 and 9).

In total, the study programme comprises 25 professors, 25 associate professors, 36 assistant professors, 22 lecturers, 3 assistants and 18 hourly paid staff members.

102 staff members hold a doctoral degree and 27 – a master's degree, with 112 of them being UL elected staff members.

Teaching staff members of the study programme have improved their professional competence through eight internships in the amount of 100 hours in the different companies.

Also, teaching staff participated in various projects and conferences, attended different courses offered by the University of Latvia, for example, "Public Speaking", "Learning E-Environment – MOODLE", "Scientific Publishing Skills", "Digital Media Literacy", "Digital Competence Development" and others.

The teaching staff has the option to improved their English language skills in the professional development programme of the Centre for Applied Linguistics of the University of Latvia "Improvement of the Scientific and Academic Capacity of the Academic Staff in English."

Especially underline a large number of publications, in the last 6 years, the academic staff have added 1315 and more publications.

The connection with real school life and needs is confirmed by the fact that 23 academic staff members (project experts or teachers of pilot schools) who have been participating in the ESF project "Competence Approach to Curriculum" have been involved in the development and implementation of the programme, and 13 academic staff members – 1 – 3 academic staff members in each sub-programme – simultaneously work at school.

During the COVID-19 pandemic time, overall 9 academic staff were in the incoming and outgoing mobility programs (Appendix 4).

The composition of the participating teachers is highly competent and ensures the successful implementation of the study programme.

Conclusions, strengths and weaknesses

The teaching staff are professionals in their field and have demonstrated their competence through their participation in international research projects and by their numerous publications.

The academic staff demonstrated an understanding of the national specificities of the educational system and the study programme actuality.

Strengths:

1. The qualifications of the academic staff are consistent to the specifics of the study programme and its implementation requirements.

2. The teaching staff are professionals in their field and have demonstrated their competence by their participation in international research projects and by their numerous publications.
3. Part of the academic staff is involved in schoolwork.

Weaknesses have not been detected.

Evaluation of the requirement [R2]:

Requirement	Compliance			Justification
Compliance of the qualification of the academic staff and visiting professors, visiting associate professors, visiting docents, visiting lecturers and visiting assistants with the conditions for the implementation of the study programme and the requirements of the laws and regulations.	Fully compliant	Partially compliant	Non-compliant	The study programme involves qualified academic staff (Appendix 2; 3;4)
	X			

Requirement [R3]: The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the respective field of science or artistic creation (if applicable).

Analysis

not applicable

Conclusions, strengths and weaknesses

not applicable

Evaluation of the requirement [R3]:

Requirement	Compliance			Justification
The study programme for obtaining a master's or doctoral degree is based on the achievements and findings of the	Fully compliant	Partially compliant	Non-compliant	<i>not applicable</i>

respective field of science or artistic creation (if applicable).				
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Requirement [R4]: Compliance of the study programme with the requirements of the Law on Higher Education Institutions and other laws and regulations.

The table includes points that help to assess the compliance of the study programme with the requirements of the Law on Higher Education Institutions and other laws and regulations. Each requirement shall be evaluated as “fully compliant”, “partially compliant” or “non-compliant” by providing a justification. In addition, it is also possible to refer to the respective part of the expert joint report or the information provided by the higher education institution/ college, which serves as evidence for the full compliance, partial compliance or non-compliance, as indicated herein.

If applicable, other requirements specified in the Law on Higher Education Institutions or other regulatory enactments that correspond to the study programme being evaluated may be added to the table.

No.	Requirement	Fully Compliant	Partially Compliant	Non-compliant	Justification
1.	<p>The study programme complies with the State Academic Education Standard or the Professional Higher Education Standard, including the minimum requirements for the content of the compulsory civil protection course and the content of civil protection training for employees specified for the implementation of the study programme.</p> <p>The study courses of the professional study programmes include a module for the development of professional competence of entrepreneurship in the amount of at least 6 CP, if it has not been acquired in the previous professional study programme or is not included in the theoretical basic courses of the</p>	X			<p>The content of the study programme corresponds to external regulatory enactments:</p> <p>Cabinet Regulations No. 512 “Regulations on the state standard of the second level professional higher education” (26.08.2014);</p> <p>the Cabinet Regulations No 322 “Regulations on the education classification of Latvia” (13.06.2017);</p> <p>Competence of entrepreneurship (6CP) included in General education study courses (20 CP): Legal Aspects of the Pedagogical Process in</p>

	study programme branch (field of professional activity).				<p>Education; Information Technology in Education; Education Management; State, Civil and Environmental Protection; Introduction to Education for Sustainable Development.</p> <p>Information Technology in Education – to facilitate the implementation of the Teacher Professional Standard in accordance with professional knowledge, skills, attitudes and competences required for the performance of professional activities.</p> <p>Report page 3-14; Appendix 6 and 7</p>
2.	The study programme complies with a valid professional (occupational) standard, or with the requirements of professional qualification (if it is not necessary to develop a professional standard for the profession), if a professional qualification is awarded after acquisition of the study programme	X			<p>The content of the professional Bachelor's study programme "Teacher" comprises a set of knowledge, skills and competences in accordance with the knowledge, skills and competences of Level 6 of the European Qualifications Framework as specified in the Classification of the Latvian Education and the Teacher Professional Standard.</p> <p>Report page 14. Appendix 8</p>
3.	The code of the study programme complies with the Cabinet regulations on the Latvian Education Classification	X			<p>The code (42141) of the professional Bachelor's study programme "Teacher" corresponds to Cabinet Regulation No. 322.</p>

4.	The qualification of the teaching staff ¹ complies with the conditions and requirements set for the implementation of the study programme, which are specified in the regulatory enactments in the field of education including the participation in the implementation of an academic study programme of at least five professors and associate professors together who have been elected to academic positions in the respective higher education institution, except in the cases provided for in Section 55, Part two of the Law on Higher Education Institutions.	X			The teaching staff are certified and appropriate. Appendix 2;3
5.	Confirmation of the higher education institution/college that the teaching staff members to be involved in the implementation of the study programme have at least B2-level knowledge of a related foreign language, according to the European Language Proficiency Assessment levels (the division of levels is available on the website www.europass.lv), if the study programme or any part thereof is to be implemented in a foreign language or proficiency of the Latvian language at least on the B2 level, if the study programme or a part thereof is intended to be implemented in the Latvian language and the lecturer has not acquired secondary or higher education in the Latvian language.				Not applicable

¹ As used in this document, the term “teaching staff” refers to the academic staff and visiting professors, visiting associate professors, visiting lecturers, visiting lecturers, and visiting assistants of the corresponding higher education institution / college.

6.	The study programme, which is intended to be implemented in a foreign language, complies with the requirements of Section 56, Part three of the Law on Higher Education Institutions				Not applicable
7.	The sample of the study agreement complies with the mandatory provisions to be included in the study agreement (if applicable).	X			The updated degree name: Bachelor's degree in Teacher Education Report p. 22-25 Appendix 10.
8.	The sample of the diploma to be issued for the acquisition of the study programme complies with the procedure by which state recognised documents of higher education are issued (if applicable).	X			The updated degree name: Professional Bachelor's degree in Teacher Education Qualification "Teacher" Report p. 15; 26-39 Appendix 11.
9.	The higher education institution/ college has confirmed that it will provide the students with the options to continue the acquisition of education in another study programme or at another higher education institution/ college (a contract with another accredited higher education institution/ college), in case the implementation of the study programme is discontinued (if applicable).				<i>The LU's report certifies that the information has not changed since the decision on licensing the study programme was made.</i>
10.	The higher education institution/ college has confirmed that it guarantees to the students a compensation for losses if the study programme is not accredited or the licence of the study programme is revoked due to the actions of the higher education institution/ college (actions or omissions) and the student does not wish to continue the studies in				<i>The LU's report certifies that the information has not changed since the decision on licensing the study programme was made.</i>

	another study programme (if applicable).				
11.	At least five teaching staff members with a doctoral degree are among the academic staff of an academic doctoral study programme, at least three of which are experts approved by the Latvian Science Council in the respective field of science. At least five teaching staff members with a doctoral degree are among the academic staff of a professional doctoral study programme in arts (if applicable).				<i>Not applicable</i>
12.	The scientific and pedagogical qualification of doctors of science complies with the criteria specified in the regulatory enactments regarding the evaluation of the scientific and pedagogical qualification of a candidate for the position of a professor and an associate professor (if applicable).				<i>Not applicable</i>
13.	The joint study programme complies with the requirements prescribed in Section 55 ¹ , of the Law on the Higher Education Institutions (if applicable).				<i>Not applicable</i>

Evaluation of the requirement [R4]:

Requirement	Compliance			Justification
Compliance of the study programme with the requirements of the Law on Higher Education Institutions and other laws and regulations.	Fully compliant	Partially compliant	Non-compliant	By evaluating the program's compliance with the requirements of normative acts, the Law on Higher Education Institutions, and other laws and regulations, it was decided that the study programme fully
	X			

				conform to all the criteria.
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4. Implementation of the recommendations received during the licensing of the study programme

Assessment of the implementation of the recommendations provided by the licensing experts of the study programme.

Analysis

1. The financial optimality of the programme seems to be still an issue.

According to the Report (p. 47), the minimum number of students for the profitability of the programme is 390 with 78 state-funded places per year. Currently, there are 293 students, so, on condition of a similarly successful enrolment next year, the programme will be profitable, as written in the report. The teaching staff is highly qualified, the main problem is the low number of students in some fields. One solution may be to open some sub-programmes (for example: German language) every second year.

2. The principles of combining courses have already been taken into account in the development of the study programme, but 11,6% of students are still not satisfied (p. 51). In the Report one can read the descriptions of some problems, but not comments from departments: what should be done in the context of physics, for example. And/or: according to the students (p. 52), the balance of lecture amount in credit points (ECTs) with the requirements of the study course is not optimal. How will this problem be solved? According to teachers (p. 52), the cooperation between faculties needs to be improved. (See also chapter nr 2 here.)
3. Different facilities in Riga and regional branches are not the problem anymore, as from the 2022/2023 academic year, the PBSP “Teacher” is not to be implemented in the branches, which is good.
4. Recommendations on the compliance of the study programme with the requirements of regulatory enactments are fulfilled, as the diploma and appendix are updated; and the compliance of the degree is obtained with the Cabinet of Ministers Regulation No.322–the updated application of the study programme “Teacher” (42141).

Conclusions, strengths and weaknesses

The well-developed programme has many modules. The content helps to prepare good teachers for 21. C. school. According to the leaders of the faculty, the task for future is flexibility, and the module-system supports this idea. There are some aspects which could be improved, especially in context of optimality; and cooperation between the faculties and teachers.

The strengths:

1. The PBSP “Teacher” is not to be implemented in the branches.
2. The diploma and appendix are updated; and the compliance of the degree is obtained with the law.
3. Students are engaged in projects.
4. The Experts got the impression of an eager and keen department, which is an optimistic sign.

The weakness:

The financial optimality of the study programme is an issue. There are too many teachers for these students; and cooperation between teachers/faculties has room for improvement.

III. Assessment of the study programme

<u>Excellent</u>	Good	Average	Poor
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IV. Recommendations

Experts' recommend to include the study programme "Teacher" in the study field "Education, Pedagogy and Sports".

Short term suggestions:

1. The lecture amount in credit points (ECTs) with the requirements of the study course should be balanced. As teachers suggested: the cooperation between faculties needs to be improved.
2. Specific problems should be solved as soon as possible. For example, in Natural Science (Biology/ Chemistry/ Geography/ Physics) Teacher the drop-out rate is the highest, which students explain by their inability to pass science study courses taught together with science specialists. This problem should be easily solved, as there are over 100 teachers involved in the curriculum.

Experts point out that the following are not weaknesses but recommendations for further development:

1. The main problem is the low number of students in some fields. One solution may be to open some sub-programmes (for example: German language) every second year.
2. There are too many teachers involved in the study programme, students find it confusing. The suggestion is to reduce the number of teaching staff - then the responsibility of each teacher will be clearer, and the overlap of information, shared to students, will not be the problem anymore.
3. Recommendation to clearly specify materials in e-studies in all study courses for full time and part-time students, for sub-groups students.
2. To look for solutions on how to provide students feedback about student surveys (feedback about feedback). This would contribute to the greater importance of the expressed student opinion.